



**ST MICHAEL'S C of E PRIMARY SCHOOL**

**MEETING OF THE CHILDRENS COMMITTEE**

**TUESDAY 16<sup>TH</sup> JANUARY 2024 AT 5.30PM VIA ZOOM**

**MINUTES**

**Membership:**

Position	Name	Initials	Term End Date
Staff Governor	Julia Machin	JM	23/02/2026
Parent Governors	Stephen Bethel – Chair	SB	07/04/2027
Foundation	Lisa Maguire	LM	11/04/2027
	Valerie Doulton	VD	02/02/2025
	Cordelia Brown	CB	07/06/2027
Foundation	Reverend Kunle Ayodeji	KA	Ex-Officio
Executive Headteacher	Geraldine Gallagher	GG	Ex-Officio

\*Denotes Apologies - Denotes absent

**Also in Attendance:**

Sinead O'Brien, Head of School (HoS)

John Coffield, AHT, Geography Lead

Alexandra Cooper, AHT, Data Lead

Chris Lambert, Interim Clerk to the Governing Body, Haringey Education Partnership

**PART 1 – Public Matters**

**1. Welcome and apologies for absence**

1.1 The Chair welcomed all to the meeting, which was quorate.

**2. Declaration by Governors of Interest Pecuniary or Otherwise in Respect of Agenda Items**

2.1 There were none declared.

**3. Minutes of the previous Childrens Committee meeting held on 28<sup>th</sup> November 2023 were agreed as being an accurate record, for the Chair to sign and for the school to retain on file.**

**3.1 Matters/Actions Arising**

The Committee went through the actions arising from the previous meeting and as completed.

**4. Geography and History Curriculum – John Coffield (JC) and Julia Machin (JM)**

4.1 The Committee received the Curriculum presentation circulated in advance of the meeting. JC described the journey taken in developing the curriculum and how the school followed the national curriculum, tailored using a more ambitious Progress of Study approach for pupils at all levels.

4.2 Governors noted how the curriculum is sequenced to ensure that skills and knowledge are built logically over time developing in complexity in line with children's progress through the school. In teaching History there is a focus on the key "Turning Points" – being those events, people and actions that have had consequential long term impact. The aim was to ensure leavers on joining



their secondary school have a firm understanding of the context of both British and world history and of the numerous aspects of physical and human geography.

- 4.3 Governors were informed of the different topics and points of focus applied in teaching both subjects from Early Years to Y6. They were impressed by the sequential approach which underpinned the pedagogy designed to ensure that pupils were both informed of and carried a broad awareness of a wide range of topics as they moved through the school.
- 4.4 It was noted that the curriculum continued to be a work in progress, responding to current events to support children's wider understanding. It was noted that this approach was designed to encourage both enquiry and debate leading to interesting age-appropriate conversations in class.

SB thanked JC and JM for their detailed and informative presentation.

## 5. **Data Predictions 2024 – Alexandra Cooper (AC)**

- 5.1 The Committee received the Data Predictions for July 2024, with comparative data on the predicted and actual pupil outcomes at July 2023.

AC stated that based on current trends and pupils evident in-class progress the expected outcomes in July 2024 were already very encouraging across Reading, Writing, Maths and RWM combined being broadly in line with 2023 achieved outcomes. Governors reviewed the data forecasts per year group and the range of expected outcomes at both Expected Standard (EXS+) and Greater Depth (GDP) for all subjects from EYFS (GLD), Phonics and KS1 and KS2.

Governors were pleased to note the school's confidence in the expected outcomes for most pupils and were equally impressed by the proactive initiatives being introduced to support those few children who, as yet, require additional support. AC described how these initiatives - adaptive teaching, use of small intervention groups, tailored provision for specific pupils, small group focus (eg girls only maths support), buddy pairing for reading, adult volunteers for reading, gap analysis and working with parents were designed to support the pupils and help them to achieve to their optimum ability.

The same focused support would apply to both KS1 and KS2 pupils so that the pupils could attain at least EXS+ standard in July. It was noted that the KS2 pupils were those most affected by the lockdown during the Covid pandemic of 2020/2021 and without the benefit of KS1 data teachers were relying on progress reports and comparative data to identify those few pupils most at risk of underperformance. This diligent approach had already identified those pupils requiring additional support and tailored programmes had been devised and were now being implemented.

Governors were pleased to receive an articulate and transparent presentation on the expected pupil outcomes at July 2024 and noted how the Audit of Need- now Pupil progress meetings were used to support all pupil progress and ensure that staff were being to best advantage in the classroom.

## 6. **Art and Design Curriculum - Sinead O'Brien (SO'B)**

- 6.1 The Committee received a presentation on the development of the Art and D&T curriculum since September 2023.



It was noted that the curriculum priorities were to:

- Celebrate the talent and creativity of pupils
- Use the facilities effectively
- Improve the collaboration between Art and D&T
- Aim for success for all pupils
- Enhance staff confidence in the delivery of the Art and D&T curriculum

6.2 SO'B described how the school followed the national curriculum with a focus towards expanding pupil imagination, enhancing creativity and self-expression, and use Art and D&T to encourage communication using different approaches and medium. Teachers support the development of pupil's key skills, pupils have opportunities to be experimental and investigative, and are encouraged to adopt a longer-term outlook to their pieces of work.

6.3 Governors noted the variety of work produced by the children across the different mediums and were pleased at how the Art & D&T curriculum linked into other subjects such as RE and History.

6.4 Building on the momentum generated so far the school's ambitions for Art and D&T extend to:

- Working with Music and performance
- Encouraging more local artists to work with pupils
- Develop more links with local companies and identify opportunities to showcase pupil work to the community

## 7. Attendance

7.1 The Committee were pleased to note that presently pupil attendance was at 96%, ahead of the national average of 92% and the national target of 95%.

7.2 It was noted that there was one case of persistent absence which was being addressed with the support of external agency.

## 8. Policies

8.1 **Behaviour Policy:** the Committee had received revised wording on the section on searches, noting that it was a statutory requirement of the policy to reference the involvement of the police. Governors asked that a link to the Safeguarding Policy be included in the text.

**Action: include a link to the Safeguarding Policy in the text of the Behaviour Policy**

The revised Behaviour Policy was **Approved**.

## 9. Chair's Items

None

## 10. Any Other Business

10.1 Governors acknowledged the latest guidance issued by the DfE on gender identity and proposed that a review of the PSHE Curriculum would be timely.

**Action: PSHE Policy to be added to the next FGB agenda**

10.2 Safeguarding:



**Action: CB to report to FGB re online safety - monitoring and filtering**

**11. Dates and Times of next meeting**

The next meeting of the Childrens Committee will take place on Tuesday 18<sup>th</sup> June 2024 at 5.30pm at school.

There being no further business Part 1 of the meeting closed at 19.02.

*Stephen Bethel*

*26/06/2024*

Signed  
Chair of Committee  
Stephen Bethel

Date

**Actions List**

Item	Actions	Assigned to
8.1	include a link to the Safeguarding Policy in the text of the Behaviour Policy	HT
10.1	PSHE Policy to be added to the next FGB agenda	HT
10.2	CB to report to FGB on the standards around the monitoring and filtering	CB