



## Attendees

Name	Initials	Category of Governor/Advisor	Attendance
Katy Theobald	KT	Foundation – LDBS	Present
Jenny Lupa	JL	Foundation – PCC	Present
Stephanie Louise Morton	SM	Staff Governor	Present
Allan McLean	AM	Head Teacher	Present
Diana Young	DY	Foundation – PCC	Arrived at 5:43pm
Tim Jervis	TJ	Parent Governor	Present
Anne Diack	AD	Foundation – Deanery	Present
<b>Advisors/Others</b>			
Christine Money	CM	Foundation – PCC	Present
Jo Iwanicki	Jl	Advisor – Deputy Head Teacher	Present
Anna Swann	AS	School Special Education Needs Coordinator	Present till 6:52pm
Ammar Ahmed	AA	Clerk	Present

## Part One – Public Minutes

Item		Led by	When
<b>018/ 16-17</b>	<b>Opening Prayer</b>	<b>Chair</b>	
18.1	The Chair began the meeting at 5:38pm by asking the Head Teacher to lead the prayer.		
<b>019</b>	<b>Welcome and introductions</b>	<b>Chair</b>	
19.1	The Chair welcomed all the attendees to the first Curriculum, Progress & Outcomes Committee meeting of the academic year.		
19.2	The Chair extended a warm welcome to Anna Swann who was attending the meeting to present a report on her role as the Special Education Needs & Disability Coordinator (herein referred to as “SENCo”) at the School.		
<b>020</b>	<b>Apologies and the Governing Body’s acceptance or rejection for any absences</b>	<b>Clerk</b>	
20.1	There were no apologies to note as all members of the Committee were present.  <i>Clerk’s note – DY arrived at 5:43pm.</i>		



<b>021</b>	<b>Declaration of interests, pecuniary or otherwise, in any items appearing on the agenda</b>	<b>Clerk</b>	
21.1	The governors did not declare any conflicts of interest, pecuniary or otherwise, in relation to the items on the agenda for the meeting, other than those already noted in the Register of Business Interests.		
<b>022</b>	<b>Approval of the minutes from the previous full Governing Body meeting (held on 14 November 2016) and review of the actions list</b>	<b>Chair</b>	
22.1	The Committee <b>approved</b> and the Chair <b>duly signed</b> the minutes of the previous meeting as an accurate and true record of the meeting, subject to the following amendments.		
22.2	<u>Amendments</u> – All amendments are highlighted in ‘red’		
22.3	Item 10.8 - In <b>response to a question</b> from the governors the Head Teacher stated that he is most interested in key <del>over</del> figures.		
22.4	Item 10.15 - The governors agreed to delegate the task of identifying methods of improving Mathematics at EYFS and KS1 to <del>TJ and SM</del> <b>the School</b> .		
22.5	Action 7 was delegated to <b>JL</b> , as Chair of Governors, not KT.		
22.6	<u>Review of Actions List</u>		
22.7	The Head Teacher informed the governors that all actions on the list has been completed.		
<b>023</b>	<b>Pupil Progress Training Session</b>	<b>AM</b>	
23.1	The governors agreed to hold the training session prior to the next Curriculum, Progress and Outcomes (herein referred to as “CPO”) Committee meeting on 19 June 2017.	AM	19/06/17
	A11 The training session on Interpreting Pupil Progress Data to be held prior to the next CPO Committee meeting.	AM	19/06/17
<b>024</b>	<b>Committee Equality Objectives</b>	<b>AM</b>	
24.1	The Head Teacher explained that the equality objectives were listed in the appendix 2 of the Whole School Equality Policy. The Head Teacher stated that this item was on the agenda to remind governors of the objectives and to ensure that they were regularly reviewed.		
24.2	In <b>response to a question</b> from the governors, the Head Teacher stated that the new Religious Education curriculum makes a greater provision towards ensuring greater awareness of world faiths develop in students. The School has already visited several places of worship for major world faiths with a few trips scheduled for later in the year.		



24.3	In <b>response to a question</b> from the governors, the Head Teacher stated that the School takes instances of discrimination extremely seriously with all incidents being logged and reviewed.			
24.4	In <b>response to a question</b> from the governors, the Head Teacher agreed to find out whether all staff have attended a training session on discriminatory behaviour.		AM	19/06/17
	A12	The Head Teacher to report on whether all staff have had training on Discriminatory Behaviour.	AM	19/07/16
<b>025</b>	<b>Attendance and exclusions</b>		<b>AM</b>	
25.1	The Head Teacher informed the governors that the total attendance at school was 96.43% from September 2016 until February 2017. The Head Teacher stated that there was a total of 3.06% authorised absences and 0.51% of unauthorised absences.			
25.2	In <b>response to a question</b> from the governors regarding the attendance figures in Year 2, the Head Teacher clarified that out of the total 4.28% absences, 48% had been unauthorised. The Head Teacher confirmed that he would review the reasons behind the large proportion of unauthorised absences and report back to the Committee at the next meeting.			
25.3	In <b>response to a question</b> from the governors regarding the impact of the recent legal case authorising holidays taken during term time, the Head Teacher stated that there has been an impact on the attendance as a result. The Head Teacher clarified that there was no culture of taking holidays during term-time at the School.			
25.4	However, the School remains extremely focused on ensuring all students achieve high attendance as it is directly correlated with the overall attainment of students. The students who have less than 95% attendance receive the first formal letter of notification.			
	A13	The Head Teacher to review the reasons behind the unauthorised absences taken in Year 2 and report to the Committee at the next meeting.	AM	19/07/16
<b>026</b>	<b>Special Education Needs &amp; Disability Coordinator's Presentation</b>		<b>AS</b>	
26.1	Anna Swann, the School's Special Education Needs & Disability Coordinator delivered an informative presentation on her role and the strategies used by the School to help support the Special Education Needs & Disability (herein referred to as "SEND") students at the School.			
26.2	The SENCo stated has 18 SEND students, of whom four have an Education, Health & Care plan. If a child is suspected of having a Special Education Need			



	<p>or Disability, then the School tries to categorise the area of need into (1) communication and learning, (2) cognition, (3) social issues, or (4) sensory or physical.</p>		
26.3	<p>After this initial classification, the SENCo engages the external resources available to the School and is in a better position to liaise with the parents. As a result, the student is able to receive better care. The care is administered through termly meetings with the student, the external agencies and the parents.</p>		
26.4	<p>In <b>response to a question</b> from the governors, the SENCo stated that the parents are given targets in the action plan, which allows them to contribute towards the development and resolution of their child's issues. Furthermore, by engaging the parents directly, the School is able to provide support to them.</p>		
26.5	<p>The SENCo stated that the Education Health &amp; Care plans have replaced the previous Statement of Special Education Needs. The Education Health &amp; Care plan provides a clear timeline and deadlines. Furthermore, the Plan allows the School and external agencies involved to provide more structured analysis of the issues and provision to help the student.</p>		
26.6	<p>In <b>response to a question</b> from the governors, the SENCo stated that the biggest challenge she faces relates to time resource management. The School is extremely lucky to have a small register of SEND students, which allows it to provide an excellent level of support, but the challenge relates to adequate allocation of resources and providing emotional support to parents.</p>		
26.7	<p>The School does advise parents on any 3<sup>rd</sup> party agencies which might be able to provide support to students faster than the School, if the School finds itself in a position where the student's access to resources is delayed.</p>		
26.8	<p>The SENCo stated that the Special Education Needs Report provides an outline of the services available at the School and is written primarily for parents. Whereas the Special Education Needs Policy is written to assist staff and outlines processes and procedures.</p>		
26.9	<p>In <b>response to a question</b> from the governors, the SENCo stated that the new Education Health &amp; Care plan facilitates a constant review of process, which allows the School to constantly evaluate whether it is effectively meeting the needs of the SEND students.</p>		
26.10	<p>In <b>response to a question</b> from the governors, the SENCo stated that the impact of a SEND varies depending on a host of factors, ranging from severe</p>		



<p>26.11</p> <p>26.12</p>	<p>to extremely mild. The School has an extremely inclusive culture, where all students treat each other with care and respect.</p> <p>In <b>response to a question</b> from the governors, the SENCo stated that the School manages the time as efficiently as possible to ensure that SEND students receive their daily care without causing disruption to lessons or learning. Administration of care is facilitated through the utilisation of transition periods where possible.</p> <p>The governors commended the excellent work carried out by the SENCo.</p> <p><i>AS left the meeting at 6:52pm.</i></p>		
<p><b>027</b></p>	<p><b>Governor visits</b></p>	<p><b>All</b></p>	
<p>27.1</p> <p>27.2</p> <p>27.3</p> <p>27.4</p> <p>27.5</p> <p>27.6</p> <p>27.7</p> <p>27.8</p>	<p><u>Mathematics visit by Jenny Lupa and Tim Jervis</u></p> <p>JL and TJ informed the governors that they had visited the Mathematics Department at the School. During the visit the governors had explored the role of Singapore Mathematics and recognised that aspects of the approach were being used well but that whole school adaptation would be inappropriate for use in the United Kingdom.</p> <p>The governors stated that the School had clearly identified areas of improvement, which included developing a more detailed plan for actions to ensure accountability and to ensure that all assessment review is more consistent.</p> <p>The governors were extremely impressed with the broadness of the curriculum, the efficient use of resources and the constant academic challenge given to students during lessons.</p> <p><u>Religious Education visit by Diana Young</u></p> <p>DY informed the governors that she had visited the Religious Education department and was extremely impressed with the broadness of the new curriculum, which focuses on several major world religions. DY stated that there was excellent engagement between staff and students.</p> <p><u>Information Technology visit by Katy Theobald</u></p> <p>KY informed the governors that she had visited the Information Technology department and will be providing a written report of her visit.</p>		



27.9	<u>Other visits</u>			
27.10	CM stated that she and Robert Nesbitt had visits planned. The governors requested the Chair of Governors, JL, to upload the Governor Link Visit form on to the Governors' Virtual Office.			
	A14	KT to provide her Governor Link Visit report following her visit to the Information Technology Department.	KT	19/06/17
	A15	JL to upload the Governor Link Visit form template on to the Governors' Virtual Office.	JL	ASAP
<b>028</b>	<b>Policies for ratification</b>		<b>AM</b>	
28.1	The Head Teacher stated that there were four policies for review. These were (1) Early Years Foundation Stage Policy, (2) Intimate Care Guidelines Policy, (3) Special Education Needs Policy, and (4) Special Education Needs Report.			
28.2	The governors <b>approved</b> all four policies and forwarded them to the Full Governing Body for approval, subject to the amendments suggested by the governors, which are noted on the Governors' Virtual Office.		Clerk	To note
	A16	The governors approved and forwarded the following policies to the Full Governing Body for ratification, subject to the amendments listed on the Governors' Virtual Office, (1) Early Years Foundation Stage Policy, (2) Intimate Care Guidelines Policy, (3) Special Education Needs Policy, and (4) Special Education Needs Report.	Clerk	To note
<b>029</b>	<b>Any other business for consideration</b>		<b>All</b>	
29.1	<u>School Improvement Plan update</u>			
29.2	The Head Teacher informed the governors that the School Improvement Plan (herein referred to as "SIP") is a live document and is constantly reviewed. The actions highlighted by the School are constantly being implemented and this is reflected on the SIP.			
29.3	In <b>response to a question</b> from the governors, the Head Teacher <b>agreed</b> to link agenda items to specific actions on the SIP, which would allow the governors to review the progress made by the School in ensuring it meets its targets in the SIP.		AM	19/06/17
29.4	<u>Suggestion box update</u>			
29.5	The Head Teacher informed the governors that the suggestion box had been installed in some classes and is being trialled. The Deputy Head Teacher stated that the School has already received some suggestions for improvement which are being reviewed.			



29.6	<u>Use of Television in School</u>			
29.7	The Head Teacher and the Deputy Head Teacher informed the governors that Television was used extremely sporadically during school time. The most common use of the television is to provide news reports at the beginning of snack time to the students so that they are not running around while eating, which could be a health and safety risk.			
29.8	<u>Persistent absenteeism</u>			
29.9	The Head Teacher stated that there is one case of persistent absenteeism at the School, which is being closely monitored. The Head Teacher <b>agreed</b> to providing a report on whether the student in question is under the age of five.		AM	19/06/17
	A17	The Head Teacher to link agenda items to specific outcomes in the SIP.	AM	19/06/17
	A18	The Head Teacher to report on the case of persistent absenteeism and confirm whether the student in question is under the age of five.	AM	19/06/17
<b>030</b>	<b>Items for the next agenda</b>		<b>All</b>	
30.1	The Head Teacher reminded governors that a presentation on the Religious Education will be delivered by Lucy Parmenter at the June meeting of the Committee.			
30.2	Other standing items include: <ul style="list-style-type: none"> <li>• Review of SIP priorities</li> <li>• Review Early Years Foundation Stage</li> <li>• Review of Quality of Teaching &amp; Learning</li> <li>• Review of Pupil Progress (Autumn and Spring Term Data)</li> <li>• Set aspirational targets</li> <li>• Review attendance and exclusions</li> </ul>			
<b>031</b>	<b>Dates for the remaining meetings of the Resources Committee</b>		<b>To note</b>	
31.1	The Curriculum, Progress & Outcomes Committee will meet on the following date in the academic year 2016-17: <ul style="list-style-type: none"> <li>• 19<sup>th</sup> of June 2017</li> </ul>			
31.2	All meetings held at 17:30pm unless otherwise specified.			

The meeting finished at 19:20.



Minutes of the **Curriculum, Progress & Outcomes Committee Meeting**  
of Hampstead Parochial Church of England Primary School  
held at the School, Holly Bush Vale, London, NW3 6TX  
at 5:30pm on **Tuesday, 27 February 2017**

#### **APPROVAL OF MINUTES BY CHAIR OF RESOURCES COMMITTEE**

I, Chair of the Curriculum, Progress & Outcomes Committee, approve these minutes as an accurate representation of the Curriculum, Progress & Outcomes Committee Meeting, which took place on **27 February 2017** at Hampstead Parochial Church of England Primary School, Holly Bush Vale, London, NW3 6TX at 17:30.

**Signed:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Katy Theobald**  
Chair of the **Curriculum, Progress & Outcomes Committee**,  
Hampstead Parochial Church of England Primary School