

**SCARCROFT PRIMARY SCHOOL**  
**Minutes of the meeting of the Curriculum & Learning Committee**  
**held on Thursday 7<sup>th</sup> October 2021 at 12.00 noon**

Present:	Paul Edwards (Headteacher) David Rowsell	Jonny Crawshaw (Chair) Michelle Smith
In Attendance:	Eliza Fergusson (Clerk to Governors) Jenny Holton (Deputy Headteacher) Carole Dickson (SENCO) – <i>from 12:27 to 12:57.</i>	

<b>1</b>	<p><b>Welcome, Apologies for Absence and Declarations of Interest</b> Governors were welcomed to the meeting. Apologies were received with consent from Emma Mackenzie-Hogg.</p>	
<b>2</b>	<p><b>Election of Committee Chair</b> <b>Jonny Crawshaw was unanimously elected as committee chair for a duration of one year.</b> Nominated: David Rowsell; seconded: Michelle Smith.  <i>Carole Dickson joined the meeting at 12:27.</i></p>	
<b>2</b>	<p><b>Minutes of the meeting held on 10<sup>th</sup> June 2021</b> Previously distributed. The minutes of the previous meeting were agreed to be a true and accurate record of the meeting and were approved to be signed.</p>	
<b>3</b>	<p><b>Action Points and Matters Arising</b> The committee was informed that Equaliteach had now been purchased.</p>	
<b>4</b>	<p><b>Focus for meeting: data</b> Tabled item: data summary per year group. Governors thanked the Headteacher for the clear presentation of data.</p> <p>The Headteacher reported that the number of pupils at GDS was lower than in previous years: he advised that 66.7% of GDS in EYFS was higher than the national average of 58% and noted that the loss of wider language input due to the pandemic had significantly impacted EYFS and year 1.</p> <p>The FFT data for all year groups was noted. <b>A governor raised a query on the higher number of pupils below target in years 1 and 3:</b> it was noted that the year groups had a higher number of SEN and vulnerable pupils. Jenny Holton reported that the year 1 team had been cautious in their teacher assessments and that there was not sufficient evidence to support GDS for pupils in writing as more lesson time had been used for phonics in order to address gaps in learning from lockdown. <b>A governor asked what support would be in place for the lower attaining year groups:</b> Jenny Holton advised that full time TA support had been provided for the current year 3 cohort from year 2, and that the higher level of support would continue in year 4. The committee was informed that additional TA staffing had been put in place in EYFS to address needs and gaps as they emerge. Carole Dickson advised that TAs provided more immediate and bespoke support which had made a significant improvement to pupil progress, particularly for SEN pupils. Jenny advised that although teacher assessments had been</p>	

conservative, individual progress was evident. Governors discussed the influence of statutory assessment on teachers' confidence in making judgements without the usual rigour of testing. **A governor asked how staff could be better supported or trained in assessment:** the Headteacher advised that staff in all year groups took place to support teachers in making as accurate judgements as possible. The committee was informed that the year 6 teacher assessments were based on old SATs papers, and that other year groups had used a test as a starting point for teacher assessments.

**A governor raised a query on the data presented for PP pupils:** the Headteacher advised that the school had a relatively low number of PP pupils which made individual pupils have a larger impact on the class summary data. The Headteacher reported that the SIP had highlighted the need for improvement in PP and mid-attainers reaching GDS. Jenny Holton informed governors that 5 of the 12 PP pupils in year 1 were also on the SEN register and one had an EHCP: she reported that the year group was supported with additional reading support from volunteers and student teachers.

**A governor noted that PP attainment in writing was lower than non-PP pupils as well as a larger decrease from reading to maths, and asked how the school was working to address the gaps:** the Headteacher raised the importance of supporting PP pupils in embedding learning and developing long term memory. Governors discussed the importance of home engagement for improving PP attainment. **A governor raised a query on the wider support available for PP pupils:** the Headteacher advised that a more flexible tutoring offer was being explored, and that increased TA support and interventions were in place to support PP pupils. Governors noted the use of the Boxall profile and the nurture provision to support pupils with gaps in development using targeted activities to support progress in speech and language, social and emotional development and memory.

*Carole Dickson left the meeting at 12:57.*

Governors noted the difficulties in comparing PP data across cohorts due to the variation in individual pupils' attainment and progress. Governors discussed the how the school's ethos around individual success and the development of soft skills was evident in wider school life: it was noted that progress in pupils' ability to engage and in SEMH development was not directly evident in attainment data. Governors noted the importance of the school's values and wider offer in appealing to prospective families.

**A governor raised a query on how mastery in maths was developed:** the Headteacher advised that a variety of strategies were used to inspire pupils, support numeracy and deepen understanding as well as developing the ability to work independently.

**A governor asked how many PP pupils reached GDS across the MAT:** Jenny Holton advised that the school had seen individual PP pupils reach GDS. The Headteacher advised that data was to be discussed at the upcoming MAT Headteachers' meeting. Governors noted the impact of the pandemic and of varied home learning experiences on PP pupils. The committee discussed how PP progress could be presented to governors. Governors considered how the school's demonstration of its values supported PP pupil progress and how the school's ethos and offer resonated with the local community. Governors discussed ways in which other schools were achieving accelerated progress for PP pupils and considered opportunities to visit to observe their practices.

	<p>Governors discussed what parents looked for when visiting prospective schools as well as formats for showing the school authentically to visitors.</p> <p><b>A governor asked how more information could be given to parents and carers on daily activity in school:</b> the Headteacher advised that the use of Evidence Me in school provided pupils' parents with an insight into school activity, and advised that parent use of the app was being embedded.</p> <p><b>In response to a query,</b> the Headteacher confirmed that a governor presence at the harvest activities would be welcome. Governors discussed the school's use of social media and notice boards to publicise events.</p>	
<b>7</b>	<b>Focus for the next meeting</b> TBC.	
<b>8</b>	<b>Any Other Business</b> None raised.	
<b>9.</b>	<b>Date and Time of Next Meeting</b> 11 <sup>th</sup> November 2021.	

The meeting ended at 13:47pm

*The minutes of the previous meeting were approved in the following curriculum and learning committee meeting on 11<sup>th</sup> November 2021.*

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Signed: (Committee Chair)

\_\_\_\_\_  
Date

### **Action Plan from the meeting of the Curriculum and Learning Committee held on 7<sup>th</sup> October 2021 at 12 noon**

	ACTION	ITEM REF	PERSON RESPONSIBLE	DEADLINE
1.	<i>None raised.</i>			

Future meeting items:

- PP progress