

DEANSBROOK INFANT SCHOOL
COMMITTEE: Curriculum, Attainment and Standards Date: 1st October 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, RH, BA, LM

Absent: JC, JP, PG, JH-S

Agenda Item	Discussion/Action	By	Deadline
1. Apologies for absence:	Jade Cheung, John Parnaby, Penka Georgieva Mihov		
2. Minutes of last meeting	Minutes from the previous meeting were agreed and approved as a true record of the meeting.	ALL	
3. Matters arising	Use of Mobile Phones by Parents/Carers During Drop-Off and Collection: CC confirmed that information addressing this issue has been included in the newsletter. To date, no negative feedback has been received from parents/carers.		
4. Election of chair and secretary	- Chair Election: NM was re-elected as Chair. - Secretary Role: LM will continue in the role of Secretary as part of her SBM responsibilities.	ALL	
5. Terms of Reference	Revived and agreed	ALL	
6. Pupil Attainment and Progress 2024-2025	NS explained the data, which was uploaded to Governor Hub for members to access prior to the meeting. EYFS data analysis and actions – current Year 1 pupils		

	All Pupils: 60 Pupil Premium: 24 Boys: 29 Girls: 31 EAL: 44 SEN Support/EHCP: 8 <u>Headlines</u> 55% all of children achieved a GLD this is below Barnet (71%) and national (68%) If 4 EHCP children are removed from data then 61% achieved GLD 53% of PP achieved GLD this is above Barnet (55%) and in line with national (53%) 62% of boys achieved GLD this is below Barnet (65%) and in line with national (62%) 45% of girls achieved GLD this is below Barnet (79%) and national (75%) 42% of EAL pupils achieved GLD this is below Barnet (68%) and national (63%) Attainment has improved in all areas of the curriculum since entry data. All children -1.6% Boys = 3.4% Girls = 3.2% PP = 4.1% EAL= 2.3% SEN = 12.5% High level of SEN x 8 – which 4 are in The Nest and are included in the data. If these 4 were removed from the data then 61% would have achieved GLD. A SEN Project was discussed – a possibility of assessing SEN separately as certain SEN can not access the curriculum but are included in the data with Barnet. However not sure if 4 x SEN data is included in the National Data. During an Ofsted inspection – progress in all areas for SEN children would be discussed. JS agreed that the progresses of our SEN children needs to be shown as they are progressing and flourishing, even if they can not access the curriculum. NS added that these children do have IEP's, however we can not disapply the SEN pupils data. CC added that EY's Goals are recorded. NS added that there is a typo in the data '53% of PP are below" should read are inline with Barnet and National. NM enquired about the context, and JS added if girls were over represented? CC confirmed that was not the case, and that many arrived into Reception late, and were brand new to English. NM enquired if there was a particular area/culture?		
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CC responded with No – mobility is and has been high, Children are new to English, and many have traveled through different countries from war torn countries, before finally arriving in the UK.

Many interventions took place with not many staff so every spare minute is being used now with a focus on these now Y1 children.

NS added that these children are either EAL – 2nd generation English or EAL – no English at all, but are all recorded as EAL so there is no differential for data purposes.

RH enquired what framework was being used for EAL? NS confirmed there is no framework.

CC added that it can take 3/5 years to imbed a language.

BA enquired to what can be seen by the borough & National? NS confirmed that all the data on the MIS can be seen. For the purpose of the meeting – it is broken down.

CC added that with just the data – no story can be seen on our children.

NM enquired if our results are low and we cannot come out of deficit – what will happen?

JS replied: Low attainment cannot be an indication that a school is not performing. We have no safeguarding, management issues for example. We can provide valid reasons why attainment is low.

NM enquired if our EAL is high?

CC – replied, No it tends to stay at 73/74% EAL normally.

NM enquired how REC25 is looking? & Are we looking hopeful?

CC & NS responded that it is too early to say.

NS added that EAL plus other issues e.g.: Housing, Immigration, plus not speaking English, can and has affected behaviour.

NM responded by asking if all Barnet schools are facing the same issues?

CC responded that all schools in Barnet have SEN but many have less mobility.

KS1 data and analysis and actions

Year 1 24-25 – current Year 2

Baseline -Cohort-58 Boys- 29 Girls-29 PP-13 EAL-46
Autumn Cohort -60 Boys- 29 Girls-31 PP-13 EAL-48

Spring Cohort -60 Boys- 28 Girls-32 PP-14 EAL-48
Summer Cohort -59 Boys- 29 Girls-30 PP-14 EAL-47
There are 2 EHCP children in Year 1
10 children have left the school since September
10 children have joined- 3 have joined with no previous schooling and no English
1 child has been off school with a serious illness

Percentage representing

1 child in each group

All pupils = 1.6% PP = 7.1% EAL=2.% Boys = 3.4% Girls = 3.3%

Reading headlines

Reading attainment is significantly lower compared to last year

PP children's attainment is significantly lower than all pupils. Of the 14 pp children 2 are SEN, 1 started year 1 with no English and 1 child is CP, with very low attendance.

Writing headlines

Writing attainment is significantly lower compared to last year

Girls are achieving higher than boys

PP children's attainment is significantly lower than all pupils. Of the 14 pp children 2 are SEN, 1

started year 1 with no English and 1 child is CP, with very low attendance.

Maths headlines

Maths's attainment is significantly lower compared to last year

Girls are achieving significantly higher than boys

RH enquired about the impact of the new writing scheme - IAACW. NS responded with we will not see this in current Y1 and it is the first year for Y2 – will be seen by 3 years.

RH added that the Phonic results were good.

CC added that she agreed – we were happy with the results and all staff worked extremely hard to achieve this. However, implementing this into Reading is proving difficult.

NS added that the phonics test is not the best test as this type of coding can be trained.

NM added that that is the dark side of phonics.

NM enquired if the school is happy with the new writing scheme. NS & CC responded with, yes, it is very consistent, across the year groups are having the same approach.

BA added that the results shown in the data does not reflect his experience as a parent and with the cohorts he is familiar with.

NS enquired if the deficit budget is impacting on data? CC said that we now have less interventions due to less staff.

RH added that we are focusing the low attainment on reading but looking at other areas there is progress.

RH to see the data in a table format seeing where these children started from to where there were at the end of the year would be helpful. NS added that it could be formatted in that way however I will soon be in class more, so this will prove difficult, however we are changing MIS – where there will be an assessment module add on – at an additional cost for data so this can be looked at for the future.

CC concluded the discussion that we are fully aware that there is a lot of work to do.

NS explained the phonics data and added that we are slightly concerned as additional interventions may not be possible when both NS & CC are in class.

Year 2 - 24-25

Baseline Cohort- 57 Boys-33 Girls- 24 PP-21 EAL- 40

Autumn Cohort- 57 Boys-33 Girls- 24 PP-21 EAL- 40

Spring Cohort- 58 Boys-32 Girls- 26 PP-21 EAL- 42

Summer Cohort- 55 Boys-31 Girls- 24 PP-19 EAL- 41

6 children have left the school since September

5 children have joined the school since September- 2 have had no previous schooling and no English.

Reading Headlines

Reading attainment for all pupils is similar to last year's attainment

Pupil premium children are achieving better than all pupils

EAL children are not achieving as well as all pupils

Girls are achieving better than boys

Writing Attainment

Writing attainment for all pupils is similar to last year's attainment

Pupil premium children are achieving better than all pupils

	EAL children are not achieving as well as all pupils Girls are achieving better than boys <u>Maths Attainment</u> Maths attainment for all pupils is better than last year's attainment Pupil premium children are in line with all pupils EAL children are not achieving as well as all pupils Boys are achieving better than girls CC added that the data is more inline where we would expect it to be. NS added that the cohort was a strong. <u>ACTION for NS</u> Previous years data is in RED, can the current years data be in a different colour, not previous year. BA enquired what are the aims for current Year 2 to achieve the same as last year? NS responded that 2 x pupils joined with EAL which replaced 2 x high achievers which may affect this. CC added that we also need to take into account any additional needs if progress of the EAL x 2 are not being made. Also 1 x class has different needs so has additional support.	NS	
7. School Development Plan 2025 -2026	CC informed the committee that the SDP was developed in detail by the Senior Leadership Team during a full SLT planning day. CC outlined the main change in the curriculum as the introduction of a new writing approach, IAACW. She informed the committee that the full impact of this strategy is expected to be evident by Year 3 of implementation. An example of a Year 2 pupil's work was shared with the committee, illustrating the structure of the weekly writing cycle: • Day 1 – Skills • Day 2 – Embedding • Day 3 – Built-up sentences • Day 4 – <i>Star Write</i> (bringing all skills together in an extended piece)		

	Children are kept interested due to the books being used. New approach is working well in each class. Use of flip charts – moving away from electronic devices with Star Words displays. Staff are loving the structure and the fact that they are all following the same approach. SLT are very happy with all so far. CC discussed the New Ofsted Headings <u>Action for CC:</u> Policy to be updated to include IAACW. NM gave his apologies and left the meeting.	CC	
8. Update on “I’m a clever writer”	As above		
9. Any other business	Noted that members of SLT except CC & NS do not know GB members. <u>Action for CC;</u> Send out meet the GB Invite to all SLT before the next GB Meeting <u>Action for committee members:</u> RH reminded the committee about Safeguarding Training on GovHub on 10/02/26 <u>Action for committee members:</u> Read KCSIE 2025 JC raised concern regarding the ongoing media coverage of the national SEN (Special Educational Needs) crisis and queried whether this might lead to increased funding. In response, CC stated that there is currently no indication of additional funding becoming available. CC referenced The Space Project, which offers free training, but noted that support remains limited. With a growing number of SEN pupils presenting with increasingly complex needs, CC emphasised that this is now a national crisis requiring further investigation.	CC ALL ALL	
Date of next meeting	Wednesday 21 st January 2026 @ 10am via Zoom		

