



**The Viridis Federation of
Orchard, Southwold and Hoxton Garden Primary Schools
Minutes of the Full Governing Body Meeting**

Held on 6 October 2022 from 6pm to 8pm at Orchard Primary School

Governor	Role	Term End	Present	Attendance
James Gowland (JG)	Co-opted Governor and Chair	08/26 (T2)	Y	1/1
Laura Theobald (LT)	Co-opted Governor and Vice Chair	08/23 (T1)	N	0/1
Victoria Crawford (VC)	Co-opted Governor	08/25 (T2)	N	0/1
Hannah Lownsborough (HL)	Co-opted Governor	08/26 (T2)		1/1
Lenna Marson (LM)	Co-opted Governor	08/25 (T2)	Y	1/1
Chisara Nwabara (CN)	Co-opted Governor	08/25 (T1)	N	0/1
Samson Brough (SB)	Co-opted Governor	08/26 (T1)	Y	1/1
Alberta Senyah (AS)	Co-opted Governor	08/25 (T1)	N	0/1
Clr Ian Rathbone (IR)	LA Governor	08/26 (T2)	Y	1/1
Aya Haidar (AH)	Parent Governor	08/25 (T1)	Y	1/1
Kay Richardson (KR)	Parent Governor	08/24 (T2)	Y	1/1
Claudia Moreira (CM)	Staff Governor	08/24 (T2)	Y	1/1
Rachel Davie (RD)	Executive Head Teacher	n/a	Y	1/1
Others in attendance				
Stephen O'Brien (SOB)	Headteacher, Orchard School	n/a	Y	1/1
Rachael Carr	Acting Headteacher, Southwold School	n/a	Y	1/1
Rachel Adams (RA)	Headteacher, Hoxton Garden School	n/a	Y	1/1
Clerk				
Jane Ware	Hackney Education	n/a	Y	1/1
Governor attendance at this meeting			69%	
Governor attendance year to date			69%	

Actions Log

Meeting date	Item Number	Action	Person Responsible	Status
06/10/2022	7.1.4	AH to observe a link governor visit with HL	AH & HL	Pending
06/10/2022	7.2.2	Governors to email RD about undertaken in addition to booking themselves on to Hackney Education training.	Governors	Pending
06/10/2022	8.2.2	RD will share the details of the next open discussion group at Hackney with governors when known.	RD	Pending

PART ONE: Non-Confidential – Main Business

1.0	Welcome, Apologies and Consent for Absence
1.1	The Chair welcomed all to this meeting of the Full Governing Body, including new governors SB and RA and new clerk JW.
1.2	Apologies were received from CN, VC, LT, AS.
1.3	The meeting was confirmed as quorate.
2.0	Governing Body Organisation Governors were reminded to read
2.1	Membership
2.1.1	Governorships are four years, and may have two terms of office and, if approved, a third term.
2.2	Viridis Terms of Reference / Election of Chair / Vice Chair
2.2.1	James was nominated as Chair by IR and seconded by RD.
2.2.2	Governors unanimously AGREED and APPROVED JG's election as Chair.
2.2.3	LT was nominated to be Vice Chair by RD and seconded by IR.
2.2.4	Governors unanimously AGREED and APPROVED LT's election as Vice Chair.
2.3	Viridis Register of Business Interests
2.3.1	No declarations of interest were made.
2.4	Code of Conduct
2.4.1	Governors were reminded to read Code of Conduct
2.5	Governing Body Annual Calendar 2022 / 2023 and Governor visits
2.5.1	The next Full Governing Body will be held at Southwold School.
3.0	Agreement of minutes from the last meeting and any actions arising
3.1	The only action was around governor dates and clashes on the new calendar, but no clashes were reported.
3.2	The white paper Opportunity for All must be given due diligence for consideration. Further discussions in this meeting as part of later agenda item.
3.3	There were no comments on the minutes of the last meeting of 19 May 2022 , which governors APPROVED as an accurate record.
4.0	Executive Headteacher's Report (Autumn Term 2022)
4.1	KS2 across all three schools show children achieving expected standards.

4.2	Previous data from 2019 shows that the schools are significantly above average in reading, writing and maths and the schools have done better than national figures.
4.3	KS1 were assessed and undertook tests in May and outcomes show that they are broadly in line with national averages as expected at the end of KS1.
4.4	The percentage of phonics passes is above average.
4.5	A good level of development is expected at the end of Reception before the transition to Year 1 and data is secure across all schools and is in line with national averages.
4.6	Sub committee meetings will address individual schools in more detail as areas of focus.
4.7	Data books from Hackney look at key groups within the data as well as overall headline figures including ethnicity and disadvantaged pupils.
4.8	RC is Acting Head at Southwold and SOB has moved to Orchard. All three schools have restarted with consistent expectations.
4.9	The Federation has started the annual recruitment cycle in order to build capacity throughout the year ahead. As London is a transient area, it is important to have this as a strategy.
4.10	The context of financial challenge and the potential impact on the number of teachers available within London, is an additional consideration in the recruitment programme, including early apprenticeship recruitment for the next academic year.
4.11	Attempts to recruit a music teacher at Orchard were not successful in the Summer Term, so this is being re-advertised whilst the interim structure is two music teachers across the schools.
4.12	Two inset days in September reviewed processes, policies and key messages undertaking the new school year specifically around safeguarding, behaviour policies and curriculum overview. Weekly briefings regularly revisit key messages.
4.13	The annual professional development cycle has a core focus on pedagogy, leaders have reorganised presentations to staff using visual imagery to support connections to different aspects of the teaching process and contextualise delivery across the year.
4.14	Meetings address key pupil provision, identified interventions and transitions from year to year to support closing gaps and challenge the more able pupils.
4.15	New curriculum newsletter formats have been designed and a rebranded fortnightly newsletter also released.
4.16	Early years children received home visits for new starters by class teacher and another member of staff to support effective transition.
4.17	The enrichment programme has started, for example it was significant male day last week, there are black history month assemblies across October ending with international world week.

4.18	The new communications manager is one year into role. Key actions include rebranding of core documents including newsletters, ensuring a robust approach to social media to profile the school. This is enabling work distribution including supporting leaders and other key staff managing workloads.
4.19	Transitions in administrative and finance responsibilities are being taken as opportunities have risen. This is on order to safeguard the business manager role in the longer term.
4.20	In the next two years it is likely that business managers will retire so structures need to be in place to enable succession in a distributive model.
4.21	Safeguarding training and policies have been shared.
4.22	Governors are expected to attend safeguarding training and will be given the opportunity to do this via online sessions led by the EHT.
4.23	Phase 2 of the rolling painting programme has been completed and phase 3 should be completed by August 2023. Facade works at Orchard will start in November and there will be negotiations around access.
4.24	Planned library renovations have started. This project is to enable the schools to celebrate the culture of reading within the environment.
4.25	Flu jab vouchers are on offer for staff.
4.26	The GDPR policy has been revised as part of the annual review. Parents have been sent the parent version of the policy. This will be shared at the Resources meeting.
4.27	The school development plans are in process and will be shared at subcommittee meetings.
4.28	QUESTION: Pupil premium eligibility might change over the year as the impact of government changes. What is the system in terms of changes mid year? ANSWER: If family circumstances change, it should evoke free school meals. Some children further up the school did not complete the forms on entry that now happen as part of school entry. These families are being screened and applications made if identified as eligible. Free school meals rose during covid because of family needs. The way that school dinner debt is tracked, if a family was vulnerable they would be supported which would include ensuring that they were applying for free school meals if eligible.
4.29	QUESTION: How is the falling roll affecting the schools? ANSWER: Mobility is tracked half termly so arrivals and departures are explained. There is always fluctuation at the beginning of the year. Nursery is always lower at the beginning of year. As children turn three years old, they are entered to Nursery from the waiting list. The Federation roll is stable across all three schools. There are now gaps at Orchard but it is holding steady between 25-30 spaces. This continues to be tracked and is in sub committee reports. Marketing strategy is monitored in efficacy.
4.30	QUESTION: The Federation is over average in some aspects of exclusion, how did this happen?

	<p>ANSWER: Individual school data will be discussed further at sub committee meetings. Exclusion rates continue to be a high priority in terms of reducing them over time.</p>
4.31	<p>QUESTION: Whilst systems are in place, is the Federation worried about the impact of the cost of living crisis and families and children and what can be done to support them and prevent them from slipping through the gap?</p> <p>ANSWER: Schools' knowledge of their families is good, there are supports already in place, and safeguarding structures ensure causes for concerns are responded to robustly and quickly. The website is also accessible in terms of being a community resource base and providing supportive mechanisms. Most importantly it is the staff knowing the children and families, and looking out for changes. Referrals are made to children's centres who give out vouchers. Hackney has shared a booklet regarding services and support in the community. The DfE has continued to provide free school meal vouchers during holidays so that is likely to continue.</p>
4.32	<p>QUESTION: Regarding the times tables tests that Year 4 pupils undertook had last year, is there any data?</p> <p>ANSWER: There is internal data which has been evaluated but there is no national data or measures.</p>
4.33	<p>QUESTION: Would it be possible to create virtual tours of the schools and have them online?</p> <p>ANSWER: This is on the list of tasks for the next 12 months with plans for the format to be an online transitional prospectus. Following the model of Reception and year 1 transition videos.</p>
4.34	<p>QUESTION: Is there a way for the schools to communicate only once with one sibling rather than multiple siblings bringing the same information home?</p> <p>ANSWER: The Federation schools all hold the Green Flag Award and it is hoped to transition to less and less paper to support the sustainability agenda.</p>
4.35	<p>QUESTION: Warm Welcome is coming up imminently. Has the school been approached or heard about this?</p> <p>ANSWER: Nothing has been published and no schools in the Federation have been approached. Hoxton Garden has been part of Operation Warm Welcome and welcomed six children from refugee families who have since moved out of London to relocate to permanent homes. The next wave is about community led intervention and once information is received the Federation will support this.</p>
4.36	<p>QUESTION: There have been lots of changes in Hackney Education. Has this impacted the school?</p> <p>ANSWER: There have been structural changes, as Stephen Hall is now Director of Education in Camden and Hackney's Director of Education, Annie Gammon, has retired and been replaced by Interim Director Paul Senior. There have been changes in the special educational needs and disabilities (SEND) team. Communication continues to be good as there are regular head teacher briefings and governor forums, which are important structures. SOB and RD are SIPs providing links to wider context and increasing awareness of significant changes.</p>

4.37	There has been a change of SIP after three years as Rachel Thompson is the new SIP, she has a background in social care, sustainability agendas, behaviour safeguarding, school leadership and is a part of the Hackney Education school support team.
4.38	Supportive reviews are taking place in all of the schools over the autumn / spring terms. There will be dives into identified areas of the curriculum to assess provision and support leader articulation opportunities.
5.0	School Sub Committee Feedback
5.1	Southwold - SOB
5.1.1	Outcomes and assessments show 70% on track in all year groups for reading, writing and maths and this is consistent since the December harvest of data.
5.1.2	Southwold has 50% aspiration for teaching, and reached 47% which is positive in terms of staffing profile.
5.1.3	Southwold pupil numbers were allocated 54 and this increased to 58 which means a full cohort in reception.
5.1.4	Year 6 pupils went to PGL which they enjoyed, and this will be the case for Year 5 in future, replacing Kench Hill.
5.1.5	The school development plan review was fed back and an action plan resulting from the school survey was discussed.
5.1.6	QUESTION: Why switch from Kench Hill to PGL? ANSWER: Kench Hill does the same activities every year. At PGL, the children do abseiling and build rafts and the catering is far better there as there are lots more children. At Kench Hill there are no other children to mix with. PGL does a three night visit. At Kench Hill it is five nights which means that it is harder to get staff cover and parents are reluctant. At Kench Hill if there are more than 32 children they have to sleep on camp beds but PGL have dormitories. Whilst PGL is more expensive, the value for children is greater in experience and the Federation have capacity to subsidise cost.
5.2	Hoxton Garden - RA
5.2.1	In house and end of KS data was discussed and is looking healthy, significantly above national and teaching across the school is typically good or better.
5.2.2	The school is fully staffed in good time for the end of year. Behaviour is tracked year on year and term on term, and there were less incidents in the summer term Governor report than the previous term. Pupil roll was at an all time high which is positive.
5.2.3	The school development plan was reviewed. Reception has two classes and nursery is a solid starting point for this. Façade work is completed and scaffolding is down.
5.3	Orchard - RD
5.3.1	The data review demonstrated consistency across year groups.

5.3.2	Effective challenge is used to understand intervention, changes of leadership were discussed and there is effective retention through training opportunities.
5.3.3	Operational data was considered including pupil numbers on roll and there is a gap of 36 pupil spaces at Orchard. Reception is full, with 90 children, which has been consistent.
5.3.4	Attendance exit point data at end of year across all three schools was excellent particularly within the context of covid.
5.3.5	QUESTION: Is there a reason why after school clubs are not provided for nursery children? ANSWER: After school is typically run by the school, an external provision or outsourced. It is a wraparound provision so schools have autonomy to choose how it is managed. There is a preference for schools to provide as many spaces as possible, due to the importance of parents' working commitments. More staffing capacity and risk assessments are needed for three year old attendance and capacity to staff can provide a challenge. It is acknowledged that after school provision can be a deciding factor for parents.
6.0	Consideration of Summer Term SIP Reports: Southwold, Hoxton Garden and Orchard
6.1	SIP focuses on core topics in Hackney and SIP 3 data predictions at the time of the report for Years 2 and 6 show strong progress and above average data.
6.2	The SIP, through visiting, works with the school to review the quality of implementation of the curriculum.
6.3	There were discussions about continuous professional development (CPD) for different staff in the Federation and how this looks, including identifying areas of strength and progress needed.
6.4	Maths appeared as a focus in two of the schools, and marking and SEND were also threads for leaders to present back on as these had been identified between the SIP and the school areas to review.
6.5	Outcomes are provided in the report reviews.
6.6	The Chair reported discussions with previous SIP Hilary around governance, awareness of the national agenda and questioning and topics for governor meetings.
6.7	Governors acknowledged their gratitude to Hilary for her support to the Federation over the years.
6.8	QUESTION: How can good teachers be found in this part of London? ANSWER: Last year was more challenging for recruitment because throughout covid there was less movement overall. Teachers in their first or second year of teaching have not had the same amount of on the ground experience. The Federation has its own apprenticeship programme which means that there are a number of trainees working, and leaders must evaluate and balance the profile, including how many less experienced teachers can be managed effectively to ensure development. The applications are not of the calibre of

	<p>three to four years ago. The rolling recruitment programme supports a transient context. There is an advert out this term to support continuous capacity building in readiness for the future. There are a number of staff members returning to work at the Federation following leaving to work at other schools and this is a positive sign. School based training allows staff to come in via apprenticeships, and teaching assistants. Internal promotions can be presented by the Federation allowing a sense of progression which is encouraged by investment in and planning for the future. There is an internal leadership programme and also external leadership to enable opportunities for moving of all staff. Strategic direction allows a connection with the wider context.</p>
7.0	Link Governors and Training
7.1	<u>Link Governor structure and agreement of roles</u>
7.1.1	VC will present an update at the next Full Governing Body meeting as she completed the Early Years Foundation Stage (EYFS) curriculum visit at Southwold and discussed how it progressed to the whole school, looked at assessment and learning walks.
7.1.2	Governors confirmed their new link roles as follows : Behaviour - LM Inclusion - HL Wellbeing - KR Health and safety - SB
7.1.3	Link governors should be experts in their areas in terms of Ofsted inspections, and new link governors may find it helpful to observe the process of a visit.
7.1.4	<i>Action: AH to observe a link governor visit with HL.</i>
7.2	<u>Training Structure</u>
7.2.1	Training from Hackney's current offer for link governors was shared and governors were advised that all the courses for the full year can be viewed on the CPD portal.
7.2.2	<i>Action: Governors to email RD about undertaken in addition to booking themselves on to Hackney Education training.</i>
7.2.3	QUESTION: Is there any Child Q training? ANSWER: There are some courses. After governors have attended general safeguarding this term a link can be provided in terms of a follow up and adultification training considered.
7.2.4	The governor training record shows positive amounts of training and it is positive that there are so many online opportunities.
7.2.5	QUESTION: With training outside of being a governor can this be added to the governor training record even though it is relevant? ANSWER: Yes, please advise RD of these details.
8.0	Governor Self Evaluation

8.1	<u>Governor Attendance and 2022 / 2023 meeting structure</u>
8.1.1	The last self evaluation that governors did was in 2017-2018, which was early preparation for potential changes around the multi academy trust agenda and then things changed and this was less of a priority, but now governors need to think about how to move forward as a governing body and undertake a review.
8.1.2	Structure, expectations and conduct of meetings was seen positively last time it was reviewed.
8.1.3	The national context is that schools are moving towards becoming part of multi academy trusts (MATs) by 2030 and dialogue is starting via open forum meetings for leaders and governors.
8.1.4	Discussions at a recent forum were around how it might look if single schools were encouraged to join federations or start a federation, for example if a school joined a federation, the federation would consume its budget but if an individual school is joining a MAT then the balance is set back to zero.
8.1.5	There are five federations in Hackney covering 22 schools, and there are over 40 primary schools in Hackney so 18 are single schools.
8.1.6	Options need to be explored, evaluated and reflected on in terms of information coming through from Hackney and governors need to be prepared and have clarity before moving into a more formalised situation.
8.1.8	QUESTION: How much political analysis does the borough do when it is having these conversations and when the election happens in two years, is it likely to be reversed? ANSWER: This must be a cautious process with due diligence with careful evaluation and a concise approach in terms of safeguarding the future of the Federation. There are a small number of trusts in Hackney. The school needs versus Hackney context versus national context have to be balanced. Last time it was a huge process, and the dangers and processes need to be clear in advance.
8.2	<u>Governor Self Review</u>
8.2.1	Governor self review will be explored over the next year and the wider landscape explored in the next year.
8.2.2	Action: RD will share the details of the next open discussion group at Hackney with governors.
9.0	Consideration of key policies and new national guidance:
9.1	KCSIE / Safeguarding Policy
9.1.1	Action: Governors to read Keeping Children Safe in Education.
9.1.2	The contents of Keeping Children Safe in Education will also be in safeguarding training.
9.1.3	Viridis policies show red tracked changes where any changes or re-wording have been made, these policies are reviewed annually and changes implemented as required.

9.1.4	Updates include the merging of sexual violence and sexual harassment, setting out of the safeguarding implications for schools of human rights and equality legislation, provision of more information on managing low level concerns and raising awareness for key vulnerable children, using a consistent approach for evaluating and monitoring it, and reinforcing the importance of talking to parents about children's access to online sites when away from school.
9.1.5	The term peer on peer abuse is now referred to as child on child abuse.
9.1.6	Governor training is now required.
9.1.7	Online checks are recommended for staff that are interviewing, however this has been part of the Federation's process already for a while.
9.1.8	Annex B is around specific safeguarding concerns and definitions and explanations around them. Safeguarding training revisits key themes to ensure that the breadth is known and revisited throughout the year.
9.1.9	A safeguarding training appendix has been added with a flow chart about how a situation would be managed in terms of the accountability framework and structure that the Federation uses for a very vulnerable case, due to reflections over the last 12 months.
9.1.10	QUESTION: How are the flow charts and procedures communicated with external or temporary staff in terms of boundaries? ANSWER: All agency staff have to be trained in safeguarding and receive a guidance crib sheet upon entry, explaining how to manage safeguarding concerns. There is always a designated safeguarding lead on site at any one time. Volunteers have induction training which includes what to do with any safeguarding concerns. New staff starters undertake safeguarding training if they are joining long term. There is a safeguarding training list held separately. Top up safeguarding training is provided throughout the year.
9.1.11	QUESTION: Do the children know their rights in terms of being questioned by a police officer? ANSWER: These situations are always managed by the safeguarding designated lead but children are also given awareness information and advice during assemblies by the safeguarding lead, in terms of what to do across a number of contexts, and this is a consistent message. There is also ongoing online safety training in ICT.
9.2	DFE Behaviour Guidance / Behaviour Policy
9.2.1	Previous guidance was around disciplinary measures and guidance but this guidance is about preventative measures, additional support to meet behavioural expectations, supporting pupils with additional needs and creating a culture of high expectations.
9.2.2	The behaviour curriculum is the backbone to the document in terms of it being adhered to by all staff.
9.2.3	There are interventions to be used to support pupils with additional needs, around anticipating and a preventative approach in thinking about triggers and putting support in quickly to ensure adherence to guidance.

9.2.4	Appropriate sanctions remain the same as 2016, but some language has changed, for example exclusions are now called suspensions and internal exclusion is now called removal from the classroom, which have been adopted within the new draft of the behaviour policy which is about raising the bar so that exclusion is a last resort.
9.2.5	Child on child abuse and confiscation is incorporated into both this and the above policy.
9.3	DFE Attendance Guidance / Attendance Policy
9.3.1	This replaces the old guidance, it is not statutory as it has to go through Parliament so it is currently guidance.
9.3.2	Effective practice must be thoroughly linked to curriculum, SEN, pastoral support, the team around the child and multi agency approach in order to be successful.
9.3.3	The culture of promoting high attendance makes children want to be at school as a key driver.
9.3.4	There must be an accurate way of being accountable for attendance at school, regularly collecting and evaluating data.
9.3.5	There has been very little change in Federation Policy because all the things recommended in the guidance were already being done by the Federation.
9.3.6	Governors AGREED and APPROVED the above three policies.
10.0	Any Confidential Business
10.1	The Chair or Clerk were not notified in advance of any Confidential Business.
11.0	Other Supporting Papers
11.1	Glossary of Common Terms

The meeting finished at 8:00pm.

Signed: _____ **Date:** _____

James Gowland

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