

DEANSBROOK INFANT SCHOOL
COMMITTEE: Curriculum, Attainment and Standards Date: 21st January 2026

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, RH, BA, LM

Absent: JP, JH-S, PG, JC

Agenda Item	Discussion/Action	By	Deadline
1. Apologies received:	Jade Cheung, John Parnaby, Julia Hutton-Squire, Penka Georgiva Mihov		
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"> • NS Action completed – <i>Previous years data is in RED, can the current years data be in a different colour, not previous year/added graphs.</i> • CC Action completed – <i>IAACW added to the Teaching & Learning Policy.</i> • Action completed: All committee members: <i>Read KCSIE 2025</i> • Action reminder: <i>All committee members to attend Safeguarding Training on 10/02/26</i> 		

4. Pupil Attainment

- NS explained the data, which was uploaded to Governor Hub for members to access prior to the meeting.

EYFS data Autumn 2025

Reception Autumn Data 2025

- Cohort of 60 pupils (29 boys, 31 girls); 12 PP, 45 EAL, 8 SEN Support/EHCP.
- GLD: 12% (7 pupils) currently on track.
- No PP pupils are on track; 16% of non-PP pupils on track.
- Boys: 10% on track; Girls: 13% on track.
- Summer-born pupils remain lowest at 4% on track.
- Cohort remains low-attaining with high levels of EAL and SEN.
- Minor data drops reflect two new EAL pupils joining below age-related expectations.

Planned Actions explained:

- C&L: 63% below ARE; language development remains a priority. Continue QFT, strong modelling, talk-rich activities, and targeted intervention.
- PP: Very low numbers on track for GLD; gaps identified and targeted support in place.
- EAL: Maintain consistent good practice for EAL support.
- Literacy: Continue Level 1 phonics and oral blending/segmenting; SEN and S&L needs impacting outcomes.
- Maths: Decline linked to increased language demands; focus on vocabulary and concept development

RH queried whether parents/carers could support improvement for this cohort.

NS reported that ESOL classes for EAL parents/carers have been promoted across the school, with positive impact seen in pupils whose parents attend. NS also noted strong parental engagement in Friday morning reading sessions and phonics workshops (approx. 80–85% attendance), with two sessions held annually (Autumn and Summer).

NS and CC confirmed regular engagement with parents/carers in the playground, including targeted support for new EAL families with support from other parents.

CC stated that teachers are very engaged.

NS added that all staff are trained in Talk Boost/Language Enrichment and that historically lower EAL outcomes are typical at this stage in Reception, with pupils generally in line with peers by Year 1.

MN noted that this reflects historical Reception patterns, with strong progress by Year 1/Year 2, and asked whether there were any *red lights*.

NS reported more SEN than last year, with 8 SEN children included in the data, many of whom are summer-born.

MN asked if this is expected for Reception; NS confirmed that the cohort is progressing in the right direction.

NS explained that Literacy combines Reading and Writing; boys are currently outperforming girls. MN asked why, as this had not been seen before. NS responded that this is cohort-specific, with a higher proportion of SEN girls.

NS added that the SENCO is exploring alternative ways to demonstrate SEN pupils' progress, and that progress is evident in the IEPs even if it is not reflected in the overall data.

BA emphasised the importance of maintaining ongoing dialogue and noted high parental engagement in Reading Workshops and Phonic sessions.

Year 2- 25-26 – slight change to agenda

Cohort Update:

- Autumn: 58 pupils (27 boys, 31 girls); 14 PP; 47 EAL

Movements since September:

- 1 girl and 2 boys have left.
- 2 girls have joined, including 1 new to English with additional home life challenges.

Percentage representation per child:

- All pupils: 1.7%

- PP: 7.1%
- EAL: 2.1%
- Boys: 3.7%
- Girls: 3.2%

Reading Headlines:

- Overall reading attainment is similar to last year.
- Girls are achieving higher than boys.
- Boys: 1 with EHCP, 1 with serious illness, 1 very new to English.
- Girls: 1 with EHCP, 1 very new to English.

Writing Headlines:

- Writing attainment has improved since last year.
- Girls are achieving higher than boys.
- Boys: 1 with EHCP, 1 with serious illness, 1 very new to English.
- Girls: 1 with EHCP, 1 very new to English.
- PP children's attainment is lower than all pupils.
- Of the 9 pupils not at expected levels, 2 are SEN and 1 is on child protection.

Maths Headlines:

- Maths attainment is slightly lower than last year.
- Girls are achieving higher than boys.
- Boys: 1 with EHCP, 1 with serious illness, 1 very new to English.
- Girls: 1 with EHCP, 1 very new to English.
- PP children's attainment is lower than all pupils.
- Gender trend data shows girls outperforming boys across Summer, Spring, and Autumn baselines.

NS reported that attainment is similar to last year, with girls slightly outperforming boys. RH asked whether the IACWW scheme is having an impact. NS confirmed that it is, although it is still early days, except for PP children, who receive additional support through extra reading sessions and parental engagement to encourage reading at home. NS emphasized that the current focus is on Reading, with Writing to follow.

CC noted that progress this year is much better than last year. NS explained that steady progress is now being observed, rather than the previous pattern of low progress at the start

followed by a large increase at the end. The criteria have been adjusted to allow steady progress to be documented throughout the year. NS also asked whether the graphs were easy to read, and RH confirmed that the trends were clear.

Year 1 - 25-26

Autumn Cohort Overview

- Total Pupils: 55
 - Boys: 28
 - Girls: 27
- Pupil Premium (PP): 19
- English as an Additional Language (EAL): 40

Changes Since September

- Pupils who have left: 3 girls, 2 boys
- Pupils who have joined: 4 boys (1 with an EHCP)

Percentage Representing One Child in Each Group

- All pupils: 1.8%
- PP: 5.2%
- EAL: 2.5%
- Boys: 3.6%
- Girls: 3.7%

Writing Headlines

- Overall writing attainment has improved significantly compared to last year.
- Pupil Premium (PP) children are performing below the level of all pupils.
- Boys are currently achieving higher than girls in writing.

Reading Headlines

- Overall Reading Attainment: Significantly higher compared to last year.
- Pupil Premium (PP) Pupils: Attainment is lower than that of all pupils.
- Gender Differences: Boys are achieving higher than girls.

Maths Headlines

- Overall Maths Attainment: Significantly higher compared to last year.

	<ul style="list-style-type: none"> • Pupil Premium (PP) Pupils: Attainment is lower than that of all pupils. • Gender Differences: Boys are achieving higher than girls <p>NS reported: Initial concerns in September; mobility (4 new Y1 pupils) has impacted progress. Boys are outperforming girls; EAL pupils are showing positive progress unaffected by mobility. The IACWW intervention is having a significant positive CC reported that the structure is key in supporting skills; progress will be monitored once it is removed.</p> <p>NS reported: While data does not fully show progress, book scrutiny indicates improvement.</p> <p>CC noted: Thanks to NS for clearly presenting the data to the committee.</p>		
<p>5. School Development Plan 2025.2026 update.</p> <p>6. Policies</p>	<p>CC explained the updates to the committee.</p> <p>MN asked: Are many children with no faith? CC: We are a high faith-based school; some families (mostly White British) have no faith.</p> <p>JS asked: About teacher workload with live marking. NS: Reduces workload; no books left to mark at the end of the day. CC: It is a skill to reach every child; TAs being trained to support, further reducing workload.</p> <p>CC: Explained curriculum and teaching changes in response to the new Ofsted framework.</p> <p>Policies Reviewed</p> <ul style="list-style-type: none"> • Curriculum Policy • Teaching and Learning Policy • AI Policy <p>CC presented the above new and amended policies to the committee and highlighted the following points:</p>		

<p>7. Link Governor visits to school – March 2026</p> <p>8. AOB</p>	<p>Policy templates are provided by School Bus / National College and have been adapted to suit the needs of an Infant School. Sections that are not relevant have been fully removed.</p> <p>Regarding the AI Policy, CC noted that AI-generated content cannot be completely relied upon. NM agreed that any data or information obtained via AI should be checked and verified before use. BA added to the discussion, emphasizing that quality control must be adhered to when using AI. RH noted that high-risk AI platforms are not currently addressed;</p> <p>ACTION -<u>CC acknowledged this and suggested it could be added as a possible action.</u></p> <p>NM enquired how the school could manage these high-risk AI platforms.</p> <p>RH added that he is due to attend an event on this topic and will provide feedback to the school.</p> <p>ACTION – <u>RH to provide feedback to the committee</u></p> <p>In relation to the Curriculum Policy, JS enquired about the section on SEN – Supporting Children with SEND. CC explained that the main amendment aims to support children within the classroom rather than removing them, allowing additional support to be provided to other children as needed.</p> <p>Date set for Learning Walks is 16th March 2026</p> <p>Congratulations to NM on her secondment to The Fairway, for two days per week starting 12/01/26. The school will receive income for this secondment, and it is an excellent opportunity to support NM’s continued professional development (DPD).</p> <p>Date of next meeting – Wednesday 6th May 2026 @ 10.00am via Zoom</p>	<p>CC</p> <p>RH</p> <p>ALL</p>	
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