



Name (*apologies)	Initials	Governor category		Term of Office
*Anne Diack	AD	Foundation NCDS	English, Reading, Watering, Humanities, PE, School council	12/06/20
*Rev Jeremy Fletcher	RJF	Priest of St John-at-Hampstead	Music, RE, collective worship	Ex-Officio
Ammar Ahmed	AA	Foundation LDBS	SEND inclusion, Policies, Website	13/01/23
Tim Jervis (Chairing this meeting)	TJ	Parent Governor	Safeguarding, Maths, committing, website, E safety, Science, Environmental concerns	30/04/20
Allan McLean	EHT	Exec Headteacher	Whole school Improvement	Ex-Officio
David Rue	DR	Foundation NCDS	PSHE, Citizenship and Equalities, Health & Safety, Property	20/05/23
Jean-Luc Eberlin	JLE	Foundation PCC		22/09/23
Monica Marcou	MM	Staff Governor	Mental Health	23/06/23
*Andrew Parkinson	AP	Local Authority		11/06/21
Advisors/Others				
Alice Riley	DHT	Deputy Headteacher		N/A
Emma Inglis	DHT	Deputy Headteacher		N/A
Lyn Stanton	Clerk	Clerk		N/A
Bethany McDermott	BMcD	Early Reading lead	To 17.50	

#### Action list this meeting

6.1	Global social injustice (SIAMs action)/next CPO agenda	Clerk next agenda
6.5	LDBS Advisor report EHT to upload	EHT/Clerk next agenda
8.3	AA to email a model Safeguarding monitoring visit form to the Chair and EHT.	AA
10.1.2	Governors to review RSE draft Policy next meeting	Clerk next agenda
11.0	Policies- EYFS, SEND, Pupils with medical conditions, Goves to review as delegated and feedback-for recommendation to the FGB	DR, AA, TJ
13.0	Governor visit reports (AD- Phonics, TJ- Maths, AA- SEND) to be received at the FGB	Goves Clerk FGB agenda
14.0	All policies to move towards having postholders included in the text	Clerk/AR
16.0	Letter from the Secretary of State Ed, congratulating the school about progress for website	EHT to upload

#### 1. Opening Prayer – the meeting was opened in prayer.

TJ was AGREED as Chair for this meeting in the absence of an elected Chair and Vice Chair

#### 2. Welcome and introductions

##### 2.1. Apologies for absence

- AD, Rev J and AP had all sent Apologies in advance, and these were ACCEPTED by those present.
- It was noted that AA was not present at the start of the meeting but was expected to join.
- BMcD (reporting staff member) was welcomed to the meeting.



- 2.2. Declarations of interest for this agenda or revisions to the register- There were no declarations made against items on this agenda, nor revisions to the register.

AA joined the meeting at 17.40 [note items 3 and 4 were taken in reverse order]

3. **Election (carried over) for**

- 3.1. Chair of the Committee for 2019-20- Members present noted that both Anne D and Rev J had indicated that they would be willing to take on the Co-Chairship, and this arrangement was unanimously AGREED to the first Autumn meeting of the committee. Co Chairs to agree working arrangements.

**RESOLVED- AD and Rev D elected as committee Co-Chairs**

- 3.2. Vice Chair of the Committee 2019-20 – AA was proposed and AGREED unanimously for the post of committee Vice Chair to the first Autumn meeting of the committee.

**RESOLVED- AA elected as committee Vice Chair**

4. **Approval of the minutes** from the last CPO meeting, held Monday 11 November 2019- The minutes were AGREED to be a true and accurate record of accounts and were signed in the meeting by the Chair.

4.1. Actions arising not on this agenda

*Action list last meeting*

6.0	HT to share SIAMs Presentation and case for Excellence	Resolved
8.1	Safeguarding Governor to review the authorised absences during his next SCR visit. It was noted that the SCR had been reviewed, this was scheduled at the beginning of each term- the authorised absences would be reviewed by email.	Resolved
11.0	Equality Objectives review -next agenda item	On this agenda
11.0	SIAMs Key Polices in depth review further feedback on Governor Hub [uploaded19/11/19]	Resolved
12.0	Julie Galton Inclusion leader/ next meeting to report next CPO Next meeting, the meeting welcomed Bethany who was to present about Reading.	On this agenda
14.0	RSE statement for parents- Clerk next meeting agenda item The draft policy had been uploaded for parents on the website.	On this agenda
14.0	ICT curriculum update to be added to the summer CPO Agenda	On planner
15.1	Election of Chair and Vice Chair carried over to the next meeting.	On this agenda

5. **TLR Report-** Early Reading and Phonics, BMcD reported.

- 5.1. Phonics- Governors recalled that HPS followed the ‘Letters and Sounds’ Phonics scheme Q A Governor ASKED about why this scheme had specifically been chosen? It was explained that this had been developed as the original government scheme and used at HPS as it had been found to have a clear thought through process, clearly structured to make progress.

The new framework for inspection gave clear guidelines;

- *expectations about Phonics books being matched to lessons to give a prompt start in Reception.*
- *Clear progress to be expected term by term with on-going assessment to identify pupils falling behind*
- *a focus on the lowest 20% including KS2.*



The EHT explained that other available Phonics schemes had been reviewed, however were not as compliant with the new framework requirements and the Letters and Sounds scheme allowed more freedom for teachers to contextualise for pupils.

Governors noted that the English language was 85% phonetic and gave a solid start for all learners, the national Phonics screening check was held at the end of Year 1,

Q A Governor CHALLENGED the school about those that may not be able to meet the Phonics threshold? It was confirmed that all that could be done would be and in the very few cases background information would inform, pupils who did not reach the standard in Y1 would retake in Y2. Q A Governor ASKED about EAL impact for early learning? It was explained that Phonics was picked up quickly by EAL learners, however inference and idioms were more problematic to grasp.

The EHT explained that at an early age EAL children (currently 65% of the school's cohort) are seen to do very well at HPS as evidenced by the data.

5.2. Reading was seen to be key to accessing learning and children were supported were needed with extra help to catch up.

An external Phonics consultant had reviewed provision at the school and it had been suggested that

- The *pace* of teaching could be improved, and this was already actioned.
- More rigorous assessment had been identified and new reading books had been purchased for pupils to take home, closely matched to the lesson.
- Quick catch up sessions in EYFS and Y1 were in place to resolve any misunderstanding at an early stage.

A phonics meeting for parents and another for staff had taken place, with teachers being upskilled in best practice with CPD.

Q A Governor ASKED about parent involvement? This had been made readily accessible with two dates for sessions to improve accessibility- Governors were very pleased to understand that almost 100% parent attendance had been seen thanks to the staff being pro-active.

Q Another Governor CHALLENGED the staff about pupil well-being and related parental stress- was anything in place to support? It was explained that parents had been supported with workshops and staff with CPD to be confident to work with their pupils in this area.

5.3. Q A Governor CHALLENGED the school about KS2 pupils and SEND provision- how were pupils that fall behind supported to catch up? The EHT explained that 'Project X Code' was used; a reading intervention for children in years 2-4 which combines phonics and comprehension, boy friendly texts with supporting lesson plans for staff.

Q A Governor ASKED about impact of this scheme? It was explained that this had been recommended and was research based, impact of the intervention would be reviewed.

Reading for pleasure was being promoted- a phonics book would go home weekly together with a reading for pleasure book the pupil could choose from the class library, to enjoy the story at home.

The Chair thanked staff for the focus on such an important subject-was there anything Governors could support with? Staff were pleased to note the strategic use of resources that had been made available to purchase books to support the Phonics scheme.

BMcD was thanked for her substantial work to build the capacity and plans to upskill TAs.

*BMcD left the meeting at 5.50pm*

## 6. Quality of Education

6.1. SIAMS Outcome- the Excellent rating was noted. Governors thanked staff for the work to gain that outcome.

Areas to develop had been identified in the report to-

- *Ensure that international links are firmly established so that pupils may think globally and develop a deeper understanding of disadvantage and social injustice in different parts of the world.*

The school was looking at ways to address this action area, and would be included as an item on the next CPO agenda.

**Action Clerk- Global social injustice (SIAMs action)/next CPO agenda**

### 6.2. Data-

(DHT AR) reported Autumn Term Pupil Progress. It was noted that teachers would assess three times a year, and Governors reviewed the most recent data. It was noted that sitting behind the numbers shared was data and information for each and every child- actions identified were shared with the SENCO to build up individual pupil plans.

Pupils started each year at the start at B and worked towards ARE throughout the year, progress was monitored and interventions where needed were put in place. Greater Depth was aimed for however at this stage of the year it was difficult to assess and learning was built on- at this stage some pupils may reach W,W+ and following the progress meeting review teachers were looking at interventions for any to catch up to ARE for the end of the year.

Staff were working with Y6 on transitions to ensure they are prepared and 'secondary ready'.

### 6.3. Disadvantaged Groups-

- SEND- Governors noted that Personal Education plans supported and tracked the learning for SEND register pupils, managed by the SENDO. Q A Governor ASKED if this was only for those with EHCPs? It was explained that this was not always the case, some pupils may be on a time limited plan to reach a target.
- Pupil Premium- Q A Governor CHALLENGED staff about tracking pupils levels from EYFS right through (using Fisher Family Trust flight plans)? Staff explained that this approach was used from Reception to Y2, and Governors were pleased to note that data for Pupil Premium (PP) pupils was looking strong.

Q A Governor ASKED what was the percentage of disadvantaged and this was confirmed to be 11%. Disadvantaged pupils were seen to make better progress than none disadvantaged at the school.

Q A Governor CHALLENGED the school about attitudes to learning- good growth mindset, was this promoted and how did this impact? It was confirmed by the EHT that this approach was embedded in the DNA of the school- high yet achievable aspirations were consistently shared by staff for all pupils to achieve- 3 levels of chilli challenges in lessons helped encourage pupils to attempt something harder.



Q Another Governor ASKED if there were any specific areas the school leadership were concerned about at this point? Staff responded that pupils were on target, with those pupils who had already met ARE being stretched to enhance and embed Greater Depth. Data would be clearer at the next data drop to spot trends and gaps.

#### 6.4. Curriculum

Phonics and Reading focus (action from Dec FGB)- discussed earlier on the agenda

Curriculum mapping and Intent- The EHT explained that it had been useful exercise for staff to review the whole Curriculum offer to ensure it was suitable for the school context.

A move to increase local visits and build on Curriculum links across topics was being developed.

Q A Governor noted interesting local walks and architecture that could be investigated.

- The overall Curriculum Intent statement was to be developed following the recent overview of the whole Curriculum offer.
- Implementation was being drawn up by subject leaders, Helen Ridding had visited and reviewed.
- Impact would be evidenced by outcomes- books and SATs results, children ready for 'life in all its fullness' who were confident to experience the next stage in their learning journey.

6.5. External validation- LDBS advisor visit report was due and would be uploaded onto Governor hub with comments to the next meeting.

**Action LDBS Advisor report- EHT to upload/Clerk next agenda**

6.6. Quality of Teaching and Learning- Teacher professional development had taken place to enhance skills for Early reading and phonics for KS1. Fine tuning of objectives and success criteria with a new system for clearer assessment was being developed to ensure a more fine grained system to track Reading was in place.

Whole-class Reading teaching skills were being developed for staff and was seen to be working well, taking place daily. Guiding reading would be linked to literacy lessons, using key quality texts. New phonics decodable Reading resources had been purchased to support staff and refresh books.

7. **Equality Objectives review**- Progress towards objectives (action last meeting).

The Equality statement (4 yearly review) required robust objectives to be included and these had recently been refreshed and were reviewed in committee to ensure there was a clear link between the SDP and objectives which were published annually to demonstrate how HPS are meeting the aims of the general public sector equality duty.

**Equality Objectives for 2019-2020** were recalled;

- **All pupil groups to make at least Good progress across Key stage 1 and Key stage 2 in reading, writing and maths** – linked to SDP 1d; ensure progress continues to be outstanding in all key stages
- **Expectations for all groups of learners, in terms of progress and outcomes, are equally high regardless any of the pupils characteristics**- linked to SDP 1e and aspirations; outstanding progress



*and attainment for children eligible for the pupil premium grant' and 'maintain attainment standards in Reading, Writing and Maths so that they are within the top 5% of all schools*

- **Pupil progress meetings focus on different groups to ensure all children are on track. When needed, effective interventions are put in place swiftly to close gaps. – linked to SDP item 1d; ensure progress continues to be outstanding in all key stages**

8. **Safeguarding-** The Chair reported from a recent monitoring visit and confirmed that Safeguarding remained high on the agenda at the school.

The following points were noted-

- He had met with the DSL and looked at mechanisms for continual improvement for the annual Safeguarding review- all staff had taken safeguarding training at the start of the year and later joiners were picked up if applicable.
- Staff (and Governors) confirmed to have signed off that they had read the KCSIE 19 guidance.
- There were 2 Children in need (CIN) on the Child Protection register currently.
- The SCR was checked termly- no issues had been noted.
- The Evolve system was used for trip organisation, this was a Camden online system that was used to ensure all risk factors had been completed by the school and were in place with the appropriate level of sign off.

A model safeguarding visit form for review would be shared by AA for consideration to be adopted.

**Action AA to email model Safeguarding monitoring visit form to the Chair and EHT.**

9. **Behaviour and Attitudes**

9.1. Attendance and Punctuality-

The Governors were pleased to note that the attendance was **97.6% overall** (NA 95.5% Target 96.5%) Attendance had seen a slight dip more recently and upon analysis the lowest form was understood to be in Reception. Q A Governor CHALLENGED the school about the attendance in Y5 that was seen to be of concern? Some background information regarding Y5 was explained, and it was understood that family issues that impacted were being addressed with the tools the school had available to them.

Q A Governor ASKED about persistent absences? Attendance was seen to be good overall, with robust follow up procedures.

9.2. Exclusions Data- none to report

9.3. Pupil voice – HPS pupils had spoken to Ofsted during their inspection the previous academic year. Governors noted that feedback was received regularly from the school council who had met with Caterlink to discuss pupil views on the catering provision. Pupils had provided valuable evaluation of collective worship for the SIAMs inspection and this was on-going.

It was noted by a Governor that Pupils were excellent advocates during prospective Parent tours around the school.

10. **Personal Development**

10.1. Relationship and Sex Education Policy (legislation changes Sept 2020)

Proposed statement for parents (action last meeting)- this action point had since been superseded by the development of a Camden model policy- explained not to be a faith-based model policy although faith schools had been involved in the draft, and schools were encouraged to use this as a basis to develop a school specific policy.

It was noted that the changes in legislation was not to the sex education part, but to include all types of relationships. The LDBS had produced guidance but not a model policy.

**Action Governors to review RSE draft Policy next meeting**

10.2. Transitions (action from Dec FGB)

- Governors heard about early plans for a pilgrimage around London that were being considered as a 'rite of passage' this was being developed with St James Ada.
- A 'Meet the parents' evening was held annually- this involved pupils who had left the school and their parents to share secondary experiences and was well received.

**11. Policies for approval or recommendation** Governors were tasked to review and feedback prior to the FGB-

11.1. EYFS Policy- DR

11.2. SEND Information report (requires FGB approval)- AA to review

11.3. Supporting Pupils with medical conditions (to include NEW statutory requirement 'Supporting pupils who cannot attend school')- TJ

**Action DR, AA, TJ to review as delegated and feedback-for recommendation to the FGB**

**12. Partnership with St Luke's – Update**

12.1. Curriculum-

- both schools were increasingly involved with sports fixtures joining up for KS1 experiences. The SSC partnership was seen to be working well, and the joint schools were looking for further links to broaden opportunity.
- Shared CPD for Guided reading for KS1 to share good practice across schools.
- HPS staff had met with 5 other schools, for robust writing moderation

**13. Reporting of any training or related professional development courses attended by Governors –**

TJ reported attendance at the Camden Chairs meeting Tuesday 28 Jan 20

Governor monitoring-

- Link visits- Anne D had visited with the Camden phonics advisor, report expected at the FGB
- TJ reported a safeguarding visit (detailed earlier at this meeting) and was due to visit maths
- AA to visit the SENDCO
- DR would report on mental health and well being

**Action Governor visit reports (AD, TJ, AA, DR) to be received at the FGB**

**14. Next meeting agenda items to be considered**

Curriculum, Progress & Outcomes Committee Meeting (18 May 2020)

- Spring Term Data analysis
- Curriculum Review – ICT Presentation (action from Nov CPO) Jess
- Attendance and Exclusions Data
- Pupil Voice
- Staffing structure review



- Quality of Teaching and Learning- feedback from internal performance review
- Mental health and well being- visit report from DR, report to FGB, next CPO agenda
- Self-Reflection

**Policies**

- Educational Visits
- External visitors/Parental Involvement/Adult volunteering (merged Policies)

All policies to move to having postholders included in the text rather than names, Safeguarding policy should include names as an appendix. The impact of these changes were expected to ensure accuracy, improve efficiency and reduce workload for staff when updating.

**Action Clerk/AR (DHT)**

**15. Any other business**

- 15.1. Q A Governor ASKED about Parent evenings, how to engage parents who did not attend? It was explained that the school would follow up any non attenders, and this was not a major issue at the school. Only a very few parents were difficult to engage
- 15.2. Governors discussed moving to a cloud based IT system such as Google platform. Camden were due to move to this system, and some consideration about the benefits were being considered.

**16. Reflection and Impact-**

Governors noted a recent letter from the secretary of state congratulating the school on its progress score and this would be uploaded to the website to promote the schools achievements and impact for pupils.

**Action Letter from the Secretary of State for Education regarding progress for website EHT to upload**

**17. Confidential Agenda** There were no items to be recorded under Part 2 minutes.

There being no further business the meeting closed at 18.50

Signed by the Chair.....Dated.....

Dates of next meetings	
<b>Full Governing Body</b>	16 March 2020 (6:00pm)
<i>Summer Term (20 April 2019 – 21 July 2020)</i>	
Resources Committee (*Budget approval- FGB quorate required)	28 April 2020 (5:30pm)
<b>Curriculum, Progress &amp; Outcomes Committee</b>	<b>18 May 2020 (5:30pm)</b>
<i>Half Term (25 May 2020 – 31 May 2020)</i>	
<b>Full Governing Body</b>	07 July 2020 (6:00pm)