

# Curriculum, Progress & Outcomes Committee Meeting Agenda



HAMPSTEAD PAROCHIAL  
Church of England Primary School

held online on Monday 5th February 2023 at 6pm

## Members:

David Rue- Chair  
Laura Hall - EHT  
Mollie Jackson  
Jane Johnson  
Rebecca Dodson  
Ammar Ahmed  
Anne Diack  
Mollie

## Attended:

Emma Inglis – Head of School  
Ben Williams – Head of School  
Flossie Del Santo – Clerk to the Governing Body

	Description
1.	<p>Welcome, introductions and <b>declarations of any conflicts of interest</b> in relation to the items on the agenda .MJ the new Staff Governor was welcomed to the Committee. Apologies were received from AA who would be late to the meeting there were no declarations of business interest declared for items on the agenda.</p> <p>The meeting was opened by a prayer by DR</p>
2.	Notification of <b>any other business</b> for later discussion for timing purposes
3.	<p><b>Review and approval of the minutes of the previous meeting held on 30<sup>th</sup> October and matters arising</b></p> <p>Review of Actions:</p> <p>Action Item 2: <b>Completed</b> The Committee recommended the Terms of Reference be approved by the FGB at the December meeting.</p> <p>Action item 6: <b>Completed on agenda</b> Staff Surveys would be reviewed at the next meeting</p> <p>The minutes were approved by the Committee as an accurate record of the meeting. They would be signed as approved by the Chair on Governor Hub.</p>
4.	<p><b>Executive Headteacher's and Head of School's Update:</b></p> <p>A verbal update was given</p> <p><b>a) Autumn Term Assessments of pupils</b> A new LA tracking system developed by Kellyanne Wray was not being rolled out, including which pupils were currently working to expected standards and those at Greater Depth. The school was still adding more columns to monitor further areas including tracking children:</p>

- on the cusp of reaching expected standards and Greater Depth, and on the cusp of reaching EXS and GD by year end.
- with attendance of less than 90% and 96% and the ability to compare attendance levels on outcomes
- new to the school and those moving out

Year 6 projections at year end were expected for Reading at 93%, Writing at 93% and Maths at 90%. 23 children were identified as expected to reach Greater Depth.

The Year 6 cohort the previous year had been very strong 85% reaching Greater Depth of learning, at year end, the current cohort was expected around 60%.

EI was working with Year 6 children to increase those reaching GD to a cautious target of 65%.

BW was supporting Year 5 and interventions in both classes were working well.

**Q** A governor asked about the Year 5 class as historically outcomes were low due to low starting points of the children. It was confirmed 8 children in the class were vulnerable to not reaching expected standards at year end including 4 SEND and 4 children in receipt of the Pupil Premium Funding.

Support was being given in small groups and an increase in pastoral support.

**Q** In answer to a governor's question the issues were not thought to be linked to the interruptions during Covid as all the other classes have caught up .

**Q** A governor asked if the lower outcomes were linked to attendance, and it was confirmed 3 children in the cohort had less than 90% attendance and were not on track with year-end targets.

The Committee noted the data was well above national averages and it was only in the school context that the results were lower than in previous years.

MJ was the mentor to the teacher and observations were held frequently. There was also a HLTA in the class.

**Action: BW to circulate the new Assessment Monitoring spreadsheet when the additions were completed.**

**Year 1 Phonics** - It was expected 90-97% would pass the year end tests.

### **Vulnerable groups**

There were 21 children on the SEND register. Many needed Speech and Language support. There were many children autism spectrum some were high functioning, others were dyslexic

15 children were in receipt of the Pupil premium Funding and their results were in line with their non-funded peers.

MJ was holding a review with a focus on Writing, with the support of the SIA. Handwriting and presentation also had clear targets for staff and teaching was supported. Data for children was being reviewed and the middle attainers were being pushed. Compared to other subjects Writing was impacted greatly by Covid.

The subject was resourced well, and kids say they enjoy the varied lessons. Handwriting was also linked to subject curriculums including Geography and History. Clear targets were in place and how the children could show improvement. TAs were being trained in how to support the Greater Depth expectations

LH left the meeting at this point

	<p>BW noted historically a focus at the school was support for middle learners and those expected to reach Greater Depth as very few were not working at expected standard compared to LA and national averages. Writing was noted as difficult to make accelerated progress as in other subjects</p> <p><b>Q</b> In answer to a governor's question the school was also being supported by moderations of the LA and the LDBS SIAs.</p> <p><b>Q</b> A governor asked how parents were contacted about their own children and not just class averages. It was confirmed individual children were discussed at parents evenings and the class teachers would contact parents if there were other concerns.</p> <p><b>Q</b> A governor asked how improvement would be measured now the Year 2 SATs had stopped BW confirmed the current Year 6 did not take the Year 2 SATs due to the Covid restrictions. Robust individual targets were in place to monitor each child's progress at the end of each year. The new assessment monitoring system would also track year on year progress</p> <p>EI noted support was also in place for teachers. There was also moderations held across the Partnership to check the internal assessments made by the school</p> <p>MJ added the staff team had a good overview of Writing. Teachers showed great modelling examples to the children, clear structures were in place including success criteria and children can correct their own work. The TAs provided 1:1 and small group support.</p> <p><b>Q</b> A governor asked about the 21 SEND children across the school were the targets manageable and how were the children responding to challenge MJ confirm Writing was a hard area for them to learn and staff encourage them to be proud of what they have done. The SEND Leader worked closely with them, so all have a personal plan with specific targets, supported, refined and adapted each pupils needs</p> <p><b>b) Behaviour</b> Behaviour continued to be monitored more closely on CPOMS. There was a noted spike in incidents during outside playtimes. Year 5 was a focus for improvement.</p> <p><b>c) Attendance and punctuality</b></p> <p>The new LA Attendance Team were being trained to support improved attendance</p> <p><b>Q</b> In answer to a governor's question unauthorised term time holidays data was kept of which families had taken previously taken term time holidays and patterns could be noted. here was currently a request to take 9 days off around the half term and the family had also requested term time leave the previous year.</p>
5.	<p><b>School Improvement Plan Update</b></p> <p><b>Whole School Priority 2: Maximising the Impact of TAs</b></p> <p>a) Outcome - All children including those with SEND are supported well in all areas of the curriculum.</p> <p>BW confirmed TAs were given short term goals, and all was going well. The TA Performance Management structure was now also more straight forward. Clear robust targets were set and reviewed, and staff were taking in feedback given.</p> <p>Target 3 - SIAMS would be covered in the Summer Term</p> <p><b>Action: The SIP would be RAG rated to show which actions had been met and presented at Summer Term Meeting.</b></p>
6.	<p><b>Policies</b></p>

	The policies would be reviewed across the Partnership with a view to streamlining them across the 3 schools and setting a similar renewal pattern.
7.	<b>AOB</b> There were none.
8.	<p><b>Dates of next meetings</b>  <b>CPO Committee</b> – 22<sup>nd</sup> April 2024 to be held virtually at 6pm</p> <p><b>FGB Governors Day – 11 March 2024</b>, held in person, <b>4-730pm</b>  4:00pm – Vision and Strategy Meeting  The governors discussed what made the school special? As well as wanting the best education for their children what else did parents like about the school? Many parents were not originally from Britian and came from many different countries. They liked living in a traditional British community and wanted their children to benefit from this heritage at school. British values wouldn't challenge the Christian values of the school and could be linked in the curriculum. The vision could connect the traditions at the school and take advantage of the architecture in the old unused school buildings and there was as a 150 year old War Memorial for previous pupils.</p> <p>BW noted Staff discussions recently included improving the nature garden and putting in British plants that grow best and bloom in the English weather. A traditional English Garden could be developed and fit with that vision. The PTA could be approached for funding.</p> <p>5:00pm – <b>Long-term School Strategy Discussion</b>  Mary Thorne would be invited to the March FGB Meeting to discuss what the Partnership would look like in 5-6 years. The next steps of the Partnership in the 1-2 years, and opportunities to work together in the long term including financial stability. BW noted half termly meetings were held already with the Heads of Schools to discuss the wider picture, workloads and raising standards across all 3 schools.</p> <p>6:00pm – Full Governing Body Meeting Agenda</p> <p><b>FGB 15 July 2024</b>, held in person, 5:00pm  5:00pm – Review of SIP Priority – SIAMS  6:00pm – Full Governing Body Meeting</p>
9.	<b>Confidential items</b> There were none