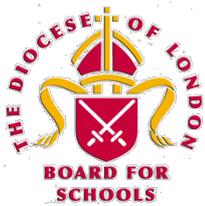


## Curriculum, Progress & Outcomes Committee

Hampstead Parochial Church of England Primary School  
Holly Bush Vale, London, NW3 6TX

Tuesday, 19 June 2017  
5:30pm



### ATTENDEES

Name	Initials	Category of Governor	Attendance
Katy Theobald	KT	Foundation – LDBS	Present
Jenny Lupa	JL	Foundation – PCC	Present
Stephanie Morton	SM	Staff Governor	Apologies
Allan McLean	AM	Head Teacher	Present
Diana Young	DY	Foundation – Interim Priest	Resigned
Tim Jervis	TJ	Parent Governor	Present
Advisors			
Jo Iwanicki	JI	Deputy Head Teacher	Apologies
Ammar Ahmed	AA	Clerk	Arrived at 6:00pm

### PART ONE – PUBLIC MINUTES

Item		Led by	When
<b>032/16-17</b>	<b>Opening Prayer</b>	<b>Chair</b>	
32.1	The Chair began the meeting at 5:30pm by asking the Head Teacher to lead the prayer.		
32.2	The Chair informed the governors that the Clerk will be arriving to the meeting late due to transport issues. In the Clerk's absence, the Chair agreed to record the minutes of the meeting.		
<b>033</b>	<b>Welcome and introductions</b>	<b>Chair</b>	
33.1	The Chair welcomed the governors to the final Curriculum, Progress & Outcomes Committee meeting of the academic year.		
33.2	JL informed the governors that following the appointment of the new Priest at the Hampstead Parochial Church, Diana Young had been posted away from the parish and will not be attending any further Governing Body meetings.		
<b>034</b>	<b>Apologies and the Governing Body's acceptance or rejection for any absences</b>	<b>Chair</b>	
34.1	The Head Teacher informed the governors that apologies had been received from Steph Morton. The Committee approved the absence.		
34.2	The Head Teacher also informed the governors that apologies had been received from Jo Iwanicki. The Committee noted the absence.		



<b>035</b>	<b>Declaration of interests, pecuniary or otherwise, in any items appearing on the agenda</b>	<b>Chair</b>	
35.1	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>036</b>	<b>Approval of the minutes from the previous Committee meeting (held on 27 February 2017) and any matters arising not covered on the agenda for the meeting</b>	<b>Chair</b>	
36.1	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.		
36.2	<u>Review of Actions List</u>		
36.3	<b>Action 12</b> – The governors discussed the use of the phrase ‘Discriminatory Behaviour’ and agreed that it was not a commonly used phrase in the context.		
36.4	The Head Teacher updated the governors that the Staff Handbook contains guidance on equality and safeguarding. All new members of staff are given an induction on these topics at their appointment, which also covers PREVENT duty. Furthermore, all staff undertake an annual training on Equality, Safeguarding and PREVENT duty.		
36.5	<b>Action 13</b> and <b>Action 18</b> – The Head Teacher stated that these actions will be addressed during the meeting.		
36.6	<b>Action 14</b> – The Chair reported that this action had been completed.		
36.7	<b>Action 15</b> – The Committee requested JL to check with the School Business Manager to ensure that the Governor Link Visit template had been uploaded to the Governors’ Virtual Office.		
36.8	<b>Action 17</b> – The Head Teacher informed the governors that this action had been completed.		
<b>037</b>	<b>Review of Pupil Progress: Summer Term Data</b>	<b>AM</b>	
37.1	The School had disseminated the documents relating to pupil progress prior to the meeting. The Head Teacher invited governors to ask questions in relation to specific items.		
37.2	The governors noted that 84% of the students had made good levels of development (herein referred to as “GLD”).		



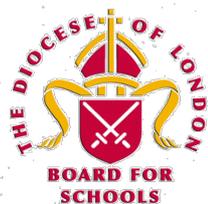
<p>37.3</p> <p>37.4</p> <p>37.5</p> <p>37.6</p> <p>37.7</p> <p>37.8</p> <p>37.9</p> <p>37.10</p>	<p>The governors <b>inquired</b> whether there were specific reasons behind why some pupils had not made GLD. The Head Teacher stated that there were several factors which had impeded the remainder of students achieving GLD. One of the students had specific Special Education Needs (herein referred to as “SEN”) and some of the students had not yet reached the point of development due to being born in the summer months.</p> <p>The Head Teacher stated that the School has initiatives in place to engage with parents in order to provide holistic development for the students and improve the level of progress made. These initiatives included guided learning and the use of Tapestry software.</p> <p><b>In response to a question</b> from the governors regarding whether there were any patterns in areas where students made lower than GLD. The Head Teacher stated that the School remains alert to any development of trends and patterns in achievement and progress to ensure that there are no issues.</p> <p>Based on last year’s data, the Local Authority (herein referred to as “LA”) highlighted a few strong patterns which were not related to low development. Based this cohort’s data, the School had identified that creativity seems to be lower than last cohort’s data, however, this difference could be due to differences in cohort.</p> <p>The Class Teacher has also been extremely reflective in assessing whether the issue is due to her own practice.</p> <p>The governors <b>inquired</b> whether there were any reasons to explain the lower progress made by students in Year 1, as opposed to other year groups, which all have had very strong progress. The Head Teacher stated that the main reason for lower progress was due to the baseline development levels of the cohort, which were lower than expected.</p> <p><b>In response to a question</b> from the governors, the Head Teacher stated that the graphs show two data captures per term, even though there is only one formal assessment date each term, which means that some points on the graph appear flat.</p> <p>The Head Teacher stated that the School provided more extensive data sets for these two-year groups as these are the two key SAT years. The Head Teacher also explained that three students in Year 2, who are all on Education Healthcare Plans, have not met the standard of progress and achievement expected in Year 6.</p>		
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37.11	In <b>response to a question</b> regarding the dip on the graph, the Head Teacher stated that the most likely explanation for the dip is that the School introduced the new curriculum at that point.		
37.12	The Head Teacher stated that the School does not use the category of ‘more able’ students as it has adopted a uniform approach to challenging and stretching all students.		
<b>038</b>	<b>Aspirational targets for 2017-18</b>	<b>AM</b>	
38.1	The School had disseminated a document containing proposed targets for 2017-18 prior to the meeting with the agenda.		
38.2	In <b>response to a question</b> from the governors, the Head Teacher stated that the School utilises the predictive software included in Fischer Family Trust (herein referred to as “FFT”) when setting aspirational targets for students. This is because the software includes probability values to achieve achievement targets.		
38.3	The Head Teacher further explained that the School sets targets based on the ability of each individual cohort, rather than basing them on the national averages.		
38.4	The Head Teacher also stated that the School’s current targets are above the national average and that the School would be in the top 5% of schools nationally if it reaches them.		
38.5	In <b>response to a question</b> from the governors, the Head Teacher stated that the School is likely to reach the targets it has set itself. This is because the School sets itself realistic targets based on the ability, starting point and potential of each cohort.		
38.6	In <b>response to a question</b> from the governors regarding the standards of achievement from 2015-16, the Head Teacher stated that the Year 6 cohort was exceptionally strong and that the current cohort would not equal the results from last year. The Head Teacher stated that this was because this year’s cohort has atypical issues affecting it, which are specific to the cohort and have specifically affected the ability of the cohort to achieve “greater depth” in Mathematics.		
38.7	In <b>response to a question</b> from the governors, the Head Teacher confirmed that the School has set ambitious targets for the forthcoming year for all cohorts and that the targets will stretch each cohort and each student.		



38.8	In <b>response to a question</b> from the governors regarding potential strategies to stretch students in Year 6, the Head Teacher stated that the School will be focusing on more Year 7 standard curriculum and will be working on application of taught subjects.		
38.9	The Head Teacher confirmed that the School has set itself attendance target of 96.5%.		
38.10	The governors <b>approved</b> the targets presented by the School and commented that they were realistic and ambitious targets.		
<b>039</b>	<b>Review quality of teaching and learning</b>	<b>AM</b>	
39.1	The governors commended the report disseminated at the meeting and stated that it was extremely useful.		
39.2	The governors commended the variety of activities being undertaken by the School which focus on developing application skills of students. In response to a question from the governors, the Head Teacher stated that the teachers develop the skill of developing such skills through experience and the School helps further develop this by promoting sharing of good practices among the staff.		
39.3	In <b>response to a question</b> from the governors regarding the quality of teaching and learning experienced by Year 4, the Head Teacher stated that the cohort had been affected by some difficulties surrounding a change in class teachers. The School was aware of these issues and is carefully monitoring the situation to ensure that any problems arising are mitigated and resolved.		
39.4	In <b>response to a question</b> from the governors regarding literacy, the Head teacher stated that the School is addressing the needs of literacy across the entire School. The Head Teacher stated that a further update will be provided in the autumn term.	AM	09/17
39.5	<u>Staff CPD</u>		
39.6	The Head Teacher informed the governors that the School has held staff CPD training around the topic of reading to ensure that there is a structured approach to teaching reading techniques. There will be further extension teacher training on this subject and will involve staff observing each other with further liaison with other schools.		
39.7	The Head Teacher stated that the Autumn Term inset day will focus on science and there will be collaboration with local schools and around STEM subjects.		



040	School Improvement Plan	AM	
40.1	The Head Teacher stated that the School will require greater time to ensure that the Teaching & Learning Policy is developed properly and will deliver a consistent learning style across the School.		
40.2	The Head Teacher stated that he would provide Fischer Family Trust and Keystage data for governor's information on the Governors' Away Day.		
40.3	The Committee <b>discussed</b> the potential usefulness of performing a Governance Review. The governors agreed that it would be a useful tool to evaluate effectiveness of the board. The governors <b>requested</b> the Clerk to provide further information regarding the form of a Governance Review Questionnaire.	Clerk	09/17
041	Attendance, behaviour and exclusions	AM	
41.1	<u>Attendance</u>		
41.2	The Head Teacher informed the governors that there were two cases of persistent absenteeism at the School, which were both in Year 5. In response to a question from the governors, the Head Teacher clarified that both students had attendance levels below 85%.		
41.3	In <b>response to a question</b> from the governors, the Head Teacher stated that one student is high attaining and suffers from recurring medical issues. The second student is not high attaining and is affected by child protection issues, which involve coordinated work with external services and the Local Authority.		
41.4	In <b>response to a question</b> from the governors regarding the reasons behind higher levels of unauthorised absence in Year 2 and Year 5, the Head Teacher stated that the Year 5 was affected by the aforementioned issues. The Head Teacher stated that he would investigate and report on the issues affecting Year 2.	AM	09/17
41.5	Overall, the Head Teacher stated that Years 5 and 6 have the weakest attendance. Year 5 is adversely affected by the absence of the two students mentioned above. Year 6 is historically always affected.		
41.6	In <b>response to a question</b> from the governors around attendance cut off points, the Head Teacher stated that he would investigate. This action point resulted from a discussion among the Committee regarding point where a student would be marked absent rather than late.		

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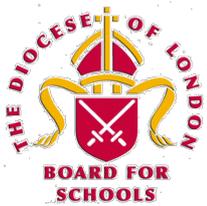


41.7	<u>Behaviour</u>		
41.8	The Head Teacher informed the governors that there were no exclusions or cases of bullying to report.		
41.9	The Head Teacher stated that a complaint had been raised around the behaviour of a student at the School, which was currently at the informal stage. The School was working and liaising with the parents and with behaviour support to resolve the issue.		
41.10	In <b>response to a question</b> from the governors regarding the School's Complaints' Procedure, the Head Teacher stated that it would be reviewed at the next Full Governing Body meeting.		
<b>042</b>	<b>Governors' visits and training</b>	<b>All members</b>	
42.1	TJ informed the governors that he had attended the School during the Science Week and was impressed by the interactive nature of the new initiative.		
42.2	KT informed the governors that she had visited the full governing body meeting at another school. KT stated that governing body had a good practice of prior preparation for each meeting. At the meeting the governing body had discussed implementation of an active Lock-In Procedure and had explored the role of co-option, which provided an interesting insight.		
<b>043</b>	<b>Policies for review and approval</b>	<b>AM</b>	
43.1	There were no policies for review and approval.		
<b>044</b>	<b>Any other business for discussion</b>	<b>All members</b>	
44.1	There were no further matters for discussion.		
<b>045</b>	<b>Items for the next agenda</b>	<b>All members</b>	
45.1	There were no specific items for inclusion in the next agenda.		
<b>046</b>	<b>Confidential items for discussion</b>	<b>All members</b>	
46.1	There were no confidential items for consideration.		
<b>047</b>	<b>Final meeting of the Curriculum, Progress &amp; Outcomes Committee for the Academic Year 2016-17</b>	<b>To note</b>	

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*The meeting finished at 7:20pm.*

### APPROVAL OF MINUTES BY CHAIR OF CURRICULUM, PROGRESS & OUTCOMES 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 **19 June 2017** at Hampstead Parochial Church of England Primary School, Holly Bush Vale, London, NW3 6TX at 5:30pm.

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

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

**Katy Theobald**

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