

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

Held on 7 December 2023 from 5pm to 6.15pm at Hoxton Garden Primary School

<b>Governor</b>	<b>Role</b>	<b>Term End</b>	<b>Present</b>	<b>Attendance</b>
Victoria Crawford (VC)	Co-opted Governor and Chair (12/23)	08/25 (T2)	Y	1/1
Claudia Moreira (CM)	Staff Governor	08/24 (T2)	Y	1/1
Hannah Lownsborough (HL)	Co-opted Governor	08/26 (T2)	Y	Maternity Leave
Tolu Ojo-Williams (TO)	New Governor	09/27 (T1)	Y	1/1
Rachel Davie (RD)	Executive Head Teacher	n/a	Y	1/1
<b>Others in attendance</b>				
Rachel Kinder (RK)	Headteacher, Hoxton Garden School	n/a	Y	1/1
<b>Clerk</b>				
Jane Ware	Hackney Education	n/a	Y	1/1
Governor attendance at this meeting			100%	
Governor attendance year to date			100%	

**PART ONE: Non-Confidential – Main Business**

<b>1.0</b>	<b>Welcome, Apologies and Consent for Absence</b>
1.1	The Chair welcomed all to this meeting of the Sub Committee for Hoxton Garden School.
1.2	There were no apologies. It was noted that HL is on maternity leave.
1.3	The meeting was confirmed as quorate.
<b>2.0</b>	<b>Governing Body Organisation and <a href="#">Membership</a></b>
2.1	<a href="#">Election of Chair &amp; Vice Chair</a>
2.1.1	VC was nominated to be Chair and governors voted unanimously in favour of this, and VC accepted.
2.1.2	CM was nominated by RD to be Vice Chair and governors voted unanimously in favour of this, and CM accepted.
2.2	<a href="#">Viridis Terms of Reference</a>
2.2.1	Governors acknowledged that they had read the Terms of Reference.
2.3	<a href="#">Viridis Register of Business Interests</a>
2.3.1	No declarations of interest were made.
2.4	<a href="#">Code of Conduct</a>
2.4.1	Governors confirmed that they had read the Code of Conduct.
2.5	<a href="#">Governing Body Annual Calendar 2023-2024</a>
2.5.1	Governors were asked to note planned dates and advise if they are unavailable for any of them. In terms of spring term, there is a visit morning at Southwold School on 24 January and the next Sub Committee at Hoxton Garden School is 21 March 2024.
<b>3.0</b>	<b>Agreement of <a href="#">minutes from the last meeting of 6 July 2023</a> and any actions arising</b>
3.1	There were no actions.
3.2	It was noted that Rachel is Rachel Kinder (RK) and pending this amendment the minutes of the last meeting of 6 July 2023 were APPROVED as an accurate record.
<b>4.0</b>	<b><a href="#">Headteacher's Report</a> – RK</b>

4.1	<u>Data Outcomes</u>
4.1.1	KS2 reading, writing, maths and grammar outcomes were significantly above national, combined was 92% and disadvantaged children achieved in line with all other children.
4.1.2	Average progress scores are above national and represent strong progress.
4.1.3	Both Southwold and Hoxton Garden are in the top five schools in Hackney for outcomes.
4.1.4	QUESTION: What is behind that, was it a particular cohort? ANSWER: Historically the data trend is always high. It is not just about first quality teaching in Year 6 but all the way through the school. Preparation for the statutory assessment tests (SATs) is well considered and well versed in order to support children effectively.
4.1.5	QUESTION: Writing is slightly lower than reading, is that normal? ANSWER: Reading and maths are assessed externally through testing. Writing is internally assessed. Writing assessments are underpinned by evidence over time to support teacher judgement.
4.1.6	Greater depth outcomes are significantly above national averages at KS2 with particularly high attainment in grammar, spelling and punctuation. Combined outcomes are also above the national average. Disadvantaged children again are working in line with all other children.
4.1.7	KS1 children are achieving in line with national with combined above national. Disadvantaged children are broadly achieving in line with all children.
4.1.8	Year 2 children achieved higher in greater depth than the national average and disadvantaged are broadly in line with other children.
4.1.9	QUESTION: Is that in line with historical trends? ANSWER: Yes. KS1 is teacher assessed.
4.1.10	Children achieving Good Level of Development t in outcomes at the end of Reception were above national averages. Disadvantaged children again are achieving in line with all children.
4.2	<u>Quality of education</u>
4.2.1	All teachers have been observed and are assessed as good or better within the teaching profile.
4.2.2	There are two early careers teachers (ECT1s) who are mentored by deputies and undertake an inhouse programme of development to meet national induction expectations. There are two ECT2s who again are supported by mentors while continuing to work on development targets.

4.2.3	Hoxton has had two new experienced members of staff start in the Autumn Term who have had undertaken transition induction, they are working alongside established year group partners.
4.2.4	All senior leaders are undertaking national professional qualifications.
4.2.5	In the Summer Term the school received accreditation of the Eco-Schools Green Flag distinction award and Quality Mark with flagship status.
4.2.6	There has been a cross site Spelling Bee across Years 3-6. There are two more events planned for the Spring and Summer Term.
4.2.7	QUESTION: How many teaching staff are there? ANSWER: Two are on maternity leave. There are 15 class teaching staff from nursery to year 6, and a spanish teacher, a PPA teacher and a music teacher.
4.2.8	QUESTION: It felt like there were more responses in the last staff survey? ANSWER: The staff survey showed less responses overall, however, exiting staff do complete an exit survey rather than the main survey. There will be a review survey undertaken for teaching staff in January.
4.3	<u>Behaviour, safeguarding and well-being</u>
4.3.1	There were no suspensions or bullying investigations since the last meeting.
4.3.2	There has been a re-election of pupil voice roles for children as part of the annual structure.
4.3.3	The school has been re-accredited with the Leading Parent Partnership Award.
4.4	<u>Current risks and priorities</u>
4.4.1	Pupil roll has increased to 391.
4.4.2	QUESTION: Is that because of local school closures? ANSWER: We are working closely with two local schools in scope for closure. There are challenges for Hoxton Garden. For example, children joining after the October census have no funding until January. Funding bids are likely to open via the LA in the near future and the school has to apply to bid for this money. Year 6 has not been affected. The school have received three EHCP children. Class sizes in Reception and Year 1 are capped at 30. It is possible that numbers will exceed 30 in other year groups.
4.4.3	QUESTION: Is teaching strategy considered in this situation? ANSWER: How we are utilising support staff across the board is being evaluated to ensure precise use of additional educational support, these staff costs have been planned into the budget. Due to recruitment challenges there are a number of agency support staff. Supporting transition is a focus for children moving into the school. Hoxton Garden School is no longer on the amber list as a concern. Hackney Education has recently employed an interim assistant director to support

	school estates planning, it is hoped this will provide longer term clarity on direction and learning from the recent school closures.
4.4.4	<p>QUESTION: Has there been an increased focus on attendance, as numbers have gone up?</p> <p>ANSWER: There is always a focus. There are regular meetings with the education welfare officer (EWO). A surgery is held termly where the EWO and staff meet with families where attendance has reached a threshold of concern. Attendance systems are robust including a number of preventative strategies to support good attendance over time.</p>
4.4.5	Targets and predictions are being identified for Year 2, although it is not statutory from this academic year. The Federation have made the active decision to evaluate performance for benchmarking purposes using a continued testing model.
4.4.6	<p>QUESTION: In terms of predictions lower than outcomes, how are they calculated?</p> <p>ANSWER: Children are tracked twice during the year, following reviewing Reception, KS1 data and progress between these times. Predictions are a baseline prediction with target groups identified within this.</p>
<b>5.0</b>	<b>School Development and Evaluation</b>
5.1	<a href="#">School Development Plan (SDP)</a>
5.2	<p>Key foci were highlighted as:</p> <ul style="list-style-type: none"> <li>● Financial stability in terms of incoming children and funding particularly.</li> <li>● Education, consistent first quality teaching and moving teachers from good to outstanding.</li> <li>● The assessment for learning should be informing next steps for children to ensure they make rapid progress.</li> <li>● Ensuring all special educational needs (SEN) children have an appropriate provision to allow them to make progress.</li> <li>● Independent learning to try to ensure that there is no gender gap or disadvantaged children gap in early years in reception.</li> <li>● Children who are persistently late are tracked.</li> <li>● Ensuring the school has a rich provision and a wide range of experiences for the children.</li> <li>● The Ofsted window has re-opened.</li> </ul>
5.2.1	<p>QUESTION: What kind of Ofsted inspection will it be?</p> <p>ANSWER: Graded.</p>
5.2.2	<p>QUESTION: Is the strategy geared towards Ofsted ideally getting an outstanding rating?</p> <p>ANSWER: We are also making sure we are prepared for Ofsted. The SDP identifies key priorities and areas within the context of Ofsted which relate directly to efficient school development.</p>

5.2.3	<p>QUESTION: Regarding KS1 results, maths looks slightly below national, has this been brought out in the development plan? Maths is noted as a strength at KS2, but can it be said at KS1?</p> <p>ANSWER: There is work being undertaken in maths in year 1, to ensure a robust application of base understanding and knowledge which supports into KS2. It is slightly below reading and writing, but the numbers are due to one or two children not yet showing secure evidence of standard. This will be tracked into Year 3. We are currently analysing following the data harvest to assess progress from June.</p>
5.2.4	In the summer there were external moderators who came in and supported all the school's judgments, by s the school's self evaluation.
5.3	<a href="#">Self-Evaluation Form (SEF)</a>
5.3.1	This is a standard document which is reviewed annually following evaluation taking account of data outcomes and evaluation of core areas in line with the Ofsted Framework.
5.3.3	<p>QUESTION: Who is the school improvement partner (SIP)?</p> <p>ANSWER: Rachel Thompson. It is her second year with the Federation and she last visited the school on Tuesday 5 December 2023.</p>
5.3.4	<p>QUESTION: Is this what governors would need to know about in terms of the SEF?</p> <p>ANSWER: Yes, it is a snapshot overview. An Ofsted update session will be arranged to provide governors with a greater understanding of the framework. There are termly SIP visits, KS2 data is evaluated, there is moderation in collaboration on cycle with the local authority which is about spot checks and partial data evaluation, and also the Federation engages with awards and projects to allow constant opportunities for external people to come in and provide an evaluation provision.</p>
<b>6.0</b>	<b>Statements</b>
6.1	These documents are evaluated annually as a statutory requirement and are published on the school website in line with statutory requirement. There is a standardised format for the PPG statement to provide national uniformity.
6.2	<a href="#">PPG Strategy Statement and Recovery Funding</a>
6.2.1	The statement shows the allocation of pupil premium funding, the school has a high number of pupil premium children so all practices and pedagogies in the school relate to how we are meeting all children's needs.
6.2.2	This is a three year strategy, decisions are made based on evidence informed practice. Disadvantaged children do well based on strategies in place and there is therefore no need for significant changes over time.

6.2.3	Challenges relate to what is prevalent for us, such as language, previous experiences and socio economic status with a focus on ensuring there is gap closure over time. The impact can be seen in data outcomes for children identified as disadvantaged.
6.2.4	Educational Endowment Foundation targets research to develop pupil premium strategy in schools and this is utilised to evaluate pupil premium funding allocation decisions.
6.2.5	All activities related to the spending of budget are linked to research so the school can evaluate and benchmark against this.
6.2.6	The budget is broken down into the areas of teaching, interventions and wider strategies.
6.2.7	There is maths curriculum work underway which is informed and underpinned by research and this enhancement in teaching and planning pathways is a core way of meeting and closing the disadvantaged gap early.
6.2.8	In terms of review of outcomes from last year, the evaluation of teaching, targeted support and wider strategies, notably phonics data shows strong progress in terms of achievement for disadvantaged children.
6.2.9	98% of the school's children met speech and language targets last year demonstrating impact of the spend.
6.2.10	Therapeutic and social support is bought in and supports early intervention as the NHS is over capacity in being able to allocate children's mental health support and children are waiting up to 18 months for support.
6.2.11	QUESTION: How many children access this? ANSWER: Typically 15 children are in one to one therapy at any one time, but there is also occupational therapy, talk time sessions, speak up sessions amongst other support.
6.2.12	QUESTION: Regarding the pupil premium spend and accessing online maths programmes at home, do we know if disadvantaged children have access at home? ANSWER: Yes, if families don't have access we have a bank of laptops they can home loan from the school. Through home loan support, access to the internet is part of the assessment and onboarding process. The significant majority of families are online, it is typically about the number of devices there are in the home.
6.3	<a href="#">Sports Statement</a>
6.3.1	This is legacy from the Olympic Games in 2012.

6.3.2	The funding covers the cycling manager who covers all three schools from years 4-6 and a cross site experienced PE professional who supports teachers to ensure consistent quality across the federation.
6.3.3	Teaching is consistent due to specialist coaching support from the experienced teacher.
6.3.4	Children leave the school with base cycling knowledge.
6.3.5	17 children across the Federation had home loan bikes across the academic year which is really positive.
6.3.6	The school is expected to report on swimming data however swimming cannot be offered to every year group in KS2 due to oversubscription of swimming in Hackney, and this was the covid cohort so there is no reportable data on this.
6.3.7	Year 5 are swimming at the school.
<b>7.0</b>	<b><u><a href="#">Consideration of staff wellbeing: staff survey headlines</a></u></b>
7.1	<p>Highlights were:</p> <ul style="list-style-type: none"> <li>• 18 staff completed the survey which is a decrease on previous years.</li> <li>• There are a number of items staff unanimously agreed on, including some very happy staff in terms of support they are receiving.</li> <li>• The largest increase on previous year's survey is ICT due to the proactive new support worker who resolves issues quickly.</li> <li>• Lesson observations, staff meetings are always well received, and teachers feel that the well balanced curriculum meets the needs of the children.</li> <li>• Leadership opportunities are good which is important in terms of recruitment.</li> <li>• In response to teaching assistants being effective, and staying with the school, they are observed and trained appropriately.</li> <li>• There is always action in response to the feedback from staff in the survey via the updated action plan.</li> </ul>
7.2	<p>QUESTION: Did you get to the bottom of the teaching assistant issue? ANSWER: The recruitment of good quality teaching assistants continues to be a focus. The children and staff need consistency in terms of adults coming into school. We have a model in place that supports this which is now consistently being applied to ensure high quality CPD for agency staff. There is consistent support staff in place now who have been trained alongside all other support staff.</p>
7.3	<p>QUESTION: Are agency staff more likely to be classroom assistants than SEN? ANSWER: It is a balance based on their expertise and the needs of the children, for example makaton trained staff will be aligned with children that use makaton.</p>
<b>8.0</b>	<b>Any Other Business</b>



8.1	No other business was raised.
<b>9.0</b>	<b>Any Confidential Business</b>
9.1	The Chair or Clerk were not notified in advance of any Confidential Business.
<b>10.0</b>	<a href="#"><u>Glossary of Common Terms</u></a>
10.1	Governors were advised of the glossary of terms.

The meeting finished at 6:15pm.

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**James Gowland**

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