



CAMPSBOURNE PRIMARY SCHOOL

MINUTES OF THE CURRICULUM & STANDARDS COMMITTEE MEETING Held on Tuesday 28th February 2023 at 6.30pm at the School

Membership:

Position	Name	Initial	Term End Date
Parent Governor	Burcu Keser	BK	22/11/2026
Staff Governor	Jade Springer Best *	JSB	06/10/2023
Co-opted Governors	Ayça Onkal	AO	09/06/2025
	Laura Lewis-Williams - Chair	LLW	10/07/2026
	Anita Jakhu	AJ	22/09/2024
	Rani Tebbit – Vice-Chair	RT	05/01/2027
Headteacher	Jonathan Smith	HT	Ex officio
Associate Members	Natasha Crabbe	NC	17/11/2024
	Gemma Hall	GH	05/07/2025

* Asterisk denotes apologies

- Donates absence

Also in attendance:

Jasbir Aujla, Clerk to Governing Body (Haringey Education Partnership)

1. WELCOME / INTRODUCTIONS / APOLOGIES

- 1.1 The Chair welcomed all to the meeting.
- 1.2 Apologies for absence were received from Jade Springer Best.

2. DECLARATIONS OF INTEREST, PECUNIARY OR OTHERWISE IN RESPECT OF ITEMS ON THE AGENDA

- 2.1 There were no declaration made at the meeting.

3. MINUTES OF THE PREVIOUS MEETINGS AND MATTERS ARISING

- 3.1 The Minutes of the Curriculum & Standards Committee meeting held on 8th November 2022 were **agreed** as an accurate record of the meeting. Chair to sign and school to retain on file.

4. ACTIONS LIST

- 4.1 Actions from 8th November 2022:

Item No	Action	Assigned to
3.3	C&S TOR FGB agenda item – completed . Link Governor roles item on FGB – completed on agenda .	Clerk
5.2	Enrichment - AO to send names of children to HT to check as some may not got a place. Completed	AO, HT
5.2	Parents and reading - companies and resources out there that assist with teaching. 28/2 – HT updated this require too much admin work. Item closed .	HT
5.2	Speak to Tracey Baptiste regarding Collective Worship policy containing calendars and schedules of different religious cultural activities and if school could ask parents about these events at the beginning of each academic year. Completed	HT

5.3	Send updated SDP/SEP to Chair. Completed	HT
6.1	Provide the SEND report to the Chair to consider how often this committee wants to see the report. Completed.	HT
7.1	Safeguarding report - send to the Chair to review. Completed	HT
9.4	Behaviour Policy to committee meeting in February 2023. Completed item on agenda.	HT

4.2 The Committees draft workplan will be shared at the next meeting. **Action: Chair**

5. HEADTEACHERS ITEMS

5.1 Ofsted Report (key findings)

The HT said the OFSTED report is not out yet. The verbal update indicated the school is overall very good.

5.2 Autumn assessment data – juniors and infants (key analysis)

The Committee received the Autumn Assessment data for both the Junior and Infants school as circulated in advance of the meeting.

The HT stated that children who are not meeting expectations often have SEND and are a priority for the school moving forward. The cohorts differ from autumn 2021 to autumn 2022 so we cannot compare or look at trends. Agreed to track cohorts throughout the school going forward. The HT said he will design a template and sample year group to estimate how long it will take to put together so we can see progress. Going forward the Committee will pick key groups to monitor.

A Governor asked does this data over a time period enable the school to know at the impact of an intervention program.

The HT said he would not use necessarily use this data to assess the impact of a programme as the impact would not necessarily be seen through the bands of meeting, working below etc.

A Governor asked if there was any data on EHCP children. The HT said we need to look at individual children rather than EHCPs as a cohort. Morgan is working on an assessment program for SEND children with the Brook Special School.

A Governor asked regarding data on EAL. The HT referred to his response in table below and added the information that comes from parents so is not 100% accurate.

A Governor questioned why the DFE want us to use this is it an indication of anything. The HT said it one of the criteria used for funding. It is a more of an issue in Year 1 where children are often new to English but children as children become more fluent their progress picks up as they move throughout the school.

HT to provide cohort progress in year groups. **Action: HT**

In addition to above discussion in advance of this meeting Committee members had raised some questions to which the HT had provided responses see italic text in table below:

Document	Governors Comment	HT Response
Autumn Assessment Data - Infants	Infant school year 2 - narrowing the Writing gap in Autumn 2022. What do you think has contributed to this positive trend (especially as W is a focus for school), and any actions that can be shared across the school?	This increase is more likely to be attributable to teachers being cautious so early on in Y1 (Autumn) rather than children making accelerated progress. Of the 6 children now mastering 5 of them achieved ELG 3 in EYFS.
Autumn Assessment Data - Infants	EAL - WB has increased across R, W, M. What has led to this? Key actions being taken to mitigate this going forward?	These are different cohorts as Y2 have moved to year 3 and Rec have moved to year 1 so it is not possible to make direct comparisons. They are more useful from a point of view of understanding the challenges and how they are evolving over time as cohorts change. Detailed analysis of EAL children shows their co-occurring needs with SEND which is a whole school focus.
Autumn Assessment Data - Infants	Ever FSM - increase in Reading gap. Reasons? And what actions are being taken?	Again, changing cohorts. In year 2 6 children are Ever FSM 5 of whom are now meeting and one with SEND is WT. One has dropped back from Ma, 1 has moved up from WB and one from WT. The 5 children behind are all in Y1 and all achieved ELG1 in EYFS. 1 is new to English, 2 are SEND and the others are EAL.
Autumn Assessment Data - Infants	SEN 'k' - positive trend in closing the gap in W and M. What has contributed to this?	These are different cohorts as Y2 have moved to year 3 and Rec have moved to year 1 so it is not possible to make direct comparisons.
Autumn Assessment Data - Infants	Key ethnic groups - positive trends across White British, Black African and Turkish in closing the gaps - although Turkish clearly needs to remain a focus. We are not seeing the same closing of gaps with Black Caribbean - is this due to small cohort size and half of the children SEND? What more can be done to close the gaps here?	There are only 2 MWBC in Y1 and in Y2 and 1 BCRB who is SEND.
Infant school Assessment data	Autumn 2021/22 (R,W,M) – the gaps worsened between 21 and 22 FSM, what is the contingency to address this, (what are the actual numbers in each cohort?) II. As above assessment data for Turkish group III. Black Caribbean: Really concerning data, there has been improvement in 22 but there are still 50% WB which is of concern.	See above. The children WB are all SEND. There is an oversight with the ethnicity data which had not been updated but which now is. I have updated this data which shows that in year 1 and 2 2x MWBC are meeting in reading, writing and maths in each year group. One child is WB who has SEND.

Autumn Assessment Data - Junior	Positive trend in Year 4 across all subjects. Key contributing factors?	Due primarily to progress made by WBRI children. There are 31 non WBRI 13 of whom are SEND.
Autumn Assessment Data - Junior	What do we think is the reason for dip in Reading (Year 5, girls, Ever FSM, Not FSM)?	This is primarily new children joining us. 1 new child with severe dyslexia (WB) joined us, and 2 Ukrainian children who are new to English.
Autumn Assessment Data - Junior	It's really pleasing to see good improvements in Writing, as this is a focus. What do we think are key contributing factors?	It has been a focus for staff with staff meetings focusing on higher attainment..
Autumn Assessment Data - Junior	SEN- What has contributed to improvement in all subjects?	It is hard to say that one thing has contributed, I think it is just the cumulative effects of the good work by class teachers and support staff over a number of years as children move through the school.
Autumn Assessment Data - Junior	Turkish- big rise in WB for maths, what has contributed to this?	This is not children falling back so is due to changing cohort which impacts %.
Junior School Assessment data	<p>I. What constitutes 'EAL, non EAL' - which informs that figure, i.e.. How is the data derived, what is n= (actual numbers.</p> <p>II. Sen K to be discussed still large numbers, not good improvement- what is the definition of good improvement.</p> <p>III. Turkish group- 21/22, achievement seems to have dipped across the board- this appears to be historic- do we need to look at long term, embedded stable support for this cohort?</p> <p>IV. BC- I cannot see 'the good improvement in all subjects' for this cohort</p>	<p>The Department for Education (DfE) records a pupil as using EAL if 'they are exposed to a language at home that is known or believed to be other than English. Info comes from parents so is not 100% accurate.</p> <p>I do not agree that there isn't good progress based on the data but assessing progress is incredibly difficult especially for SEND as there are so many variables and very small numbers you have in a school. We are trialling an assessment program which the Brook Special School have developed which will enable us to track children with SEND and their progress at a more granular level than M and Ma, but this will help on an individual level rather than providing group statistics.</p> <p>This is primarily a SEND issue. Of the 12 children 10 are either WB or WT and 8 of them have a SEND.</p> <p>Again, with this group SEND is the underlying reason. Of the 12 children 8 are WB or WT and all but 1 have a SEND. Of the 4 children without a SEND 3 are M or Ma.</p>

5.3 Attendance

The Committee received the Attendance data for both the Junior and Infants school as circulated in advance of the meeting and noted overall attendance is good and above national average.

In advance of this meeting the Committee members had raised some questions to which the HT had provided responses see italic text in table below:

Document	Governors Comment	HT Response
Attendance report Infants	<i>Worsening picture in Au 2 than Aut 1 across all categories (except lateness). Is this a similar pattern to other years?</i>	<i>Often as you get more winter bugs / viruses etc. Our attendance data is above national averages.</i>
Attendance report. Infant	<p><i>Reason for un/authorised absences</i></p> <p><i>What constitutes persistent lateness-number, frequency what time period?</i></p> <p><i>Can we discuss the over representation of children with 'characteristics' in terms of persistent absences? (Seems to be the majority in every year groups (Infant)).</i></p>	<p><i>Parents do not contact us, unauthorised holidays.</i></p> <p><i>10% absence or higher during an academic year. EWO involvement is when attendance at 85% due to unauthorised.</i></p> <p>Infants - <i>Reception - (13) 1x medical rest are sickness and all under 5.</i> <i>Year 1 - (5) 1x medical 1x bereavement 1x moving abroad 2x sickness.</i> <i>Year 2 (9) 1x Social Care / Moved Away 1x Family Issues / Sickness 7 - sickness.</i></p> <p>Juniors <i>Year 3 - 1x (Religious observance)</i> <i>Year 4 - (8) 2x Social Care / Moved Away 1x medical 5x sickness.</i> <i>Year 5 - (5) 1x Social Care / Moved Away / 1x bereavement / 1x medical / 1x sickness / 1x social care.</i></p> <p><i>Year 6 - (8) 3x medical / 5x sickness</i></p>
Attendance report Infants	<i>What is the trend with persistent absence in years pre- and post- covid? Are these numbers coming down? What work is in place to work with these families?</i>	<i>Attendance nationally is still worse than before the pandemic, although ours is very positive and above national averages and broadly in line with pre pandemic. The trend is downwards as we move through the year. We monitor it closely a lot of the current absences are due to illness, or medical conditions. We will work with school nurse, FSWs etc to support families where we can.</i>
Attendance report Juniors	<i>Better picture than Infants. What is working in Juniors?</i>	<i>It is often this way when the children are younger and possible more susceptible to viruses, we don't do anything different.</i>
Attendance report Juniors	<i>What is the trend with persistent absence in years pre- and post- covid? Are these numbers coming down? What work is in place to work with these families?</i>	<i>It is often this way when the children are younger and possibly more susceptible to viruses, we don't do anything different.</i>

Attendance Junior report	<p><i>can we discuss the over representation of children with 'characteristics' in terms of persistent absences? (Seems to be the majority in every year groups (Infant).</i></p> <p><i>Reasoning - How will this be addressed?</i></p>	<p><i>Pastoral team are responsible for supporting families where possible.</i></p>
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5.4 Behaviour Report (Autumn 2022)

The Committee received the Behaviour reports for both the Junior and Infants school as circulated in advance of the meeting. The HT said OFSTED had commented on behaviour as being very good in the Junior School. What has made a difference with behaviour is the HT, Morgan and Tracey being out on duty in the Infants and Junior school during break times and assisting the midday assistants at lunch time. In addition, there is now a sports coach in the Junior and Infant playgrounds.

A Governor asked if the Behaviour policy is the same for all children or differs for SEND children, as needs to differ. The HT said some things are managed differently and needs are taken into context, but most things done are for all children, it is about building relationships. The Governor asked are behavioural incidents still recorded. The HT responded yes, everything is recorded as we need to be aware of these incidents and gave examples which may mean the numbers look high, but the school looks at the information and any particular issues. The white slip is now called the Reflection slip.

The Chair said if OFSTED have said behaviour is good what does the HT want to look at. The HT said need to look at learning behaviours, which are the behaviours that make a good learner and provide new staff relevant training. We are also focusing on implementing any changes from the Behaviour Policy Review.

A Governor said it would be good to have a deep dive in to the impact on the child involved how it impacts them and others. The HT said it takes time to establish children's needs, it is complex especially in the Infants, Year 1. It is often an iterative process as we establish what works and what does not work whilst balancing the needs of SEND children and other children.

A Governor asked if all behaviour incidents are recorded, when are parents notified and are they notified regarding all. The HT said no, the school make a judgement call as when parents need to be notified and overall behaviour is good at the school.

In addition to above discussion, in advance of this meeting the Committee members had raised some questions to which the HT had provided responses see italic text in table below:

Document	Governors Comment	HT Response
<i>Infants Behaviour Report</i>	<i>Marked difference between behaviour incidents in the two classes - any plans to mitigate this?</i>	<i>Linked to SEND need. Out of 22 white slips 12 involve one child who has 1-1 unfunded support.</i>
<i>Infants Behaviour Report</i>	<i>Physical aggression is key behaviour incident across the infants. Is there a focus on supporting children/ staff with this?</i>	<i>Yes, either TB or MC is now on duty at morning break and lunchtime, and we recruited a sports coach to help at lunch and provide more capacity.</i>

<i>Infants Behaviour Report</i>	<i>High incidents of physical aggression for SEND k. Is there particular support for staff to handle behaviour issues for SEND children?</i>	<i>MC provides specific training / guidance to 1-1s outside of this it is the relationships-based approach which we advocate, and which staff have received refresher training on through Anchor</i>
<i>Infants Behaviour Report</i>	<i>Ethnicity - would % give us a better picture?</i>	<i>The reporting system does not provide %.</i>
<i>Infant behaviour Report</i>	<i>Can we have more of a contrast for the colours used in the bar charts please- it is very difficult to see the difference between the cohorts e.g. Ethnic background, there seems to be 4 blues used, which look very similar.</i> <i>II. Ditto for Non/ Send table (assessment data much clearer)</i>	<i>I cannot control things like the colours, the report come straight from the program.</i>
<i>Junior Behaviour Report</i>	<i>Although better picture than Infants - boys' physical aggression still seems an issue. Again, is there a focus on supporting children/ staff with this?</i>	<i>Yes see above</i>
<i>Junior Behaviour Report</i>	<i>High behaviour incidents for SEND k pupils. Is there. particular support for staff to handle behaviour. issues for SEND children.</i>	<i>See above</i>

6. SDP/SEP PRIORITY AREAS

6.1 Updates to SDP/ SEF for 2023/24

The HT updated the key areas to focus on are, Maths, SEND, EAL, Learning Behaviour and Mental Health & Well-being. The key area from staff point of view is to build leadership skills and provide leadership training. The HT, Morgan and Tracey will be working on re-writing the SDP/SEP and he hopes to share a draft version at the Governor Awayday. **Action: HT**

The Chair thanked the HT for his update and said the SDP/SEP will enable sharper focus for Governor visits.

In addition to above discussion, in advance of this meeting the Committee members had raised some questions to which the HT had provided responses see italic text in table below:

Document	Governors Comment	HT Response
School Development Plan. Jnr/ Infant School, SEF	<i>Please can we have print outs of these- can we discuss this at the awayday?</i> <i>This is the significant document that I would like the HT to talk through and board have the opportunity to discuss (awayday?)</i> <i>What is the 'Keep up' intervention? What opportunities are being offered to learners to address attainment?</i>	<i>'Keep Up' interventions are for children who are at risk of falling behind. The idea being that by putting in support early they don't fall behind.</i> <i>Additional support is very limited with the focus on phonics in Reception (in class support) and Y1, Y2 and Y3 (HLTA and Morgan). Tracey focuses on Year 6 and we have one maths intervention. Depending on the needs of children with EHCPs as they</i>

	<p><i>Hornsey and Stroud Green Network Learning Community – can you share a recent example of good partnership working?</i></p> <p><i>How do we know as a board that governors have a good working knowledge of these documents?</i></p>	<p><i>become more independent it can free up capacity for other support within the year group but it's very much as and when as it depends on a child's progress.</i></p> <p><i>We do moderation exercises each term.</i></p> <p><i>I guess to some extent from the questions I am asked but that is a question for governors rather than me.</i></p>
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7. SEND Report

7.1 The HT shared the SEND report at the meeting and updated there are 88 children with SEND at the school with different areas of need. The Chair asked the HT to thank Morgan for the SEND report and to attend the next committee meeting and for the report to be shared with all so can read and can ask questions.

ACTION:HT

8. SAFEGUARDING REPORT (termly)

The HT shared the Safeguarding report as circulated in advance of the meeting. Committee members had raised the questions below to which the HT had provided response see italic text in table below:

Document	Governors Comment	HT Response
<i>Safeguarding report</i>	<p><i>Have referrals increased or decreased in Autumn 22, compared to previous years?</i></p> <p><i>Has Safetynet been purchased?</i></p>	<p><i>MASH Info Requests have gone up from 2 to 7</i></p> <p><i>MASH Referrals from the school have gone from 1 to 2.</i></p> <p><i>Early Help have remained stable at 2.</i></p> <p><i>What is Safetynet? maybe software for monitoring internet</i></p>
<i>Safeguarding report.</i>	<i>What support is there in school for pupils with mental health concerns?</i>	<i>The Pastoral Manager meets with teachers termly to discuss concerns so we identify children struggling early on. Support is primarily delivered by the pastoral team and interventions run by the learning mentors. We also have play therapy sessions run by trainees and also a trained therapist who does one day a week.</i>

SIP Safeguarding Report	<i>Whilst positive and encouraging- this reads as a series of statements, can we include evidence-based information/data/examples to support practice sighted in the report?</i>	<i>I will pass on the feedback.</i>
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The Chair thanked the HT for updates on his items.

9. GOVERNOR TRAINING AND VISITS UPDATES (all link governors)

It was noted Link Governor visit reports had been shared with all via Governor Hub. The Chair asked for highlight updates and an area for development arising from governor visits. Updates were received as follows:

9.1 Phonics - LLW & BK – 20.01.23

The Chair updated she and BK observed Natasha Crabbe (NC), teach phonics in the presence of parents. The highlights were the relentless focus on ensuring children are prepared for Year 1, targeted intervention via NELI and Talk Boost and the checking of children understanding. Some parents said communication regarding the day was sent out late, some only found out a day before the event. NC reported letters were sent out in advance to parents. The Chair thanked NC.

9.2 SEND – RT & GH - 03.02.23

RT & GH updated on their visit with Morgan Currie (MC), she mentioned she not had a SEND link governor visit for a while. They were impressed with MC's knowledge of the SEN community at the school and her commitment in this area, she had implemented new training for staff and is trying a new initiative for measuring progress with focuses on what a child can and cannot do. An area for development was apart from the class teacher how do other staff get to know about SEN children. There seem to be a lack in central communication and felt child passport would help so that all those interacting with the child are aware of SEN children's needs. MC said it is the role of the SEN child's key worker to communicate this information to only those staff that need to know but cannot share this info with all staff due to protecting privacy of the child. The HT pointed out it is hard to do due to the number of children involved and the complexity of their needs.

9.3 STEM – AO- 01.12.23

AO updated on her visit to Science, Computing and Design & Technology and meeting with Joshua Mattocks (JM). She was impressed with JM's supervision on multiple subjects from KS1 to KS2. An area for development mentioned was if anyone is aware of a parent who is a scientist it would benefit the school if they were to visit and speak to the children. Also, would be good to have competitions and awards to encourage engagement.

9.4 Humanities – AO – 20.01.23

AO updated on her Humanities visit with Daisy Hill, was pleased to see how she emphasises and engages with the school's diverse community and holds open conversations about "lived experience". Also the use of regular questioning called "cold calling" to encourage shy children to speak. Area for development having use of artifacts for RE would be helpful and having parents in classroom sharing their artifacts.

9.5 Healthy Living – AO – 23.01.23

AO updated on her visit with Ashley Hawkins and said she was impressed with her continued emphasis on building "positive minds" and realised how central healthy living is and how it is incorporated into the curriculum. Regarding development AH said the school will continue to adapt the curriculum to meet with the times we are living in via the scheme they use to teach which is updated every term as needed.

AO questioned where does swimming, art, and music fit in. The Chair said this needs to be discussed at the Away Day and need to agree the Link Governor portfolios to ensure targeted and focussed. **Action: Chair**

9.6 Extended Services EDI Strategy – JF -17.01.23

The Committee noted the Extended Services EDI Strategy visit report JF uploaded in advance of the meeting.

9.7 Child Protection and Safeguarding – EA – 20.02.23

The Committee noted the Child Protection and Safeguarding report EA uploaded in advance of the meeting.

The Chair thanked all for visiting the school and the updates.

10. POLICIES

10.1 Review statutory and mandatory policies document – Item deferred.

10.2 Agree the policies that will be reviewed and approved by the Curriculum & Standards Committee – Item deferred.

10.3 POLICY REVIEW – Autumn 2022

The Committee received the following policies, circulated in advance of the meeting.

SEND Policy

The Committee noted and received the SEND Policy. To be submitted to the FGB to ratify. **Action: Agenda item Clerk.**

In advance of this meeting the Committee members had raised the question below to which the HT had provided a response see italic text in table below:

Document	Governors Comment	HT Response
SEND Policy	<i>This is a very useful document which many parents will not be aware of. How could we share this with parents on an annual basis? How are teachers made aware of the SEND policy?</i>	<i>It is on the website for parents and I'll ask Morgan to send out to her email group.</i>

The Committee received in advance of the meeting the following policies for information which have been approved by the headteacher:

- **Forest School Handbook**
- **Home Learning Policy (Draft which will be shared with parent to get feedback)**
- **Intimate Care Policy**
- **Positive Handling Policy**
- **Reading and Spelling Policy**

In advance of this meeting the Committee members had raised the question below to which the HT had provided a response see italic text in table below:

Document	Comment	HT Response
Forest school handbook	<i>Who is this aimed at?</i> <i>How will the work/evidence for the wild passport be completed, i.e. what will be the support mechanisms in place for staff for completing it for many children?</i> <i>Have a shorter one/accessible for the children, parents?</i> <i>What is the relevance of the 3 year impact plan to the handbook.</i>	<i>Practitioners</i> <i>This is only used to inform planning. Assessments are only done against Healthy and Safer Lifestyles: Managing Safety and Risk Taught through Forest School.</i> <i>This is not a priority at the moment.</i> <i>These are actions forest school leads take to help maintain and manage the environment they use.</i>

11. DATE AND TIME OF NEXT MEETING

11.1 The next meeting of this Committee will take place on Wednesday 10th May 2023, at 6.30pm at the school.

12. ANY OTHER BUSINESS

There was none.

ACTIONS LIST

4.2	Committee draft workplan to be shared at the next meeting.	Chair
5.2	Provide cohort progress in year groups.	HT
6.1	SDP/SEP share a draft version at the Governor Awayday	HT
7.1	HT to thank Morgan for the SEND report and to attend the next committee meeting. Report to be shared with all so can read and can ask questions.	HT
9.5	Discuss where swimming, art, and music fit in at the Away Day and agree the Link Governor portfolios to ensure targeted and focussed.	Chair
10.3	SEND Policy - To be submitted to the FGB to ratify.	Clerk

I Chair, of Campsbourne School, Curriculum & Standards Committee, approve these minutes as an accurate representation of the meeting.

SIGNED

Laura Lewis-Williams

DATE 10.05.2023.

LAURA LEWIS-WILLIAMS

CHAIR OF THE CURRICULUM & STANDARDS COMMITTEE