

**DEANSBROOK INFANT SCHOOL**  
**COMMITTEE: Curriculum, Attainment and Standards**      **Date: 12<sup>th</sup> May 2025**

**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), Ben Amoah (BA), Penka Georgiva Mihov (PG) Lisa McCann (LM) (Minutes)

**Present:** CC, NS, NM JS, SD, PG, JH-S, LM

**Absent:** JC

| Agenda Item                | Discussion/Action  | By  | Deadline |
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| 1. Apologies received:     | Jade Cheung  |     |          |
| 2. Minutes of last meeting | <ul style="list-style-type: none"> <li>Minutes from the previous meeting were agreed and approved as a true record of the meeting.</li> </ul>  | ALL |          |
| 3. Matters arising         | <ul style="list-style-type: none"> <li>Sen Fundraising Update:<br/>Following the distribution of the information leaflet by PG, a total of £258 has been raised to date. PG will continue efforts to encourage further donations. CC thanked LM and PG for their assistance with this initiative.</li> </ul> |     |          |



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|  | <p>CC confirmed that Rec started at 59 in Sept, so the mobility is a challenge and responded to the committee that families are returning back to native country or are being moved to schools nearer to their home address, as lots of our families live in Colindale and the journey to here is a challenge.</p> <p>CC added that a full and complete process are in place in regards to safeguarding for children that leave the country.</p> <p>CC responded to RH and confirmed that our main EAL cohort is a real mix with high Romanian and areas near to Afghanistan. Also, we are finding arrivals via Holland into Europe, but the origin country could be Afghanistan as families are not coming direct to the UK and tend to settle for a short time in several countries in Europe.</p> <p>BA enquired if the children are showing signs of trauma?</p> <p>CC confirmed that sadly yes, we do and that she herself carries out a complete admission meeting, which can be difficult due to EAL and staff are vigilant in looking out for signs.</p> <p>It was noted that the EFF – Educational Endowment Foundation shows that our Interventions are carried out correctly.</p> <p>NS added: EHCP children that are in class all have IEP's – this info will not be seen in this data. Summer born date is expected but this cohort tends to catch up.</p> <p>EHCP children are PP too.</p> <p>Not too much difference in genders.</p> <p>The committee enquired with NS on how does she feel about the data and NS added that the school staff are doing a very good job, the main concern is that will we be able to get this cohort where they need to be for Y1, as we still want the children to be at age related level.</p> <p>NM added, "I have no concerns on how the school is managing the mentioned challenges"</p> <p>CC added that there we can do as much as we are doing but there is a clear challenge between an EAL 4yr old, plus trauma to expect the same level as a 4yr old non EAL born in the UK.</p> <p>NS added that we do have children that have attended since Nursery, and would expect that cohort to be meeting age related levels, but some clearly are not.</p> <p>NM added that it may just be that some children just take longer than others.</p> <p>RH added that we could consider distributing a Summer pack to support parents during the summer.</p> |  |
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|  | <p><u>Action</u><br/> CC added that we do not currently do this but we could look into this, as we do have very successful workshops in place – parents have commented how useful and helpful they are.<br/> RH added for example, “like the pack that were distributed during the pandemic? Just to bridge the gap”<br/> NS confirmed that small packs are given to parents after the Friday morning workshops.<br/> PG enquired if EAL parents are offered support and NS confirmed that the school hosts weekly ESOL classes.<br/> BA enquired if any appendix could be added to the data to provide any further explanation?<br/> NS added that the explanation is within the notes. However, Ofsted does not take EAL as an excuse. We would expect good progress for children without any additional factors by July/Sept.<br/> RH enquired if the data could be separated to show progress for non-mobility?<br/> CC responded that we could separate, however this is a snapshot, NS confirmed that during Pupil Progress meetings – we look at individual pupils – so we can drill down.</p> <p><u>KS1 data – Spring Term 2025</u><br/> <u>Year 1</u><br/> Baseline - Cohort-58 Boys-29 Girls-29 PP-13 EAL-46<br/> Autumn Cohort -60 Boys- 29 Girls-31 PP-13 EAL-48<br/> Spring Cohort -60 Boys- 28 Girls-32 PP-14 EAL-48<br/> There are 2 EHCP children in Year 1 9 children have left the school since September 9 children have joined- 2 have joined with no previous schooling and no English</p> <p><u>Reading Headlines</u> Reading attainment is significantly lower compared to last year<br/> Girls are achieving higher than boys</p> <p><u>Writing Headlines</u> Writing attainment is significantly lower compared to last year<br/> Girls are achieving higher than boys</p> <p><u>Maths Headlines</u> Maths’s attainment is significantly lower compared to last year<br/> Girls are achieving significantly higher than boys.</p> <p>NS/CC explained to the committee that the data is disappointing. PP children are a concern. EAL has shown an improvement.</p> | CC |  |
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|  | <p>Both CC &amp; NS are working with children in small phonics groups to ensure we are doing all we can.</p> <p>BA enquired if the data could be drilled in further as he recalled that the expectation was that there would be an improvement? NS added that the mobility of 9 with EAL, which replaced 7 leavers that were working at a high level. has impacted this expectation.</p> <p>RH enquired if any was attendance related, CC confirmed that attendance is always monitored very closely – Attendance Assemblies are working. EWO is heavily involved with some children and improvement has been seen, but is not seen to have a direct impact on the current levels across this cohort, however we do have persistent absentees.</p> <p>NS added that boys are a concern in this cohort. Curriculum is 'boy heavy' to make it more interesting – but little impact being seen. There is not so much of a gap in Maths.</p> <p>BA enquired if children that are meeting the correct levels are being compromised by other children that are not? CC confirmed that all children are always taught at the right level and additional support is added for children that are not, and lessons are adapted to ensure all levels are reached.</p> <p><u>Year 2</u><br/> Baseline Cohort- 57 Boys-33 Girls- 24 PP-21 EAL- 40<br/> Autumn Cohort- 57 Boys-33 Girls- 24 PP-21 EAL- 40<br/> Spring Cohort- 58 Boys-32 Girls- 26 PP-21 EAL- 426 children have left the school since September<br/> 5 children have joined the school since September- 2 have had no previous schooling and no English</p> <p><u>Reading Attainment</u><br/> Reading attainment for all pupils is similar to last year's attainment<br/> Pupil premium children are achieving better than all pupils<br/> EAL children are not achieving as well as all pupils</p> <p><u>Writing Attainment</u><br/> Writing attainment for all pupils is similar to last year's attainment<br/> Pupil premium children are achieving better than all pupils</p> |  |
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| <p>5. Feedback from Governor links visits with subject leaders – March.</p> | <p>EAL children are not achieving as well as all pupils<br/>Girls are achieving better than boys</p> <p><u>Maths Attainment</u><br/>Maths attainment for all pupils is better than last year's attainment<br/>Pupil premium children are achieving better than all pupils<br/>EAL children are not achieving as well as all pupils<br/>Boys are achieving better than boys</p> <p>NS added that we would expect higher progress in writing – therefore we are going for another approach.<br/>JS added that the impact may be as much younger children are using electronic devices – does the school believe this is having an impact?<br/>NS responded, yes, as this could be affecting their focus /engagement- so could be an issue.<br/>CC add that cognitive skills are being affected eg: fingers being used on ipads so are struggling to hold a pencil – so additional support s required to help these children. Additional peer pressure ensures that younger children are using mobile phones.</p> <p><u>Action</u><br/>CC suggested putting a section on the weekly newsletter about the concerns around this. For the minutes it has been noted that after a lengthy discussion - the school could not ban parents/carers being on their mobile phones in school grounds but would continue to promote 'Greet your child with a smile – not a phone'</p> <p>RH -confirmed that he had joined Mrs Bharadia's Phonics Group Session and was very impressed with the EAL children's progress. Also a visit to the Nursery and was pleased with the children's sounding words eg: ' Name beginning with....'<br/>It was noted that the Phonics Workshops are going well.<br/>Mrs Bharadia explained that she may be off with parental leave in the near future, so this was a concern with the phonics screening, however it as been noted that the English Lead will take these sessions.</p> <p>BA – during Learning Walk in EYFS with Mrs Skidmore he felt very encouraged but the data now felt disconnected, the children seen were engaged/calm in Nursery &amp; Reception. It was noted that the progress seen on the ground compared to the data does not always match.<br/>CC thanked RH &amp; BA, and the feedback was lovely to hear and added that lots of children start at a very low point in Nursery.</p> | <p>CC</p> |
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|  | <p><u>Action</u><br/>JS added that she had not been able to attend her PHSE Learning Walk due to staff sickness – however planning on arranging this over the coming 2 weeks.</p> <p>PG enjoyed her visit with Mrs Hare – and added that the Nursery children were so engaged and this was encouraging.<br/>The Nest was great and PG was touched and found it emotional just how amazing the children and the staff are.<br/>PG added that she could see how the donations could really help, and was disappointed with the amount of donations received. As a parent, added that her child is doing extremely well and achieving. Staff are always supportive if anything arises.<br/>CC added that it had been noted that children are now recalling what they have previously learnt as this was an issue that Ofsted previously brought to our attention – so this has improved.</p> | JS  |  |
| 6. I am a clever writer ( IAACW) update  | CC explained to the committee that a new writing approach, which is based on The National Curriculum and is skills Base will be implemented in September. It is based around books and specific skills. It would ensure there is no cognitive overload. Caroline Cameron from IAACW came into school on 9/05/25. Further training due to take place in September for all staff and Reception is still in the planning stage.  |     |  |
| 7. School Development Plan 24-25 update. | <p><u>Action</u><br/>CC advised the committee that Governors are welcome to join – and to let CC know.</p> <p>CC explained the SDP to the committee.</p> <p>It was noted that the LNI report is still outstanding – early indication is positive feedback. Staff Walking Club has been set up to support staff wellbeing.<br/>Behaviour &amp; Attributes: SEALS in place.<br/>New website is in place.</p>  | All |  |
| 8. AOB                                   | <p><u>Action</u><br/>Partnership School: Carole to distribute a list of schools to set up regular meetings.</p> <p>None<br/>Date of next meeting – Date TBC in Autumn Term in person.</p>   | CC  |  |

