

MINUTES OF A MEETING OF THE CURRICULUM COMMITTEE OF PENSBY PRIMARY SCHOOL HELD VIRTUALLY ON 28 JANUARY 2022

Name	Governor Type	End of Term	Responsibility	Attendance
Kate Brown	Headteacher			√
Sue Evans	Co-opted Governor	27/4/24	Chair	√
Dave Spencer	Co-opted Governor	1/12/25		√
Yvonne Clark	Co-opted	1/12/25		√
Brian Smalley	LA Governor	26/5/25		√
Jennie Lawrence	Parent Governor	26/5/25		√
Richard Morris	Parent Governor	26/5/25		√
James Klausen	Staff Governor	14/11/23		Apologies
Madeleine Farrell	Parent Governor	26/5/25		Apologies
In Attendance				
Carolyn Totty	Clerk to Governors			√

Non Confidential Minutes

1. APOLOGIES

There were apologies for absence received from Mr Klausen and Mrs Farrell

Resolved: that the apologies be accepted

2. DECLARATION OF PECUNIARY INTEREST

Governors were asked to declare any potential conflict of interest or pecuniary interest with the business to be discussed during the meeting.

RESOLVED: that no declarations of personal or pecuniary interest were made.

3. MINUTES OF THE LAST MEETING

The minutes of the meeting held on 5 November 2021 had been circulated prior to the meeting

Resolved: that the minutes be agreed and signed by the Chair

4. MATTERS ARISING FROM THE MINUTES

Monitoring visits will go ahead after the February half term. Governors can contact the Lead teacher via phone or email to agree a focus for the meeting and then inform the Headteacher who will set up the monitoring visit on the app. The app will produce a report of the visit

5. POLICIES

The Chair of Governors had circulated the Sexual Violence and Sexual Harassment between children in schools and colleges. This is for guidance only, but it was felt that the document should be added to the school website. The Headteacher informed Governors that the staff have their updated Safeguarding training session next week.

The Headteacher asked Governors to check the website to confirm that all statutory documents are uploaded and that they have read them. The Headteacher went on to say that Governors should familiarise themselves with how they communicate with the Community and how they can increase their visibility.

Question: How have we tried to communicate before?

Answer: Attending school events and fairs, word of mouth, around the school playground. We have also attended parent's evenings, but parents didn't seem to want to talk to us.

It was suggested that Governors should provide a photograph and a short biography for the website

The Headteacher confirmed that all the Curriculum Policies will have been updated and added to the website shortly with milestone documents beside them

The Headteacher informed Governors that due to the loss of hours in the School Office, she was having to take on admin tasks daily and to update the website. This additional work has been adding to her already large workload

Action: Headteacher to arrange for the Sexual Violence and Sexual Harassment between children in schools and colleges document to be added to the school website

Action: All Governors to provide a photograph and bio for inclusion on the website

Action: Headteacher to arrange for Governor photos and bios to be added to the website

Action: Chair of Governors to send the bio proforma used at Stanley School to the Clerk of Governors for circulation

Action: Chair of Governors to visit the Headteacher to discuss the admin work and website editing

Action: Chair to circulate the KCSiE document to Governors

6. PUPIL PREMIUM

Action: Headteacher to forward the report to the Clerk for inclusion in the minutes

7. SEND UPDATE

- SEND register reviewed in line with school census, 2 new pupils added onto SEND register taking total on SEND/School support register up to 41.
- Paperwork for two Year 3 pupils is currently being completed by Year 3 staff team in order that referrals to 0-19 team can be made.
- School have received confirmation from Wirral that assessment has been triggered for a Year 2 pupil who has been awaiting EHCP application. The biggest barrier to this being school having to source our own Educational Psychologist as Wirral are unable to provide an Educational Psychologist for any referral made from January 2022. SENDCo has sourced Educational Psychologist and assessment of Year 2 pupil scheduled for 9 February 2022.

- SENDCo has drawn up a whole school intervention context. This is a central document outlining any interventions that are taking place, for all pupils receiving additional support from F1-Y6 (this document can be shared with SEND Governor if requested).
- F1 pupil who has transferred from another primary school as of January 2022 is in receipt of Inclusive Practice Funding, SENDCo has contacted Wirral to ensure that this funding is now transferred to Pensby Primary school.
- Year 6 parent has requested contact details for school nurse. SENDCo confirmed with 0-19 team that Wirral primary schools no longer have an assigned school nurse and instead parent should be signposted to 0-19 team for advice.
- Historical report drawn up for a family of two children who are on school support register following parental enquiry into what support school have provided.

The Headteacher informed Governors that there is a pupil in school who is need of an EHCP and all the paperwork has been completed by the school. Unfortunately, the LA cannot provide an Educational Psychologist to carry out the assessment, the school has to find their own and bill the LA. Having secured the services of an Educational Psychologist that other schools have used, the LA informed the SENDCo that this person is not recommended by them! Another Educational Psychologist has been organised and will carry out the assessment. It is a terrible system for both the SENDCo and the families to be working under

8. CURRICULUM UPDATE

The Headteacher explained that all staff are working very hard and Senior Leaders are starting to build confidence with the new Curriculum. They know what it means for the children, where the children are at currently and where they could be in the future. Curriculum training is ongoing, and the Senior Leaders are attending mini OFSTED training.

Staff are producing information that can be given to OFSTED and that information is being stored on the shared drive

The Curriculum Lead is supporting staff and teams constantly

Question: How are the staff?

Answer: They are feeling very tired due to covering for staff who are absent. I am relying on their goodwill but very conscious not to overload them. Sadly, the staff on long term absence are feeling very guilty that they aren't in school to help.

The children are doing really well and progressing in their learning.

Question: Is their confidence growing?

Answer: Catch up Literacy is staggering. We are looking to train another member of staff.

Progress data is amazing. The children don't even realise that they are receiving catch up support any more. Mrs Davey is completing her National Tutoring programme training and we have 3 TAs already trained. Each session is for 3 children and carries on for 6 weeks.

The Headteacher had circulated the following Governor Curriculum Roles for agreement:

Team	Subjects	Staff in Team	Governors
1 Knowledge &	History Geography	Nicky W Becky	Julie Maddie

Understanding of the World	RE PSHE MFL	Michelle Kirsty	Chris Helen
2 Cultural & Performing Arts	Art DT Performing Arts PE Forest	Carol Stacey Lynsey Heather	Michael Richard
3 STEM	IT Science	Kathryn Kirsty	Barry Dave
4 English & Maths	English Maths	Kirsty Lynsey Linda Becky	Sue Yvonne Jennie (Maths)

Question: Team 1, will Michelle be replaced?

Answer: Yes, I'll resend the updated list to you

Action: Headteacher to send the updated Governor Curriculum Roles document to committee members

9. SENIOR HMI OFSTED UPDATE DOCUMENT

The document had been circulated to Governors prior to the meeting. Questions were invited

Question: Are the Youtube videos worth watching?

Answer: They are recommended, and you can fast forward through them, if necessary, but they are not a requirement

10. SUBJECTS -MONITORING UPDATE FROM SUBJECT LEADERS

English:

taken from Phonics/Early Reading Action Plan:

Objective 2: Create whole school policy: Split into three distinct policies after working with Anette - 3 Action plans also etc. 1. Phonics/Early Reading
2. Writing

Milestone documents for all areas of English completed: Much larger than the other subjects - so again, separated for clarity.

Objective 3: Use of phonic reading books only before a child has completed the phonics scheme and deemed ready to progress: RWI paper books (in school lessons then shared with home) alongside the partner 'book bag book' that the child will not have seen but contains known sounds. System set up, used by 5 Year groups - will need further investment each year. Needs a named person to monitor/audit to ensure books from complete sets are replaced if lost/broken etc. Signing in/out system in place - seems to be working well. Class teachers chasing up lost/broken books.

Objective 4: Use of Phonics tracker for long term progress and attainment views: Not yet embedded across the school - mainly due to staffing/time. RWI assessments are still paper based, we do not buy in to the assessment package/training package. EYFS/KS1/LKS2 and SEND/bottom 20% UKS2 tracked on Phonics Tracker alongside intervention assessments.

Objective 5: Fidelity of RWI ethos: Reading Leader (LG) unable to monitor/coach RWI sessions across the school as per the Reading Leader programme, no time. Progress of children in all RWI groups looks good and not of an immediate concern at the moment.

Objective 6: Phonics Screening Check: Current Year 2 completed - Based on a pass mark of 32, of the 29 on register 26 passed, 2 failed (both SEN) and 1 was shielding. Previous tests indicate that the child shielding would have passed. Year 1: Staff absence needs to be monitored closely - impact upon Phonics groups being taught by inexperienced staff. Reading Leader to Observe all sessions in this Year group and check they are using the correct resources - coaching and support delivered if needed, on top of the RWI online training already provided for staff.

Objective 7: Develop use of the Link Governor to support the role of the Reading Leader: Early Reading and reading progress of the bottom 20% of readers. Link governors/governors need more awareness of the intervention programmes and how they run. RWI groups/ RWI 1:1 Tutoring/Fresh Start KS2 RWI Phonics/Catchup Literacy Programme. Other English interventions include daily reading, SNIP spelling programme, Theodorescue handwriting intervention, SHINE handwriting.

Please be aware - this is mainly the Early Reading/Phonics actions.

Other actions include;

1. Whole Class Reading - using Long Term Plans now in place so that Whole Class Reading texts compliment the vehicle texts. How classes lower down in the school record this evidence if necessary.
2. SPaG thread is visible in English books, showing a journey towards a final write of various outcomes (letter/narrative etc.).
- 3, Development of Poetry spine across the school.
4. Handwriting, recent research needs exploring regarding our own policy, this will be reviewed.
5. Need for future training costs on schemes used from approved providers considered in wider budget discussions. Especially for Reading/phonics has such a huge impact on wider school. Staff turnover has an effect on this viability and consistency of the schemes

Computing update

January 2022

Hi-Impact continue to work with individual classes in delivering aspects of the computing curriculum.

Reception & Year 1 were visited via Skype by Father Christmas in December and the sessions were tailored to their questions. I popped in to one of the sessions and it was absolutely lovely- a real treat to see their faces.

Year 3 & 4: Now Press & Play & Breakout- an immersive audio resource that enhances learning experiences. This was delivered in the hall to maximise space.

Y5 & 6: Cospaces session enabling the children to build and code their own experiences in a virtual reality. This was delivered using the additional chrome books delivered from the DfE.

Y1 & Y2- Tiny Tap (Wednesday 2nd February) Children will be introduced to the different features of the Tiny Tap app using built-in images.

Two further sessions planned for Y3 & Y4 linked to their science units on sound and light.

Staff meeting time is planned for G-Suite training and Kirsty is meeting with Jo Marsden from hi-impact to discuss next year's plans.

Safer internet day is planned for 8th February

Training:

18th January- CEOP (Child Exploitation and Online Protection) training completed.

14th February- Computing lead training

NCCE Leading Primary Computing

DT January 2022

All documents are up to date and on shared documents drive.

Staff are becoming more familiar with Kapow and it is being used to deliver agreed units of work in KS1 and KS2. Kapow are adding EYFS units from Spring 2022 for DT this might be something EYFS staff would like to explore and consider.

We were very lucky to have a large budget in 2020 to completely re-stock DT resources to meet the practical requirements of Kapow units. Some items will need to be re stocked in readiness for September 2022 (such as fabrics and pneumatics equipment)

Due to original lockdown and then Covid restrictions that prevented sharing equipment and working closely together staff have found that children are missing skills in practical activities such as needlework or using a knife to prepare vegetables. This is being further compounded by high levels of Covid within classes at the moment. Year 6 are trialling a "pre teach" approach at the moment before they undertake their textile unit, where the children have time to practice a range of stitches before starting the unit. If this proves both beneficial to the children and practical time wise we will need to consider this approach as a whole staff.

Would it be feasible for High Impact to deliver the Digital World aspect of the DT curriculum during their workshops for KS2 to help ease the demands of the curriculum?

Over the next half term DT subject Lead will need time to complete learning walk and conduct pupil voice interviews. conduct pupil voice interviews.

Knowledge Team Update (History, Geography, RE, PSE/RSE, MFL)

- All relevant documents for Knowledge Team subjects are complete and have been added to the 'Whole School Curriculum' folder on google drive. This includes: Policies, Curriculum intent, ofsted questions, milestones and long term planning for each year group.
- The knowledge team feel confident that we are up to date with subject leader requirements and our next step is to put into place subject monitoring and to ensure that staff are adding medium term planning for our relevant subjects to the 'Whole School Curriculum' folder on google drive.

Maths

- Monitoring schedule has been delayed due to staff absences and so book scrutiny, pupil and parent voice has been rescheduled for after half term.

- Whole school mastery approach is continuing with power maths scheme and has been implemented from EYFS through to Year 6.
- LBQ and White Rose end of unit checks are continuing to reinforce skills for KS2 children.
- EYFS and KS1 are continuing to embed skills using the mastering of number course resources and guidance. This is now on term 2.
- KW and LGi are continuing to take part in Maths Hub training – Embedding Mastery.
- Tasks set according to action plan have been delayed due to Maths Hub staffing and have also been rescheduled for after half term. This includes a visit from the Maths Hub group leader, auditing of resources and how manipulatives are used by staff in school.
- Pre teaching of maths is now in place throughout the school and is working well, with children accessing the lesson.
- Gaps are still be identified and teaching staff then plan ‘keep up and catch up’ groups to address this.
- The structure of Power Maths is consistent throughout the school, however, the pace of the lessons is something teachers have been struggling with and as a result of the current climate are finding that more is spent trying to secure basic skills before moving on. This is also a common issue in most schools from gaining feedback from other colleagues via work group meetings.
- Renewal of Power maths online is due in Spring, Easter half term. Staff will need to audit the workbooks to confirm what is required for September 2022.

Physical Education

- PE policy, milestones and curriculum statement is complete
- Action to be updated to include staff using and becoming proficient with the new PE App
- New PE App has been purchased for the whole school – Nursery – Year 6. PE PASSPORT which provides access via ipads and laptops.
- PE PASSPORT - Contains a bank of resources to help support the teaching of PE. This includes lesson plans, videos, skills, knowledge, collection of evidence, assessing skills and knowledge of children and recording their progress. It also records attendance so that teachers can identify any patterns, such as children who always forget kit, are injured, or absent etc.
- Long term plans need to be finalised by each group. Again, this is produced on PE PASSPORT. Just waiting on a few classes to confirm their choice of subjects.
- Football matches are planned for Spring term as well as the return of Football and Netball Club and arrangement of inter school’s competition.
- Tai Kwando and Jiu jitsu have returned as after school clubs and are running throughout the spring term.
- Planning to arrange more after school opportunities with tennis, basketball and hockey.

Science Update

- Milestones document complete and emailed to KBr
- Long term plan on staff share and with KBr
- Medium Term Plan for each year group in process of being put on staff share for Autumn and Spring terms
- Intent, Implementation and impact documents on staff share
- Policy and questions sheet up to date on staff share
- Met with new Yr 4 teacher to check that she is secure with where to find Yr 4 curriculum. Liaised regarding current unit.
- Seesaw set up so that it is now easy to find any photographic evidence of science coverage.

Next steps

- Book scrutiny and Seesaw to confirm coverage in each year group
- Monitoring of Depth of Learning for ARE- and ARE+ in each year group
- Pupil voice

11.AOB

The Headteacher informed Governors that she is currently working with the Headteacher at Stanley Primary to see if any SLAs could be moved to joint SLAs as the two schools are on the same site
There is no integration between the schools at the moment due to staffing levels and Covid

The field needs to be developed to allow for more outdoor sessions and enrichment for the children.

- A path needs to be installed to allow people to leave the site in an emergency
 - Staff visited the Barnstondale site to look at their sensory path
 - The Headteacher has asked the Stanley Headteacher if money can be ringfenced from the DFC income and external funding could be applied for
 - The Headteacher has a contact who helped her secure lottery funding in the past
 - There is a Company looking at plans and costs
 - We need to have the field working for the children in the near future

12. DATE AND TIME OF THE NEXT MEETING

The date of the next meeting was agreed as 17 June 2022 at 9.45am

..... Chairdate

There being nothing further to discuss the meeting closed at 11.15am

Agreed actions

Action	By Who	By When
to arrange for the Sexual Violence and Sexual Harassment between	Headteacher	When convenient

children in schools and colleges document to be added to the school website		
to provide a photograph and bio for inclusion on the website	All Governors	ASAP
to arrange for Governor photos and bios to be added to the website	Headteacher	When convenient
to send the bio proforma used at Stanley School to the Clerk of Governors for circulation	Chair of Governors	ASAP
to visit the Headteacher to discuss the admin work and website editing	Chair of Governors	ASAP
to circulate the KCSiE document to Governors	Chair of Governors	Completed
to forward the report to the Clerk for inclusion in the minutes	Headteacher	When convenient
to send the updated Governor Curriculum Roles document to committee members	Headteacher	When convenient