

**The Viridis Federation
 Hoxton Garden Primary School
 Minutes of the Sub Committee Meeting**

Held on 1 December 2022 from 5pm to 6.15pm at Hoxton Garden Primary School

| Governor | Role | Term End | Present | Attendance |
|-------------------------------------|-------------------------------------|-----------------|----------------|-------------------|
| Victoria Crawford (VC) | Co-opted Governor and Chair (12/23) | 08/25 (T2) | Y | 1/1 |
| Laura Theobald (LT) | Co-opted Governor | 08/23 (T1) | N | 0/1 |
| Claudia Moreira (CM) | Staff Governor | 08/24 (T2) | Y | 1/1 |
| Hannah Lownsborough (HL) | Co-opted Governor | 08/26 (T2) | Y | 1/1 |
| Rachel Davie (RD) | Executive Head Teacher | n/a | Y | 1/1 |
| Others in attendance | | | | |
| Rachel Adams (RA) | Headteacher, Hoxton Garden School | n/a | N | 0/1 |
| Hayat Omer (HO) | Associate Governor | n/a | N | 0/1 |
| Clerk | | | | |
| Jane Ware | Hackney Education | n/a | Y | 1/1 |
| Governor attendance at this meeting | | | 80% | |
| Governor attendance year to date | | | 80% | |

PART ONE: Non-Confidential – Main Business

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| 1.0 | Welcome, Apologies and Consent for Absence |
| 1.1 | The Chair welcomed all to this meeting of the Sub Committee for Hoxton Garden School. |
| 1.2 | Apologies were received from |
| 1.3 | The meeting was confirmed as quorate. |
| 2.0 | Governing Body Organisation |
| 2.1 | Membership |
| 2.1.1 | Membership of the Governing Body was acknowledged. |
| 2.2 | Viridis Register of Business Interests |
| 2.2.1 | No declarations of interest were made. |
| 2.3 | Viridis Terms of Reference |
| 2.3.1 | Governors acknowledged that they had read the Terms of Reference. |
| 2.4 | Code of Conduct |
| 2.4.1 | Governors confirmed that they had read the Code of Conduct. |
| 2.5 | Governing Body Annual Calendar 2022 |
| 2.5.1 | 2022-2023 dates were revisited with governors. |
| 2.6 | Election of Chair / Vice Chair |
| 2.6.1 | VC was nominated to be re-elected as Chair by HL and seconded by RD. |
| 2.6.2 | Governors unanimously AGREED and APPROVED VC's election as Chair. |
| 2.6.3 | HL was nominated to be Vice Chair by VC and seconded unanimously. |
| 2.6.4 | Governors unanimously AGREED and APPROVED HL's election as Vice Chair. |
| 2.6.5 | It was confirmed that both posts would be twelve months in duration. |
| 3.0 | Agreement of minutes from the last meeting and any actions arising |
| 3.1 | There were no actions. |
| 3.2 | There were no comments on the minutes of the last meeting of 18 July 2022 , which governors APPROVED as an accurate record. |

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| 4.0 | <u>Headteacher's Report (Autumn Term 2022)</u> |
| 4.1 | <u>Outcomes data</u> |
| 4.1.1 | In terms of outcomes from the last academic year Early Years, KS1 and KS2 outcomes were exceptional with 89% reading, 89% writing and 96% maths. The combined was 87%, the national average was 58%. |
| 4.1.2 | National progress scores are 0 and Hoxton Garden scores are 3.9 in reading, 3.7 in writing and 6.4 in maths, which is significantly above. |
| 4.1.3 | Disadvantaged pupils also achieved significantly better than the national average. |
| 4.1.4 | Pupils working at greater depth are significantly above average, with 20% at Hoxton compared with 7% nationally. |
| 4.1.5 | QUESTION: How does Hoxton Garden compare within the Federation? ANSWER: There is consistency in attainment across the schools. |
| 4.1.6 | QUESTION: Is it OK for the school to publish its own data on its website? ANSWER: Yes, the information is shared with parents and then put on the website. |
| 4.1.7 | Pupils achieving at expected standard in KS1 is above the national average. |
| 4.1.8 | KS1 attainment is based on teacher assessment, informed by testing. |
| 4.1.9 | Greater depth at KS1 shows that pupils are comfortably above national figures. |
| 4.1.10 | Disadvantaged pupils' attainment is in line with all pupils. |
| 4.1.11 | EYFS outcomes show children that have achieved a good level of development. At Hoxton Garden this was 72%. |
| 4.2 | <u>Quality of education</u> |
| 4.2.1 | The senior team remains stable. |
| 4.2.2 | A new, experienced special educational needs coordinator (SENCO) started in September. |
| 4.2.3 | There are two early career teachers (ECTs) in their first year, being mentored by experienced leaders, following an in house ECT programme with modelling by the senior leadership team (SLT). |
| 4.2.4 | Two ECT 2's have additional release time to work on their developmental targets. |
| 4.2.5 | Four new members of staff within the school receive support as part of their induction package. |

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| 4.2.6 | The local authority (LA) are undertaking supportive reviews for all three schools this year which involve deep dives on chosen subjects. This is to support leadership team articulation and development and replicates the Ofsted inspection framework approach. |
| 4.2.7 | The school achieved the gold quality mark in September for Geography. |
| 4.2.8 | The teaching profile was 22% outstanding in summer and 26% outstanding at assessment in autumn term. |
| 4.2.9 | QUESTION: Is it to do with people leaving or improving? ANSWER: Yes, fluctuation in the teaching profile happens when staff leave and new staff come to the school, it fluctuates but it is expected that outstanding will grow throughout the year. There is a rolling recruitment program so we are always looking for class teachers who could cover, to avoid using agency staff. |
| 4.2.10 | QUESTION: Is it a problem for staff in terms of transport to Hackney as there is no parking? ANSWER: It is less of an issue because people do understand that about Hackney, that they need to get public transport. |
| 4.3 | <u>Suspensions</u> |
| 4.3.1 | There were two suspensions for 6.5 days, both children are from KS1, with one being a repeated suspension. |
| 4.3.2 | One of the children has moved to a bespoke, social emotional mental health setting. |
| 4.3.3 | There were a significant number of professionals involved from across the school, health and social care sector in making this decision. |
| 4.3.4 | The second child who also had a suspension was in a period of dysregulation and with precise and robust personalised support from the school and external services is now accessing learning with greater consistency in behaviours. |
| 4.3.5 | Reduction of suspensions across the school continues to be a focus. Careful evaluation of provision and proactive action ensures a cycle of reflection and response when need presents. |
| 4.3.6 | One bullying investigation was undertaken and through leader investigation, pupil voice and robust action this was dealt with quickly. |
| 4.3.7 | Pupils have elected a new school council, they have met on site to set agendas for the year ahead. The local team have also met with school council members cross site. |
| 4.4 | <u>Pupil roll</u> |
| 4.4.1 | Pupil roll is stable. |

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| 4.4.2 | Nursery is not yet full, a proactive approach to new entries through publication and profile of school in the community is a consistent focus. |
| 4.4.3 | QUESTION: Are any year groups particularly down? ANSWER: Yes, Year 6 is lower at 38 pupils. The decision was made to ensure this cohort were taught in two classes to ensure a group of pupils were not disadvantaged due to cross year group mixing. The Federation budget enables this to be possible for Hoxton Garden. |
| 4.4.4 | SEND dropped slightly due to year 6 exit and this will increase through the year as the new Reception cohort are screened and assessed. |
| 4.5 | <u>Attendance</u> |
| 4.5.1 | There is a robust structure in place around absence to ensure that persistent absence families are quickly identified and support is in place through in school action and utilising of the School Attendance Officer at Hackney Education (a paid for service). |
| 4.5.2 | Overall, attendance for the last academic year was above national. |
| 4.5.3 | Targets have been set for Years 2 and 6, based on previous data at the end of last year and baseline tracking, and SLT meets regularly to monitor them. |
| 4.5.4 | SEND provision is a priority with intervention and evaluation of impact in line with school systems and structures for key vulnerable groups. |
| 5.0 | School Development and Evaluation |
| 5.1 | <u>School Development Plan</u> |
| 5.1.1 | In terms of data overview, self evaluation is informed by looking at prior and internal data and our own analysis, Ofsted outcomes and curriculum implementation and impact work. |
| 5.1.2 | The document is formatted under the key areas that Ofsted assess under so these are a guide. |
| 5.1.3 | Key area of focus for Governors: There is the longer term ambition on the government agenda for schools becoming multi academy trusts (MATs). |
| 5.1.4 | Consistent and important focus for schools: Safeguarding arrangements are embedded and maintained and senior staff support this by going to specific safeguarding training courses to build a knowledge base across the senior team. |
| 5.1.5 | Key area of focus for curriculum: Times table teaching remains a core focus. |
| 5.1.6 | Key area of focus for curriculum: Induction of new members of staff has to affect the raising of the percentage of outstanding teaching. |
| 5.1.7 | QUESTION: What is the point of the times tables? |

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| | ANSWER: The DFE have facilitated a point in time to check that children have this knowledge. |
| 5.1.8 | Key focus for Early Years: independent learning and ensuring a focus on boys' data through in class provision focus. |
| 5.1.9 | Key area of focus for behaviour and wellbeing: Online technology is reiterated as a core focus in safeguarding guidance this year. The schools have this as a core priority for pupils and community. |
| 5.1.10 | Key area of focus for behaviour and wellbeing: Evaluating extended day provision is being monitored and tweaked to provide the appropriate core offer to children for opportunities for learning. |
| 5.1.11 | QUESTION: How is the analysis done? ANSWER: It is about clear oversight, effective resourcing, opportunities to engage with a range of different activities. Hoxton has a small number of children attending after school provision which is a challenge. It is evaluated in line with the school context. |
| 5.2 | Self-Evaluation Form (SEF) |
| 5.2.1 | Governors have already seen the SEF and it has been updated as part of the annual evaluation cycle. |
| 5.2.2 | There are comparisons with data before and after covid over the past four years. |
| 5.2.3 | The narrative is essentially the crib sheet and Ofsted would look at this if they came in. |
| 5.2.4 | QUESTION: Is this process useful? ANSWER: Yes, by drafting it with the same priorities across the federation for all three schools, evaluating the core statements individually. |
| 5.2.5 | QUESTION: Do we need refresher training for Ofsted? ANSWER: Yes and this is being mapped for later in the year. |
| 6.0 | Statements |
| 6.1 | PPG Strategy Statement |
| 6.1.1 | The pupil premium strategy was changed at Government level last year to a three year strategy rather than the annual statement. |
| 6.1.2 | Nothing has changed significantly in the content of the statement, other than evaluation and numerical data changes. |
| 6.1.3 | Recovery Premium funding is still allocated for this year. |
| 6.1.4 | There is a statement of intent that ensures that all vulnerable children are funded. |

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| 6.1.5 | QUESTION: The first three challenges look very similar. ANSWER: all children are screened upon arrival. English language is less about the screening phase but built within teaching and learning and vocab is part three which is how it falls into three different categories. |
| 6.1.6 | The statement covers teaching continuous professional development (CPD) and recruitment, targeted support which is one to one support and structured interventions, and wider strategies evidence include attendance, wellbeing and things that are bought into such as mentors, therapeutic support and wider context strategies. |
| 6.1.7 | Interventions are evaluated regularly. |
| 6.1.8 | The data from last year is evaluated and there is an evidence based summary. |
| 6.1.9 | Disadvantaged pupils achieve as well as their peers and where there is an attainment gap it is being addressed. |
| 6.1.10 | The speech and language therapist delivers bespoke speech and language lessons to our teachers. |
| 6.1.11 | 93% of speech and language pupils met their targets last year. |
| 6.1.12 | Therapeutic support is a huge mechanism for breaking down barriers for children and occupational therapy and family support are also offered. |
| 6.2 | Sports Statement |
| 6.2.1 | The sports premium is required to be covered annually, as a legacy of the Olympic games and this is £18k for Hoxton Garden School which allows the school to invest in PE and sports. |
| 6.2.2 | There is a PE specialist across the schools who ensures that there is a robust curriculum, checks PE across the schools and oversees participation in borough wide events and competitions. |
| 6.2.4 | There are after sports school clubs. |
| 6.2.5 | During keeping healthy week, children will be offered different sports. |
| 6.2.8 | Swimming data is not possible to be reported on this year because the COVID interruptions mean no data was available. |
| 6.2.9 | It was hoped that the new Britannia leisure centre would free up capacity at Clissold but this has not yet been possible. |
| 6.2.10 | There is not enough physical space in the borough to accommodate children's swimming needs but the federation looks, reviews and challenges this where opportunity arises to do so. |
| 7.0 | Consideration of staff wellbeing: staff survey headlines |

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| 7.1 | The staff survey was completed by all staff in summer and overall there are really positive results. |
| 7.2 | The areas of focus form an action plan. |
| 7.3 | QUESTION: Was there any more detailed feedback about the marking policy? ANSWER: Yes and there has been some repackaging. Everyone is positive about the policy content but it is about application of expectation and ensuring leaders supporting teachers visualise this in the same way. |
| 7.4 | A visual structure has been introduced around the pedagogy of teaching to create clarity. |
| 7.5 | Recruiting strong teaching assistants is difficult so agency teaching assistants are being used as they are often getting a year's experience following gaining a degree and leave to train as teachers, so they are of a much higher calibre. |
| 8.0 | Any Other Business |
| 8.1 | There was no other business raised. |
| 9.0 | Any Confidential Business |
| 9.1 | The Chair or Clerk were not notified in advance of any Confidential Business. |
| 10.0 | <u>Glossary of Common Terms</u> |
| 10.1 | Governors were advised of the glossary of terms. |

The meeting finished at 5:15pm.

Signed: _____ **Date:** _____

James Gowland

Chair of the Full Governing Body (FGB)
The Viridis Federation