



Curriculum and Standards & WGB Agenda 14.07.26

5:30pm C&S and 6pm The Lodge

Any apologies please email kpassingham@copnorprimary.co.uk

In attendance: Lauren Findlay, Matt Johnson, Stuart Comben, Lisa Lunn, Laura Sparrow, Toby Simmonds, Jo Powell, Paul Goater, Sam Sinclair, Jack Lister, Karl Parry, Tracey Pinkney, Michael Aldridge, Richard Highfield & Kerry Passingham

	Agenda Item	Actions
1.	<u>Welcome & apologies for absence</u> KP, CP, VL & MM	
2.	<u>Declaration of Pecuniary Interests</u> TS – Governor at ALNS & SCC Exclusion Panel MA – Wife works at the school RH – Wife works for Arbor	
3.	<u>EOY Data:</u> Unable to share SATs data due problems with Pearson getting them marked etc. Nationwide problem. We have been advised to look closely at the papers to check that the marking is okay etc. A governor asked: If they change the company, will that change the style of the papers? MJ replied: <i>The company that sets the papers is not the same as the company that marks them. The QCA sets the papers.</i> The results come out on Thursday (16 th) then we have until the 25 th to check our papers and submit appeals. We finished on the 22 nd but some schools have already broken up. How do they submit appeals? It's going to be interesting. EYFS - Our GLD has gone down by two children. Still above local authority but we are below national average compared to previous years. Children coming in were at a lower starting point, but we cannot use that as an excuse. Two children in Year R have bucket funding, meaning they are waiting on a space in a special school. If we took them out, we would be at national average. Y1 Phonics – Increase on last year. 0.1. We are still above Portsmouth average. We are still above national average too. Governments target to increase phonics this year – always had a pass mark of 32 but this year the pass mark is now 31! So of course, the national average has gone up! This made no difference to us.	

	RE-takes (those that didn't pass it in year 1) Only two children haven't passed. One is going to a special school in September and the other child is new to the country. So 97.6% pass rate. Portsmouth average is 83%. KS1 – Don't yet know Portsmouth and National average. Pure test data at Yr 2 it is down on last year. Cohort specific gaps and then test access. Teacher assessment is higher. One child down and one child up. MJ not too worried about pure test data as you don't have to sit them. We do it as a benchmark and to see what they can access. Y4 MTC – Really positive outcome. We have completely changed how we do multiplication teaching. 15.2% increase on last year. National average hasn't changed. Have always been below this until this year – we are now above the average by 5.5%. Really please with that as an outcome. What we have done in year 4 we have replicated in year 3. KS2 Writing – Do not know national average yet but we are above Portsmouth. However, interestingly when we compare to LA schools, we are below. When we look at where the children started at it was 42% and now has moved to 68%. For science we have increased by 2.5 %. That is all we can share at the moment. A governor asked: Did you have any children absent for the SATS? MJ replied: <i>We had one child that came in for the SPAG, wasn't here for reading and maths as had sickness and diarrhoea. However, was able to resit them. Much better than last year! A lot of children unwell on the Friday!</i>	
4.	<u>AOB</u> A governor asked: How is the change in free school meals funding going to be implemented? MJ replied: <i>TP will be overseeing it. At the moment, they are not running anything until the end of the academic year. So, PCC are going to run it for us, we afford an extra SLA.</i> <i>What it will mean is potentially we will get less children because Ever 6 is going so those are the children that were eligible for it at one point in the last six years, that will go. They will still get it if, in one scenario you can be eligible for pupil premium and free school meals, the food and money, such as trips funding. In another scenario, depending on household income, you can only get food so you will lose the PP which would mean our funding for trips, residential orders, and support goes down. Now, until that's run, we don't know, because we don't have access to household income - that's</i>	

	<i>generated through national insurance numbers. It's now based on household income, if you get credit of over £7495 you are not going to receive pupil premium. It used to be £14,000, so they've moved that down and increased the criteria therefore you can get food, but you can't get the top-up money. Potentially, more children will get food, but they won't get the PP grant.</i>	
5.	Welcome & apologies for absence CP, VL & MM	
6.	Declaration of Pecuniary Interests As above	
7.	Headteachers Report Part 1 – Data Tables Attendance is 94.7% Authorised absences is lower than national average. Unauthorised is above national average as MJ does not allow any holidays. Have fined four parents this year. Persistent absentees below national averages. Places us in the 63rd centile nationally. Dip in attendance was the week before February half term. Cheaper than week before October half term as some school have two week half terms now! Highest attendance in week with Break the Rules Day! Other dip is around the World Cup. Our lowest is still above 90%. There are reasons for any dips. Days lost to suspension – interestingly all of these children are new to us. Last year's figures show no repeats from those children. Generally, children who join us part way through their primary years. Enrolment shows numbers in each year group. Year 1 is our lowest year. Looked after children's statuses – details of those adopted, children's homes, fostered etc. Discussed intervention groups that we funded. SEND 19.49% - slightly above national average Monitoring is 27.17% slightly above national average A governor asked: Do you track the SEND children? – MJ replied - <i>DB tracks them with pupil passports etc.</i> Year on Year? MJ replied: Yes.	

	Shared all SEN support. Speech and language support needs are high – another reason. A governor asked: Are S and L needs due to the children speaking other languages? MJ replied - <i>No. We have a huge number of different languages in school. Use EMAS to support those children that need it. Also, come in to support during SATS</i> Part 2 – SIP 25/26 Summary 1. <u>Adaptations</u> – shared end of year summary. Planning high expectations etc... Next year: Core subject consistency needs rolling out to wider curriculum. 2. <u>Restorative and relational</u> - reduction in repeated negative behaviours. 90% of children understand classroom behaviour expectations. Children feel respected and listened to. Check ins and check outs developing well. Next year: focus on relationships and staff modelling positive interactions. 3. <u>Oracy</u> - shared understanding of oracy approaches in school. Part of Oracy 21. Trying talk tactics in work. Next year: explicit oracy teaching across the entire curriculum. 4. <u>Early years - Strong foundations</u> - learning behaviours are explicitly embedded. Pupil showing greater independence and motivation. Next year: Focus on Autumn term for Year 1 for non-NC children and new EYFS DA is retiring after 41 years. Welcome to join her leaving do on Thursday. New lady is Kate M. She is known to PCC as she is the regional director of an art academy. She understands Primary Education – her schools were always high performing. Very child centred and with high expectations. Chosen to come back to LA schools after working elsewhere. Part 3 – EOY Data	
8.	<u>School Improvement Plan 2026 – 2027</u> Available to read in Governors Teams. Success Criteria and Impact parts will be completed in September with Kate. 1. Adaptive Practice – focus on Memory. Also, big focus on GD learners after already focusing on SEND, WTS & ARE. 2. Restorative and Relational – to sustain and refine. Focus on relationships. ZR and OR are taking a role in this part. Focus on staff to parent. School community maintaining good relationships. Empowering children to question other children's behaviour. 3. Oracy – to refine and embed. Explicit teaching of oracy. 4. Early Years Education – Executive functions. Year 1 children and parental engagement too.	

	A governor asked: What is policy with mobile phones? MJ replied: <i>if parent provides with mobile phone – goes to teacher, put in box in cupboard until end of day. If seen with phone teacher keeps it and phones parent. Then there are stage two and stage three steps to follow.</i> <i>No medical reasons in school for children to have mobile phones.</i>	
9.	<u>Time to Thrive</u> MJ shared Time to Thrive curriculum. Seeing more children struggling to focus, have self-regulation, be problem Solvers, reflecting etc. Our children need more and more support to keep them focused. They cannot be bored! Looking at training your brain to look at one thing. Starting simple – look and listen when called. Simon says – so many children have never played it and do not know how to! Looked at lots of academic writings about children’s development and research. It has also been linked to our SIP so that you as governors can track what we are doing. Trialled in Year 5 in different ways. JL said weren’t sure how some children would react but has been surprised how the football boys have really enjoyed playing chess with each other. Opportunities to do the thriving but also good chance to grab children to work in small groups on times tables for example. Seen different children playing together too. Tried to keep it from costing too much. When finalised there will be different versions for teachers and parents. Could add to newsletter the focus for this term for parents? Children will progress at different speeds. Governors were very supportive and keen to see how this will work in school in September. The curriculum was clear to see and easy to understand.	
10.	<u>Dates for 2026 – 2027</u> Shared dates with governors. (Discussed putting in date order rather than as currently displayed) On first meeting of year need to confirm TOR in all committees.	
11.	<u>Governing Body Structure for 2026-2027</u> • Chair of Governors – LF – Nominated – TS & LC • Vice Chair of Governors – LC – Nominated – TS & PG • Chair of Resources – LL – Nominated – LC & TS • Vice Chair of Resources – TS – Nominated – RH & • Chair of Curriculum & Standards – LC – Nominated – PG & KP • Vice Chair of Curriculum & Standards – JP – Nominated – PG & LF • DTG – PG – Nominated – MA & LL	

	• LA Governor – CP - • Clerk – KP – Nominated	
12.	<u>Whole Governing Body Structure 2026 – 2027</u> Discussed and completed together. Will re-check and ratify in September. Confirmed want to keep it as Resources committee, Curriculum & Standards committee and then WGB structure LF explained – one governor visit per term please. Employers are obliged to release you for governor work. Any problems, let LF know.	
13.	<u>Policies</u> • Statutory – Complaints policy – Parent friendly part • SOAP - just change of dates Discussed Benedict’s Law – Having epi pens for children that do not have a diagnosed allergy. DFE guidance just been given to schools about getting medication. Will cost school about £300 every 18 months. LC – described about anaphylactic box. School trip – do you take them? Or leave the school short. Have to have certain amounts. Residential settings should have their own but on other trips this wouldn’t work. Staff will be trained every year on recognising the symptoms etc...	
14.	<u>AOB</u> Minutes from meeting 2.6.26 – agreed.	KP to put minutes on the website.

Date of next meeting: **15.09.26**