



## Curriculum, Progress and Outcomes Committee

Monday 30 November 2020 at 5.30pm

Held via Zoom

Governors		
Anne Diack ('AD') <b>Co Chair</b>	Foundation Governor HDS	12 Jun 2024
Rev Jeremy Fletcher ('RJF') <b>Co Chair</b>	Incumbent of the St John At Hampstead Church	Ex Officio
Tim Jervis ('TJ')	Parent Governor (Elected)	30 April 2024
<b>Chair of Governors</b>		
*Ammar Ahmed ('AA')	Foundation Governor LDBS	13 Jan 2023
<b>Vice Chair of Governors</b>		
Allan McLean ('EHT')	Executive Headteacher	Ex Officio
Monica Marcou ('MM')	Staff Governor (elected)	30 June 2023
*Jean-Luc Eberlin ('JLE')	Foundation Governor PCC <i>St John At Hampstead Church</i>	23 Sept 2023
*Jenny Lupa ('JL')	Foundation Governor PCC <i>St John At Hampstead Church</i>	8 Jan 2021
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		
Julie Galton (JG)	SENDCO	
Emma Ingles (DHT)	Deputy Headteacher	
Lyn Stanton ('Clerk')	Clerk to the Governing Body	

### Actions list this meeting

5.4	<i>SDP /SEF for formal annual agreement</i>	<i>Clerk/FGB agenda</i>
5.5.1	<i>Camden Diversity survey- EHT to send to clerk to circulate</i>	<i>EHT/Clerk</i>
6.6	<i>Safeguarding training link would be shared</i>	<i>Clerk/DHT</i>
11.3	<i>Term/Inset dates- FGB item for agreement</i>	<i>Clerk/FGB agenda</i>

### Item title and information

#### 1. Welcome- Rev J opened the meeting in prayer.

*The Clerk in the Chair;*

- 1.1. Attendance and Apologies- No apologies had been received. It was noted at the start of the meeting that AA, EI, JLE, AP, EH-B and JL were not present, but were expected to join, however despite the absences the meeting was deemed quorate.
- 1.2. Declaration of interests- There were no declarations made against items on this agenda, nor revisions to the register.

#### 2. Election for

- 2.1. Chair of the Committee- Anne D and Rev Jeremy had been nominated prior to the meeting. There were no further nominations.

**RESOLVED-** Anne D and Rev J were elected unanimously and unopposed as Committee Co-Chairs.

*Rev J took the Chair and noted the revised agenda and welcomed JG (SENDCO who was in attendance)*

*EI (the DHT) joined the meeting at 17.35*

3. **Focus Item- SENDCO update**, Julie Galton reported

3.1. JG gave some background regarding the legal underpinning for the provision of Special Educational Needs (and Disabilities), detailed in the SEN code of practice (Jan 2015), relating to part 3 of the Children’s and Families Act 2014. All schools should use their ‘best endeavours’ to provide children with the support they need. SEND provision was the responsibility of all teachers and all Governors were deemed SEND Governors in line with this approach.

4 main areas of need were detailed, and children could have needs in more than one area;

- communication and Interaction (C&I)
- Cognition and learning (C&L)
- Social, Emotional and Mental Health (SEMH)
- Sensory/Physical Needs

Provision support if needed additional to that *normally available* to pupils of the same age.

3.2. SEND was assessed by teacher formative and summative assessments and used a combination of data, assessment, and observations by SENDCO. The breakdown for Hampstead Parochial was noted with averages seen to be lower than National and Camden.

	No SEN	% of school with identified SEN	SEN Support	EHCP
HPS 2020-21	88.4%	11.6%	10.7%	0.9%
National Ave 2019-20	85.4%	14.6%	12.8%	1.8%
Camden 2019-20	81.5%	18.5%	15.4%	3.1%

This related to 27 pupils on the register. 2 EHCP, 25 supported at Sen support-

Need by type breakdown was comparable, with slightly higher % for physical and sensory needs. Figures by year group were reviewed, with a high number in Y6 noted, and it was explained that for early year the numbers would be expected to be lower as 2 cycles were required to address impact of interventions before moving forward with EHCP applications. A monitoring list was kept alongside the SEN register to keep track of those under consideration for further investigation into need.

- Both gender and FSM data compared to National and Camden- low rates seen with gender a little more balanced at HPS.
- Absences for SEN pupils seen to be lower at HPS than National figures- EHCPs nationally twice as much.

3.3. External agencies (parental consent was confirmed to be required)-

- Educational psychology, 9 core sessions allocated and 8 traded strategic funded sessions. Direct work and whole school, Occupational Therapy- a referral required (triaged), Speech and Language services, Primary learning support services, CAMHs link worker in the past, but this now on hold- direct referrals required.
- School nursing involvement
- Play therapist (2 children)

3.4. Staff training- an increase in SEN focused training was noted for staff with a strong and committed team in place, open to advice from professionals and a successful positive relationships with agencies was noted. Evidence seen of high quality support. Areas for development were noted to be training and support for high incidence needs, ASD and SPLD.

3.5. Covid- following a recent closure of a bubble, 1:1 reading sessions on zoom had taken place with adapted or personalised learning. Q A Governor ASKED about the best ways to support pupils for ‘life in all its fullness’? JG noted that this would be based on individual pupil needs, bespoke adapting within the Curriculum. In response to a question about ‘life skills’ JG added that parental choice was to choose the setting and for some pupils alternate provision might be more suitable for providing a life skills based curriculum- the school was required to work within the prescribed boundaries.

Cognitive issues with memory constrained by the system towards sitting exams.

Q A Governor asked about wider interventions for support? JG explained that the needs of the child in the environment they are in would be considered. Q The EHT added that socializing would be included in the long term interests of the child and for the bigger picture of involvement in school life.

Q A Governor queried the high numbers in Y6? It was noted that EAL impact would first need to be unpicked to fully explain the data, but there were often higher numbers in KS2.

*JG was thanked and left the meeting at 18.10*

**4. Approval of the minutes from the previous Committee meeting, held on 7 July 2020, The minutes were AGREED to be a true and accurate record of accounts and would be signed at the next physical meeting.**

4.1. Any matters arising not on the agenda for the meeting

*Action list last meeting*

10.1.2	RSE Policy recommended to the FGB	Resolved
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**5. Quality of Education- the EHT reported.**

5.1. Camden Learning- Governors received the Standards review outcome letter, held 12 October 2020 with Andy Redman, the Camden Professional partner, and were pleased to note a very positive external validation report with some developmental points noted-

- *To ensure that the curriculum continues to be developed and enriched so that pupils are given more opportunities to flourish in all that they do. (OFSTED July 2019).*
- *Within the context of the implementation of the new curriculum map, to develop every teacher as a curriculum leader, responsible for developing excellence in their designated area of responsibility.*
- *Continue to work with families to further reduce persistent absence.*

5.2. Reconnection curriculum and Pupil Mental Health Well-being -update. The school was working closely with CAMHS and a strategic spend on supporting a Play therapist had been included. A new system with Robson house was in place and 'circle' sharing time was included as part of PSHE.

Both staff and pupil well-being were kept highlighted, in line with the ethos and values of the school, with a detailed plan recorded in the SDP.

5.3. The SEF (self-evaluation) was reviewed, with Governors agreeing the evaluation of Outstanding. It was noted that this was a comprehensive review, detailing development from the last Ofsted inspection.

Clear Curriculum intent was evidenced following from the school vision as set by Governors, based on John 10:10 with key concepts of knowledge, progression and skills. British values were being enhanced- Pupil voice would be further linked to Governor visits, and Governors were pleased to note that the School council had been involved in a National Society Young Leaders event with 2 pupils going on to be involved with a focus group about church school links.

- Data- Staff had carried on with CPD during the Covid period, and high quality staff meetings led in school- a recent book look was shared, this had taken place for the whole school, information had been shared in staff meetings and teachers had reviewed other year groups for consistency of approach.
- Behaviour and attitudes- seen to be Outstanding, with an on-going approach to ensure consistency across staff. The school was currently revisiting the (delegated) behaviour policy.

5.4. The School Development Plan was reviewed, The Curriculum continued to be both enriching and inspiring in spite of restrictions and breadth was being retained.

The Quality of Education involved the whole curriculum, and the school was developing outstanding Teaching and learning practices. The EHT reported that all staff had a responsibility for different subject areas, and had been pleased to see staff creating their own action plans, intent and objectives which had been shared with Governors.

Pupil Premium progress was a focus area and Q A Governor ASKED about support and catch-up sessions for PP (Pupil Premium) pupils? The EHT confirmed that these would take place in Spring using the additional support teacher to focus on those in Y6, currently concentrating on development of key skills in early reading and phonics.

EYFS was included as a separate category, noted to be a centre of excellence, this year developing a new teacher, and a strong team in place.

**Resolved; the SDP was a live document, continually being refined.**

**Action Clerk/FGB agenda for formal annual agreement**

5.4.1. Personal development- Senior leaders had been involved with training on The Black Curriculum from Camden, and the EHT was part of an anti-racism hub.

Q A Governor ASKED about feedback regarding the Camden diversity survey

**Action EHT/Clerk to circulate**

5.5. Pupil Progress (to include phonics update)- a progress summary had been shared on Governor Hub and an update was expected the week following the meeting- data to the January FGB for review.

An exceptions report was shared;

Not on track	Y2	Y3	Y4	Y5	Y6W	Y6H
Reading	8		0	6	5	2
Writing	5		2	5	6	3
Maths	3		3	2	6	6

The DHT reported on progress for Y2-

- Phonics- pupils did not take the Phonics test last year, but seen to be on track expecting 93%/96% pass.
- Great progress seen with reading catch up with a lot of interventions seen, phonics taking place daily (TA takes catch up and PPA and support)
- Extra support with the reading during bubble closure. Q A Governor ASKED what additional resources might be required? The staff member confirmed that 1:1 reading time was valuable, and finding time for this to take place in the school day was important- time to focusing on what they may need more support for. The EHT added that TA teaching over zoom had worked well.
- A spring term focus for Covid support was in place.

Y3- no Assessment to track against. 87% meeting ARE in Reading. Seen to be a strong co-hort.

Y6 SEN numbers were seen to be impacting on outcomes, children lower attaining, with staff working hard to pick up issues.

6. **Safeguarding-** KCSIE- Para 113-116 Governors noted the clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems- Systems to escalate had been noted under the SEND report and contained in the SEF and SDP.

6.1. Safeguarding Report including: Behaviour and Attendance – the DHT reported.

- The Staff CPD log was reviewed, Governor training had been collated and would be included.
- CPOMs training and DSL refresher training had taken place.
- It was noted that there was no LAC pupils in the school.
- No exclusions were reported.

6.2. Attendance 97.45%, seen to be very good, and overall a positive picture.

6.3. Persistent Absences (PAs) were reported (attendance less than 90%)- 15 pupils, tracking closely and following up.

- A small number included some medical issues with Covid and a plan of action in place.
- Parents anxieties about returning pupils had been addressed and pupils encouraged to return and now back in school.

The recent bubble closure for Y2- had seen some parent keep pupils at home (due to shielding relatives).

One pupil educated at home, with EWO aware and a code supplied. None were unresolved, and only 3 issues reported with punctuality.

6.4. CPOMS- The Safeguarding Governor thanked the DHT for the content of the detailed report and asked how staff were finding the investment in CPOMS? The DHT reported that this had enabled clearer tracking across classes, linked to Integris to transfer information.

Governors were demonstrated on screen how the system worked for staff. Q A Governor ASKED about the impact of the system for staff? This was confirmed as having clear value- was now streamlined information, teachers feedback was positive- it had improved efficiency and gave clarity.

Q A Governor ASKED if there were any data security concerns with the system? It was confirmed that there had been no issues and the system was compliant with legislation.

The Chair thanked the DHT for the new style safeguarding report- detailed and comprehensive.

Governors requested a safeguarding refresher, and a Safeguarding training link would be shared for Governors

**Action DHT to Clerk to circulate.**

## 7. Teaching and Learning

7.1. Curriculum update- detailed earlier in the School development plan linked to vision and values, Curriculum maps had been updated.

7.2. Quality of teaching and learning and CPD- a list of staff skills and learning that had taken place had been shared with a variety of courses included. Governors were pleased to hear that a number of staff were currently taking middle leadership training.

Reviews of teaching and learning had taken place, across the whole school with a Science focus, and it was reported that the quality of teaching and learning in this area was seen to be very strong.

Governors reviewed a virtual writing book look and could clearly see children's progress demonstrated by the pieces of work in key vocabulary used, self and peer led marking, spellings and key themes.

It was noted that the EHT and DHT met and led Support staff meetings each week for training.

## 8. Feedback and stakeholder voice plans-

8.1. Stakeholder feedback- Governors had been pro-active and had instigated feedback following the experience of the first lockdown and as a result the school had adapted the remote learning offer accordingly. Q In response to a query from a Governor it was suggested that the school Include the parent feedback regarding home learning experiences in the SDP and asked about the plans for stakeholder feedback this year? The EHT confirmed that these had been included (under behaviour and attitudes section) in the SDP.

Plans for this year were considered and were agreed as follows (with a focus for well-being and mental health).

- A staff survey would take place later this term
- Pupils planned for Spring 2
- Parent planned for Summer 1

## 9. Policies

9.1. Admissions 2021/22 and 2022/23 – Polices were out for consultation- the *variation was noted*

9.2. Behaviour Policy- delegated, being reviewed

9.3. Remote learning strategy (*action last FGB, delegated, to be supplied for information only*)

A recent bubble closure in Y2 had given good experience of the strategy in practice-A clear timetable was made available that included a welcome video for every subject and demonstrated how to access, explaining the learning in a talked over power point. Consolidating lessons already taught.

Parent feedback early on was that a multi page ppt was difficult to access for smaller pupils and a explanatory video was a preferred approach (voice over slides). Feedback following was much more positive.

- Daily 15 mins small group zooms were scheduled, 2-3 pm, and feedback was that these were beneficial and allowed a catch up- for pupils to share their learning during the day, and shared screens.
- Daily 1-1 reading interventions.

- Maths daily- every lesson had an Oak academy link. Maths ppt was shared with differentiation challenges.

Governors thanked the staff members for showing such adaptability- and asked if there was anything of note? The Teacher explained that this had the benefit of allowed time for 1:1 focus for pupils, something not always possible in a class situation.

9.4. Policy Schedule- the EHT was working with the Clerk, DHT and SBM to schedule policies across agenda for the remainder of the school year.

10. **Partnership with St Luke’s – the EHT reported.** The shared working across both schools was mutually beneficial, and links were seen to be increasing, building on the relationship-

10.1. The SBM and Clerk worked across both schools, together with the EHT.

10.2. Funded by the Covid-19 catch-up premium Governors had agreed a strategic decision to employ a temporary teacher across both Hampstead Parochial (0.8) and St Luke’s (0.2). This additional capacity was being used flexibly so that either the class teacher or the temporary colleague can work with the whole class or focus groups.

10.3. The shared SENDCO (now 2 days) was working very well,

10.4. In addition to the shared posts, subject leaders across both schools were in touch via zoom to share best practices and planning. The EHT had assisted with an appointment for admin support and identified tech funding support from St Johns, and both schools had been sharing waiting lists across schools during early September for admissions in order to assist parents to find places.

11. **Governance**

11.1. Reporting of any training The Chair noted attendance at the Primary Chairs network

11.2. Website compliance- The DHT had updated. Helen Ridding had supplied an Ofsted compliance sheet and the school was updating in line with the audit supplied.

The Clerk noted that there had been a recent update regarding website compliance with some further enhancement of inclusion for physical disabilities now added.

11.3. Term dates- **Action clerk FGB item for agreement**

12. **Any other business –**

12.1. Items still to be carried over (on hold due to Covid) were reviewed and Governors closed off the following items-

- Phonics shared resources (Helen Ridding)- discussed earlier on this agenda. Action closed. Books purchased.
- SIAMs action- Global social injustice (CPO action 04Feb20)- harvest speaker; The Bethany Trust, updated in news letters, action item Resolved.

13. **To decide if any items from Part 1 should be recorded under Part 2 – Confidential. None noted.**

There being no further business the meeting closed at 19.30

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

Monday, 18 Jan 2021 6:00pm	FULL GOVERNING BODY
Monday, 1 March 2021 5:30pm	C.P.O. COMMITTEE