

Holbeach Primary School

**Non-confidential minutes of a meeting of the Curriculum and Standards
Committee of Holbeach Primary School on Thursday 13th March 2025
at 6.30 p.m.**

In attendance

First Name	Surname	Governor Type	End of Office	Present
Ross	Baptie (RB)	Co-opted Governor	26/11/2027	Yes
Emma-Jane	Boyd (EJB)	Parent Governor	18/10/2027	Apologies received
Tom	Bulpitt (TB)	Headteacher Ex-Officio	-	Yes
Katie	Drew (KD)	Co-opted Governor	27/03/2027	Yes
Glenys	Englert (GE)	Co-opted Governor Vice Chair of Governors	18/09/2027	Yes
Sharon	Farnley (SF)	Co-opted Governor Chair of Governors	06/04/2027	Yes
Charlie	Killick (CK)	Staff Governor	17/01/2027	Yes
Sylvia	McCloskey-Quigg (SMQ)	Parent Governor	01/12/2026	Yes
Steven	Orpwood (SO)	Co-opted Governor	06/07/2026	Yes
Ben	Pitcher (BP)	Local Authority Governor Vice Chair of Governors Committee Chair	19/03/2029	Yes
Miriam	Baguley (MBy)	Governance Professional	NA	Yes
Sheree	Butler (SB)	Year 3 teacher, Maths Lead	NA	Yes, for item 3
Kate	Chambers (KC)	Year 4 teacher, Phase Leader, Maths Lead	NA	Yes, for item 3

1. WELCOME, AND APOLOGIES FOR ABSENCE

Apologies were received from EJB.

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2. DECLARATIONS OF INTEREST

No declarations, in addition to those already registered, were made.

3. CURRICULUM PRESENTATION – MATHS

SB and KC provided a detailed presentation on the teaching and development of maths as a subject at the school. A printed overview of expectations by year group was also provided for information.

- Context. Staff had requested more support with planning and resources.

- National Centre for Excellence in the Teaching of Mathematics (NCETM). A government initiative supporting teachers with professional development, resources and guidance. A good level of support was available through the Lewisham maths hub.
- Mastering number. Supporting pupils with fluency and flexibility with numbers to develop 'good number sense'. This firm foundation set pupils up for success in later years. In the early years, the programme operated in a similar way to phonics with the expectation that there would be a minimum of three 15-minute sessions per week.
- Maths No Problem. The DfE endorsed scheme was used to supplement NCETM resources, with which it aligned. Use of the scheme over the previous two years had supported a significant improvement in both attainment and pupil confidence. The scheme required careful introduction as it built incrementally across the years. Year 5 had only started using the scheme from September 2024.
- Actions taken this year included:
 - sharing expectations with staff to increase consistency
 - learning walks – had been useful to provide insight
 - teaching observations – had generated supportive professional discussion
 - inclusion of information on the website to increase the understanding of parents
 - work with the School Improvement Partner (SIP)
 - staff access to courses to support development
 - EYFS parent workshop had been well-received
 - interventions run by an experienced professional known to the school to check that pupils were meeting age related expectations
 - celebration of maths week in assemblies and through a competition
 - staff meetings covering planning and use of the scheme, which helped to target support, especially in certain year groups
 - maths lead training – efforts were being made to develop relationships and collaborate with other schools within travelling distance as the scheme was not widely used within the LA, possibly due to cost.

The committee asked about staff buy in to the scheme. SB and KC said there had been some initial resistance as the scheme used different methods to those which staff had been accustomed; however, feedback was increasingly positive. Staff realised the benefits of the scheme and understood that it did not detract from them or their subject knowledge but instead focused on improving practice. It was also of benefit that SB and KC were both class teachers, providing them with greater insight and the ability to empathise and provide solutions to any issues other teachers were experiencing. Pupils were very onboard with using the different methods and demonstrated this through their working. Pupils' language around maths had also improved.

In response to questions, SB and KC said that teachers in the lower years had found the transition more difficult. This was linked to challenges within cohorts and around effective planning where a class was covered by two teachers. Teaching observations enabled reassurance to be provided to those who were concerned about effective implementation and fidelity to the scheme, which was important because of its incremental nature.

- Next steps including:
 - continuing targeted support to specific year groups
 - continuing to share and facilitate the sharing of best practice among staff
 - parent workshops
 - ongoing development with the SIP

- monitoring the success of the schemes through pupil voice
- continuing maths lead training through the Lewisham maths hub
- developing maths interventions taking into account the financial cost and logistical limitations.

The committee thanked SB and KC for their interesting presentation and for the work they had completed to date.

SB and KC left the meeting at 6.55 p.m.

SO, link governor for maths, provided feedback, noting the progress he had seen since the introduction of Maths! No Problem, both in the subject and the confidence of those leading it. TB said this had been facilitated by allowing the leads additional time out of the classroom and prioritising support from the SIP.

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4. NON-CONFIDENTIAL MINUTES OF THE MEETING HELD ON 14TH NOVEMBER 2024

The non-confidential minutes of the meeting held on 14th November 2024 were circulated to the meeting.

RESOLVED: that the non-confidential minutes of the meeting held on 14th November 2024 were approved to be signed as an accurate record of the meeting.

5. MATTERS ARISING FROM THE MINUTES

Item 5 – Use of the relational approach and link with behaviour and the impact on staff.

Key issues identified by staff affecting wellbeing included the impact of staff reductions due to financial constraints, coupled with the rising number of pupils in the lower years with high level additional needs, often presenting with challenging behaviour. The top three actions to improve wellbeing, as voted by staff through the staff survey undertaken in January 2025 included making inset days and/or staff meetings task based, or with an element of selection, and CPD on ASD, SEMH, and trauma informed practice using specific scenarios.

TB noted that all three special schools in Lewisham were providing the school with specialist support. Training was being delivered by Kaleidoscope.

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6. SCHOOL DATA

Self-evaluation form (SEF)

TB advised that the SEF would be revised ready for the new academic year to reflect any agreed changes to the Ofsted inspection framework. Reforms to Ofsted were currently being consulted on, but proposed changes included a new 'report card' system, an end to ungraded inspections and toolkits to outline the focus areas for

inspections. The sense was that inspections would consider all aspects of a school using a holistic approach.

Predicted outcomes 2025

TB referred to the data sheet with 2025 outcome predictions tabled at the meeting.

Phase	2025 prediction	2024 outcome	2024 national average
EYFS - GLD	59%	52%	68%
Phonics – Pass Y1	55%	57%	80%
Phonics – Pass Y2	73%	71%	87%
MTC – Pass Y4	Ave. 20	Ave. 19	Ave. 20.2
KS2 Reading	65%	70%	74%
KS2 Writing	58%	70%	72%
KS2 Maths	65%	73%	73%
KS2 Combined	58%	61%	61%

TB highlighted key points to note, including that:

- EYFS. Although a 7% increase on 2024 was predicted, if achieved, this would still be significantly below the national average in 2024. Predictions were based on teacher assessment and staff were very mindful to ensure that pupils were genuinely meeting the threshold for a Good Level of Development (GLD). Incorrect assessments could impact on pupils accessing support in Year 1, particularly for self-regulation. Reception and Nursery pupils demonstrated increased language skills and stability compared to pupils now in Years 1 and 2, possibly indicating that the impact of the pandemic was declining. Early intervention remained critical to give the best chances of long-term success.
- Phonics. The KS1 phase leader would be observing lessons to ensure key learning was being covered. Although the focus on phonological awareness was having a positive impact in the older year groups, the impact was less in KS1, which was a complex cohort. Phonics would be a focus of the School Development Plan (SDP) in the next academic year.
- Multiplication check (MTC). Pupils were achieving well, and the outcome was expected to be in line with national average. The use of Times Tables Rockstars was helpful as it replicated the test. Parents were provided with a heatmap to highlight areas of strength and weakness.
- KS2. Predicted outcomes were below 2024. Although the cohort was well-rounded, there were a large number of pupils at the cusp in writing.

The committee asked about the reasons for the lower predictions. TB said they could reflect the impact of a long-term absence. The teacher had been on a phased return since January 2025.

The committee noted that 30% of pupils qualified for additional time in the SATs. TB said those with EHCPs, and dyslexia automatically qualified for additional time, while those with slow processing skills were due to be assessed.

The committee asked about the impact of the use of technology in the home. TB said the school was part of a wider group raising the profile around the use of mobile phones by children, and that phones should not be brought into school. Mental health support teams were running workshops on setting boundaries and strategies to deal with children's negative behaviour in relation to restricted phone use. School strategies

included information in the newsletter and on the website and work with pupils during computing week in the summer term. Messages around gaming on phones would be pushed where appropriate. The committee agreed that it was necessary to highlight the impact of mobile phone use and that the school was a mobile phone free space.

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7. ATTENDANCE AND PUNCTUALITY

TB referred to the spring term report circulated to the meeting.

- Pupil Attendance was 93.5%.
- There had been a drop in attendance due to a range of viral illnesses.
- Attendance by year group and gender was highlighted.
- Pupils on the SEND register had lower attendance rates.
- Persistent Absence (PA) 24.4%.
- Pupil Premium (PP) PA 31.1%. The gap between PP and non-PP would be monitored.
- The LA Attendance Officer had highlighted the drop in attendance, but did not view it as significant.

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8. QUALITY OF TEACHING AND LEARNING

TB provided a verbal update.

- Lesson observations had been carried out over the last two weeks, including by the maths leads
- A teacher receiving support and supervision had made good progress.
- There were teachers in the school demonstrating outstanding practice and they would be used to support the development of others.

The committee discussed the possibility of recording lessons and using excerpts to demonstrate good practice. TB said that this approach would be very useful as a form of CPD and would demonstrate how to manage different scenarios in class. The follow up conversations would be critical to ensure observers were able to confidently replicate what went well.

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RB left the meeting at 7.32 p.m.

9. SCHOOL DEVELOPMENT PLAN (SDP)

TB advised that the RAG rated SDP would be presented at the next Full Governing Board (FGB) meeting and updated on the website.

The three main areas of focus were:

- Phonological awareness to address the Phonics deficit.

- Maths. Driving improvement, including through the development of subject leads, Maths No Problem!
- SEMH. Including through the PINS project and exploring other ways in which to increase practical support in the classroom.

SO to liaise with Phil Morriss (PM) with regard to attendance monitoring.

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10. CURRICULUM LINK VISITS

English – GE and SMQ 16th December 2024

The detailed report circulated to the meeting was presented.

Key points noted included:

- English lead Abi Felton (AF) had been in the role for three years and was well established and gaining confidence. AF had an excellent understanding of English and phonics within the curriculum and how to address misconceptions and gaps.
- English leads had a clear vision supported by the high-quality materials they had developed to support staff. Materials were worthy of being shared more widely beyond the school.
- Work on phonological awareness demonstrated impact.
- Spellings. There were some gaps that still needed to be addressed to prevent continued misspelling into Year 6.
- The positive impact of TAs who were excellent in delivering teaching.
- Work with the EY team to keep writing as a focus to improve outcomes would continue.

GE noted that AF had enjoyed producing material for Years 5 and 6 as these were the year groups with which she was most familiar. However, in the future she would like to gain experience in lower year groups to increase her understanding.

Curriculum – BP 17th December 2024

The detailed report circulated to the meeting was summarised. BP noted that the meeting had focused on setting the agenda for the year, that being:

- To review the KS2 curriculum and associated roles in light of the retirement of a member of SLT.
- Tackling Race Inequalities in Education – new terms of reference for the committee, agreeing the remit, and collaboration with other schools.

Maths – SO 16th December 2024

The detailed report circulated to the meeting was presented.

Key points noted included:

- The increased confidence and positivity of the maths leads since the start of the autumn term.

- Progress was being made, and the scheme was becoming more embedded, mirroring the experience of the English leads.

The committee asked about teachers' confidence in using the scheme. TB said it had taken time to embed, and the new materials still required some adaptation to be used in class. While it was important for teachers to teach a variety of methods so that pupils could choose the one most suited to them, this could be daunting and hard for adults to adapt to if their own maths skills were not strong. Using maths leads to demonstrate good practice and skills by recorded sessions would be of benefit in this context.

RESOLVED: TB to revert on dates for link visits and the link to the SDP focus.

11. POLICIES

None.

12. DATE OF NEXT MEETING

- FGB Thursday 20th March 2025 at 6.30 p.m. (SMQ sent apologies)
- Resources committee Wednesday 30th April 2025 at 6.30 p.m. (BP sent apologies)
- Curriculum and Standards Committee Thursday 19th June 2025 at 10.00 a.m.

13. ITEMS FOR NEXT MEETING

- Tour of the school led by school council representatives.
- Pupil voice possibly linked to SEN/relational approach.

14. ANY OTHER URGENT BUSINESS, AGREED WITH THE CHAIR IN ADVANCE

School roll

- Current roll. The roll was stable, and the school was 93.3% full Reception – Year 6.
- Free school meals were now subject to auto enrolment, increasing the number eligible to 28.3%.
- 30.2% of pupils were eligible for PP.
- September 2025 intake. There were 53 first choice preferences, which was an increase on 2024. There had been no contact regarding pupils with EHCPs.

The committee reviewed the number of spaces by year group. TB said Year 5 had the most spaces across the borough, but there was less flexibility to move in Year 6.

Parental contact

Management of parental demands on the time of the administration team may be required to rein in some excessive contact currently being experienced. The Communication Policy would be reviewed to ensure it was sufficiently robust and parents would be referred to this to protect staff time. However, care would need to be

taken to ensure there were open channels of communication so that pre-concerns were effectively dealt with and did not escalate unnecessarily.

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16. CONFIDENTIAL BUSINESS

None.

Meeting closed 7.50 p.m.

CHAIR'S SIGNATURE:.....

DATE SIGNED:...../...../.....