

DEANSBROOK INFANT SCHOOL
COMMITTEE: Curriculum, Attainment and Standards Date: 22nd October 2024

Committee members: Carole Catley (CC), Nikki Simon (NS), Julia Hutton-Squire (JH-S), Nick Mailer (NM) CHAIR, John Parnaby (JP), Judith Suissa (JS), Ryan Hannan (RH), Jade Cheung (JC), Judith Suissa (JS), Ben Amoah (BA) Penka Georgieva Mihov (PG)
 Ryan Hannan/Lisa Roberts (Minutes)

Present: CC, NS, NM JS, RH, JP, JH-S, PG

Absent: JH-S, JC, LR

Agenda Item	Discussion/Action	By	Deadline
1. Apologies received:	Jade Cheung, Julia Hutton-Squire, Lisa Roberts		
2. Minutes of last meeting	<ul style="list-style-type: none"> Minutes from the previous meeting were agreed and approved as a true record of the meeting. 	ALL	
3. Matters arising	<ul style="list-style-type: none"> JS requested to share notes from LA – These were shared prior to Ofsted. SEN Wish list in process/PG had sourced some equipment/Review in process. Looking ahead for Christmas Donations Photographs 300+ have been taken for the new website launch is planned for Fri 8th Nov. ESOL update-really successful, result seen in parent/carers signing diary's as pupils are signing if the parent/carers is unable to. 	JS PG PG ALL	
4. Election of chair and secretary	<ul style="list-style-type: none"> NM Elected at Chair, seconded by PG LR Elected as secretary, seconded by NM & BA Point 2 discussed: 	ALL ALL	

<p>5. Terms of Reference</p>	<p><u>To ensure that on-line learning facilities are in place in the event of partial or whole school closure</u> <u>ACTION</u> Now not necessary. No online learning for parents to use. Very few children use Google classroom – physical handouts preferred. – change “in-place” to “available”</p> <p>• Point 5 discussed: <u>To review the policy for RE, collective worship and relationships, sex and health education and make recommendations where necessary</u> <u>ACTION</u> Remove “sex” reference – “relationships and health” policy Ben asks about the relationships that they talk about – CC in PSHE we talk about relationships in the context of their own families</p>	<p>CC</p>	
<p>6. Pupil Attainment and Progress 2023-2024</p>	<p><u>EYFS data analysis and actions</u> Data explained by NS which was uploaded onto Governor Hub for members to access ahead of the meeting.</p> <p>All Pupils: 58 Pupil Premium: 10 Boys: 30 Girls: 28 EAL: 40 EHCP: 2 66% all of children achieved a GLD this is below Barnet (71%) and in line with national (68%) 60% of PP achieved GLD this is above Barnet (57%) and national (52%) 57% of boys achieved GLD this is below Barnet (64%) and national (61%) 75% of girls achieved GLD this is similar to Barnet (79%) and in line with national (75%) 63% of EAL pupils achieved GLD this is below Barnet (68%) and in line with national (64%) Girls are achieving significantly better than boys in all areas Attainment has improved in all areas of the curriculum since on entry data NM: Why are we below Barnet? NS explained it is only 2 pupils MN confirmed that due to 2 form entry, 2 pupils makes an impact, so should we be concerned? CC explained that it looks worse, but it was a strong cohort last year and still are. JS enquired if this was still the Covid Effect? CC: A lot of schools are noticing this at the moment, many issues coming up. Lots of unnoticed issues are coming out and heads have mentioned this. The borough is putting in extra sessions for reception teachers and workers to offload because it's such an issue. More SEN in new reception year.</p>		

	<p>NS: compared to LA we are lower in terms of SEN but we have already identified that in our SEF.</p> <p>NM: Will it be on target by Year 2?</p> <p>CC – We have up to 30% mobility between Reception and Year 2. Number of children in London has dropped again (600 down entering Reception this year)</p> <p>NM – There are several school closing.</p> <p>CC – Even Courtland’s has spaces and we’ve lost 3 students to them this year.</p> <p>NS – Check ISDR to see national mobility.</p> <p>CC – Mobility up from 15%</p> <p>NM – What does that mean? How does that affect our next few years?</p> <p>CC – People are moving for the quality of life, WFH, returning to their countries. There could be some research.</p> <p>CC – Last census day was 6 children down (2024) compared to 11 in 2023 – the borough predicts more students in a few years.</p> <p>PG – More difficult to bring in family from Europe</p> <p>Discussion about future numbers of how we might have smaller numbers over the next few years and how do we prepare.</p> <p>Raise our profile – how do we shout about it to ensure that we attract families? We are focusing on tracking progress. Can we focus on highlighting the strengths of the nursery?</p> <p>RH – What about nursery for 2 year olds?</p> <p>NS – Not financially viable?</p> <p>CC – This side of the borough is not over-subscribed. We’re still doing quite well though.</p> <p><u>KS1 data analysis and actions</u></p> <p>Summer Cohort- 59 Boys- 33 Girls-26 PP-21 EAL- 43 SEN: 5 EHCP: 0</p> <p>Since September 2023 there have been 4 new children to Year 1. All were EAL and 1 was also PP.</p> <p>Reading headlines</p> <ul style="list-style-type: none"> • The number of children working at age related expectations in reading is significantly higher than last year- 80% compared to 66%. • 71% of pupil premium children reached age related expectations, although lower than all pupils, it is a slight increase from last year. • The number of boys and girls reaching age related expectations in reading is similar. 		
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	<p>Year 1 (current Year 2):</p> <p>Reading - Up from 66% to 80% at AR expectations</p> <p>CC: This has been a good cohort since reception</p> <p>NS: The gap between girls and boys is much smaller.</p> <p>Writing – significant improvement on last year in all groups.</p> <p>BA – Is there any particular reason for this?</p> <p>NS – There are no SEN children in this group.</p> <p>NM – What about those with dyspraxia who will never be able to achieve the goals -</p> <p>NS – We have special plans, but this will show data that is unbalanced</p> <p>CC – We don't need to report this data to the borough after they removed KS SATS. This is teacher assessment, but we are assessing children in the same way.</p> <p>RH – Can we have goal-oriented assessment to see if these children achieve the targets in our reports?</p> <p>CC – We do have that data and we work with parents to assess students</p> <p>BA- Can we get the stats to reflect the reality</p> <p>CC – We have to assess by the same criteria.</p> <p>NS- Some children will never meet the targets, some SEN or EHCP children may not meet the criteria. Of the current group, we have 3 out of 5 who will meet the end of year criteria.</p> <p>NM – Could you describe some of those needs?</p> <p>CC – We have 3 who have no language whatsoever – 3 in reception and 1 in year one. Very severe complex needs and unable to access the curriculum and shouldn't be in the school. They have 1:1 support and spend a lot of time outside the classroom. We keep them in class for social aspects of learning. It is not disruptive, but being part of the school (taking registers etc.)</p> <p>BA – How do we support the teachers?</p> <p>CC: In Barnet – they are very aware and trying to support schools (IAT supports schools) trying to get more funding for provision for SEN children. CC – we have put our name forward to have a SEN unit, not always the best route.</p> <p>NM – How do you deal with outbursts?</p> <p>CC – We have had restraining training and we have had to be firm and we can take them out of the class so they aren't disruptive.</p> <p>NM: What if someone is too violent?</p> <p>CC: We review them in the consultation? But we would have to exclude a child. Last year we had a child who was biting and the staff had protective gear – he was suspended for</p>		
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	<p>the day to highlight to Barnet. NM: What about liability? CC: explained the liability but it is part of teaching and the staff understand the needs of the children. NM: Let us know when it becomes too much and don't wait for it. CC: We have some runners and we have had to barricade some routes. BA: Are those who aren't diagnosed? What about parental engagement? CC: Sometimes they are in denial, sometimes they need help and are struggling. CC: Financially it takes a toll because we need extra staff because we need to balance impact on other children. Discussion on the details of enrolling and turning away students ensures. We can sometimes say "no" because they know that we are taking our share of SEN students. PG – School is doing well in terms of progress for the SEN students. Lots of positive feedback from the students. JS – Would it be a good idea to have a separate report in our documentation for SEN? NS – I will let you know in the report. JS – This is a strength of the school.</p> <p>PG – Wasn't there a reduction of staff for this? CC: Yes, we now have to use an agency? It was in terms of the deficit.</p> <p><u>Phonics data:</u> Only 6 failed their test – scored 31, not 32. Very happy with data – doing better than LA, which is already higher than national. New phonics programme is working well.</p> <p>Year 2 (current Y3) Since September 2023 there have been 5 new children to Year 2. All were 4 had no previous schooling and were very early EAL and 1 was also PP. Reading Headlines</p> <ul style="list-style-type: none"> • The percentage of pp children working at age related expectations is slightly higher than all pupils • The percentage of girls working at age related expectations is significantly higher than 		
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	<p>for boys-(2 boys are SEN support, one has a EHCP and 1 has recently arrived in the country)</p> <ul style="list-style-type: none"> • Reading results for all pupils are very similar to last year <p>5 new children – 4 with no schooling. Skewed data somewhat. PP achieved higher than average in reading, but lower in writing. There is drop Year-on-Year but 10% of the students were new to school or on EHCP.</p> <p>CC thanked NS to producing and explaining the data to the committee</p>		
<p>7. School Development Plan 2024.2025</p>	<p>Continue to work on adaptive teaching which requires further training and embedding. Now focus will be on the English curriculum to be streamlined and will be the main focus for this year. NS – Our writing is not bad, but we would like to improve it. CC: We looked at some schemes, but we will be developing our own scheme.</p> <p>RH: Resources to create new scheme? CC: INSET day and take English lead out of class – at least 3 full days with more diversity and representing our community? Aim for September 2025 to start the new scheme. We may also need to buy resources.</p> <p>Marking & Feedback – New policy taking into account workload and efficacy – is it worth it if the pupils don't understand the marking. Would the time be better spent in prep?</p> <p>RE curriculum – We don't feel it's infant-appropriate and bitty. There is a new one coming but it hasn't come out yet. The old curriculum didn't have "no religion" and humanism, also pedagogically unsound.</p> <p>Personal Development – New Mental Health lead doing training and will bring to the staff, children and community.</p> <p>Behaviour and Attitude – Lunchtime – sometimes it's not as good as other times in the day – the moving from one place to another is sometimes disruptive.</p> <p>Subject leader monitoring was embedded last year, along with moderation, ongoing.</p>		

	<p>Really nice development for leaders NPQH – working towards head teacher. SENCO is also doing SENCO national qualification. Lots of good professional development in the school.</p> <p>Representing our community through the curriculum – books, language, resources. Not all “white middle class famous” but represent the community.</p> <p>Early Years – Tails Tool Kit – To help children build up stories for children to build up stories. Already had some training, with training coming up.</p> <p>Squiggle while you wiggle – writing support programme.</p> <p>Large staff changes with less experienced staff – EY lead will lead training for them.</p> <p>Nursery started taking termly enrolments last year, so there will now be a rolling curriculum for 5 terms to take into account the students who have two Autumn terms, for example.</p> <p>Children Keeping their teeth clean. Children to clean teeth after school – also educating parents.</p>		
8. AOB	Donations for IT – It’s now in discussion with PG’s company and they have to check the GDPR and data cleansing. She will let us know at a later date.		
Date of next meeting	AOB – 16 January 2025 - virtual		