



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

Held on 30 November 2023 from 5pm to 6.15pm at Southwold Primary School

<b>Governor</b>	<b>Role</b>	<b>Term End</b>	<b>Present</b>	<b>Attendance</b>
Alberta Senyah	Co-opted Governor	08/25 (T2)	Y	1/1
Lenna Marson	Co-opted Governor and Chair (11/23)	08/25 (T1)	Y	1/1
Aya Haidar	Parent Governor	08/25 (T1)	Y	1/1
Cllr Ian Rathbone (IR)	Local Authority Governor	08/26 (T2)	N	0/1
Rachel Davie (RD)	Executive Head Teacher	n/a	Y	1/1
<b>Others in attendance</b>				
Rachael Carr	Headteacher, Southwold School	n/a	Y	1/1
Noah Birksted-Breen	Associate Governor and Vice Chair (11/23)	n/a	N	0/1
<b>Clerk</b>				
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**

<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 Southwold School.
1.2	There were no apologies.
1.3	The meeting was confirmed as quorate.
<b>2.0</b>	<b>Governing Body Organisation</b>
2.1	<u>Chair and Vice Chair Elections</u>
2.1.1	The Clerk chaired the elections.
2.1.2	LM was nominated by AS to be Chair, LM left the room and governors VOTED UNANIMOUSLY in favour of this, which LM subsequently accepted.
2.1.3	AS was nominated by LM to be Vice Chair, AS left the room and governors VOTED UNANIMOUSLY in favour of this, which AS subsequently accepted.
2.2	<u>Membership</u>
2.2.1	Membership of the Governing Body was acknowledged.
2.3	<u>Viridis Terms of Reference</u>
2.3.1	Governors acknowledged that they had read the Terms of Reference.
2.4	<u>Viridis Register of Business Interests</u>
2.4.1	No declarations of interest were made.
2.5	<u>Code of Conduct</u>
2.5.1	Governors confirmed that they had read the Code of Conduct.
2.6	<u>Governing Body Annual Calendar 2023-2024</u>
2.6.1	Governors acknowledged the calendar.
<b>3.0</b>	<b>Agreement of <u>minutes from the last meeting of 29 June 2023</u> and any actions arising</b>
3.1	There were no actions outstanding.
3.2	There were no comments on the <u>minutes from the last meeting of 29 June 2023</u> , which governors APPROVED as an accurate record.

4.0	<p><u>Headteacher's Report</u> - RC</p> <ul style="list-style-type: none"> <li>● Data Outcomes</li> <li>● Quality of education</li> <li>● Behaviour, safeguarding and well-being</li> <li>● Current risks and priorities</li> </ul>
4.1	<p><u>Outcomes</u> - highlights</p> <ul style="list-style-type: none"> <li>● KS2 at expected standard, significantly higher than national for reading, writing and maths</li> <li>● Progress measures are significantly above national standards for all subjects.</li> <li>● % greater depth, across all subjects for all pupils and % greater depth combined is the same.</li> <li>● Disadvantaged pupils demonstrate good progress on entry baseline.</li> <li>● Disadvantaged pupils have performed in line or above national average.</li> <li>● EYFS Good Level of Development demonstrates strong progress from baseline.</li> </ul>
4.2	<p><u>Quality of education</u> - highlights</p> <ul style="list-style-type: none"> <li>● Staffing across the school is stable due to high teacher retention.</li> <li>● Two new staff members joined this year.</li> <li>● All teachers are good or better with increasing % outstanding teachers.</li> <li>● Teachers benefit from additional continuous professional development (CPD) and mentoring.</li> <li>● Curriculum review and development has included knowledge organisers for history and geography and revising the maths curriculum for Year 1 pupils.</li> <li>● There is a blended model of weekly training for staff onsite and cross site.</li> <li>● There was an art and design research review with Ofsted in November which provided an opportunity for leaders to articulate the curriculum intent, implementation and impact.</li> <li>● There was one suspension in the Summer Term for a Year 6 pupil who has moved to secondary school.</li> <li>● This half term new council members were elected and the annual Pupil Voice Fayre was held. This continues to inspire and engage pupils.</li> </ul>
4.3	<p><u>Operational data</u> - highlights</p> <ul style="list-style-type: none"> <li>● There are 354 pupils on roll.</li> <li>● The number of children on free school meals (FSM), those who are disadvantaged and those identified with special educational needs (SEN) are in line with last year.</li> <li>● Attendance is currently at 96.4% which is above national average.</li> <li>● Year 6 ambition targets have been set based on KS1 assessment, teacher assessment and baseline data from Reception predictions.</li> <li>● Attendance is a continued priority, particularly the tracking of persistent absence pupils and persistently late pupils.</li> </ul>

4.4	It was noted that the greater depth reading score for KS2 shows that over half of the children are achieving at the highest standard is testimony to the strength of curriculum provision over time.
4.5	Target setting at Year 2 is a Federation decision as KS1 statutory assessment tests (SATs) are no longer required by the government. The Federation will continue with a model of teacher assessment supported by testing.
4.6	Nationally, pupil progress will be tracked from Reception baseline, but it is not known how this will be presented and it will not be known until the first cohort comes through in a couple of years time.
4.7	QUESTION: Wouldn't there be the risk that some children could get lost in this? ANSWER: Possibly if there were barriers to learning or for lower achieving schools. However, systems within the Federation structure ensure robust tracking for all year groups.
4.8	QUESTION: Therefore at Southwold, if children do start to fall you can pick that up quickly? ANSWER: Yes.
4.9	<u>Pupil Roll</u>
4.9.1	Highlights were: <ul style="list-style-type: none"> <li>● Pupil roll is being carefully tracked.</li> <li>● Boroughwide there are concerns, the decision regarding four schools in scope for closure or amalgamation finalise this month. It is predicted that more schools will fall into scope across the next two years as pupil roll across the borough continues to fall.</li> <li>● Hoxton Garden were on the amber list but are not any longer, because local closures have improved roll and likewise, should schools close near Southwold, that would positively impact Southwold.</li> <li>● Southwold have a 420 roll and this is currently at 354 so the school is under roll.</li> <li>● Hopefully the impact of wider school closures on individual schools will become clearer in the short and long term.</li> </ul>
<b>5.0</b>	<b>School Development and Evaluation</b> <ul style="list-style-type: none"> <li>● <a href="#">School Development Plan</a></li> <li>● <a href="#">Self Evaluation Form</a></li> </ul>
5.1	Highlights were: <ul style="list-style-type: none"> <li>● The summary statement is updated annually to reflect core priorities.</li> <li>● Attendance remains a core focus nationally and within the Federation to ensure consistent support for vulnerable families at risk of persistent absence.</li> <li>● In Early Years, numerical patterns have been identified as a core focus.</li> <li>● Work with subject leaders regarding curriculum statements and precision in articulation of implementation impact is a continued focus.</li> </ul>

	<ul style="list-style-type: none"> <li>The school improvement partner (SIP) will support school development through the targetting of specific areas of focus that builds opportunity for close evaluation and leader narrative.</li> </ul>
<b>6.0</b>	<b>Statements</b>
6.1	<a href="#">PPG Strategy Statement and Recovery Funding</a>
6.1.1	<p>Highlights were:</p> <ul style="list-style-type: none"> <li>This is a three year running strategy following the government format introduced three years ago, a structure that enables consistency and clearer monitoring by DfE.</li> <li>The grant is £23k total, and core priorities are identified as a focus for spending including vocabulary and language (oracy development), pastoral support and enrichment opportunity.</li> <li>There are three layers to the statements, to support the whole school priorities which are teaching, targeted support and wider strategies.</li> <li>Evidence based narratives and research underpin the structure and use of training.</li> <li>The school continues to protect all cohorts having access to teaching assistant support. Investment in teachign assistant development is really important to support rapid catch up.</li> <li>KIdentified children access intervention including learning mentor groups and speech and language therapy (SALT).98% children undertaking SALT met their targets which demonstrates the quality of that provision.</li> <li>There are home access online learning opportunities for all children.</li> <li>In terms of review of 2022 - 23 outcomes, 88% children in the Year 1 phonics check achieved the standard 85%, attainment for disadvantaged pupils at KS2 in equitable with attainment for all pupils which supports the consistency of impact of the spend over time.</li> <li>In all groups children made the same or better progress.</li> </ul>
6.1.2	<p>QUESTION: Is SALT mainly for children who are neuro diverse or is it culture such as English as an additional language (EAL)?</p> <p>ANSWER: There are a multitude of different scenarios, for example developmental delay or a lack of experience / opportunities to apply oracy and develop vocabulary. There might be children with a retention or pronunciation need. The school model is early intervention to identify need which ensures the significant majority of pupils make rapid progress and exit support within the primary phase.</p>
6.2	<a href="#">Sports Statement</a>
6.2.1	<p>Highlights were:</p> <ul style="list-style-type: none"> <li>This is a statutory compliance for website and sports PE funding information to be reported on and the grant is £18k.</li> <li>The children participate in cycling due to this grant, which also pays for coaching and development of PE teaching in the Federation.</li> </ul>

	<ul style="list-style-type: none"> <li>• There is targeted support for children who might need support around health such as weight management, for example.</li> <li>• There are also Federation wide opportunities for children to borrow bikes to use.</li> <li>• Outcome evaluation demonstrates that 95% of children responded positively to the statement that school encourages them to look after their physical health and 97% regarding their mental health, which is really positive.</li> <li>• There is no Year 6 swimming data because this was the year 4 covid cohort so there was no reportable data from the swimming pool available.</li> </ul>
6.2.2	<p>QUESTION: Kings Hall is being renovated next year so will the school be provided with an alternative?</p> <p>ANSWER: This will be followed up, the organisation solutions have not yet been shared with schools.</p>
6.2.3	<p>QUESTION: Is the PE budget given every year?</p> <p>ANSWER: Yes, since 2012. It is a nominal amount but is effective for the children, particularly in terms of cycling.</p>
6.2.4	<p>QUESTION: Are free school meals ending next year?</p> <p>ANSWER: There is no talk of extending it at present. There needs to be discussion about this in advance because the impact on schools is likely to be a debt in dinner monies, if it is required for parents to pay for school meals again.</p>
<b>7.0</b>	<b><u>Consideration of staff wellbeing: staff survey headlines</u></b>
7.1	<p>Highlights were:</p> <ul style="list-style-type: none"> <li>• In July the staff survey was sent to all staff and 34 staff completed it.</li> <li>• In terms of the highest percentages, the feedback policy was well received, the curriculum document was felt to be well balanced, there were positive responses about good behaviour and good practice in the school, and staff feel that they are making a difference.</li> </ul>
7.2	<p>QUESTION: How are decreases addressed? What about the identified areas where they want to see improvements and changes? What is the follow up on addressing issues, given that responses are anonymous?</p> <p>ANSWER: The survey structure bulds opportunities for staff to share their reflections however, typically, the structure within the leadership model ensures conversations and communications are purposeful and open as an ongoing model. As a result, identified areas still return high percentage positive responses. An identified area moving forward is further support for meeting the needs of SEND pupils. Separate staff exit surveys are requested for leaving staff and so far they have all been positive.</p>
<b>8.0</b>	<b>Any Confidential Business</b>
8.1	The Chair or Clerk were not notified in advance of any Confidential Business.

<b>9.0</b>	<a href="#"><u>Glossary of Common Terms</u></a>
9.1	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