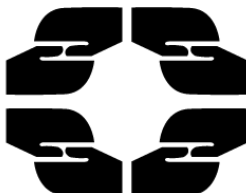




**HAMPSTEAD PAROCHIAL**  
Church of England Primary School



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

**Venue:** Holly Bush Vale, London, NW3 6TX  
**Date and Time:** Tuesday, 20 May 2019, 5:30pm

## Attendees

<b>PRESENT</b>	
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>
Jenny Lupa ('Chair')	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>
Ammar Ahmed ('AA')	Foundation Governor <i>Appointed by the London Diocesan Board for Schools</i> <i>Expiration of Term in Office: 13 January 2023</i>
<b>IN ATTENDANCE</b>	
Alice Riley ('AHT')	Assistant Headteacher
Emma Inglis ('AHT')	Assistant Headteacher
Stephanie Morton ('AHT')	Assistant Headteacher
Georgina Shipley ('GS')	Early Years Foundation Stage Leader
Vacancy	Clerk to the Governing Body
<b>APOLOGIES</b>	
Anne Diack ('AD')	Foundation Governor <i>Appointed by the Hampstead Deanery Synod</i> <i>Expiration of Term in Office: 12 June 2020</i>
Allan McLean ('HT')	Headteacher <i>Appointed by virtue of office</i> <i>Expiration of Term in Office: Not applicable</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>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>

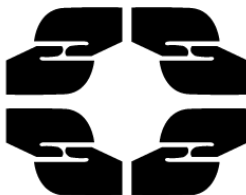
## Part one – Public minutes

Item	Item title and information	Delegatee	Deadline
<b>020/ 18-19</b>	<b>Opening prayer</b>	<b>Chair</b>	
20.1	The meeting, being quorate, was started by JL at 5:40pm offering the opening prayer. JL was elected to Chair the meeting as the Vice Chair had submitted her apologies.		
<b>021</b>	<b>Welcome and introductions</b>	<b>Chair</b>	
21.1	The Chair welcomed all attendees to the meeting.		

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<b>022</b>	<b>Apologies and the Governing Body's acceptance or rejection of any absences</b>	<b>Chair</b>
22.1	AA, TJ and the AHT informed the governors that apologies had been received from the Headteacher, Anne Diack and Rev. Jeremy Fletcher. The Committee accepted the apologies.	
<b>023</b>	<b>Declaration of interests, pecuniary or otherwise, in relation to any item in the agenda</b>	<b>All members</b>
23.1	The governors did not declare any conflicts of interest other than those already noted within the Register of Business Interests.	
<b>024</b>	<b>Approval of the minutes from the previous Curriculum, Progress &amp; Outcomes Committee meeting, held on Monday, 11 February 2019, and any matters arising not covered on the agenda for the meeting</b>	<b>Chair</b>
24.1	The minutes from the previous Committee 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.	
24.2	<u>Amendments</u> (all amendments highlighted in red)	
24.3	There were <b>no amendments</b> to note.	
24.4	<u>Matters arising</u>	
24.5	There were <b>no matters arising</b> which had not been covered in the agenda for the meeting.	
<b>025</b>	<b>Presentation from the Early Years Foundation Stage Leader</b>	<b>GS</b>
25.1	GS presented a short presentation on the Early Years Foundation Stage ('EYFS') Curriculum. GS explained that the school uses 'Development Matters', which provides development and progress markers for children till they are 60 months old. There are seven areas of learning, which collectively form the 'Learning Goals', and provide the assessment criteria for children.	
25.2	Assessment in EYFS is graded on 'emerging', 'expected', and 'exceeding'. The children need to reach their Early Years ('EY') goals in (1) physical social emotional development, (2) physical development, (3) communication and language, (4) mathematics, and (5) phonics.	

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25.3	The teachers use a programme called 'Tapestry' to record the attainment and progress of pupils. The programme allows the teachers to provide feedback to the parents and allows the parents to get involved with the child's learning by uploading work completed at home. The teacher is then able to see the work carried out by the children at home and provide feedback on it. This allows children to receive a more rounded education.	
25.4	In <b>response to a question</b> from the governors regarding differences in progress made by children born at different times of the year, GS stated that there was noticeable difference between summer born pupils and winter born pupils.	
25.5	In <b>response to a question</b> from the governors regarding whether there is a tangible difference between pupils who had completed Nursery versus those who did not complete Nursery, GS stated that the Development Matters programme allows children to develop key skills in how to learn and catch up. Additionally, the programme is designed to encourage pupils to develop the skills to learn, which makes a strong impact on the method with which pupils learn in later life.	
25.6	In <b>response to a question</b> from the governors regarding progress trends, GS stated that generally speaking, the pupils who struggled in EYFS also struggled in Key Stage 2 ('KS2').	
25.7	In <b>response to a question</b> from the governors regarding areas where the EYFS teaching can be improved, GS stated that teaching in EYFS needed to be tailored to the pupils and their abilities, which creates the biggest challenge in teaching EYFS.	
25.8	In <b>response to a question</b> from the governors regarding whether the EYFS links with KS2 and Key Stage 1 ('KS1'), GS stated that as phonics had been listed as a priority within the School Improvement Plan ('SIP') GS had been liaising and working closely with her counterpart KS1 and KS2 leaders to develop better phonics teaching.	
25.9	In <b>response to a question</b> from the governors regarding areas where the governors could assist the EYFS Leader, GS stated that it was quite difficult to incorporate ICT into the lessons as the number of applications appropriate for teaching were quite limited. The applications available were out of date, therefore if the applications could be updated, it might increase the impact of ICT in EYFS.	
<b>026</b>	<b>Pupil Progress Report</b>	<b>AHT</b>
26.1	The AHT disseminated data from Target Tracker ('TT') which is used by the school to track the progress of pupils across the year. The AHTT asked governors to raise any questions.	
26.2	In <b>response to a question</b> from the governors regarding the general trends within the TT reports, the AHT stated that the an analysis of the TT reports had not revealed any specific	

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	areas of concern. The school sets divides its priorities into school-wide initiatives and cohort specific objectives to ensure all pupils make good progress.	
26.3	The AHT presented an example of a personal plan that the school uses to help pupils. The personal plans are given to children identified as required additional assistance and incorporates the parents to create three individualised termly targets, which are updated every term and against which progress is charted. These plans are often created in tandem with third party agencies where appropriate.	
26.4	In <b>response to a question</b> from the governors regarding the pupil premium ('PP') pupils, the AHT stated that all PP children at the school were on track and making expected progress. The school does not have any PP pupils registered for next year's Reception class. The governors encouraged the school to try and make sure all parents are made aware of PP and where appropriate are registered.	
26.5	The AHT informed the governors that the KS1 SATs were being conducted at the school, while the KS2 SATs had just completed.	
26.6	In <b>response to a question</b> from the governors regarding the Year 6 TT data, the AHT explained that the Year 6 TT data had not been provided to the governors as the staff were currently completing reviewing it and it would be shared at the next Committee meeting.	
26.7	In <b>response to a question</b> from the governors regarding the two Year 4 classes, the AHT stated that the two classes were aligning from an attainment perspective, but that the two classes were quite different to each other so required quite different additional support strategies.	
<b>027</b>	<b>Feedback from Teaching &amp; Learning Observations</b>	<b>AHT</b>
27.1	The AHT disseminated a report outlining the highlights from the Teaching & Learning Observations. The AHT stated that there were very strong and positive teaching practices present throughout the school, but that the Senior Leadership Team ('SLT') had identified areas for further improvement. These areas were related to deepening subject knowledge.	
27.2	In <b>response to a question</b> from the governors regarding the strategies to tackle the improvement areas, the AHT stated that the school had scheduled inset days to address these matters. Additionally, the governors suggested that the subject leaders should be encouraged to collaborate with subject experts (i.e. religious leaders for religious studies) and subject leaders from other schools.	
27.3	The AHT explained that the school is feeling confident of performing well if it received a Statutory Inspection of Anglican and Methodist Schools ('SIAMS') or an Office for Standards in Education, Children's Services and Skills ('Ofsted') Inspection. In <b>response to</b>	

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27.4	<p><b>a question</b> from the governors, the AHT stated that the school expects to receive a SIAMS inspection in Autumn 2019, as a result the school has scheduled an additional inset day to develop quality of teaching and learning for the new staff.</p> <p>Finally, the AHT stated that the school is looking to apply for the Gold Award in the Mark for Quality of Religious Education Teaching.</p>
<b>028</b>	<p><b>Partnership with St Luke's Church of England Primary School</b></p>
28.1	<p>The AHT stated that there was no specific updates to give to the governors on the partnership outcomes. The AHT informed the governors that the schools are collaborating to provide their teaching assistants with the opportunity to work at the other school for a day to learn different teaching practices. The EY Leader has been collaborating with the EY Leader at St Luke's and developing combined approaches to teaching EYFS across the two schools.</p>
28.2	<p><b>In response to a question</b> from the governors regarding the Easter Revision sessions, the AHT stated that the sessions were very heavily attended, with approximately 50% of pupils in Year 6 at St Luke's in attendance. The pupils really enjoyed the revision sessions as the staff were able to deliver tailored teaching to each pupil.</p>
<b>029</b>	<p><b>Key Stage Targets and Attendance Targets</b></p>
29.1	<p><u>Attendance Targets</u></p>
29.2	<p>The AHT stated that the school will be setting an attendance target of 96.5% for next year.</p>
29.3	<p><u>Key Stage Targets</u></p>
29.4	<p>The targets for KS1 are 85% of pupils making expected progress, which is based on the current Year 1 data.</p>
29.5	<p>The targets for KS2, the school expects 90% of pupils to make expected progress in Reading, 86% to make expected progress in Writing, 90% and 86% to make expected progress in the Combined score. The progress targets are based on current Year 5 data.</p>
29.6	<p><b>In response to a question</b> from the governors regarding the targets for next year, the AHT stated that they were challenging and the school had already identified potential pupils, in current Year 5, would require additional support.</p>

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<b>030</b>	<b>Attendance and Exclusions Data</b>	<b>AHT</b>	
30.1	<u>Attendance</u>		
30.2	The AHT stated that the current attendance figure for the school was 96.82%, which was higher than the school's target for 2018-19 of 96.5%.		
30.3	In <b>response to a question</b> from the governors regarding the higher percentage of unauthorised absences in Year 4, the AHT stated that the figures for Year 4 were higher as it was a bigger cohort, which has had a few specific issues.		
30.4	<u>Exclusions</u>		
30.5	The AHT stated that there had been no exclusions made in 2018-19.		
<b>031</b>	<b>Policies for review and approval</b>	<b>AHT</b>	
31.1	The governors decided to defer the approval of the Educational Visits Policy, the External Visitors Policy and the Spirituality Policy to the Full Governing Body meeting on 1 July 2019.		
31.1a	<i>The Clerk to ensure that the Educational Visits Policy, the External Visitors Policy and the Spirituality Policy are included into the agenda for the Full Governing Body meeting for approval.</i>	AA	01/07/19
<b>032</b>	<b>Reporting of any training courses undertaken by governors</b>	<b>All members</b>	
32.1	TJ informed the governors that he had attended the monthly meeting of the Chairs of Primary Schools in the London Borough of Camden, which focused on PP provision.		
32.2	Governors did not report any other training courses undertaken or attended.		
<b>033</b>	<b>Any other business for consideration</b>	<b>All members</b>	
33.1	<u>Peter Warwick (Mathematics Expert who visited the school in January 2019)</u>		
33.2	The AHT stated that the post-visit meeting with Peter Warwick, a Mathematics expert who had visited the school in January 2019, had been quite productive. The school had already incorporated the advice and techniques shared by Peter Warwick into the mathematics curriculum with plans to integrate the techniques across the entire school's curriculum.		
33.3	The governors noted their thanks to GS for delivering an excellent presentation and asked the AHT to ensure that GS's presentation is uploaded to GovHub.		

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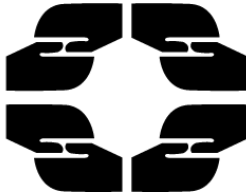
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<b>034</b>	<b>Self-reflection and impact</b>	<b>All members</b>
34.1	The governors noted that the EYFS provision at the school reflected the school's vision and ethos very well. The governors felt that the EY Leader's approach to the subject area was very positive and felt strongly that the subject leader will continue to improve outcomes for pupils.	
<b>035</b>	<b>Items for the next agendas of upcoming meetings</b>	<b>All members</b>
	<p><u>Full Governing Body Meeting (1 July 2019)</u></p> <ul style="list-style-type: none"> <li>• Approve Year Planner 2019-20</li> <li>• Approve Staffing Structure 2019-20</li> <li>• Approve Academic Targets</li> <li>• Finance Report</li> <li>• Set Attendance Targets</li> <li>• Headteacher's Report</li> <li>• Ratify approved policies from the Committees</li> <li>• Review of the Partnership with St Luke's</li> <li>• Training courses attended by the governors</li> <li>• Self-reflection</li> </ul>	
<b>036</b>	<b>Confidential items for consideration</b>	<b>All members</b>
36.1	The Clerk noted that there were no confidential items raised for consideration at the meeting.	
<b>037</b>	<b>The Governing Body's Meeting dates for 2018-19</b>	<b>For information</b>
37.1	The final meeting date for academic year will be the <b>Full Governing Body meeting on 1 July 2019 at 6:00pm.</b>	

*The meeting finished at 7:05pm.*



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### 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, 20 May 2019** at Hampstead Parochial Church of England Primary School, 2A Holly Bush Vale, London, NW3 6TX at 5:50pm.

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

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

**Jenny Lupa**

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