

DEANSBROOK INFANT SCHOOL
COMMITTEE: Curriculum, Attainment and Standards **Date: 6th May 2026**

Committee members: Carole Catley (CC), Nikki Simon (NS), Julia Hutton-Squire (JH-S), Nick Mailer (NM) CHAIR, Ania Bharadia (AB) Judith Suissa (JS), Ryan Hannan (RH), Jade Cheung (JC), Ben Amoah (BA), Penka Georgiva Mihov (PG) Lisa McCann (LM) (Minutes)

Present: CC, NM, JS, RH, BA, PG, LM

Absent: NS,AB,JH-S,JC

Agenda Item	Discussion/Action	By	Deadline
1. Apologies received:	Nikki Simon, Ania Bharadia, Julia Hutton-Squire. Absent: Jade Cheung		
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	None: noted for the minutes		

4. Pupil Attainment

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

EYFS data Spring 2026

Cohort of 56 pupils (27 boys, 29 girls); 12 PP, 42 EAL, 6 SEN Support/EHCP.

- 32% (19/56) of children are currently on track to achieve a Good Level of Development (GLD).
- 33% (4/12) of Pupil Premium (PP) children are currently on track to achieve GLD.
- 36% (15/42) of non-Pupil Premium children are currently on track to achieve GLD.
- 41% (11/27) of boys are currently on track to achieve GLD.
- 28% (8/29) of girls are currently on track to achieve GLD.
- 14% (3/22) of summer-born children are currently on track to achieve GLD.
- This remains a low-attaining cohort, with high levels of EAL and SEN need.

Planned Actions explained:

- Communication and Language remains a key priority, with 50% (28/56) of children not yet at age-related expectations. Focus continues on Quality First Teaching, strong language modelling, opportunities for talk, and the use of high-quality texts. Further analysis is needed to identify barriers for children not achieving in this area.
- PP children are now more in line with non-PP children across most areas, with more pupils on track to achieve GLD.
- EAL pupils continue to achieve less well in Literacy and Maths due to language barriers. Staff will continue to implement effective EAL support strategies.
- In Literacy, children have been regrouped into Levels 2, 3 and 4. While phoneme knowledge is improving, many children are not yet applying this confidently in writing. Morning Missions now focus on handwriting and sentence writing four times weekly alongside IAACW sessions. Girls' outcomes remain particularly low due to high levels of SEN and EAL. Targeted writing interventions will continue.
- Maths outcomes remain low overall, with some areas requiring revisiting during the summer term to consolidate learning. Girls' attainment remains lower, linked to SEN and EAL needs.
- In Physical Development, a group of boys has been identified for additional support with handwriting and fine motor skills through targeted intervention.

CC noted that multiple interventions are in place and improvements are expected, though the cohort entered at a very low baseline. CC added that an EHCP had recently been actioned for one pupil,

which had significantly impacted the data, as 7 of the 56 pupils in the cohort are SEN. CC stated that staff will continue the hard work and noted similarities with the 2024/25 cohort.

RH asked how interventions have been implemented. CC explained that adapted teaching approaches were used, focusing on fine motor skills rather than additional staffing.

RH queried whether 22 summer-born pupils was a high proportion for the cohort. CC confirmed this was high, although around one-third summer-born is not uncommon. CC added that pupil mobility may also be contributing to the imbalance in the data.

BA asked how progress for current SEN pupils is measured and whether it was realistic to expect the cohort to reach the desired outcomes, noting that the data can appear discouraging. CC agreed there is a significant gap between “working low” and “working at” expectations, but there is currently no equivalent way of measuring SEN progress alongside other pupils. CC advised that the LA is exploring ways to address this. CC added that pupils do have IEPs and are meeting their individual targets, although this progress is not reflected within the presented data.

BA commented that he reads with this cohort every Friday and can clearly see improvement, although it is disappointing that this is not reflected in the data or in what is happening “on the ground.” NM noted that the data itself is factual. CC responded that, when comparing baseline information with current outcomes, improvement is evident. NM added that this has been a consistent theme over the past 10 years and that concern would arise only if improvement reduced over time, which is not currently the case.

CC agreed that the inclusion of EHCP data affects the overall picture and explained that 3 of the 7 pupils with EHCPs are unable to access the curriculum, while 4 are meeting the same targets as other pupils in the cohort. CC stated that, if the 7 EHCP pupils were excluded, the data would show an approximate 8% increase; however, this is the way all data is presented by the borough. NM concluded that the key point is that the school remains aware of this context.

NM suggested that the borough consider alternative ways for the data to be submitted.

CC agreed and commented that it would be fairer if the data cohort could be split into two groups, with and without SEN included; however, at present the data is submitted as one combined cohort.

NM asked for views on the current position.

CC responded that this reflects the nature of the school, noting that each year tends to follow a similar pattern and that it is very rare to see very strong results at this stage of the academic year. CC explained that many children require additional time to settle and that EAL pupils are assessed in the same way as all other pupils.

RH added that many children are not only new to the school but also new to the UK, which presents additional challenges.

CC further noted that the school also considers children who have attended the nursery provision, as those pupils benefit from having stronger foundations already in place.

KS1 data Spring 2026

Year 1 – 25-26 – SPRING TERM

- Autumn Cohort: 55 pupils – 28 boys and 27 girls. PP: 19. EAL: 40.
- Spring Cohort: 55 pupils – 28 boys and 27 girls. PP: 19. EAL: 40.
- Since the Autumn data submission, two boys have joined the cohort: one Stage 1 EAL pupil and one pupil with SEN.
- Percentage representing 1 child in each group:
 - All pupils: 1.8%
 - PP: 5.2%
 - EAL: 2.5%
 - Boys: 3.6%
 - Girls: 3.7%

Reading - Attainment is significantly higher compared to last year. PP children's attainment is lower than all pupils.

Writing - Boys are achieving better than girls. Boys and attainment has slightly dropped this is due to 2 new boys joining since the Autumn data. 1 just arrived to the country and the other has SEN. -PP children's attainment is lower than all pupils. Boys are achieving better than girls.

Maths - attainment is significantly higher compared to last year PP children's attainment is lower than all pupils. Boys are achieving better than girls.

CC reported that data is stronger than last year (2024/25), particularly noting improvement from Reception 2024/25 into Year 1.

CC added that three pupils in the cohort have an EHCP and do not access the full curriculum.

RH asked whether IAACW is supporting the cohort. CC confirmed it is, and noted that progress is visible; however, pupils who started at a lower baseline are finding higher-level skills more challenging. CC also reported that Trust visitors were impressed with writing outcomes, noting that the scheme is still in its first year.

CC commented that it is unusual for boys to be outperforming girls, suggesting this cohort is a strong boys' cohort.

NM asked about SEN pupils in The Nest provision. CC confirmed there is one girl and two boys in The Nest.

NM commented that historically boys do not always perform as well and suggested engagement may depend on access to reading materials aligned to their interests. NM added that books need to be engaging for boys and more diverse in content, not limited to animal themes, as these are often aimed at younger children rather than featuring varied human characters.

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Year 2 – 25-26 – SPRING DATA

- Autumn Cohort: 58 pupils – 27 boys and 31 girls. PP: 14. EAL: 47.
 - Spring Cohort: figures to be confirmed.
 - Summer Cohort: figures to be confirmed.
 - Since September: three pupils have left (two boys and one girl). Two girls have joined the cohort, one of whom is new to English and has additional difficulties in her home life.

Percentage representing 1 child in each group:

- All pupils: 1.7%
- PP: 7.1%
- EAL: 2.1%
- Boys: 3.7%
- Girls: 3.2%

Reading - Attainment is broadly similar to last year.

Girls are achieving better than boys.

There is 1 boy with an EHCP, 1 boy with a very serious illness, and 1 boy who is very new to English.

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ALL

CC

JS

BA

Writing - Attainment has improved since last year. Girls are achieving better than boys. Since autumn data, a new child has joined Year 2 who is new to English. PP pupils' attainment is lower than that of all pupils. 2 out of the 9 pupils not at expected levels are SEN. 1 pupil is CIN with 65% attendance.

Maths - Attainment is slightly lower than last year. Girls are achieving better than boys. There is 1 boy with an EHCP, 1 boy with a very serious illness, and 1 boy who is very new to English. There is 1 girl with an EHCP and 1 girl who is very new to English.

PP pupils' attainment is lower than that of all pupils.

CC reported that the school is quite pleased with reading outcomes. In Year 1, results were lower last year, but this year pupils are performing better and showing strong progress. CC noted that girls are currently performing better than boys in reading. CC stated that there are two EHCP pupils in Year 2 (one boy and one girl). CC reported that EAL pupils are performing well and are showing improvement compared with last year. CC added that IAACW is having a positive impact. RH queried whether these pupils had access to the scheme in Year 1. BA asked whether this explains lower writing data. CC responded that variations are due to pupil mobility: one girl left who had made strong progress and was replaced by another girl with a lower starting point. CC added that PP pupils are significantly lower in attainment, and this remains a key focus area. CC confirmed that EAL pupils are performing well overall.

5. School Development Plan 2025.2026 update.

CC provided an update on the SDP 2025/26, noting that the school is progressing well against the plan and that outcomes are beginning to be evident. RE teacher has fully re-planned the RE curriculum. NM commented positively on the new approach to RE.

** PG left the meeting at 10:58am.

The Inclusion Leader will join the next governors' meeting to provide an update on developments within The Nest.

**** ACTION ****

<p>6. SEF (Self-Evaluation Form)</p> <p>7. Link Governor visits to school – Feedback from Governors.</p>	<p>As per Section 2 – of the SDP – Leadership and Governance – Develop Governors knowledge of the school and the staff – Staff to meet governors.</p> <p>CC noted that all we are on track to complete all areas of the SDP by the end of the summer term</p> <hr/> <p>** ACTION **</p> <p>SEF not available – CC to distribute to the committee after todays meeting</p> <hr/> <p>RH met with Mrs Bharadia regarding phonics and reported that it was a positive and informative meeting. RH visited the Nursery and noted the use of familiar phonics approaches, which he was pleased to see. RH observed Reception and Year 2 classes, as one Year 2 class was on a school trip. He noted that phonics displays were evident around the classrooms. RH commented that not all staff appeared equally up to date with phonics practice. RH found the observation sheet to be clear, well-presented, and useful. RH reported that teaching observed was as expected, with consistency across practice. He noted that all pupils were engaged and encouraged to participate. Mrs Bharadia explained the class re-grouping approach, and RH recognised how this supports pupils in accessing learning at an appropriate level. CC added that there are four groups in place, including targeted groups for pupils requiring additional support. RH noted that not all four groups were observed during his visit due to the school trip.</p> <p>NM provided feedback on RE following lesson observations. He noted that in an older class, learning was more structured, with pupils seated and focused during teaching. NM also observed a younger class where the lesson had been adapted to include movement, which supported engagement and learning. NM commented that the new RE curriculum places greater emphasis on developing pupils' thinking skills, encouraging them to think about "thinking", which he noted is a distinctive approach for RE compared with other subjects. It was also noted that it was EID on the day of the visit, resulting in a number of Muslim pupils being absent. CC added that the revised curriculum is a significant improvement, with a stronger focus on conceptual thinking rather than factual recall. RH commented that the approach supports pupils in learning "what to think, not just how to think." CC added that staff find the new curriculum easier and more effective to teach.</p> <ul style="list-style-type: none"> • JS added that feedback on PSHE has not yet taken place, as the teacher was off. 	
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	<p>**ACTION ** <i>PSHE feedback to be completed and reported at the next meeting.</i></p> <ul style="list-style-type: none"> • BA added that feedback for EYFS is also to follow, as the visit has not yet taken place. <p>**ACTION ** <i>EYFS feedback to be completed and reported at the next meeting.</i></p> <ul style="list-style-type: none"> • CC noted that both PSHE and EYFS feedback will be brought to the next Full Governing Body meeting and revisited at that point. <p>Meetings normally take place on a Wednesday – however this may subject to change.</p> <p>Date of next meeting – TBC</p>		
<p>8. Any other business</p>			

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