

PART 1 MINUTES FOR MEETING OF THE CURRICULUM AND LEARNING COMMITTEE OF LINGFIELD PRIMARY SCHOOL

Friday 13 February 2026

Governors

Cassie Puplett (HT) CP
Cameron Turner (Chair) CT
Natalie Hadleigh NH
Sue Darney SD

Ian Whitley IW
James Kearns JK

In Attendance

Anna Sutton (Dep HT) AS
Penny Batty (Clerk) PB

PART 1

	TOPIC	ACTIO
	CT opened the meeting by welcoming Paul Bunyan, a prospective governor.	
1	APOLOGIES FOR ABSENCE All members of the committee were present	
2	DECLARATION OF INTEREST There were no Declarations of Interests in any of the agenda items.	
3	DATA FOR INCLUSION GROUPS <ul style="list-style-type: none"> • NH explained that 73 children were in the SEND or EHCP category • Minority backgrounds of these groups have a slightly higher than national absenteeism. • 50.7% of this group qualify for FSM • NH shared detailed data with the committee and the following was discussed: • Ethnicity: Committee discussed the Gipsy/Roma demographics, our recent increase in new starters and the effect it has on attendance, provision needed and therefore data • Y4 is currently the most vulnerable year group • Level of need increases as the child gets older • 40% of children at the school (168), are classed as vulnerable in someway • School serves a diverse community of need which is not necessarily reflected in just the PP or SEND percentages across school. All the pupil groups need to be considered • Every child is assessed three times a year which gives leaders a clear indication of how they are progressing. Some children with SEND will take tests below their age group (in addition to their year group assessments) to accurately assess their level. • CT suggested that data should compare year on year to reflect outcomes • It was agreed that the current data is very positive with only a few anomalies that could be explained • JK asked how did the school identify between SEND needs or Trauma? NH was clear that the school is acutely aware of an individual child's needs through assessments, 	

	<p>home visits and links with AWs role and can identify if there is a specific difficulty that needs addressing.</p> <p>CT suggested that further analysis of the Inclusion Groups is shared with the committee and CP agreed to bring this data to the next meeting.</p> <p>Actions: CP: Inclusion Groups analysis for next C&L meeting</p>	CP
4	<p>SAFEGUARDING</p> <p>JK confirmed that he had recently met with Andrew Winter and there had been no concerns.</p>	
5	<p>SEND</p> <p>JK confirmed that he had spoken with NH at length regarding the data which had been presented to the committee and he was happy that the ongoing results were positive.</p>	
6	<p>OFSTED</p> <p>CT suggested that whilst all governors should be aware of the Ofsted descriptions that had been published on Trello, he was confident that the school has strong evidence to support a self-evaluation of 'strong'.</p> <p>CT asked that all governors should ensure they are up-to-speed reacquaint with the 2025-2029 SEF documentation.</p>	
7	<p>BEHAVIOUR</p> <p>AS told the committee that behaviour is strong and there is now only a low level of suspensions (significantly down of previous years). The Behaviour Policy is currently being updated to align with the school's work on agreed consistencies.</p>	
8	<p>WELLBEING</p> <p>AS informed governors that staff absence of a specific minority has been problematic. Whole school communication has been shared and CP is monitoring/meeting with individuals. Staff are very good at providing cover for absenteeism and the school continues to manage all absence internally.</p>	
9	<p>GOVERNOR VISITS</p> <p>SD provided the attached report following her recent meeting with ECT's on 4th February 2026.</p> <p>ECT's were spoken with individually and the following was discussed:</p> <p>Time Management</p> <p>In school, the desired teaching and PPA time was always adhered to and this was appreciated by all. Some difficulties were experienced when juggling family life, assignments and the planning and preparation required as a class teacher. The school ethos of 'doing less better' was appreciated.</p> <p>All 3 ECT's were grateful for the support and encouragement given to them by their partners within the year group and SLT. If there was an issue affecting teaching and learning there was</p>	

	<p>always someone available to help diffuse the situation and they were never made to feel inadequate or incompetent.</p> <p>Resources Classroom resources were readily available and further reading recommendations from CP and the SLT were appreciated and utilised.</p> <p>Data Although at times there appeared to be a great deal of data to be analysed and utilised, they were able to cope with this valuable tool.</p> <p>SEND 'All teachers are teachers of SEND' and all 3 staff were accepting of this as their initial training had made them cognisant of the demands therein.</p> <p>GDS The ECT's were able to identify these pupils and utilise available classroom materials or devise appropriate extension tasks if and when needed.</p> <p>Welfare /Wellbeing LPS is seen as a caring community driven by the HT. Individual needs are always considered professionally and within the demands and expectations of a large school. Morale is high – maybe 'The Traitors' a la LPS has served to be a fun and cohesive feature!</p> <p>In conclusion I felt that all 3 ECT's felt valued, supported, inspired and privileged to be a member of the team at such a successful and forward thinking school. Their commitment and confidence shone through.</p> <p>Many thanks to AS for arranging this visit.</p>	
10	<p>SUMMARY OF ACTIONS FROM THE MEETING</p> <p>Item 3: CP: Inclusion Groups analysis for next C&L meeting</p>	
11	<p>PUPIL CONFERENCING</p> <p>6 children from Years 3 to 6 had been invited into the meeting to discuss learning progress and attainment. No staff members were present during the session.</p> <p>The following questions were asked:</p> <ul style="list-style-type: none"> • What are you learning about right now in your context? • How do you know when you are doing well in your work? • How do adults help you? • What helps you remember what you have learnt? • What does the school do to make you feel you belong? <p>All 6 children were able to respond eloquently and enthusiastically. They were able to provide confident detailed answers and were clearly unphased at being asked to talk to governors. A credit to their class teachers and the school.</p>	

SIGNED

DATE