



HAMPSTEAD PAROCHIAL
Church of England Primary School

Minutes of the Curriculum, Progress & Outcomes Committee held remotely on Monday 30th October 2023 at 6pm

Members:

David Rue- Chair
Laura Hall - EHT
Jane Johnson
Ben Williams
Rebecca Dodson
Graham Dunn
Ammar Ahmed
Anne Diack

Attended:

Flossie Del Santo – Clerk to the Governing Body

	Minutes	
1	Welcome and opening prayer The meeting was opened by a prayer by GD There were no apologies received	
2	Declaration of interests There were no declarations of any interests in relation to the items on the agenda	
3	Committee Terms of Reference The Committee reviewed the terms of reference and the responsibilities delegated to the Committee by the FGB. There were no changes required Action: The Committee recommended the Terms of Reference be approved by the FGB at the December meeting.	
4	Minutes and matter arising from the meeting of 24th April The Committee reviewed the minutes and reviewed the actions Action item 3 : Completed KR to contact AD with questions on the Early Reading Visit Action Item 5 : Completed The SIP to now be updated to include the Boxhall data so governors could monitor the impact of this programme. Action Item 6 : Completed on agenda The updated Behaviour Policy would be included on the July FGB agenda The Committee approved the minutes of the previous meeting as an accurate record and would be signed by the Chair.	
5	Executive Headteacher's and Head of School's Update: a) Quality of Education/Teaching and Learning	

A high quality, broad curriculum is in place which offered pupils the full range of National Curriculum subjects from EYFS through to Year 6. It was regularly reviewed, refined and strengthened by School Leaders through regular lesson visits, coaching, work, sampling and scrutiny, detailed termly pupil progress meetings, pupil voice and focused pupil and parent questionnaires.

The curriculum was carefully planned and provided children with a wide range of culturally rich experiences and reflected the many opportunities and advantages presented by the local context and the school's location. The cultural capital was strong, and children come into school with a wide range of experiences and languages.

Children with specific needs were identified quickly and supported well to participate and achieve their best.

b) Curriculum

The curriculum was exciting, engaged learners and showed progression. Teaching and learning was at least good; much was outstanding. Teachers demonstrate a robust understanding of formative assessment and adapted their planning.

Subject leaders were knowledgeable of school standards and areas for development. They produced informed action plans for their subjects that linked with whole school aims. This ensured high quality teaching across the curriculum was sustained through termly monitoring and engaging in yearly action research focus projects.

Children achieved well in all subjects across the curriculum. This was supported by subject Leaders observing lessons in their subject areas to ensure that work was differentiated appropriate for all learners

c) Assessment Outcomes

Summative assessment was used very effectively at the end of each term to analyse attainment and progress for each pupil against their individual starting points and to organise support for those who needed to catch up.

The data produced indicated which intervention modules individual pupils required. Specified TAs were deployed to deliver the interventions, which were delivered consistently and to a high standard. Summative assessments were more frequent when a child's particular needs were identified.

The Committee reviewed the 2023 national year end assessments;

- EYFS - 83% reached GLD,
- Year 1 Phonics- 97% passed with 100% passing the Year 2 retakes
- KS1/Year 2

Reading - 86% reached expected standards with 48% at Greater Depth

Writing - 83% reached expected standards with 43% reaching Greater Depth

Maths - 86% reached expected standards with 48% at Greater Depth

Combined scored for RWM - 83% at expected standards and 43% at Greater Depth

Q A governor asked about the results which were below that reached in 2022 and this was due to the difference in the cohorts.

- KS2/Year 6 SATs

Reading - 100% reached expected standards with 64% reaching Greater Depth

Writing - 100% reached expected standards with 72% reaching Greater Depth

Maths - 96% reached expected standards with 84% at Greater Depth

Combined scored for RWM - 96% at expected standards and 48% at Greater Depth

	<p>The Committee noted over the past 4 years children at the school consistently attained standards in the top 1% of the top 250 schools in England. Progress measures have consistently been in the top 10% of all schools nationally.</p> <p>d) Vulnerable Groups Assessment systems effectively track the attainment and progress for SEND pupils.</p> <p>Historically, children on pupil premium made the strongest progress of any group in the school in the past 2 years and were achieving far higher than non-pupil premium children nationally.</p> <p>The Committee noted there were 14 children at the school in receipt of the Pupil Premium Funding , 7% of the children compared nationally to 22.5%.</p> <p>Moderation with partner schools was regular and instilled confidence in the school's assessments and standards.</p> <p>Q in answer to a governor's question not all children with SEND needs received additional funding. 20% of the children on the SEND register did not and the school was required to support them.</p> <p>There was 1 child with an EHC Plan at the school . 0.5% of the pupils compared to 4% nationally. The school was processing a further 2 EHC Plans.</p> <p>e) Attendance and Punctuality The school attendance was 97% with the target at 96%</p> <p>Attendance and punctuality was monitored closely. This was particularly challenging after Covid when families wanted to see family living abroad. Full analysis of attendance and punctuality was monitored weekly in SLT meetings</p>	
6	<p>2023-24 School Improvement Plan Review progress to meet</p> <p>Whole School Priority 2: Maximising the Impact of TAs</p> <p>a) Outcome - All children including those with SEND are supported well in all areas of the curriculum. The SENDCo held regular informal observations of TAs in classrooms to ensure they were being utilised effectively . Planning was shared with TAs and feedback was taken. Teachers & TAs were aware of expectations regarding the TA role in planning</p> <p>The Committee noted 16 children 8% of pupils had SEND needs at the school compared to 12.6% nationally.</p> <p>Q A governor asked if the career progression of the TAs was supported? It was confirmed it was by SLT and the head of School. Staff Surveys included questions including opportunities for career progression and what areas staff identified for their own training needs. The TAs also received training in Emotional Literacy support</p> <p>Action: Staff Surveys would be reviewed at the next meeting</p>	
7	<p>Policies for approval Behaviour and Anti-Bullying Policy</p> <p>The Committee reviewed the policy and noted it had been brought in line with the schools Core Christian Values. Including in class and out of class Reflection sheets where children recorded - what happened, how did you feel, what were you thinking</p>	

	<p>what you need to do to feel better and which of the core Christian values do you need to work on.</p> <p>The Policy focused on developing positive behaviours and support was aimed to help children to make the right choices</p> <p>Q In answer to a governor's question all reports of bullying incidents were recorded on the CPOMS system The school monitored bullying very carefully so that instances were extremely rare. Bullying included: cyber bullying, prejudice-based bullying relating to special educational need, sexual orientation, sex, race, appearance, religion and belief, gender reassignment or disability.</p>	
8	<p>Any other business</p> <p>LH noted the school needed to identify a way of describing a kind of unique selling point that summed up the strengths of the school.</p> <p>Governors were reminded there would be a SIAMS inspection that year and it was a SIP Priority</p> <p>SIAMS Inspection Governor Training would be held by the LDBS on 2 Nov 2023 12 noon – 1pm via zoom An introduction and overview of the new SIAMS inspection framework, which takes effect from September 2023 to book</p> <p>A new Vicar had been appointed a number of governors had been involved in the recruitment process. The aim was to strengthen ties with the church when the new vicar started.</p>	
9	<p>Dates of next meetings</p> <p>Committee – 5th February and 22nd April 2024</p> <p>FGB - 11th December Governor Visit Day 8:45am and FGB in person 130pm</p>	
10	<p>Confidential</p>	

Signed by the Chair _____ Date _____