



Hoxton Garden Sub Committee Meeting

Thursday 30th November 2017

Present:

Stephen Hall
Rachel Adams
Andrea Klettner
Sara Fox
Hannah Lownsborough
Claudia Moreira
Sophie Dyer

Minutes taken by Beverley Shore

- 1. Introductions**
- 2. Apologies**
- 3. Governing Body Organisation**
 - Election of Chair and Vice Chair**
 - Declaration of interest in items on the agenda**
 - Agreement of Terms of Reference**
 - Register of pecuniary interests for 2017/18**
 - Governing Body Annual Calendar**
- 4. Agreements of the minutes from the last meeting**
- 5. Headteachers's Report including Self Evaluation & SIP 1 Report**
- 6. Headline data presented in comparison to National position**
- 7. Target Setting**
- 8. Impact Statements for PPG, Sports Premium and CLA**
- 9. The School development plan; Key areas for improvement**
- 10. Consideration of communication strategies with parents (Websites) and yearly calendar of events**
- 11. Any other business**
- 12. Glossary of common Terms**

Introductions

SF introduced Rachel Adams as the new Associate Headteacher.

Apologies

No apologies were given

Governing Body Organisation

Agreed.

Election of Chair and Vice Chair

SH nominated SF as the Chair seconded by AK– Unanimously agreed.
SF nominated AK for Vice Chair seconded by SH – Unanimously agreed.

Membership

The membership is as stated on page 1, all agreed.

Declaration of interest in items on the agenda

None were declared.

Agreement of Terms of Reference

The terms have not changed since last year, SH said that page 7 outlines the difference between the full Governing body and the committees, everyone agreed they understood the TOR.

Register of pecuniary interests for 2017/18

No declarations were received.

Governing Body Annual Calendar

This has been distributed already – SH reminded Governors that the Full Governors meeting will be on 25th January at Southwold and the next Hoxton Garden Sub Committee meeting will be on 22nd March, there is Governors visit morning on 7th February at Hoxton Garden from 9am until 10am.

Agreements of the minutes from the last meeting

These were agreed, there were no action points from the last meeting.

Headteachers’s Report including Self Evaluation & SIP 1 Report

Page 16 is the Summary of Head’s report, this will be combined with the other schools for the full Governing body meeting. The left hand side shows the outcomes, this data will be presented in a later part of the meeting with another report. SF asked what the term “Greater Depth” meant, SH said, this means pupils who were achieving above the expected standard. The old measures for above expected were levels 3 and 5 and then level 6 that was stopped 2 years later. The school’s challenge is getting children to ‘Greater Depth’, the school gets significantly more children to the age expected level, 28% above national at the expected standard in reading writing and math. What the school is not necessarily getting is the children to greater depth, when they come into the school they are much lower, thus progress scores are very high.

The summary shows year 6 are working significantly above the national average and our disadvantaged children are doing well. Although not as well as all other pupils they are still high. The progress scores nationally are shown as a minus but Hoxton Garden show plus figures. This puts the school in the top 10% nationally. SF asked if Orchard schools figures were as high, SH said not as high but still above national average. Most children come in across the 3 schools as low, very similar abilities across the 3 schools. The current year 2 had about 30% change in pupil roll between Reception and year 2, this means that progress data here is slightly less reliable. The data is looked at and used but the progress scores are most

appropriate for pupils who have been at the school from Reception to year 2. Headline progress is currently between ages 7 – 11 years, if a pupil has attended another school we inherit their scores.

One of the issues at Hoxton Garden is that the children's greater depth is lower than national in reading and maths but above national in writing. Our combined reading, writing and maths at greater depth is broadly in line with national but the school would like to get more children at greater depth in reading and maths. The year 6 is a strong cohort this year and this is a focus.

Table 3 is Key Stage 1 outcomes, they are higher than national overall, disadvantaged children are broadly in line with national. Greater depth for KS1 is for children who used to get level 3, just below national in maths but in line with reading and writing. Children are measured at the end of early years and the school is just above national. This represents good progress as most of the children come in very low. The government has proposed measuring success from when they come into school until the end of Year 6.

The next column is the quality of teaching and learning, the percentages do not include NQT's; All other teachers are considered good or better and the typicality of teaching across the school is at good. The school has experienced teachers and several outstanding teachers who are being used as role models across the school. There are two NQT's and the school is working with them, both have development needs but that is expected at this point in the year. There is another NQT who is undertaking the in-school training, there are no concerns. She was a TA within the school and her teaching is very strong.

The school has a new Head Teacher and a new experienced SENCo who is starting on the 11.12.17. There will also be a new acting deputy as John Coggin is moving to another school at the end of this term. Erin Gillham who is an assistant head at Orchard will move to be acting deputy headteacher at Hoxton, Erin was previously a teacher at Hoxton before she moved to Orchard. Erin has been with the organisation since she was an NQT 7 years ago.

Across the organisation there has been a reshuffle of SLT, and have recruited well for new leaders, this is needed especially at Orchard. A new leadership team at Hoxton Garden, two apprentice teaching assistants and a nursery education officer have also been recruited. The school still has some agency staff, but the school aims to recruit more substantive staff shortly. Recruitment for teachers has been very challenging this year.

Behaviour and safety; there have been no exclusions this term, the school is actively trying not to exclude although there have been some internal exclusions. There are a few children who have behavioural issues but the school is working with them. There have been no incidents of bullying reported this term, by bullying we mean documented issues over a period of time. All behaviour incidents are reported on a blue form with lots of categories to monitor and track behaviour. There is a new school council who are growing, attending meeting across sites as well on the school site. There is a pupil action research group who work with the other schools. SF asked if they Governors could meet the school council when they attend the Governors visit morning, SH would like them all to meet. The school has a range of pupil voice groups, digital leaders, head gardeners, and debate mate and peer

mediators, the school are passionate about the pupils having a voice and being involved in the school. The school presents as a calm happy safe place to be, this message also comes through the SIP report.

Pupil roll has increased slightly, the school is working to continue to increase it, there are a number of schools in the area and most recent residential building has been apartments for professionals who typically don't have children. There has been interest for Reception places in September 2018, the school currently has two reception classes and will find out in March 2018 how many children have been allocated for September 2018. Attendance is higher than the national average and higher than the targets the school set.

Targets have been set for years 2 and 6, these have been sent to the local authority, the SIP has approved the targets; The targets are based on where the children are coming from and the school is being ambitious to be above national. The school expects to be significantly above the targets with year 6, although they have been set at 20% above national targets.

Current risks and priorities; making sure the school has greater depth and a good level of development at the foundation stage, there is only 60% of disadvantaged children that got to a good level of development at the end of reception, this is above the national average for this group but lower than that for all groups. The school is looking at problem solving in maths and re-looking at the curriculum as the school does not think it gives enough opportunities for a variety of problem solving activities. SLT are visiting other schools and looking at improving the curriculum, arithmetic skills are generally good across the school. There has not been enough investigation in science in the children's books and this is also being looked at for improvement. This is mirrored across the three schools as they all follow the same curriculum.

Carline Tyson, the SIP, visits the school once as a term; She is a Head teacher from an outstanding Hackney school and is very well informed. The context and changes in her report highlight the changes to the SLT and the fact that the school has been invited along with the other two schools in the federation to be part of the Mayors Schools for Success. The report also highlights that the budget has been managed well and the school no longer has a deficit budget.

The data has been broken down and shows the key issues of disadvantaged pupils at the end of FS, greater depth in KS1 and KS2 a triangulation of data as presented by the school.

The school has set targets with the SIP based on the school continuing to be in the top 20% nationally, there was a learning walk and she looked in all of the classrooms and looked at the children's books and spoke to the children. The feedback is very positive for the school. The comparison of the teaching profile shows that the SIP agrees with what the school are saying about teaching and learning. The school is self-evaluating in most categories as Outstanding, the headline outcomes are Outstanding as they are well above the national average. Teaching and learning is not quite at Outstanding yet, but is marked as Good so overall the category would be classed as Good. If Ofsted were to visit the school it is likely that they would grade as Good with many areas Outstanding, the aim is to fully embed teaching and learning for an Outstanding grade. SF asked when the school could expect

another Ofsted SH replied that not until early 2019, although they are rewriting the framework, however Good schools remain in the 3-5 year bracket.

A new style Data Dashboard was presented to the Governors; This is the data that Ofsted will look at before they visit the school. Ofsted now looks more broadly at data, the coasting element is when a school is not making enough progress over time. If the schools are coasting over a period of time the Regional Schools Commissioner speaks to the schools and tells them they need to become an academy, local authorities are not happy for schools to become academies so they intervene. Hoxton Garden is not at risk of this and the school is not coasting. On the left there is a list of what Inspectors should be looking at, all of these are looking positive for the school. Ofsted made this list based on the data that is gathered from the statutory assessments that are taken during May. The data is really relevant, the report states that the school is in the top 20% of schools, they are interested in the progress of the disadvantaged children and the school is significantly better than the national average. All of the sections mention that the school is in the top 20%. The data has been broken down into quintiles and each segment is worth 20%. The school is aware that they have a much higher % of FSM and disadvantaged children nationally, nearly double. The school has a much higher % of children who have EAL, more than 3 times as many and a lot more children with SEN support.

The breakdown of ethnicity in the school is very interesting and diverse. HL asked if traveller children would appear in any white background sections or show up separately SH said they come under any other ethnic group. Data over the last 3 years shows that the school has been in the top 10% nationally. The trend over time in reading for all pupils shows that in 2015 the reading was not great but the following 2 years the progress was better and the school was in the top 5% nationally. Writing and maths was also higher than national.

The data is then broken down into different groups if they got a low mark at 7 years old they were in the low group, if at greater depth when they were 7 years old they are in the high band. If they got the expected level they will be in the middle band, it is all about those 3 groups. If they did well at KS1 age 7, they are expected to do well at KS2 age 11.

The other big group that they look at is the disadvantaged children and this year they are in the top 10% for reading, writing and maths. SF said that the progress that has been made since 2015 is staggering, SH said that this is testament to the school's journey.

The data on page 22 shows how well children do at age 7. At the end of reception year they are banded as 'emerging,' 'expected' or 'exceeding'. If the child is below the level they are classed as 'emerging', working at the level they are 'expected' and if they are at greater depth they are 'exceeding'. The progress is being tracked from when they are 5 years to 11 years. There are very different levels at the end of reception and year 2 so the school are told not to use it as a progress measure. The school is broadly in line with national average.

The children do a phonics test at the end of year 1, the school is just above national for phonics. If children don't achieve the phonics test they have to repeat it at year 2. By the end of year 2, 98% of children have achieved the phonics test, the children that don't are usually the children with SEN needs.

Target Setting

The document presented to the Governors is the document that was discussed with the SIP for the agreed target setting. The school has to agree targets for reading, writing and maths to KS1 and KS2, for all pupils, disadvantaged pupils, looked after pupils and SEN pupils. The report shows 0 for looked after pupils as there are none at the school at the present time in these year groups. The school is setting ambitious targets for all of those groups which are all above national at KS2 and at least in line with national at KS1. Apart from disadvantaged children who are predicted at slightly lower than national at KS1 but higher than this year. Greater depth is our challenge and these targets form the basis for the head teacher's performance management targets as well. HL asked if the new Headteacher was involved with her target setting, SH replied that there is another document of data that is used called the Fisher Family Trust that suggests what targets can be achieved by looking at the cohorts, these are then agreed with the SIP. SH also said that he had discussed the targets with RA and she is aware and it was agreed that the targets are challenging but achievable. Page 26 shows the areas for development, the school has looked at the data, the Ofsted report the scrutiny and monitoring and chosen the areas for improvement as shown on the right hand side. The categories chosen are Leadership and Management, Teaching Learning and Standards, Personal Development and wellbeing and outcomes for pupils, these are Ofsted categories but the school has a benchmark for evaluating themselves.

Page 28 shows leadership and management, with priorities on the left what the school will do and how they will measure it. The Governors are mentioned on this page, this was discussed at the full governing body and it is about succession planning and being aware of risks, the discussion also included recruitment and retention of teachers being a current risk. There is a change to the heads report to include a section about current priorities, succession planning for head teachers is something that the Governors need to consider although they have been very successful at it in the last few years. The school needs to ensure capacity as the school roll is a risk and concern, the numbers need to increase otherwise the budget will be affected.

SF questioned that there was no mention of academisation, there is not a section to mention it, SF said she would put it under leadership and management. SH said that the report states to develop a longer term strategic vision for the organisation taking into account local and national priorities, including academisation if necessary.

SF said that as SEND is on the priority list and she has looked at the consultation documents that was sent and is wondering if the Governors need to respond to the consultation, SF said that she would be happy to respond. SH said that HLT are significantly in debt for SEND and they will need to do something to clear the deficit. All schools will receive a drop in funding but if the money is not there the schools cannot do anything. **SF suggested** speaking to Ian Rathbone to find out a councillors perspective, SH said that they have recognised that they cannot continue to use the cash reserves. Ofsted are currently inspecting SEND provision at HLT. There are some high quality outstanding SEND schools in Hackney who have places unfilled, but they say that the children that are being sent to those schools are not the right SEND children. SEND in Hackney is very complicated and difficult. The schools could possibly apply for more short term funding, but the budget will be affected with less money to spend on SEND children.

Another big concern in terms of national priorities is fair funding, this is still lingering, it has been put off for a few years, and this would affect the schools quite badly in a few years. HL said that it feels like a waste of time to contingency plan because of the uncertainty, SH said the school needs to be practical and can plan for teacher shortages and work towards succession.

Teaching and learning and standards on page 29, this shows the school's priorities and core tasks, the school is very interested in developing oracy within the curriculum. There are some new strategies and the outcome for pupils would be greater depth, disadvantaged pupils in the foundation stage, the links go all the way through the new strategies. Another issue for the school is the vertically grouped classes, these are classes that have 2 year groups in a class, and years 1 and 2 and 3 and 4 are in the same classes. This does not negatively impact on standards but the school monitors this closely, tracking the children carefully. HL asked why the school does this, SH replied that there are not enough children to have separate classes, this is the legacy of low numbers in the school. SF said that this will work its way through the system with higher numbers of pupils on roll.

Impact Statements for PPG, Sports Premium and CLA

The school must account for how the pupil premium money is spent and the school gets £225,000 for the budget. There is an additional payment per child for disadvantaged children. The impact statement from last year shows that the school is spending the money very effectively as the progress shown on page 33. The children are making much stronger progress than national. The expenditure is broken down each year, the school does a range of things related to standards, making sure the children can read write and count, some are related to pastoral care, engagement of parents and enrichment events. Approximately half of the children are disadvantaged. This is less meaningful as the school spends significantly more of the budget on disadvantaged children, however this can be accounted for and how it impacts.

SF asked what is "Launch Pad", - SH explained that it is a speech and language programme for reception children who have speech and language difficulties, listening and oracy skills.

HL asked has the school stopped working with Hackney Pirates, SH explained that the service was not reaching enough of our children for the costs involved. The school now works with Beanstalk volunteers who come into school for a day and read with 10 children, all for a fraction of a cost.

SF asked where the children go horse riding, RA said Lea Valley, not many children access this but it is very special. HL asked if a child is SEND and also PPG do they get both sums of money separately, SH said yes but the school has to account for both sums of money and how it has been spent. Again the school spends much more of the budget on these children this will become more of a problem as the SEND budgets are cut.

The School development plan; Key areas for improvement

The annual staff development and training are planned and mapped out for the entire year, the plan looks at staff needs and focus for the specific week and the NQT's; Deputies and

Phase leaders and what their focus and scrutinies are for that week. The document is not set in stone as it is revisited regular and changes can be made as the need arises. All three schools work together, although there are site - specific meetings as well.

SH explained that the blue column shows the key enrichment events, this shows events that parents come into school, eg. Bring a significant male to school. These events are planned throughout the year. There are lots of children from the three schools going to see the pantomime at the Hackney Empire, each school will also have a company that will do a pantomime performance on each site for the younger children.

SF asked if the schools do anything across the three sites for career development; SF is involved with an initiative that aims to attract more women into jobs in the built environment such as construction, engineering, architecture and similar roles. The aim is to get more women into the environment and keep them because it is a male dominated industry. The sooner you start to open doors of opportunity for all the better it is. Children need to see more role models and get their expectations higher. SH replied that all of the schools have Enterprise Week on January 22nd and all of that week all children from reception to year 6 go to different places of work. The schools also have "Dragons Den" and meet people and talk about the world of work. This is quite powerful, and this is for the whole week. RA told Governors that the year 6 children go on a trip to Cambridge University every year, year 5's visit the Royal Veterinary College and Bsix college, so the children can have these aspirations. SF suggested that she could arrange for some visitors to the school to talk about their career achievements for Enterprise Week, SF would need some notice to arrange this.

Hoxton Garden has a link with Broadgate Construction and the children still visit the offices and meet the staff. Children and the School Councillors have visited the Houses of Parliament. The school also has Democracy Week and the councils talk about what is democracy and parliament. There are also pupil voice initiatives with Digital Leaders, Head Gardeners, Sports and Arts Ambassadors, these are leadership roles within the school. Some children took part in a written project called the Brilliant Club and they graduated from Kings College, our children were the youngest involved in this project.

HL asked how the school measures the impact of the training, SH replied that all staff fills in an evaluation form after every training session, the forms ask for a scaled grading about the effectiveness of the training and also for some comments. These are discussed at the SLT meetings every week. The feedback is consistently in the top end of the ratings on a scale of 1-5, usually within 4.5 or 4.8. There are also the qualitative comments which can be very useful in helping to pitch the training. EYFS staff are separated from the other staff training and meetings as their needs and curriculum are different. This has been used to improve the system. Every year there is also a staff questionnaire through Survey Monkey. This is an anonymous survey and it is very useful,

SF noted that the school has regular parent events when they are invited into the school and asked is there a good response. The last coffee morning had 40 parents and children which was a very good response. The sessions are very practical and involve the children.

The science workshop was very well attended. The parent events are still a work in progress but the outlook is positive.

The school does parent reading on a Friday morning, lots of dads attend these sessions, the school has a calendar of sing a long assemblies for Christmas, the Governors would be very welcome at these.

Any other business

None

The meeting ended at 6:00pm