



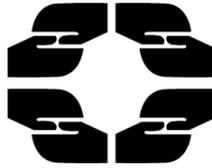
## Register of Attendance

<b>PRESENT</b>	
Allan McLean ('HT')	Headteacher <i>Appointed by virtue of office</i> <i>Expiration of Term in Office: Not applicable</i>
Tim Jervis ('TJ')	Parent Governor <i>Nominated and elected parent of a child at school</i> <i>Expiration of Term in Office: 30 April 2020</i>
Stephanie Morton ('SM')	Staff Governor <i>Nominated and elected member of school staff</i> <i>Expiration of Term in Office: 22 April 2019</i>
Katy Theobald ('KT')	Foundation Governor <i>Appointed by the London Diocesan Board for Schools</i> <i>Expiration of Term in Office: 31 December 2019</i>
Jenny Lupa ('JL')	Foundation Governor <i>Appointed by the Parochial Church Council of St John-at-Hampstead Church</i> <i>Expiration of Term in Office: 8 January 2021</i>
Anne Diack ('AD')	Foundation Governor <i>Appointed by the Hampstead Deanery Synod</i> <i>Expiration of Term in Office: 12 June 2020</i>
Rev Jeremy Fletcher ('RJF')	Incumbent of the St John At Hampstead Church <i>Appointed by virtue of office (Ex-Officio)</i> <i>Expiration of Term in Office: Not applicable</i>
<b>IN ATTENDANCE</b>	
Alice Riley ('AHT')	Assistant Headteacher
Emma Inglis ('AHT')	Assistant Headteacher
Ammar Ahmed ('Clerk')	Clerk to the Governing Body
<b>APOLOGIES</b>	
Katy Theobald ('KT')	Foundation Governor <i>Appointed by the London Diocesan Board for Schools</i> <i>Expiration of Term in Office: 31 December 2019</i>
<b>ABSENT</b>	
Andrew Parkinson ('AP')	Local Authority Governor <i>Appointed by Camden, Local Authority</i> <i>Expiration of Term in Office: 11 June 2021</i>

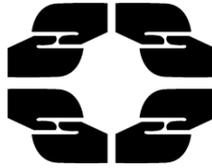


## Part one – Public minutes

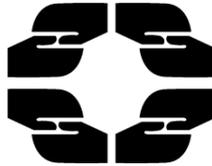
Item	Item title and information	Delegatee	Deadline
<b>001/ 18-19</b>	<b>Opening prayer</b>	<b>Clerk</b>	
1.1	The meeting, being quorate, was started by the Clerk at 6:10pm by asking Rev Jeremy Fletcher to offer the opening prayer.		
<b>002</b>	<b>Welcome and introductions</b>	<b>Chair</b>	
2.1	The Clerk welcomed all governors to the meeting.		
<b>003</b>	<b>Apologies and the Governing Body's acceptance or rejection of any absences</b>	<b>Chair</b>	
3.1	The Clerk informed the governors that <b>apologies had been received</b> from Katy Theobald.		
3.2	The governors <b>accepted</b> the apologies.		
3.3	The governors <b>noted the absence</b> of Andrew Parkinson.		
<b>004</b>	<b>Declaration of interests, pecuniary or otherwise, in relation to any item in the agenda</b>	<b>All members</b>	
4.1	No conflicts of interest were declared by the governors in relation to any item on the agenda.		
<b>005</b>	<b>Election for the Chair of the Curriculum, Progress &amp; Outcomes Committee for 2018-19</b>	<b>Clerk</b>	
5.1	TJ informed the Committee that Katy Theobald had expressed an interest in taking up the role of the Chair for the Curriculum, Progress & Outcomes ('CPO') Committee for 2018-19.		
5.2	There were no other governors who put themselves forward for election. Therefore, the Committee discussed and decided to postpone the election of the Chair till the next meeting of the CPO Committee.		
5.4a	<i>The Clerk noted that the election for the Chair of the CPO Committee was postponed till next meeting.</i>	<i>Clerk</i>	<i>12/02/2019</i>



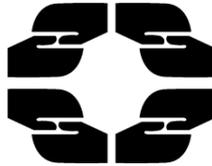
<b>006</b>	<b>Election for the Vice-Chair of the Governing Body for 2018-19</b>	<b>Clerk</b>	
6.1	The Clerk informed the Committee members of the procedure for election in instances where no prior nominations had been received. The Clerk ensured that the meeting was properly quorate for the election of the Chair to be held, namely that at least three members of the CPO Committee were present.		
6.2	The Clerk explained that for the purposes of the election, all governors are able to nominate another governor, or self-nominate themselves, for the position of the Vice Chair of the Governing Body, unless they are employed by the School. The nomination then needs to be seconded. Once all nominations are properly submitted, a vote by show of hands will be held to elect the Vice Chair.		
6.3	The Clerk received a <b>nomination</b> for Anne Diack, who was <b>proposed</b> by Tim Jervis and <b>seconded</b> by Jenny Lupa. There were <b>no further nominations</b> .		
6.4	The Clerk held a vote, through which <b>Anne Diack was elected unanimously</b> as the Vice Chair of the CPO Committee for the academic year 2018-19.		
6.4a	<i>Anne Diack was elected as the Vice Chair of the CPO Committee for the academic year 2018-19.</i>	<i>Clerk</i>	<i>To note</i>
<b>007</b>	<b>Approval of the minutes from the previous CPO Committee meeting, held on Monday, 02 July 2018, and any matters arising not covered on the agenda for the meeting</b>	<b>Chair</b>	
7.1	The minutes from the previous Full Governing Body meeting were <b>held to be an accurate and true</b> representation, subject to the following amendments. The minutes were <b>duly signed and dated</b> by the Chair.		
7.2	<u>Amendments</u> (all amendments highlighted in red)		
7.3	There were <b>no amendments</b> to note.		
7.4	<u>Matters arising</u>		
7.5	There were <b>no further matters arising</b> which had not been covered in the agenda for the meeting.		



008	Pupil Progress Report from the Summer Term	HT, AHT
8.1	The AHT presented the pupil progress data from the summer term of 2017-18. The AHT informed the governors that the data referred to the previous year's end of year assessments. The data was compiled using Target Tracker and had been reviewed and discussed with the entire staff.	
8.2	<u>Year 1 – Chichester Class (current Year 2)</u>	
8.3	Headlines figures show that all children had made at least age expected progress and have achieved their age related attainment targets.	
8.4	In mathematics there is one child is currently working below age expectations and a personal plan has been put into place to ensure that the child receives the additional input required to make accelerated progress in reading and phonics. In response to a question from the governors regarding how long the child will continue to receive the additional input, the AHT stated that the additional input would continue for the entire academic year.	
8.5	In reading there are two children working below age expectations and the School has highlighted them as 'focus' children.	
8.6	All pupil premium ('PP') children had made excellent progress and at least met the age related expectations.	
8.7	<u>Year 2 – St Albans Class (current Year 3)</u>	
8.8	The AHT explained that there had been a child that had joined Year 2 mid-way through the year, who had no prior assessment data, and had not met age related expectations in reading, writing and mathematics.	
8.9	The Headteacher explained to the governors what the grading system meant and stated that as colour coding reflected the age related expectations for the current year (i.e. as St Albans had moved into Year 3, the colour coding reflected Year 3 age related expectations). But as the data considered the performance of the children in Summer Term of the previous academic year.	
8.10	The School would expect most children to be in the 'Yellow' category and progressing through to the 'Green' category through the course of the academic year.	
8.11	The AHT stated that at the end of the summer term, there were four children in mathematics who were working below age related expectations. Of the four, one child had no prior assessment data and two had been judged previously to be working below age	



	related expectations and had made expected progress despite not meeting age related expectations. The school were concerned with the other child, who had previously been assessed to be meeting age related expectations but had not made expected progress.
8.12	In reading there were two children working below age related expectations, of whom one had no prior assessment data and one have been judged previously to be working below age related expectations and had made expected progress despite not meeting age related expectations. There was one child who had made slower than expected progress and the school.
8.13	In writing there were four children who were working below age related expectations, of whom one had no prior assessment data and the other three had been judged previously to be working below age related expectations, and had made expected progress despite not meeting the age related expectations.
8.14	There were three PP children in the cohort and two were working at above or exceeding age related expectations and one had made good progress but was still below age related expectations.
8.15	In <b>response to a question</b> from the governors regarding whether the data collected had come as a source of surprise, the Headteacher and the AHTs stated that nothing in the data had been a source of surprise. The School had followed the progress made by all children quite closely and were aware of any issues and had implemented strategies to addressed them. The Senior Leadership Team ('SLT') reviewed and analysed the data on a regular basis and where a child was not making expected progress a full analysis of the quality of teaching, the teacher's ability, the pedagogy, the delivery of the curriculum, and the personal and social issues affecting the child in question was undertaken to ensure appropriate and tailored intervention strategies were put into place.
8.16	In <b>response to a question</b> from the governors regarding what types of support and interventions are offered to children, the Headteacher and the AHTs stated that the school provides a comprehensive support to each child drawing upon the advice it receives from educational psychologists, the Child and Adolescent Mental Health Services ('CAMHS'), the occupational therapists, and other bodies that engage with the School.
8.17	<u>Year 3 – Hereford Class (current Year 4)</u>
8.18	In mathematics, there were three children working below age related expectations, of whom one child has not made expected progress, while the other two have made expected progress despite not meeting age related expectations.



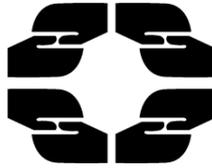
8.19	In reading, there were two children working below age related expectations, of whom one child has not made expected progress, while the other has made expected progress despite not meeting age related expectations.
8.20	In writing, there were two children working below age related expectations, of whom one child has not made expected progress, while the other had made expected progress despite not meeting age related expectations.
8.21	There was only one PP child in the Class, who had made slower than expected progress.
8.22	The AHT explained that the one child who had not made expected progress had specific educational needs. The School had reviewed their pedagogy and needs to ensure that the teaching styles are modified to help the child make expected progress in Year 4. The SLT had met with the family, who were cooperative, and had also met with the child's tutor to ensure that all three teaching factions were working in unison.
8.23	<u>Year 3 – Winchester Class (current Year 4)</u>
8.24	In mathematics, there were three children working below age related expectations and four children making slower than expected progress. In reading, there were three children working below age related expectations and four children making slower than expected progress. In writing, there were four children working below age related expectations and five children making slower than expected progress.
8.25	There were six PP children in the Class, who had all made good progress in mathematics and reading.
8.26	In <b>response to a question</b> from the governors regarding whether the targets for children were tailored, the AHT stated that the targets were based on prior assessment performance data for each child. The targets are further modulated to take into account any specific educational needs of the children.
8.27	In <b>response to a question</b> from the governors regarding whether there were any differences between Winchester and Hereford Classes, the Headteacher stated that there were more children in Winchester Class that had met age related expectations. But that since moving up to Year 4, there were more children in Hereford Class that were making accelerated progress. Overall, both Classes have similar levels of attainment.
8.28	<u>Year 4 – Durham Class (now Year 5)</u>
8.29	In mathematics, there were two children working below age related expectations and one child making slower than expected progress. In reading, there were four children working below age related expectations and two children making slower than expected progress. In



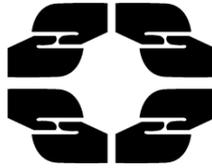
	<p>writing, there were four children working below age related expectations and two children making slower than expected progress.</p>
8.30	<p>There were six PP children in the cohort, all of whom were making good progress with the exception of one child. The one child not meeting age related expectations has been highlighted by the School as a ‘focus’ child and received additional intervention. The School is working closely with the pupil’s family, the educational psychologist and the occupational therapist. <b>In response to a question</b> from the governors regarding whether the child attracting additional funding, the Headteacher stated that the child is not.</p>
8.31	<p>The AHT highlighted that there were six pupils in the cohort who did not have prior assessment data. The School’s Administrative Team was working hard to try and recover some performance data for these children from their previous schools.</p>
8.32	<p><u>Year 5 – Canterbury Class (now Year 6)</u></p>
8.33	<p>In mathematics, there were three children working below age related expectations while eight children had exceeded age related expectations and were working at greater depth. In reading, there were three children working below age related expectations, all of whom did not have prior Key Stage 1 assessment data. There were 11 children who had exceeded age related expectations and were working at greater depth. In writing, there were five children who were working below age related expectations, while ten children had exceeded age related expectations and were working at greater depth.</p>
8.34	<p><u>Year 6 – Litchfield Class (now Year 7)</u></p>
8.35	<p>The Headteacher shared the recently published data related to the School on Analysing School Performance (‘ASP’). The ASP figures highlighted the exceptional progress made by pupils at the School. In mathematics, all pupils had achieved expected standard and the progress score was +5.29, which was well above the local average of 1.79. In reading, all pupils had achieved expected standard and the progress score was +5.51, which was well above the local average of 1.75. In writing, all pupils had achieved expected standard and the progress score was +5.06, which was will above the local average of 1.20.</p>
8.36	<p>In terms of PP children, there were six PP pupils and their progress score for mathematics was +5.92 (national average was +0.31), for reading it was +7.68 (national average was +0.31) and for writing it was +5.11 (national average was +0.24).</p>
8.37	<p>The HT summarised that there is no gap between PP and non PP children in terms of attainment at the school. PP children at the school have attainment levels which are significantly above national non-PP pupils meaning the gap is fully closed both in school and when compared to national.</p>



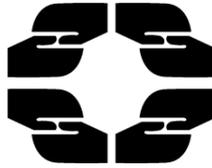
8.38	The governors congratulated the Headteacher, the SLT and the entire teaching staff for their diligence and effort in supporting the pupils achieve such fantastic results.		
8.39	In <b>response to a generic question</b> from the governors regarding methods to differentiate between those pupils who had exceeded age related expectations, the Headteacher stated that there was no current system to allow such differentiation, unless the School developed one bespoke to itself. The Headteacher stated that the issue with developing such a system would be the implementation and adherence to it by the staff as this would not be a regulated or externally assessed system.		
8.40	The Headteacher agreed that such a system to further differentiate between the pupils exceeding age related expectations may have benefits in creating tailored lesson plans. However, the Headteacher mentioned that the quality of the teaching staff was very good at the School and all teachers were able to sufficiently challenge and engage the pupils exceeding age related expectations to ensure that they continued to be stretched.		
8.41	The governors agreed that it would not be a very productive use of the SLT's time to create a bespoke system to differentiate and stretch the pupils who had exceeded age related expectations.		
<b>009</b>	<b>Attendance and exclusions data</b>	<b>HT</b>	
9.1	The attendance and exclusions data was disseminated at the meeting. The Headteacher informed the governors that the overall attendance figure for the School was 97.62%.		
9.2	In <b>response to a question</b> from the governors regarding the absences and persistent absences, the Headteacher stated that the School reviews all requests for holidays and ensures that approval is only given where there are legitimate reasons. All persistent absences are investigated and properly reported on.		
9.3	In <b>response to a question</b> from the governors regarding the realistic value of the Attendance Reward, the Headteacher stated that there were differing opinions within the staff body on its effectiveness, but that he would elicit the views of the Student Council and present them at the next CPO Committee Meeting.		
9.3a	<i>The Headteacher to ask the Student Council on whether they believe that the Attendance Reward is a good and effective initiative.</i>	<i>HT</i>	<i>11/02/2019</i>



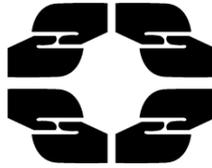
010	Teaching and learning review	HT	
10.1	The Headteacher informed the governors that the LDBS Primary School Advisor had visited the School and spent an entire morning conducting a focused review of the Religious Education curriculum.		
10.2	The Headteacher stated that this was due to the fact that the Church of England had updated the Statutory Inspections for Anglican and Methodist Schools Criteria and also released a new Religious Education Curriculum. The LDBS Primary School Advisor wanted to ensure that the School had implemented the new curriculum and was achieving the intended benefits of the new framework.		
10.3	The Headteacher mentioned that the LDBS Primary School Advisor had commented that the curriculum could be tailored to ensure that it was delivered in a more engaging manner. The review had resulted in clear action and development points and the School would be implementing them to increase the creativity of the Religious Education curriculum.		
10.4	The School was very fortunate in having an extremely dedicated Religious Education leader who had attended all the workshops on the new frameworks and was working closely with the Diocese.		
10.5	The governors <b>requested</b> the Headteacher to distribute the final review report to the Committee members.		
10.6	RJF informed the Headteacher that the Church's Curate, who was an international expert in the use of religious imagery in art, would be able to assist in finding religious imagery related to the topics in the curriculum to inspire the children to engage more with the curriculum and assist the teachers in creating more interesting lesson plans.		
10.5a	<i>The Headteacher to disseminate the Report from the LDBS Primary School Advisor to the Committee members.</i>	HT	ASAP
10.6a	<i>The Headteacher to liaise with the Curate at the St John-at-Hampstead Church in relation to finding religious imagery related to specific topics within the new curriculum.</i>	HT	To note



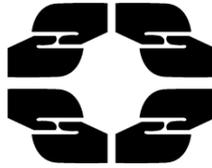
011	Policies for ratification	HT
11.1	All policies had been circulated with the agenda prior to the meeting. The Vice Chair clarified that all policies would be taken as approved unless there were specific questions raised by the governors.	
11.2	The Admissions Policy, the Equality Policy, the Radicalisation & Extremism Policy, and the Marking & Feedback Policy were <b>approved</b> and forwarded to the Full Governing Body for ratification.	
11.3	<u>Behaviour Policy</u>	
11.4	In <b>response to a question</b> from the governors regarding whether the SLT felt that the Policy was fit for purpose, the Headteacher replied that the Policy was tailored to meet the needs of the School. The Policy was fit for purpose and continued to meet the needs of the School.	
11.5	In <b>response to a question</b> from the governors regarding the use of inappropriate language by children where the comment is not directed at another pupil, the Headteacher stated that the Policy makes reference to such situations and highlights that such situations are not acceptable within the School's Policy.	
11.6	In <b>response to a question</b> from the governors regarding the users of the Policy, the Headteacher stated that the Policy was a working document for the staff and as such was not always shared with parents and wider stakeholders unless specifically required. The Policy was uploaded on to the School's website and was available if anyone chose to read it.	
11.7	The Headteacher stated that the Policy would need to be updated to reflect the new School Vision once it is finalised.	
11.8	The governors <b>approved</b> the Policy and forwarded it to the Full Governing Body for ratification.	
11.9	<u>Home School Agreement</u>	
11.10	The Headteacher stated that the Home School Agreement would be updated to reflect the new School Vision once it is finalised.	
11.11	The governors <b>approved</b> the Home School Agreement and forwarded it to the Full Governing Body for ratification.	



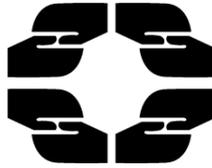
11.2a + 11.8a + 11.11a	<i>The Committee approved the Admissions Policy, the Behaviour Policy, the Home School Agreement, the Equality Policy, the Radicalisation &amp; Extremism Policy and the Marking &amp; Feedback Policy. All policies were forwarded to the Full Governing Body for ratification.</i>	<i>Clerk, HT</i>	<i>03/12/2018</i>
<b>012</b>	<b>Update on the partnership with St Luke's</b>	<b>HT</b>	
12.1	The Headteacher informed the governors that the School continued to improve its links with St Luke's under the new partnership between the two schools. The two schools had held a joint inter-school sporting competition in the first week after half term and will be hosting further joint-school sporting events in the future, which were currently being planned.		
12.2	The schools' English Departments had been collaborating to develop and improve teaching practices across the schools.		
12.3	St Luke's had now joined the same moderation cluster as the School, which will further increase opportunities for the schools to collaborate and improve.		
12.4	The Headteacher stated that the Newly Qualified Teachers appointed by the School had visited St Luke's to gain experience from the more experienced Special Educational Needs and Disabilities Staff Members at St Luke's.		
12.5	In <b>response to a question</b> from the governors regarding organising a joint-school Sports Day, the Headteacher stated that it may not be possible due to organise such a large event, but that both schools were exploring the possibility of the Student Councils to having joint meetings.		
12.6	Additionally, both schools were exploring the option of organising a joint-school Valentine's Ball and inquired whether RJF would be happy to liaise with the Vicar of St Luke's on the subject.		
12.6a	<i>RJF to liaise with the Vicar of St Luke's to see whether the two schools would be able to organise a joint-school Valentine's Ball.</i>	<i>RJF</i>	<i>ASAP</i>
<b>013</b>	<b>Reporting of any training courses or related professional courses attended by governors</b>	<b>All members</b>	
13.1	RJF reported that he was part of the National Council for the National Society and will continue to inform the School of any developments from his meetings that may impact the School.		



13.2	TJ informed the Committee that he had attended a very useful session on Headteachers' Compensation Training.  *Clerk's note – RJF withdrew from the meeting at 7:10pm.		
13.3	<u>Review of the Link Governor List</u>		
13.4	The Clerk tabled the current Link Governor List and asked the Committee members to review the subject areas and the governors linked to specific areas to ensure that the list was up to date.		
13.5	The Clerk was <b>requested</b> to liaise with the School to ensure that the staff leading the specific subject areas were also correctly listed.		
13.6	The List was reviewed and updated and the Clerk was <b>asked</b> to ensure that it is brought to the Full Governing Body for finalisation.		
13.5a	<i>Clerk to liaise with the School to ensure that the staff leaders are updated in the Link Governor List.</i>	<i>Clerk, HT</i>	<i>ASAP</i>
13.6a	<i>Clerk to ensure that the updated Link Governor List is brought to the next Full Governing Body.</i>	<i>Clerk</i>	<i>03/12/2018</i>
<b>014</b>	<b>Items for the agendas of upcoming meetings</b>	<b>All members</b>	
	<p>Full Governing Body Meeting (03 December 2018)</p> <ul style="list-style-type: none"> <li>• Headteacher's Report</li> <li>• Review of Results (EYFS, KS1, KS2)</li> <li>• School Improvement Plan (Religious Education to be specifically highlighted)</li> <li>• Approval of School Journeys</li> <li>• Finance Report</li> <li>• Ratification of policies from Committees</li> <li>• Self-Reflection</li> </ul> <p>Resources Committee Meeting (29 January 2019)</p> <ul style="list-style-type: none"> <li>• Budget Monitoring Report</li> <li>• Proposed Building Works</li> <li>• Staff Attendance</li> <li>• Staff Survey</li> <li>• Staff Appraisal</li> <li>• Pupil Survey</li> </ul>		



	<ul style="list-style-type: none"> <li>• Annual Conditions Survey</li> <li>• Health &amp; Safety Inspection</li> <li>• Self-Reflection</li> </ul> <p>Curriculum, Progress &amp; Outcomes Committee Meeting (11 February 2019)</p> <ul style="list-style-type: none"> <li>• Autumn Term – Pupil Progress Data</li> <li>• Curriculum Review</li> <li>• Attendance and Exclusions Data</li> <li>• Committee Equality Objectives</li> <li>• Pupil Voice</li> <li>• Early Years Foundation Stage Policy</li> <li>• Sex &amp; Relationship Education Policy</li> <li>• Special Educational Needs &amp; Disability Policy</li> <li>• Self-Reflection</li> </ul>	
<b>015</b>	<b>Any other business for consideration</b>	<b>All members</b>
15.1	<u>Mathematics Link Visit</u>	
15.2	TJ and JL informed the Governors that they had conducted a Mathematics Link Visit and will be submitting the Report for consideration at the next Full Governing Body.	
15.3	<u>Collaborative Learning</u>	
15.4	In <b>response to a question</b> from the governors regarding whether there were adequate opportunities in the curriculum for pupils to collaborate with each other, the Headteacher stated that the SLT and the teaching staff were acutely aware of the benefits of team working and ensured that lessons had opportunities for collaboration between pupils. However, the School always strives to ensure that further opportunities are built into the curriculum. The Vice Chair drew attention to the importance of structured collaboration and differentiated tasks.	
15.5	The Headteacher stated that the School may explore the option of organising a whole-school project that involves the parents and other stakeholders that would really help promote collaboration as a skill in the children.	
<b>016</b>	<b>Self-reflection and impact</b>	<b>All members</b>
16.1	The governors reflected that it had been really useful to see a full breakdown of the pupil progress data and the PP data. The breakdown had provided for an impactful and useful discussion.	



<b>017</b>	<b>Confidential matters for discussion and consideration</b>	<b>All members</b>
17.1	There were no confidential matters for discussion or consideration.	
<b>018</b>	<b>The Governing Body's Meeting dates for 2018-19</b>	<b>For information</b>
	<p>The meeting dates for the next academic year are (listed chronologically and divided by terms):</p> <p>(1) Autumn Term</p> <ul style="list-style-type: none"> <li>(a) Full Governing Body Meeting – <b>17 September 2018 at 6:00pm</b></li> <li>(b) Resources Committee Meeting – <b>16 October 2018 at 8:00am</b></li> <li>(c) CPO Committee Meeting – <b>12 November 2018 at 5:30pm</b></li> <li>(d) Full Governing Body Meeting – <b>3 December 2018 at 6:00pm</b></li> </ul> <p>(2) Spring Term</p> <ul style="list-style-type: none"> <li>(a) Resources Committee Meeting – <b>29 January 2019 at 5:30pm</b></li> <li>(b) CPO Committee Meeting – <b>11 February 2019 at 5:30pm</b></li> <li>(c) Full Governing Body Meeting – <b>18 March 2019 at 6:00pm</b></li> </ul> <p>(3) Summer Term</p> <ul style="list-style-type: none"> <li>(a) Resources Committee Meeting – <b>30 April 2019 at 5:30pm</b></li> <li>(b) CPO Committee Meeting – <b>20 May 2019 at 5:30pm</b></li> <li>(c) Full Governing Body Meeting – <b>1 July 2019 at 6:00pm</b></li> </ul>	

*The meeting finished at 7:30pm.*



**CURRICULUM, PROGRESS & OUTCOMES  
COMMITTEE MEETING – PART 1**

Hampstead Parochial  
Church of England Primary School

**Venue:** 2A Holly Bush Vale, London, NW3 6TX  
**Date and Time:** Monday, 12 November 2018 at 5:30pm

**Approval of the minutes by the Chair of the Curriculum, Progress & Outcomes Committee**

I, Chair of the Curriculum, Progress & Outcomes Committee, approve these minutes as an accurate representation of the Committee meeting, which took place on **Monday, 12 November 2018** at Hampstead Parochial Church of England Primary School, 2A 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