

DEANSBROOK INFANT SCHOOL

COMMITTEE: Curriculum, Attainment And Standards Date: **Wednesday 7th May 2024 @ 10.00am via Teams**

Committee members: Nick Mailer (Co-opted Governor) Chair Carole Catley (Headteacher) Nikki Simon (Co-opted Governor) Jade Cheung (Co-opted Governor) John Parnaby (Staff Governor) Julia Hutton-Squire (Co-opted Governor) Judith Suissa (Co-opted Governor) Ryan Hannan (Parent Governor) Ben Amoah (Parent Governor) Penka Georgieva Mihov (Parent Governor)

Lisa Roberts (Minute taker) **Present:** NM, CC, JC, JP, JHS, JS, RH, BA, PGM **Apologies:** LR, NS **Minutes:** RH

Agenda Item	Discussion/Action	By whom	Deadline
APOLOGIES FOR ABSENCE	LR, NS		
MINUTES	CC said we are keeping closer details of EAL students. Newsletter – some promoting of male role models and promotion in the about scientific backing for this. More dads coming into Friday morning readings. Six volunteers have been coming in to read, some parents and retired TA/teacher. Secondary schools not contacted yet. JHS – reminded about the secondary school students who can support. Judith (NM's daughter still comes in)		
MATTERS ARISING	No matters arising		
Pupil Attainment	<ul style="list-style-type: none"> EYFS data – Spring Term 2024 Reception – data. Not as strong as 2023. Nursery children doing better than non-nursery. Activities set up specifically for children weaker in certain identified areas. Phonics groups going out with each class – currently 3 in total. Fluid groups which allow students to return to class when appropriate. All schools offered voluntary moderation by LA consultant to look at work and assess children to ensure standardisation of judgement. Will moderate with Fairway school – Head (Alison) comes in every two weeks. 		

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	<p>JHS – Do you get written feedback to share with this committee? CC – Yes – Can be done. JHS – Good to be able to evidence this for OFSTED. BA – Asked about which class needs support. CC replied that both classes have children needing extra support, also depends on changes during the year. Most of the children needing extra support are EAL students.</p> <ul style="list-style-type: none"> • KS1 data – Spring Term 2024 Year 1 – Good data. Was a strong cohort last year and this is continuing. PP are unusually doing better. CC – you can see why they are doing well, but it is cohort specific. Same picture across writing and reading. Picture is looking positive so looking good for end of KS1 next year. SATS are now up to the school BA – What are your thoughts on doing the SATS? CC – We are thinking of not doing them, but we may use them to check with teacher judgements. Discussion on the value of SATS as practice but decided not important. CC – Year 1 phonics test still required. JHS – How is that looking? CC explained the work being done to improve performance for the phonics test. 10 children currently borderline who are taking part in interventions. Currently 83% • Year 2: Not as good data. 4 new children with no previous schooling (one 6 weeks ago) and this is challenging. BA – what is the explanation? CC – Mostly coming from abroad, but some have been in the country for a while but they don't come to school. JS – Suggests that this might be a group that is significantly affected by COVID. 	CC to share notes	
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	<p>CC – Explained the delay in language acquisition that effects reading and writing.</p> <p>CC highlighted white British children not progressing as much as hoped.</p> <p>Interventions in small group work for maths –</p> <p>JHS raised the IDSR for us to compare data. Share the report – highlighted school stability/mobility change. Drew attention to Maths KS1 pupil premium and the phonics data.</p> <p>RH asks about parent engagement.</p> <p>CC – we try to get parents engaged to get them to read and support their children. Maths has proven to be difficult. A class teacher will take parents aside for parents to do at home.</p> <p>Language is a particular issue, but some families don't see education as important and sometimes it's not having time or inclination to help the children. Some parents don't engage with schools because of their own experiences.</p> <p>BA – Expressed concern regarding the parents and how we engage.</p> <p>CC – Children have no idea about PP or expectations so it's not an issue. In a group of 30, there are always children below expectation. It's about us supporting those children, interventions and support and adapting and teaching. Often part of the picture is parent support for the children and the cultural capital.</p> <p>JHS – What about other schools – what are they doing regarding PP – what is the gold standard?</p> <p>CC – talked about impact phonics workshops, writing and comprehension workshops. Need to do a Maths one.</p> <p>BA – Supports workshops and puts some accountability on parents.</p> <p>CC – Most parents do come, but we're talking about the 8 PP children. When should we do it? Impact</p> <p>PG – Highlighted the requirement to wait until the council offered a school and why there is a problem with the delay. Maybe we need to have language of maths for kids.</p> <p>CC – ESOL classes have been really successful and we have 20 parents with a waiting list of another 10.</p> <p>CC – reminds everyone to sign up through school.</p>		
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<p>Policies</p>	<ul style="list-style-type: none"> • Data Protection Policy <p>RH – is this the right committee? What about the DPO email address?</p> <p>JHS – pg 11 references different school</p>		
<p>Feedback from Governor link visits with subject leaders</p>	<ul style="list-style-type: none"> • RH mentioned nursery phonics focus, increased confidence of subject leads in dealing with subject matter • JS – pleased with engagement and inclusive pedagogical approaches. • NM – purple Mash tools are a little confusing – so using GoogleDocs seems a more relevant tool. Suggested Purple Mash is outdated. Students happy and engaged. • PG – Sts very engaged – was impressed by how children were working on end-to-end products. Mrs Bahradia helped all students through the process before putting it on paper. Every child is valued. • CC – We do focus on the process, not just the finished product. There's also summarising at the end. • PG – sts remembered what happened before – sketchbooks showed good progress. There's a tracker on the wall, which was nice and visible. • CC – We now have a small art gallery in our school. • PG asked about visiting artists to come and speak to children. • JP – Middledome art society – they might want to get involved • PG – I also saw SEN – met a non-verbal child. Was very happy to see how the child was behaving in class. How does 1:1 reduction affect these students? • CC: This is more for those students who don't need 1:1 and become over-reliant on their support adult. SEN in class was the OFSTED concern • PG suggested a safe space in the playground. To be confirmed with Caroline Griffiths to see how this can be costed. 	<p>CC to liaise with CG</p>	

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6. School Development Plan 23-24 update	<ul style="list-style-type: none"> Two children on Child Protection – CG has one case and CC another CPOMS is used actively – now behaviour issues are being recorded on CPOMS CG, NS - DSL Education training 23/11/22 – CG 10/22 		
AOB	<p>CC – we've had visits to Fairway and Courtland for EYFS and KS1 data.</p> <p>Julia requested external validation reports to be put on the Governor Hub- CC will do.</p> <p>JHS – look at other school websites relating to your link subject.</p> <p>JHS – can we have a report on moderation even if there is no actual documentation of the moderation report.</p> <p>BA- Any update pn the website.</p> <p>CC – We've allocated a budget to update the website and we're now looking at layouts – BA will join the committee to update the website. A photographer is £300. Do we know anyone?</p>	Action: Source a new photographer - Use website construction company photographer	
Date of Next Meeting	TBC		

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