

# BEVENDEAN PRIMARY SCHOOL & NURSERY

Heath Hill Avenue, Brighton

## Curriculum Standards and Welfare Sub-Committee

Minutes of meeting held on Thursday 16<sup>th</sup> November 2023

[HYBRID MEETING]

**Present:** Mary Carmichael, Mark Dally (Headteacher), Alice Johnson, Lydia Majic, Sarah Miller (Associate Member), Shahima Mohammed, Olumide Olorunfemi, Katharine Winks.

**Apologies:** Eugene Arnold, Danielle Sherlock.

**In attendance:** Mary Crowley (Inclusion Manager) [to Item 8a], Kitty Tucker (Writing Lead) [to Item 5b], Andy Thomas (Clerk).

1. **Quoracy of meeting:** The meeting was quorate.
2. **Apologies:** Attendance and apologies were noted as above.
3. **Notification of AOB:** No items had been notified.
4. **Minutes of meeting held on 22<sup>nd</sup> June 2023**

### a) Approval of minutes

The minutes were **agreed**.

### b) Matters arising/ Action Points

The Action Points from the previous minutes had been completed.

## 5. Educational progress - school update

### a) Writing

KT introduced the item and reported that the writing cycle had been changed in March 2022.

KT delivered a presentation highlighting the following:

- Purpose – modelling and scaffolding; a focus on teaching skills; demonstration of writing processes.
- Quote from Pupil Premium review - “students are being exposed to modelling regularly in lessons to support scaffolding and success criteria with tasks”.
- Purpose (further detail) - less focus on extended, polished writing outcomes; explicit modelling of process; quality not quantity.
- “Short-burst” writing – exploring and practising language and the skills needed for writing.

- The Cycle – conducted over 3 weeks and based on skills exercise; short burst write; success criteria write.
- Whiteboards.
- Writing Development Plan – extended version of SDP elements; and further detail.

The following questions were asked:

- **Was the skills exercise direct from the national curriculum?** Yes.
- **What was “I’m a Writer”?** This was a whole-school project providing stimuli for writing. This was conducted over three days or so. Books were tracked from Reception to Year 6. It had been conducted on various topics/ subjects and the pupils were really engaged.
- **How many took place each year?** There were five per year.
- **Was attention paid to handwriting practice?** Yes, there was a big “push” in this area.
- **What were the teachers’ thoughts on the changes?** There had been an impact on workload, but teachers were on board and very happy with the results. Things were working well. There was a change in mood throughout the school – there had been a massive impact. There was an increased focus on marking and plans were monitored weekly to identify and address weaknesses.
- **Was there a need to think about how and when to make changes in order to involve/ engage staff?** The school was mindful of this and kept it constantly under review. For example, assessment in some subjects was trialled, which worked well. Also Greater Depth was going to be changed and had been deferred to other changes taking place. The school could never be mindful enough of the impact of change on staff.
- **How did the cycle suit pupils who were capable of producing lengthy pieces of work?** There were opportunities for stretch and challenge as there was not a high degree of reader input. Some pupils were writing longer pieces. This would be looked at via the Greater Depth group. The school would look at specific ways of targeting pupils.
- **Was the strategy backed up by research?** Yes, many aspects had been addressed. Also an analysis of what wasn’t working was conducted; school data on ARE was taken into account; and there was a link to Pupil Premium.

KT stated that the school was focussing on both accuracy and quality, with the aim of making matters more purposeful.

There was some general discussion.

KT was thanked for her presentation and hard work in this area. It was remarked that the work being done was extremely positive.

At this point, KT left the meeting.

## **b) EYFS**

MD reported that:

- An Autumn Term statutory baseline assessment for Reception was being done and would be submitted to the DfE.
- The school was considering looking at Year 6 data and tracking back from Reception. The school would however be three years off being able to measure progress.
- Reception pupils had settled.

- SEN/ SEMH were being addressed.
- Staff were doing well.
- There was one difficult case.
- Showarounds for new/ prospective parents were being done. The deadline for this was 15<sup>th</sup> January 2024. There was lots of activity going on, including marketing through flyers and use of the local community newsletter.
- The school had applied for a charity grant for the future of £6.5k.
- There had been good feedback regarding updated furniture and the outside space etc.

MD was thanked for the update.

## 6. Safeguarding

### a) Report

MC made reference to the Safeguarding report circulated in advance. The November report was the first of three made to Governors during the academic year.

MC highlighted the following aspects:

- DSLs.
- Link Governor (LM).
- Monitoring and review. Advantage would be taken of Local Authority moderation which the new school Business Manager had settled in. LM and the Business Manager had met to address the Single Central Record, which was up to date. Questions had been asked the DBS check process; questions that staff and volunteers were asked; the handling of disclosures; and whether anyone had been refused (this had happened on one occasion only). Checks were stringent and up to date.
- The next check would be undertaken once the new Business Manager had been appointed. **ACTION 1 – MC/ LM**
- Annual Safeguarding audit and Action Plan. Some ID issues were ongoing as this was a larger piece of work. Matters would be revised in line with the new audit in due course.
- Anti-racist training. This had been undertaken on a whole-school basis. Both the curriculum and representation were being looked at. A Working Party was in place and was working on an Action Plan and training.
- Online safety. The school had run a parents' workshop which it was hoped would be repeated.
- Training was up to date.
- Policies. The Child Protection and Safeguarding policy had been approved. The Online Safety policy was currently being overhauled due to KCSIE changes (it was noted that this was not a statutory policy).
- Incidents (details were provided). These included sexism, racism, homophobia and other factors such as weight and appearance.

The following questions were asked:

- ***Had Governor training not been reflected?*** The Governor Training Log would be attached to future reports. **ACTION 2 – MC**
- ***Did the identification of incidents depend on how it made the other person feel?*** This was an interesting question. No-one who had reported an incident had said that comments were made in a positive way.

MC reported that there had been an online safety incident which was reported directly to the police. The police had then alerted both the parents and the school, which was an unusual route. This had led the school to review processes.

The following question was asked:

- ***Had this incident been mentioned in communications to parents?*** The school had made the community aware in general terms. Pupils were coming forward with things that they wouldn't have done so with before.

MC continued to highlight aspects of the written report as follows:

- Referrals. Feedback had been received that the welfare checks undertaken by the school were excellent.
- There were no Operation Encompass reports. It was unusual to have received none.

The following questions were asked:

- ***Were the above reports always from the police?*** Yes, and they were all up to date. It was not an ICT issue.
- ***How many reports were there usually?*** Three or four per term.
- ***Was it the case that things happened within the family and were then reported to the police?*** Yes.
- ***Since no reports had been received, should contact be made with the police to establish whether there was a problem?*** This would be done.  
**ACTION 3 – MD/ MC**

MC continued to highlight aspects of the written report as follows:

- Caseload.
- Alternative provision.
- Attendance.
- Children missing in education.
- Children In Care and Previously In Care.
- Attendance and Progress data for the above; together with safeguarding action taken.
- Safer Recruitment training.

The following questions were asked:

- ***Were pupils below 90% considered persistently absent?*** Yes.
- ***Was this predominantly sickness?*** Lots of holidays were taken in September and early October due to the higher cost in the Summer holidays. This contributed to the persistently absent figure. This reflected the national picture.
- ***How useful were PEP meetings in improving the education of pupils?*** This would be referred to the Safeguarding Lead and an answer provided following the meeting. **ACTION 4 – MC**
- ***How did the school measure whether awareness had increased?*** This was carried out through Staff Voice and Pupil Voice. Discussions with

parents took place after workshops. Specific engagement and tracking took place with staff.

- **Were full records being kept?** Yes.

MC was thanked for her presentation and hard work in this area.

## **b) Governor Training Log**

Discussed above.

## **7. Policies for agreement**

### **a) Sex and Relationships Education**

Reference was made to the policy document circulated in advance. This was based on an external template and much of the content had come from the Local Authority. It represented guidance for parents and staff.

The biggest issue was that of parents wishing to withdraw their children from some or all aspects. This applied to the reproductive elements only – not to body parts and relationships.

The following questions were asked:

- **How did parents know to contact the school if they had concerns?** This was included in the policy. This was published on the school website. Letters also went out to parents. In future a reference to withdrawal, with emphasis on the relevant sections. **ACTION 5 – MD**
- **Did many parents seek to withdraw their child?** One or two per class.
- **Was the school clear, open and placing emphasis on scope?** Yes indeed – and further clarification would be added in future communications [see above]. Staff would also be made aware. **ACTION 6 – MD**
- **Who was responsible for changing the policy?** The school managed the policy, which was subject to endorsement by the Governing Body. Sometimes a model policy was available.
- **Could the relevant sections in the policy be highlighted for those using readers?** Yes, this would be done. **ACTION 7 – MD**
- **Were parents notified when RSE teaching started?** This was currently taught in the Summer Term. This provided the time to flag up any issues and facilitate discussion.

The policy was **agreed**.

### **b) Single Central Record (Governor visit and report to FGB)**

Covered above. It was **agreed** that matters were satisfactory.

### **c) Register of pupils' admission to school and attendance ("live")**

It was **agreed** this was in place.

### **d) Policies for review at next meeting**

It was confirmed that policies next due for review (June 2024) were:

- Accessibility Plan
- EYFS

## 8. AOB

### a) Governor visit 23<sup>rd</sup> November

MD confirmed that he had issued information to Governors about the forthcoming visit.

The following question was asked:

- **Would Governors attend an assembly?** There would be a whole-school assembly which would include Governor roles and attendance.

It was envisaged that Governors would attend an assembly and then shadow a child and ask questions. Governors would then meet to review things at the end.

At this point MC left the meeting.

**9. Summary of Action Points:** The Action Points were reviewed.

**10. Date of Next Meeting:** The next meeting was scheduled to take place on **22<sup>nd</sup> February 2024.**

## 11. Close of meeting

LM remarked that this was AT's last meeting prior to leaving the role of Governing Body Clerk after over 7 years.

Thanks were expressed to AT for all his hard work and AT expressed reciprocal thanks to Governor for their support.

Those present were thanked for their attendance.

There being no further business, the meeting was closed.

**\*\*\* PLEASE SEE ACTION POINTS AND DECISIONS FROM THIS MEETING ON THE FOLLOWING PAGE**

### Action Points from meeting of Curriculum Committee 16<sup>th</sup> November 2023

Action	When	By Whom
1. Undertake Safeguarding monitoring check following appointment of new Business Manager [Item 6a].	January 2024.	MC/ LM
2. Attach Governor Training Log to future Safeguarding reports [Item 6a].	In due course	MC
3. Contact the police to investigate unusual lack	ASAP	MD/ MC

of Operation Encompass reports [Item 6a].		
4. Refer question re: the extent to which PEP meetings improved pupils education to the Safeguarding Lead [Item 6a].	In due course	<b>MC</b>
5. Include in future letters to parents re: RSE policy a specific reference to withdrawal and the relevant sections [Item 7a].	In due course	<b>MD</b>
6. Make staff aware of the above [Item 7a].	In due course	<b>MD</b>
7. Highlight relevant sections in the RSE policy for those using readers [Item 7a].	In due course	<b>MD</b>

\* Issues to be timetabled for future meetings.

### **Decisions made at meeting of Curriculum Committee held on 16<sup>th</sup> November 2023**

<b>Decision</b>	<b>Agenda Item</b>
1. Establish previous minutes as final.	4a
2. RSE policy agreed.	7a
3. SCR agreed as satisfactory.	7b
4. Register of pupils' admission and attendance agreed as satisfactory.	7c