



Bevendean Primary School and Nursery
Curriculum, Standards and Welfare Committee
Thursday 22 February 2024 at 5.00pm [Hybrid meeting]

Name	Type of Governor	Link Governor Roles	Present	Apologies
Mark Dally	Headteacher	N/A	Yes	
Lydia Majic	Co-Opted	Safeguarding	Yes (<i>item 4 onwards</i>)	
Shahima Mohammed	Co-Opted	Inclusion (Equality & Diversity)	Yes (<i>item 5 onwards</i>)	
Eugene Arnold	Co-Opted	GDPR, Inclusion (SEND)	Yes	
Alice Johnson (CSW Co-Chair)	Local Authority	Curriculum	Yes	
Mary Carmichael	Parent	Pupil wellbeing	No	Yes
Olumide Olorunfemi	Co-Opted	Attendance	Yes	
Katharine Winks (CSW Co-Chair)	Staff	N/A	Yes	
Sarah Miller	Associate member	N/A	Yes	
Tom Way	Clerk	N/A	Yes	
Georgie Walker	Subject Lead	N/A	Yes (<i>items 1-5</i>)	
Mary Crowley	SENCo	N/A	Yes (<i>item 6</i>)	

Quorum: 7 out of 8 governors were present. The meeting was quorate (at least 50% attending).

Questions from the governors to the HT and Staff are highlighted in **bold**.

1. Quoracy of meeting

The meeting was confirmed as quorate.

TW agreed to remove all duplicates of MS Teams meeting invites – **ACTION TW**

2. Apologies/attendance list

Apologies and attendance were noted as above.



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3. Notification of AOB

Governors confirmed that there was none.

4. Minutes of previous committee meeting

Governors confirmed that the draft minutes had been circulated in advance.

A) Approval of CSW minutes 16th Nov 2023

The GB agreed that the minutes were an accurate representation of the meeting subject to 'KW' being changed to 'KT' in item 5 – **ACTION TW**

LM joined the meeting virtually.

B) Matters arising / Action points

The following actions have been met:

- A Governor Training Log will be attached to future Safeguarding reports
- The police have been contacted to investigate the unusual lack of Operation Encompass reports
- A question has been referred to the Safeguarding Lead regarding the extent to which PEP meetings have improved pupils' education, and MC advised later in this meeting that they have been very beneficial in terms of opening conversations and pulling people together
- Future letters to parents include the RSE policy and a specific reference to the parts of the curriculum that parents are allowed to withdraw their children from, the relevant sections have been highlighted for those using readers, and staff have been made aware of this

Q: Has anyone withdrawn?

MD advised that there was an instance of a parent wanting to withdraw their child from an LGBTQ+ module in the curriculum, to which they responded that this isn't possible as it is statutory and the school has a legal obligation to teach this, and that they would need to appeal to the LA on this. There was a further discussion around this instance, and governors agreed that it is good for the school to tackle prejudice and important for the children to become aware of what is taught in this part of the curriculum.

The following actions are ongoing:

- Undertake Safeguarding monitoring check following appointment of new Business Manager – (LM advised that a safeguarding visit has been booked in)



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5. Educational progress – School update

A) Subject update: Reading

KW advised that GW is attending to give an update and presentation on Reading.

GW provided a PowerPoint presentation for governors and advised that there is a new government framework in place to improve schools' ability to develop Reading, and that the school has been working to implement this. GW gave a summary as follows:

Section 1: Importance of Reading and a conceptual model – the school has established a home/school relationship where reading happens 3 times a week at home and we intervene when this isn't happening. We are following a structure for guided reading across the school and demonstrating the importance of reading.

Section 2: Language comprehension in reception and Key Stage 1 – There is a school-wide Oracy initiative, a high expectation of listening and conversing across the school, new book corners with a good placement of these, and monitoring of the books with children and encouraging reading and discussion.

Section 3: Word Reading Spelling (phonics) – We are making sure that we are using the Phonics programme during guided reading and that these books are taken home too.

Section 4: Developing Fluency – The school's guided-reading structure ensures fluency, all children are reading with an adult at least once a week, and there are daily/regular readers.

Section 5: Pupils who need the most support - KS1 children are using phonics in lessons and guided-reading, they are taking these books home with them, there are interventions for those below ARE, and there are daily/regular readers.

Section 6: What skilled readers can do – There are new assessment sheets that explicitly state the National Curriculum objectives, each child has their own sheet and they provide a clear indication of what the child can achieve.

Section 7: Choosing and organising books – There is a wide selection of books available to children covering various genres, and these are linked to topics so that they are cross-curricular.

Section 8: Developing a reading-for-pleasure culture - This is a particular focus for the school at the moment and we are aiming to become a Reading School. There are reading displays, reading assemblies, reading incentives and rewards, class stories, a book recommendation scheme is being established in the school soon, and there are whole-school reading events taking place, e.g., World Book Day and author visits.



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Section 9: Reading across the curriculum - English lessons are centred around rich texts, topic books are on display in every classroom, and KS1 use books in maths too.

Section 10: Teaching reading in the English lesson - Reading is taught every day multiple times, a new planning sheet ensure that teachers are ready for obstacles and questions in reading lessons.

SMo joined the meeting virtually.

GW asked if there were any questions.

Q: Would it be possible to have approximately 20 or 30 books in the mini library that all pupils will have read by the time that they have left school? This can be very helpful for bringing up Reading standards, especially for those children who don't have adults able to support them with this at home

GW advised that they are aware of the children who don't have this kind of support at home, and that they are working with them in a sensitive way to help them progress. GW further advised that certain reading topics can help with some pupils' engagement where they may be less interested otherwise, e.g., fictional stories about football players. GW advised that it might be difficult to monitor this but that they will look at it in the library section.

Q: Are comic books/strips available in the school and helpful with engagement?

GW advised that the school has some of these in hardback format and that they are popular with the children. MD advised that the library now has fewer books but that they are rotated more often to help with engagement, and that these are worth investing in, and that they could possibly conduct an audit with the classes to see what is needed and more popular.

Q: How would the goal of 20,000 vocabulary words per child be measured?

GW advised that this is a government guideline and that it can't be measured as such, but that it is a driving aim and set of principles for the school (if pupils reach ARE then this goal will have been achieved).

MD advised that everything that GW has talked about here has been done within the last year whilst they have also been working as a full-time class teacher, and that they have put lots of work and passion into this, and all governors extended big thanks to GW for this and for attending the committee meeting here.

GW left the meeting.



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B) General Educational update

MD provided a summary as follows:

- There are 5 trainee teachers adding extra capacity in Reception, Years 3, 4 and 5
- Interventions and small group teaching has been positive
- A new ECT started in January replacing a staff member who left at Xmas; they are settling in well and both parents and children really like them
- The other 3 ECTs all on track and will have completed their 2nd year with us by July at which point they will be fully qualified teachers
- Regarding the number of SEN children in schools, MD has attended an LA meeting about provision, and the LA has been setting out their position that this is something that schools have to manage themselves, and they are expecting that schools will set up their own provision and intervention spaces. MD further advised that there is a pilot scheme of £30K for schools to set up in this way and that they are considering putting Bevendean forward for this, and that they have set up something similar in the school recently that has been helping current pupils
- The school has been working hard towards the statutory tests, and MD and SMi have been meeting with teachers to check that pupils are on track, and there has been extra intervention and support for Year 6
- A new Maths lead Harvey Dunk was appointed this week; they are a Year 5 teacher and have been with the school for 6 years
- The school's current Writing lead is expecting maternity leave in July, and planning is being put in place for this with GW covering the Writing lead role during this

Q: When you have to provide extra support for children, what might the other children lose from this? Do the costs/finances of this need to be looked at in further detail?

MD advised that the school has a legal obligation to take any child if they have SEN requirements, and an EHCP consultation process takes place which assesses the school's capacity for provision. MD further advised that the school gets good funding from Pupil Premium and is higher than most other schools, and this enables the school to have more support staff and that pupils with low levels of SEN are supported as well. MD advised that they and the SLT are conscious of this and ensure that it is manageable, and that they will review the smaller details of this again during the next monitoring visit.

C) School Development Plan

MD confirmed that this had been circulated in advance, and advised that the school's priorities haven't changed over the year and are set in place, and that some goals have been achieved and others are a bit behind as inevitable pressures have arisen. MD gave a brief summary and asked if there were any questions on this.

Q: Is there anything that we can do as governors to help with this?



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MD commented that this offer is much appreciated, and advised that they will have a look through the SDP and let governors know if there is anything that they can do to help.

6. Safeguarding

MC arrived at the meeting.

A) Report

MD confirmed that this had been circulated in advance, and MC provided a summary as follows:

- There has been a reduction in online safety incidents reported but an increase in bullying incidents
- More mental health concerns have been logged, but this may be more due to services having been signposted recently and made use of rather than an uptake in children with mental health issues at the school
- There have been 14 welfare checks which is slightly more than in the last report
- The Operation Compass reports have been received and the system is working fine
- The attendance rate has dropped, but this relates to the same pupils as before and the way that the statistics for the term are compiled
- There has been good progress with Children in Care statistics

Q: Regarding online safety incidents, are any of these purely internal (children from this school directed against each other?)

MC advised that it is a mix of incidents, and that some involve a pupil and an unnamed person, and some in which they are both from Bevendean.

Q: Regarding the children with subpar attendance, is it safe to assume that you know what their situation is and that something is being done about it?

MD advised that this is the case, and that the school is doing as much as it can through home visits, coaching, and speaking to parents, and that there are stories behind the figures.

Q: Do the DSL training records indicate that some training is not up to date?

MC provided a further explanation of this and advised that some training is only a one-off requirement and that some training needs to be repeated, which is why some of the dates look old. MJ confirmed that all refresher training is up to date.

Governors provided thanks to MC for attending and presenting the Safeguarding report.



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MC left the meeting.

B) Governor training log

TW confirmed that they will circulate the new record for this when it is ready - **ACTION TW**

7. AOB

MD suggested that it might be possible to balance more work from the FGB meetings by moving it here as we have some spare time, and there was a discussion around this with the possibility of moving the monitoring visits item. MD asked that if anyone has any ideas then please put them forward, as well as the Chairs including anything else that they'd like on the agenda for next time.

8. Summary of action points

TW summarised the action points from this meeting.

9. Date of next meeting

The next CSW committee meeting was confirmed as Thursday 27th June at 5pm.

10. Close of meeting

Thanks were expressed to those in attending.

The meeting closed at 18:11pm.

***** Please see Action Points and Decisions from this meeting on the following page**



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Action points from CSW meeting held on 22nd February 2024

Item/Action	By	Person responsible
1.1 Remove all duplicates of MS Teams meeting invites	ASAP	TW
4.1 'KW' to be amended to 'KT' in item 5 of the previous CSW minutes	ASAP	TW
4.2 Undertake Safeguarding monitoring check following appointment of new Business Manager	In due course	LM
6.1 Circulate the new governors' training record	In due course	TW

Decisions made at CSW meeting held on 22nd February 2024

Item/Decision
4a) The minutes of the CSW meeting on 16 th Nov was agreed as accurate