



# St George's Primary School

St George's Primary School

Curriculum and Pastoral Committee Meeting

Thursday 13 October 2022

Upper Site 5:30pm

## Present

### Community Governors

J. Marshall  
A. Ward  
A. Lee  
B. Clark Chair

### Parent Governors

T. Freeman  
W. Alderton  
P. Dunning

### Staff Governors

B. Cassidy  
H. Rice

### Also Present

K. Choudhary Clerk  
T. Skarratts-Jackson  
S. Huxley  
M. Lewis

### Apologies

C. Scott  
M. Wiggins  
C. Lucking

## 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.
- 2.2     All actions from previous meeting completed.

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**Item 3            Terms of Reference**

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- 3.1     Due to administrative error, the TOR was not included in the shared file.
- 3.2     **ACTION 1(10/22):** K. Choudhary to update TOR to represent new governor membership and share with C&PC to ensure purpose of committee is agreed and reviewed for 2022/23.
- 3.3     C&PC reminded that the TOR is aligned to annual planner.

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**Item 4            Advise on the arrangements for Standards Committee**

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- 4.1     Circulated as part of the papers.
- 4.2     To ensure that governors are aware of focus of SC, B. Clark and P. Dunning advised C&PC on the continued arrangements to ensure SC can work effectively.
- 4.3     The discussion highlighted that following;
  - SC meets in partners (Link governor with SLT member).
  - Focus on termly data and SDP progression.
  - Reports shared with C&P Committee.
  - Discussion on school's 2022-23 data report.
  - Received Band 1 LA Letter.
  - Also uploaded LA report on standards – the school RAG rated this document for C&PC for ease.

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**Item 5            Committee Priorities for 2022-23**

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- 5.1     As previously discussed in early September 2022 FGB, decision taken that C&PC to focus on:
  - The specific and unique challenges facing St Georges School on SEND and inclusion.
  - Embedding high quality Curriculum at St George's.

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**Item 6            3 Year SPD**

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- 6.1 Circulated as part of the papers.
- 6.2 SLT delivered a presentation on the school's SPD which introduced the school's core strategy, as a plan for implementation and impact. 4 key Priorities were identified;
- Implement our vision for an inspiring and enabling curriculum
  - Achieve our vision for inclusion so **every child** thrives at St George's
  - Build a team that flourishes and are effective. People are our most valuable asset.
  - Ensure a long-term resource strategy and plan that enables us to achieve our vision and address external resource pressures.
- 6.3 SLT stated that there is an emphasis on minimal change but securing success - suggesting that the plan is clear on the school's intent.
- 6.4 The plan to simplify what the school does, based on the following principles;
- Implement our vision for an inspiring and enabling curriculum.
  - Achieve our vision for inclusion so every child thrives at St George's.
  - Build a team that flourishes and are effective. People are our most valuable asset.
  - Ensure a long-term resource strategy and plan that enables us to achieve our vision (leadership, budget, academy all come into that).
- 6.5 C&PC asked that where there are cases where agencies are unable to provide services for school, is there any signposting towards private agencies?
- 6.6 **RESOLUTION:** Yes, for family in crisis. SLT suggested that implement the interventions of privately source recommendations can be challenging.

## Item 7                      Strategies to Achieve Success

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- 7.1 Circulated as part of the papers.
- 7.2 SLT signposted to the Subject Leader Handbook and shared Share Science example of subject action plan as example.
- 7.3 SLT suggested that the action plan highlights intended action for improvement in quality of education in subject areas, on the following areas;
- Improve quality of learning with a focus on achieving age related expectations and depth of learning.
  - CPD to support staff subject knowledge and confidence to improve the quality of learning

- Improve engagement and passion for Science. Work through curriculum and enrichment opportunities to develop children's views on science.

7.4 SLT highlighted the Annual Planner and CPD Schedule.

7.5 C&PC informed that J. Marshall attended school (for Humanities) and highlighted the benefit of the action plan documentation.

## **Item 8            Update on School's Inclusion Charter**

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8.1 Circulated as part of the papers

8.2 S. Huxley shared the work staff team been doing to implement 3-year Inclusion charter, highlighting that the school's vision will see;

- Staff who proactively plan and implement an inclusive curriculum, utilising knowledge gained from extensive CPD to engage all learners.
- The needs of ALL children met, including those with additional needs. Needs will be so well met, through inclusive practice, that they are not evident in class.
- Children who thrive and flourish as we focus on their strengths as opposed to their needs.
- Staff who are confident in their ability to manage and respond to any concerns they have regarding a child or those raised by parents/Carers. They will be confident they have the skills and knowledge to offer advice and strategies for parents initially and later signpost to appropriate support if appropriate.
- Fostered a positive culture within school towards supporting parents and carers and understanding the challenges they may face.

8.3 S. Huxley also highlight that the charter has been;

- Co- created Inclusion Charter with staff team
- Developing culture of inclusion through INSET, CPD
- Priority in SSE to ensure consistency in inclusion expectations
- Developing staff knowledge of Dyslexia - Made By Dyslexia Training.
- Ensuring we are clear about what it looks like when it is good. Developing understanding that the teaching strategies we use to support children with SEND benefit all children
- Staff have access to school commissioned specialist services e.g. Speech Therapy, Educational Psychologist
- SENDCO class based

- 8.4 C&PC asked does the charter specifically refer to an additional educational need or a specific educational need?
- 8.5 **RESOLUTION:** The charter refers to all educational needs that needs to be met.
- 8.6 C&PC asked in cases where Dyslexia has been identified, has the school found the Dyslexia has been identified in parents?
- 8.7 **RESOLUTION:** In some cases, yes, but stated that the school not always in a position to screen.
- 8.8 C&PC asked what the fifth class is?
- 8.9 **RESOLUTION:** The school has funded a fifth class to ensure more favourable teacher/ learner ratio and support for vulnerable learners.

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## Item 9            Update on School's work to support 3 Year Pupil Premium

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- 9.1 Circulated as part of the papers
- 9.2 Megan Lewis outlines the schools' key aims for supporting disadvantaged children as part of school's 3 Year PP strategy, stating that DfE have an emphasis on evidenced based practice. This is Year 2 of the strategy.
- 9.3 The school has adopted the Education Endowment Fund model, which is a tiered model and uses menu of approaches, as follows;

### High Quality Teaching

- Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils
- Professional development on evidence- based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning
- Mentoring and coaching
- Recruitment and retention of teaching staff
- Technology and other resources focussed on supporting high quality teaching and learning

### Targeted Academic Support

- Interventions to support language development, literacy, and numeracy
- Activity and resources to meet the specific needs of disadvantaged pupils with SEND
- Teaching assistant deployment and interventions
- One to one and small group tuition

- Peer tutoring

### Wider Strategies

- Supporting pupils' social, emotional and behavioural needs
  - Supporting attendance
  - Extracurricular activities, including sports, outdoor activities, arts, culture and trips
  - Extended school time, including summer schools
  - Breakfast clubs and meal provision
  - Communicating with and supporting parents
- 9.4 C&PC informed that the school won grant for free school uniform last year. This resulted in c.£22k direct funding.
- 9.5 C&PC asked does the school provide additional tuition those PP learners looking to take the 11+ exams?
- 9.6 **RESOLUTION:** SLT suggested that 1 in 20 PP learner in Wirral achieve required standard in their 11+ examinations. The school tries to remove financial burden for PP families.
- 9.7 B. Cassidy informed C&PC that he recently received a letter from Wirral LA reprimanding him for offering 11+ tuition when it had previously been agreed that local primary schools would not get involved in additional familiarisation tuition. The school refused this as it was not in the best interest of pupils. The school has responded stating that they will continue to offer tuition familiarisation sessions.
- 9.8 C&PC asked does the school actively encourage 11+ engagement?
- 9.9 **RESOLUTION:** Yes

### Item 10 OGDEN Trust Partnership

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- 10.1 Circulated as part of the papers.
- 10.2 SLT delivered an update on plans for school's OGDEN Trust partnership to promote Physics and STEM education, highlighting that its aims is to;
- Create a sustainable, broad platform for all children to be inspired to find "the how, behind the wow and look for the what now!"
  - Target key demographics; female students, students from ethnic backgrounds and students from socio-economic backgrounds so that all children, from all walks of life can see themselves as scientists.

- Ensure that all children are inspired and are given a informed choice to follow an education, apprenticeship or career within the STEM fields.
- 10.3 C&PC informed that that this is a 5-year partnership, and the school is just starting.
- 10.4 C&PC informed that while this is Physics based, it is suggested that lessons learned can be translated into other science curriculum areas.
- 10.5 Presentation highlighted that action plan, as follows;
- November: Science Fayre to launch the partnership and raise the profile
  - Spring 2023: STEM Clubs across partnership schools for pupil premium children
  - Spring 2023: Science library and book clubs in schools to
  - Spring/Summer: STEM careers embedded into curriculum; career talks planned – on-going
  - Spring/Summer: Space Walk – Family enrichment activity
  - Summer: Great Science Share

## Item 11 Other Statutory Reports

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- 11.1 Circulated as part of the papers.
- 11.2 **DECISION TAKEN:** Due to IT issues, this item will be moved to upcoming FGB.
- 11.3 C&PC informed that the Governors must vote to approve the following;
- 2022-23 Attendance Strategy
  - 2023-23 P.E and Sports Plan
  - 2022-23 SEND Report
  - 2022-23 PP Strategy
- 11.4 C&PC asked attendance affected with recent increases in Covid-19 case numbers?
- 11.5 **RESOLUTION:** C&PC reminded that DFE has stated there is no longer requirement to record Covid-19 absences. The school is much better than national average but school look beyond compliance and towards best practice.

## Item 12 Exclusions Report and LA guidance

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- 12.1 SLT highlighted, as below;

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
All	1.32%	1.64%	0.86%	0.11%	0%	0%	0.1% (one Fixed	0%

							Term exclusion)	
PP	2.88%	5.34%	1.96%	0.7%	0%	0%	0%	0%

### Item 13 Behaviour and Pastoral Care Report

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13.1 Circulated as part of the papers.

13.2 Incidents reported in Headteachers report, as follows;

Bullying Forms	2	Both resolved One Y1 and other Y5
Racism Forms	1	Inappropriate language. All had education programs with AHT/ HT and parents spoken to
Homophobic Language	2	Both incidents responded to with parental engagement and education actions with SLT

13.3 C&PC asked does this include Dragon Club?

13.4 **RESOLUTION:** Yes. Also includes summer school.

### Item 14 Designated Safeguarding Officer Report

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14.1 Circulated as part of the papers.

14.2 **DECISION TAKEN:** Due to IT issues, this item will be moved to upcoming FGB.

### Item 15 2022-23 Safeguarding Policy and KCSIE Update

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15.1 Circulated as part of the papers.

15.2 **DECISION TAKEN:** Due to IT issues, this item will be moved to upcoming FGB.

15.3 C&PC informed that governors must vote to approve updated policy and guidance.

### Item 16 Committee Training Requests for 2022-23

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16.1 After some discussion, the following was suggested;

- Safeguarding Training



- The National College
  - Complaint training
- 16.2 K. Choudhary suggested that Governors use the results of the upcoming Skills Audit as a springboard for further discussion.
- 16.3 **ACTION 2(10/22):** K. Choudhary to remind Governors of their The National College credentials.
- 16.4 **ACTION 3(10/22):** B. Cassidy to explore Complaint Training options.

#### **Item 17      Quick Updates**

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- 17.1 As follows;
- Invitation to Mental Health INSET Day on 31st October
  - Foyle Foundation £10,000 bid
  - Forest School completed
  - Summer school success (90 pupils)

#### **Item 18      AOB**

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- 18.1 None

#### **Item 19      Date and focus of next meeting**

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- 19.1 As follows;
- Update on school's PE and sports grant from JT.
  - Tuition Grant Report
  - Update on Great Teaching Toolkit and PLC Model with staff from FM
  - Maths Action Plan

**Next meeting:** Thursday 16 February 2023

**Mtg finished:** 7:35pm

Item	Summary of actions from meeting	Whom	Date to be completed
3.2	<b><u>ACTION 1(10/22):</u></b> K. Choudhary to update TOR to represent new governors and share with C&PC.	K. Choudhary	Nov 2022
16.3	<b><u>ACTION 2(10/22):</u></b> K. Choudhary to remind Governors of their The National College credentials.	K. Choudhary	Nov 2022
16.4	<b><u>ACTION 3(10/22):</u></b> B. Cassidy to explore Complaint Training options.	B. Cassidy	Nov 2022