



# St George's Primary School

**St George's Primary School**

**Curriculum and Pastoral Committee Meeting**

**Thursday 14 October 2021**

**Lower Site 5:30pm**

**Present**

**Community Governors**

B. Clark  
J. Marshall  
M. Wiggins

Chair of C&P Committee

**Parent Governors**

J. King

**Staff Governors**

B. Cassidy  
H. Rice

**Also Present**

K. Choudhary  
L. Horton  
T. Skarratts-Jackson

Clerk

**Apologies**

C. Scott  
A. Lee  
A. Ward  
T. Robinson  
P. Dunning  
C. Lucking

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**Item 1      Welcome, Apologies and declarations of AoB**

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1.1      Noted and received as above.

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**Item 2      Minutes of previous meeting**

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2.1      Minutes accepted as a true and accurate record.

### **Item 3            Advise on Arrangements for Standards' Committee**

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- 3.1     B. Clark informed C&PC on the temporary arrangements to ensure that SC can work effectively.
- 3.2     C&PC informed that;
- SC link governors meet with their link SLT colleague.
  - Focus on termly data and SDP progression
  - Reports shared with C&P Committee
- 3.3     C&PC discussed the next steps for SC and it was suggested that the existing arrangements, during the pandemic, where link governors and their link SLT colleagues meet outside of SC meeting is actually more favourable than the previous practice of meeting within the SC meeting.
- 3.4     C&PC suggested that, if SC keep the existing arrangements, a 15-30 minute meeting, prior to FGB, be held to 'touch base' would be of benefit to share the headline news from each cohort - with one end of year SC meeting scheduled at the end of the academic year to discuss the academic year's data.
- 3.5     **ACTION 1(10/21):** B. Cassidy and P. Dunning (in his capacity as SC Chair) to discuss suggested arrangements moving forward.

### **Item 4            Terms of Reference**

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- 4.1     Circulated as part of the papers.
- 4.2     C&PC reviewed purpose of the committee and agreed TOR - aligned to annual planner.
- 4.3     **ACTION 2 (10/21):** K. Choudhary to update named governor committee membership on TOR.
- 4.4     **DECISION TAKEN:** TOR agreed (subject to amendments as per Action 2(10/21)).

### **Item 5            Committee Priorities for 2021/22**

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- 5.1     C&PC discussed committee priorities for 2021/22.
- 5.2     In line with the school's direction with regards Restorative Learning and Curriculum, the idea was mooted around mirroring the school ambitions.
- 5.3     C&PC asked if 'closing the gap' pupils are targeted with the Restorative Learning and Curriculum agenda.
- 5.4     **RESOLUTION:** Yes. SLT stated that if pupils had been suffering education disadvantages prior to COVID-19 then this has been really exacerbated post COVID-19.
- 5.5     C&PC suggested the following priorities;

- Restoration Learning and Curriculum
- Health and Well Being
- Closing the Gaps

## **Item 6            School Development Plan Review**

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- 6.1     Circulated as part of the papers
- 6.2     SLT introduced the SDP as a plan for implementation and impact.
- 6.3     SLT emphasised the impact of minimal change but securing success – with clear intent.
- 6.4     SLT suggested that the SPD is a good aid memoir for getting implementation right and that it gives governors an overview of aims and objectives for the school.
- 6.5     SLT highlighted the priorities as follows;
- **Priority One:** Develop understanding of Cambridge Toolkit as driver for excellence in teaching practice across the school (includes PLC model and application of creativity for deep thinking). Will be used to implement in other essential development strategies.
  - **Priority Two:** Ensure clarity on curriculum aims and effective implementation of our new learning and teaching policies to drive recovery and achievement across our curriculum and EYFS development stage.
  - **Priority Three:** Strengthen inclusion (SEND, Mental Health, Safeguarding, Pupil Voice etc) so all children have opportunity to thrive.
  - **Priority Four:** Embed Oracy as a driver for learning.
  - **Priority Five:** Strengthen noncurricular leadership (CR moving to 0.6 contract, new Dragon Club manager, catering review, enhance roles of MB and JE, overhaul induction for non-curricular staff) so business and administration services effectively support school's core work for learning and well-being.
- 6.6     C&PC informed that the school had SiA quality assurance visit on 23 September 2021.
- 6.7     With regards to Priority Five, C&PC asked if the school had looked towards providing additional resource and materials for pupils struggling with issues around food?
- 6.8     **RESOLUTION:** SLT stated that school looks towards a holistic approach but engaging an MH practitioner for particularly challenging areas of concern.
- 6.9     **DECISION TAKEN:** C&PC accepted School Development Plan. **Ratified.**

## **Item 7            Curriculum Aims and Learning and Teaching Policy**

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- 7.1     Circulated as part of the papers
- 7.2     SLT share examples of the Learning and Teaching Policies and highlighted work of curriculum teams, stating that each Learning and Teaching Policy has been designed,

developed and written by key stage year group. It was suggested that it is vital that staff had understanding, ownership and consensus for this policy to be successful.

- 7.3 SLT stated that the aim is to have high bar, consistency and distributed expertise and leadership.
- 7.4 **DECISION TAKEN:** C&PC approved Learning and Teaching Policies. **Ratified**.
- 7.5 SLT highlighted the Curriculum Aims and Aspiration document and suggested that these statements are going some way to giving control back to teachers on what, and how, pupils learn.
- 7.6 C&PC asked how do teams across differing cohorts work collaboratively?
- 7.7 **RESOLUTION:** SLT stated best practice is shared via INSET Days and Staff Training.
- 7.8 C&PC suggested that these documents are easily accessible, friendly and jargon free for all staff members and governors.
- 7.9 M. Wiggins left the meeting.

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#### **Item 8            Great Teaching Toolkit and Embedding Evidence Based pedagogy**

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- 8.1 Circulated as part of the papers.
- 8.2 SLT shared updates on GTT CPD package and the 3-year training plan.
- 8.3 SLT stated that all Teachers and TAs will be enrolled onto the programme. Though all staff will work through all the modules, different cohorts will be starting their learning journey on differing modules to ensure the school has a more rounded approach and fuller learning experience – including lessons learned which can be implemented across the school.
- 8.4 GTT CPD package will be launching in January 2022.
- 8.5 Each module is c.30 hours and will be gap tasked over 3 years.
- 8.6 C&PC informed that the CPD should have cost c.£45k however the school secured 1/100 trailblazer opportunities at a cost of £15 over 3 years.

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#### **Item 9            Oracy Focus**

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- 9.1 L. Horton delivered an update on oracy work and aims to embed oracy as a driver for learning.
- 9.2 The presentation slides highlighted;
- The school has engaged with the Voice 21 Project
  - This is a training package over 3 years and started January 2021.
  - The project framework is split into 4 key components; Physical, Linguistic, Cognitive, Social & Economic.

- Report launched April '21 stated that *“school closures during the pandemic have had an overwhelmingly negative impact on the spoken language development of disadvantaged students compared with their peers. Even before covid, disadvantaged children were twice as likely to have problems with speech and language. Covid has hurt them in two ways. Many will have been cut off from childminders, nurseries and schools. In ‘normal’ times, they could have got help in those places to help them catch up with their peers. And at the same time, they may have had less opportunity to practice talking at home”*.
  - The journey so far.
  - Next steps.
- 9.3 C&PC asked if this project provides support for staff dealing with pupils on the spectrum?
- 9.4 **RESOLUTION:** Yes. There are varying modules to provide further advice and guidance.
- 9.5 C&PC asked if this process and engagement is set in stone or does it refine over time?
- 9.6 **RESOLUTION:** The engagement process will refine over time with lessons learnt.
- 9.7 C&PC thanked all staff involved in this very welcome initiative.

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#### **Item 10      Inclusion Charter (replacing SEND policy)**

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- 10.1 Circulated as part of the papers.
- 10.2 **DECISION TAKEN:** Given the time restraints of the meeting, it was decided that this item would be discussed at the next C&PC meeting.
- 10.3 SLT highlighted that this document is in a ‘bottom-up’ approach to engagement and represents a significant endeavour from school staff.

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#### **Item 11      3 Year Pupil Premium Report**

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- 11.1 Circulated as part of the papers.
- 11.2 SLT highlighted the PP Plan statement details the school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.
- 11.3 SLT stated that it outlines the school’s PP strategy, how the school intends to spend the funding over next three years and the effect that last year’s spending of pupil premium had within our school.
- 11.4 C&PC informed that the PP Plan follows new Department for Education guidance issued for schools from September 2021.
- 11.5 SLT suggested that DfE have a clear emphasis on evidence-based practice which is echoed by a c.£750k investment over 3 years.

- 11.6 SLT highlighted the details the key challenges to achievement that the school has identified among disadvantaged pupils, as follows;
- **Challenge One:** Closing the attainment gap through access to high quality learning that allows children to thrive academically and socially.
  - **Challenge Two:** Address the impact of covid-19 disruption on some of our most disadvantage pupils. Many have struggled to access essentials services and support since March 2020.
  - **Challenge Three:** Challenging circumstance for families that reduce access to learning outside the classroom. This can also result in some families not being engaged in their child's education.
  - **Challenge Four:** School readiness and ensuring that children's early years do not leave them with a significant disadvantage. Includes gaps in expressive and receptive language when starting school.
  - **Challenge Five:** Wellbeing and accessing wider opportunities and cultural capital. This is a broader issue than academic study. This is about children having wider opportunities and good well-being outcomes.
- 11.7 C&PC recognised the significant investment by government but asked is it enough funding – 'how much is enough?'
- 11.8 **RESOLUTION:** SLT suggested that more generous government funding should always be welcomed however £750k is good and the school is entirely comfortable with the challenging restrictions on expenditure as the school had already embarked on a ringfenced model for financial PP expenditure prior to COVID-19.
- 11.9 **DECISION TAKEN:** C&PC agreed the 3 Year Pupil Premium Report. **Ratified.**

## **Item 12      Statutory Reports**

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- 12.1 Circulated as part of the papers.
- 12.2 C&PC discussed below and asked vote and approve;
- 2021-22 Attendance Strategy
  - 2021-22 P.E and Sports Plan
  - 2021-22 SEND Report
  - CPD Plan
- 12.3 **DECISION TAKEN:** 2021-22 Attendance Strategy agreed. **Ratified.**
- 12.4 **DECISION TAKEN:** 2021-22 P.E and Sports Plan agreed. **Ratified.**
- 12.5 **DECISION TAKEN:** 2021-22 SEND Report agreed. **Ratified.**
- 12.6 **DECISION TAKEN:** CPD Plan agreed. **Ratified.**

## **Item 13      Exclusion Report and LA Guidance**

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- 13.1 Circulated as part of the papers.

- 13.2 C&PC reminded that this report is a statutory report required to be shared for transparency.

|              | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
|--------------|---------|---------|---------|---------|---------|---------|---------|
| All Children | 1.32%   | 1.64%   | 0.86%   | 0.11%   | 0%      | 0%      | 0.1%*   |
| PP Children  | 2.88%   | 5.34%   | 1.96%   | 0.7%    | 0%      | 0%      | 0%      |

\*one fixed term exclusion

- 13.3 SLT stated that exclusion is the last resort.

#### Item 14 Behaviour and Pastoral Care Report

- 14.1 Circulated as part of the papers.
- 14.2 C&PC reminded that this report is a statutory report required to be shared for transparency.

|                |   |   |
|----------------|---|---|
| Bullying Forms | 2 | One reported by parent and resolved.<br>Other resolved but parent refused to sign bullying log. |
| Racism Forms   | 2 | Inappropriate language. All had education programs with AHT/HT and parents spoken to.           |

#### Item 15 Designated Safeguarding Officer Report

- 15.1 Circulated as part of the papers.
- 15.2 T. Skarratts-Jackson provided a summary of the Safeguarding Officer Report, highlighting the following;

| Academic Year | ROC Forms | Referrals to IFD (CAAT) | Referrals to Early Help (external) | Referrals to Early Help (internal) | Operation Encompass | LAC/Adopted /SGO | TAF | CiN | CP |
|---------------|-----------|-------------------------|------------------------------------|------------------------------------|---------------------|------------------|-----|-----|----|
| 2018-19       | 167       | 3                       | 10                                 | 30                                 | not reported        | 8                | 5   | 0   | 1  |
| 2019-20       | 224       | 13                      | 30                                 | 20*                                | 42                  | 8                | 5   | 3   | 3  |
| 2020-21       | 132       | 23                      | 16                                 | 115                                | 32                  | 7                | 6   | 1   | 1  |

- 15.3 SLT suggested that the main areas of safeguarding concern at the school are DV, parental mental health, child MHWB and the impact of bereavement. Online safety issues continue to be a concern for all ages.
- 15.4 C&PC asked if the numbers contained in the report are the same pupil on multiple incidents or individual pupils?

- 15.5 **RESOLUTION:** SLT suggested it is a mixture of individual pupils experiencing isolated incidents and the same pupils in multiple incidents and across different categories.

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**Item 16      2021/22 Safeguarding Policy and KCSiE update**

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- 16.1 Circulated as part of the papers.
- 16.2 T. Skarratts-Jackson shared the updated policy and highlighted main changes in KCSiE.
- 16.3 T. Skarratts-Jackson stated that the emphasis on all staff reading Part 1 has been replaced by a clear requirement that everybody in the setting understands their safeguarding responsibilities. The Introduction also shifts to governing bodies and proprietors being responsible for ensuring this understanding of staff – a theme around accountability that is reflected throughout the 2021 document.
- 16.4 SLT stated that the documents make explicit what should be expected from the SLT team in their leadership roles and from the school as a whole.
- 16.5 SLT stated that the policy is a version of Wirral LA which has been tailored to meet the school's need and asked that C&PC ratify the policy and guidance
- 16.6 **DECISION TAKEN:** 2021-22 Safeguarding Policy agreed. **Ratified.**

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**Item 17      Committee Training Request**

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- 17.1 **DECISION TAKEN:** Given the time restraints of the meeting, it was decided that this item would be discussed via email.
- 17.2 **ACTION 3(10/21):** K. Choudhary to contact C&PC via email and explore training requests moving forward.

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**Item 18      Quick Updates**

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- 18.1 **DECISION TAKEN:** Given the time restraints of the meeting, it was decided that this item would be discussed via email.
- 18.2 **ACTION 4 (10/21):** B. Cassidy to email updates, with regards the following;
- #Hello Yellow
  - Cop26 Campaigns.
  - NW Green Conference
  - #Get St George's Fit Campaign
  - RAFA Mural and launch place for NW poppy appeal 2021

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**Item 19      AOB**

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- 19.1 B. Clark and B. Cassidy suggested that the first C&PC of the academic year should be either;
- split first meeting into two meetings with one solely focused on statutory considerations, given the sheer number of papers, policy and guidance that has to be ratified at the beginning of the academic year: or,
  - the papers are circulated two weeks in advance rather than one week in advance to allow more time to read papers.
- 19.2 **ACTION 5(10/21):** K. Choudhary to canvass opinion and options moving forward.

**Item 20      Date and focus of next meeting**

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- 20.1 **DECISION TAKEN:** Given the time restraints of the meeting, it was decided that this item would be discussed via email.
- 20.2 **ACTION 6(10/21):** K. Choudhary to contact C&PC via email and explore focus of next meeting.
- 20.3 Meeting finished at 7:30pm
- 20.4 **Next meeting:** Thursday 17<sup>th</sup> February 5:30pm

| Item | Summary of actions from meeting  | Whom                     | Date to be completed |
|------|--|--------------------------|----------------------|
| 3.5  | <b><u>ACTION 1(10/21):</u></b> B. Cassidy and P. Dunning (in his capacity as SC Chair) to discuss suggested arrangements moving forward.   | B. Cassidy<br>P. Dunning | October '21          |
| 4.3  | <b><u>ACTION 2 (10/21):</u></b> K. Choudhary to update named governor committee membership on TOR.   | K. Choudhary             | October '21          |
| 17.2 | <b><u>ACTION 3(10/21):</u></b> K. Choudhary to contact C&PC via email and explore training requests moving forward.  | K. Choudhary             | October '21          |
| 18.2 | <b><u>ACTION 4 (10/21):</u></b> B. Cassidy to email updates, with regards the following; <ul style="list-style-type: none"> <li>• #Hello Yellow</li> <li>• Cop26 Campaigns.</li> <li>• NW Green Conference</li> <li>• #Get St George's Fit Campaign</li> <li>• RAFA Mural and launch place for NW poppy appeal 2021</li> </ul> | B. Cassidy               | October '21          |
| 19.2 | <b><u>ACTION 5(10/21):</u></b> K. Choudhary to canvass opinion and options moving forward.   | K. Choudhary             | October '21          |
| 20.2 | <b><u>ACTION 6(10/21):</u></b> K. Choudhary to contact C&PC via email and explore focus of next meeting.   | K. Choudhary             | October '21          |
|      |  |                          |                      |