

Holbeach Primary School

**Non-confidential minutes of a meeting of the Curriculum and Standards
Committee of Holbeach Primary School on Thursday 14th November 2024
at 6.30 p.m.**

In attendance

First Name	Surname	Governor Type	End of Office	Present
Gbolahan	Adedoyin (GB)	Parent Governor	05/01/2025	No
Ross	Baptie (RB)	Co-opted Governor	26/11/2027	Apologies received
Colleen	Boxall	Co-opted Governor	10/07/2028	Yes
Emma-Jane	Boyd (EJB)	Parent Governor	18/10/2027	Yes
Tom	Bulpitt (TB)	Headteacher Ex-Officio	-	Yes
Katie	Drew (KD)	Co-opted Governor	27/03/2027	Apologies received
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	Apologies received
Steven	Orpwood (SO)	Co-opted Governor	06/07/2026	Yes
Ben	Pitcher (BP)	Local Authority Governor Vice Chair of Governors Committee Chair	29/11/2024	Yes
Miriam	Baguley (MBy)	Governance Professional	NA	Yes

1. WELCOME, AND APOLOGIES FOR ABSENCE

Apologies were received from RB, KD, and SMQ.

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2. DECLARATIONS OF INTEREST

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

3. NON-CONFIDENTIAL MINUTES OF THE MEETING HELD ON 20TH JUNE 2024

The non-confidential minutes of the meeting held on 20th June 2024 were circulated to the meeting.

RESOLVED: that the non-confidential minutes of the meeting held on 20th June 2024 were approved to be signed as an accurate record of the meeting.

4. MATTERS ARISING FROM THE MINUTES

- Item 7 – reorganisation of the Year 4 cohort. TB provided an update, noting that the reorganisation had been successful, and no concerns had been raised by parents. The two classes had settled well and had been provided with support with friendships and working together. In this instance, the reorganisation had been to balance behaviour and SEN more evenly, but in general, the process was seen as positive and might be instituted on a regular basis, taking into account class teacher views. There was confidence in the processes developed over the last two years and the key to success was clear and advance communications with parents.
- Item 5 – Assessment data and predictions for Key Stage (KS) 2 outcomes.

The Committee asked for further detail regarding the discrepancy between predictions and outcomes in Year 1 Phonics and KS2 SATs. TB said the predictions had been overly ambitious and the progress needed to achieve these would have required more of the curriculum to have been removed. In Phonics, outcomes were in the lowest 4% of schools nationally, but most pupils caught up and passed as expected by the end of Year 2. Very few pupils who did not achieve the check in Year 1 this year fell into the 10–30-mark range, meaning that there was little chance of them reaching the required level even with intensive support.

The Committee asked if there was any correlation between attending Nursery and passing the Phonics screening check in Year 1. TB said that generally, the longer pupils attended the school, the better their outcomes, but not necessarily for Phonics which was very dependent on Reading experience. Further, an intensive focus on Phonics in Nursery was not in line with the ethos of the school. TB noted that success in Phonics was very age-dependent, and it could be argued that the screening check took place far too early for many pupils.

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5. OUTCOMES DATA 2024

MIME report

The Committee considered the Super School Profile produced by MIME circulated with the agenda.

TB highlighted key points to note, including that:

- no KS2 progress figures were available due this cohort not sitting KS1 SATs in 2020
- KS2 Expected Standard (EXS) outcomes were within 1-5% of national outcomes
- KS2 Greater Depth (GD) outcomes in Reading, Writing and Maths were in line with national figures
- that there was clear evidence of a trend in declining developmental levels in Early Years. Only 52% of pupils achieved a Good Level of Development (GLD) at the end of the 2023-24 academic year. Historically, the school had been able to close the gap by the end of Year 6, but this was becoming increasingly difficult with the lower starting levels

- School Census Analysis (page 22). The school's intake largely fell into the top three bands for deprivation which had a well-documented link to lower outcomes.

Questions to the data were invited.

EJB joined the meeting at 6.44 p.m.

The Committee asked if the improvement in outcomes for Writing and Maths would be sustained. TB said this was not yet clear; however, knowledge had improved, and interventions had been effective. In Writing, an increase in teacher confidence and regular lessons focusing on audience and purpose meant more evidence to support the increase in standards and that this could be sustained.

The Committee noted previous discussions about why the school data diverged from the Local Authority (LA) average. TB said there were high levels of need and deprivation across the LA, but consideration of each school's context was required.

TB highlighted that numbers of staff being injured by pupils had increased dramatically. Previous discussion by the Resources Committee was noted and TB said staff were grateful for Governor acknowledgement of the difficulties they faced. Senior leadership time was dedicated to balancing the interests of parents, staff and pupils which necessarily reduced time spent on driving improvement and teaching and learning.

The Committee asked if the use of the relational approach to behaviour should be reassessed. TB said behaviour had deteriorated, but this was more linked to increasing levels of neurodiversity and that staff required more training in order to apply the relational approach effectively. There was not a permissive attitude to poor behaviour and sanctions were issued in line with the Behaviour Policy.

The Committee asked about the impact on staff. TB said staff were finding behaviour challenging and incidents of work-related stress/absence were increasing. Absence then impacted on already tight ratios. Budgetary constraints meant that the number of adults ideally required in Reception and Year 1 was not affordable.

The Committee asked about how staff could be supported. TB said support was being provided by a mental health practitioner who helped staff to reflect on how to deal with behavioural issues. Lack of capacity meant that pupils could not be regularly removed from class to provide respite, although this did happen on occasion.

In response to questions, CK said the level of need in Reception and Year 1 both in terms of SEN and behaviour was extremely high and the pressure was relentless during the extended autumn term. CK agreed to feedback to staff that Governors had discussed the issues they faced and were closely monitoring the situation.

The Committee asked about the practicality of TB acting as SENCo for Nursery. TB said budgetary constraints meant that a full time SENCo was not feasible until September 2025. Debby Strode, in her capacity as SENCo, was providing TB with support with regard to paperwork and working with parents and there had not been an impact on processing applications/achieving diagnoses.

The Committee asked if all SEN funding was being received. TB said between £50k and £60k of top up funding had not yet been processed due to lack of capacity at LA level.

The Committee discussed the importance of ensuring the LA were made aware of the threat to staff safety arising from behavioural issues linked to SEN. TB said all injuries were being logged and consideration was being given as to how to ensure data was complete and easily extractable as evidence both to the LA and as part of SEN applications.

The Committee agreed that the Health and Safety Committee would consider staff wellbeing, including injuries sustained, and the focus of the staff survey could be on this area.

The Committee discussed the options available to the school when it became difficult to meet the need of pupils, which included suspension and permanent exclusion. The lack of specialist provision was noted. It was agreed that the level of risk should be regularly highlighted to the LA, and that this should be clearly evidenced through accurate injury data collected in school.

The Committee referenced the large number of home languages in use across the school population and the particular impact on attainment and progress in Early Years.

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6. ATTENDANCE AND PUNCTUALITY AND SCHOOL ROLL

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

- Pupil Attendance was 94.4%. Pupils enjoyed coming to school.
- The LA Attendance Officer and school's Attendance Officer had a good working relationship and all those pupils with attendance below 90% were rigorously followed up.
- The school had a higher level of authorised absence when compared to the LA. Absence was authorised if attendance was over 90% and evidence could be provided of the reason. Trips abroad were unavoidable given the pupil intake and a flexible approach was key to developing good relationships with families.
- Current roll. The roll was stable, and pupil numbers were generally positive.

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7. QUALITY OF TEACHING AND LEARNING

TB provided a verbal update.

- Lesson observations during the autumn term would feed into performance management and target setting.
- One third of lessons observed were graded 'outstanding'.
- Where necessary, teachers falling below a 'good' grading were given appropriate support. See confidential minutes.

The Committee asked how monitoring was carried out. TB said this was through lesson observations and learning walks. Teachers were given advanced notice of the focus of learning walks, for example, phonological awareness.

In response to questions, TB said all CPD had an element of evaluation. The standards teachers were expected to work to in English had been made very clear, and subject leads were working to ensure this also applied in Maths.

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8. SCHOOL DEVELOPMENT PLAN (SDP)

TB advised that the SDP would be presented at the next Full Governing Board (FGB) meeting.

The three main areas of focus were:

- Phonological awareness to address the Phonics deficit. Years 5 and 6 were benefiting from the focus in terms of spelling. Increasing parental engagement was a key aim and workshops were being held to develop their understanding of this subject area. Feedback would be sought via the parent survey.
- Maths. Driving improvement, including through the development of subject leads, Maths No Problem!, TA training, and supporting pupils with GD through visits to other schools.
- SEMH. Including through the PINS project and exploring other ways in which to increase practical support in the classroom.

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9. CURRICULUM LINK VISITS

TB to circulate a link visit timetable and provide an overview of areas of focus which aligned with the SDP.

Additional Link Governor roles allocated included:

Safeguarding – CB with SF.

Finance – SO with RB.

SEND – EJB with KD.

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10. POLICIES

The Committee received and reviewed the following annual update and policy.

- Equal Opportunities Policy
- Equalities Statement

RESOLVED: to approve the policy and statement circulated to the meeting for ratification by the FGB.

11. DATE OF NEXT MEETING

- FGB Thursday 28th November 2024 at 6.30 p.m.
- Curriculum and Standards Committee Thursday 13th March 2025 at 6.30 p.m.

12. ITEMS FOR NEXT MEETING

- Maths lead presentation.

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

Link to training form to be added to future agendas to ensure the record was kept updated regularly.

Meeting closed 7.50 p.m.

CHAIR'S SIGNATURE:.....

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