

Curriculum, Progress and Outcomes Committee

Tuesday 1 March 2021 at 5.30pm, held via Zoom

Governors		
*Anne Diack ('AD') Co Chair	Foundation Governor HDS	12 Jun 2024
Rev Jeremy Fletcher ('RJF') Co Chair	Incumbent of the St John At Hampstead Church	Ex Officio
Tim Jervis ('TJ')	Parent Governor (Elected)	30 April 2024
Chair of Governors		
*Ammar Ahmed ('AA')	Foundation Governor LDBS	13 Jan 2023
Vice Chair of Governors		
*Allan McLean ('Headteacher')	Headteacher	Ex Officio
Monica Marcou ('MM')	Staff Governor (elected)	30 June 2023
Sarah Cheriton-Jones	Foundation Governor PCC <i>St John At Hampstead Church</i>	23 Sept 2023
David Rue ('DR')	Foundation Governor HDS	20 May 2023
*Evelina Hinovska-Barbier	Parent Governor (Elected)	30 April 2024
Andrew Parkinson ('AP')	Local Authority Governor	11 June 2021
In attendance		
Emma Ingles (DHT)	Deputy Headteacher	
Lyn Stanton ('Clerk')	Clerk to the Governing Body	

Actions list this meeting		
7.3	Admissions ranking – Governor check of criteria and validation	CoG/DR/SBM

<p>1. The Chair Rev Jeremy welcomed all to the meeting, and the meeting was opened in prayer.</p> <p>1.1. <u>Apologies for Absence-</u> Governors noted apologies from EH-B, AMcL and AA and these were accepted by those present. The DHT would present in the absence of the EHT.</p> <p><i>AD joined the meeting at 17.40</i></p> <p>1.2. <u>Any declaration of Interest</u> in relation to items on this agenda or revision to the register- No declarations against items on this agenda nor revisions to the register were made.</p>															
<p>2. Approval of the minutes from the previous Committee meeting, held 30 Nov 20. The minutes were AGREED to be an accurate record of accounts and were signed in the meeting by the Chair</p> <p>1.3. Any actions arising not on the agenda for this meeting</p> <table border="1"> <thead> <tr> <th colspan="3">Actions list last meeting</th> </tr> </thead> <tbody> <tr> <td>5.4</td> <td>SDP /SEF for formal annual agreement</td> <td>Resolved</td> </tr> <tr> <td>5.5.1</td> <td>Camden Diversity survey- EHT to send to clerk to circulate</td> <td>Closed</td> </tr> <tr> <td>6.6</td> <td>Safeguarding training link would be shared</td> <td>Resolved</td> </tr> <tr> <td>11.3</td> <td>Term/Inset dates- FGB item for agreement</td> <td>Resolved</td> </tr> </tbody> </table>	Actions list last meeting			5.4	SDP /SEF for formal annual agreement	Resolved	5.5.1	Camden Diversity survey- EHT to send to clerk to circulate	Closed	6.6	Safeguarding training link would be shared	Resolved	11.3	Term/Inset dates- FGB item for agreement	Resolved
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<p>3. Quality of Education- The DHT reported. <i>[Clerks's note for context- The school would re-open fully from 8 March 21 (the week following the meeting) in line with Government guidance, as had been partially closed since start of the January term as part of the National lockdown].</i></p>															

Educating for life in all its fullness

3.1. Covid update regarding remote learning

3.1.1. The DHT recapped that it had been a long process for the school to build up IT skills and experience to offer the best remote offer possible, however the improvements since the initial lockdown period had been remarkable- Google classroom had been put into place and following a time of remote learning that had been required (due to bubbles needing to self-isolate) during the Autumn term had allowed for an efficient and effective move over to remote learning immediately at the start of term in January. Teaching was following the usual Curriculum plans, retaining the broad and balanced aspects with an additional curricular offer for activities, eg Art projects around positive superheroes.

3.1.2. Pupils attending on-site in key worker bubbles had been following same learning as those at home, using school ipads. Q A Governor ASKED how many pupils had been attending on-site? The provision was limited and prioritised for those that had no other option. It was confirmed that the school had opened to the maximum number felt safe with the risk assessment, in line with guidance. Recently had increased to approximately 30 pupils each day, 12-15 in each bubble across the lockdown period. Part time attendance had allowed an offer of respite care to be made for a place to maximise numbers.

The following points regarding the remote offer were noted-

- Narrated PowerPoints had worked well for both parents and pupils, who could pace themselves with the work and repeat parts of the teaching if required. A Governor noted that the Loom videos had been valuable and helpful.
- Following parental feedback, a live afternoon Zoom session had been added for pupils to talk through their learning that day and for feedback. It was confirmed that Zoom was used as families were more familiar with this approach than Google Meet.
- For assessment pupils were in their usual small groups, allowing teachers checking in with pupils understanding. Useful for both safeguarding and to inform.
- For younger years 1-1 teaching and for phonics in Reception and Y1 had been instigated.

Intervention work for catch up was facilitated by a highly experienced teacher that had been put in place at the start of the Autumn term to add extra capacity which had been a prudent strategic decision and had worked well.

3.2. Teaching and Learning- During this time 5 members of staff had tested positive for Covid, covered internally by the EHT and DHT.

3.2.1. A recent staff meeting had been held (with a Governor in attendance) and it had been felt that attention to foundation subjects outside the core would be needed upon return (Geography, History) as feedback from parents had been that these had been difficult subjects to get children to engage with later in the day. Q A Governor ASKED if this would be an area of focus for return? It was confirmed that this would be part of the plan, pupils' exercise books would be returned to school and therefore staff could adapt to what would be needed and catch up any areas that had been missed.

3.2.2. Q A Governor ASKED what could be learnt from the remote teaching experience? The DHT felt that some time for pupils to be back in school was needed before reflection and assessment of the situation- pupils needed to feel safe and comfortable in school, circle time to talk about emotions regarding the lockdown period and lots of outdoor activities.

The Chair of Governors noted that the remote learning in his experience for Y6 had been fantastic during this time, and other parents with pupils in younger year groups agreed.

Younger children (EYFS) had adapted well to online learning and it was noted that the offer was much improved this time and was about the right level of balance. It was noted that a benefit of the Covid teaching disruption had been that pupils had developed new skills, such as self-discipline and self-motivation for learning, all crucial life skills.

3.3. Reopening-

- Staff members had been meeting to plan and organise, the risk assessment would be similar to last term, with bubbles set up.
- Breakfast and after school clubs would follow after Easter if possible.

- Staff were aiming for a balance for pupils, work would include recapping, an assessment week and parent consultation, with parents feeding back with teachers on a 50-50 basis- useful conversations were expected.

3.4. Q One Governor ASKED about formal academic assessment, how would this be approached without SATs this year? The DHT noted that it was a balance in settling pupils back and to assess. It had been felt that testing the second week back would be best for well-being, allowing staff to fine tune teaching to adapt to the information.

4. Safeguarding

4.1. Behaviour and Attitudes- Reported to be excellent, high levels of engagement was being seen across the school.

4.2. Attendance (and engagement online- ways of monitoring) Staff would follow up if pupils had missed zoom meetings, tracking families where any concerns were raised. The school had been flexible with Zoom attendance, understanding if this could prove difficult for families and adapting to fit around circumstances.

4.3. Focus item- Mental health and well-being (TLR to report) MM reported.

A list of well-being activities was shared.

- A Health and well being tip each week shared from Camden.
- Peer support sessions and counselling for staff, SLT calling to check in.
- A virtual staff room had been started, which had been welcomed. Q A Governor ASKED how popular had this proved to be? It was reported that staff had enjoyed the chance to have a chat over their lunches at home.
- For pupils health lessons and mental health week planned.
- Circle time planned for resilience and collaborative activities linked to mental health
- Mindfulness linked to art.
- 'Kickstarts to the day' - mindfulness walks, live workouts on Zoom.

Q A Governor ASKED how was it possible to measure the impact these would make on mental health? It was planned for staff to focus on PHSE when returned, allowing pupils chances to share. The school was anticipating issues that had developed from the lockdown, however phone calls had been used to keep track of pupils issues and well-being whilst at home and hopefully this would not prove to be the case, but prepared.

Q Another Governor ASKED if there were any concerns about staff? None noted at this time, with staff looking forward to getting back in class.

The Chair of governors thanked MM for her work around well-being during this time of added stress for the school community and remote teaching time.

5. **Progress and Outcomes** Update following February Pupil Progress Review meetings. A Governor noted how pleased they had been to hear the updates, reported at the 18 January FGB, the school doing well.

Q Another Governor ASKED about differing levels of progress likely to be seen upon return, how could this be approached? The DHT noted that data that had been shared was based on work uploaded to Google classroom, and hard data from the Autumn term, the challenge was how to best use additional teachers to address and fill expected gaps.

5.1. Progress data was shared on screen and Governors reviewed in detail.

Year 2-

- 30 pupils in total no Pupil Premium (PP) pupils
- 6 with no prior data. All on track for ARE
- 2 below but confident will be within by the end of year.
- Interventions for SEN and close monitoring for those below. All working at 2b+ so this may form a group for specified work.
- Targeting any child to be at the next level, stretch and challenge for greater depth etc.

It was understood that for Y1 staff needed to be aware of how much time they had missed this year, fantastic communication with parents, completing work on Google classroom and Tapestry.

Q A Governor ASKED could pupils work across year groups by ability? The DHT reported that this approach had worked very well during bubbles in lockdown, however was difficult to manage with a whole school, and may have negative impact on self esteem of those in a younger year class, or for lower ability with younger pupils in 'their' class, however this was used for Phonics in some cases, but carefully managed

Q Another Governor ASKED about impact of online working and handwriting? This was expected to have had impact, and a range of issues with writing were expected and were already being seen- the amount of written work produced was lower than in school, however this had also been observed during September but had picked up quickly.

5.2. Year 6-

- 27 pupils, PP do well at the school,
- All reading targets met across the school, and on track.
- Writing- one pupil significantly below, and one in maths below. Background informed.

5.3. Q A Governor ASKED how did staff feel about the data? The DHT suggested that teachers were generally cautious so there was likely to be upside when confirmation was seen.

Q A Governor ASKED about staff attitudes to picking up issues- was this felt to be daunting? The DHT added that staff had worked hard during the Autumn term, the Spring had worked out well based on that experience and teachers had been doing an amazing job, good team work, sharing resources, supporting each other. Some staff had expressed concerns about returning yet not being vaccinated, however they had been Reassured about returning after seeing the updated risk assessment.

Governor asked thanked staff for what had taken place during this time, which had been extraordinary.

6. **Policies for approval** – None to this meeting (not due)

7. **Reporting of Governor training courses and strategy- impressed for basic training and Safeguarding.**

- 7.1. The Chair had attended the Camden Chairs briefing.
- 7.2. Safeguarding training had been shared by the Clerk via Governor Hub with Governors encouraged to take up training opportunities.
- 7.3. Rev J noted that he kept up to date with SIAMs as an appointed member of the Council of the National Society which is setting up the process for SIAMs. This would be added to the register of interests.

8. **Any other business –**

- 8.1. Admissions Committee- two link Governors required to review applications against criteria. The Chair of Governors requested support for this process, and Anne D offered to support remotely if needed. David Rue Fri 11am at school was suggested.

Action TJ to contact DR

9. **Confidential items** –none noted.

The Chair thanked all the staff for their efforts and noted that the Church would be praying for the return to school. There being no further business the meeting closed at 18.45

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

Date of future meetings-

Easter break		
Tuesday, 4 May 2021 5:30pm	RESOURCES COMMITTEE	(Budget)
Monday, 10 May 2021 6:00pm	FULL GOVERNING BODY	(Budget approval)
Monday, 7 June 2021 5:30pm	C.P.O. COMMITTEE	ICT Dept to report (action from Nov CPO)