

The majority of children are on track to meet their age expected levels in Reading/Writing & Maths (RWM). It was noted that one Yr3 class was not on track particularly with their writing, after a series of support in planning and moderation with the teacher has brought the pupils back on track and doing well.

School progress measures show that pupils are making at least expected progress with some doing better than expected. There was a slight concern with writing in Yr3 but support put in planning has seen an improvement which has also been seen in KS1. The Yr1 teacher is an NQT where support was needed it is a year group with some pupils who exhibit significant need, however after moderation they are also doing much better.

Yr2 although not a concern. Following a focus on gaps from the assessments and moderation of outcomes they are now on track to meet or exceed end of year expectations. Therefore the data that is to be collected in the summer term should reflect a better picture.

(SF) questioned when the data was collected used in the pack

The data was collected at the end of November and those children who needed more support have already been monitored and provision adapted.

(SD) questioned if the data is due to the quality of the marking or the children's performance

RA was confirmed that the moderation had shown that there were gaps in the teaching which has now much improved. The fact it was identified quickly and addressed shows the continuous monitoring that takes place.

Teaching profile

- At Hoxton Garden Teaching is typically good or better, utilising the CPD programme for Teachers and looking at the school's needs. On-going observations are carried out with the 3rd cycle taking place after Easter. This will be looking at books and scrutinising planning.
- Tackling problem solving in Maths was an area picked up at Christmas and the DHT and Maths lead have made sure that reasoning and problem solving is being embedded into the daily maths lessons and is looking much better.
- There are two NQTs in their 2nd terms that are on track to complete their year successfully.
- There is an in-house student teacher in Yr 5
- Rachel Adams was recruited as Head teacher for HG in December and is now in post.
- New Curriculum Deputy from another site, she is doing really well and known to the school
- New SENCO who is training and working closely with the Inclusion Deputy is making a good impact and acting Deputy Head both started in January 2018

(AK) questioned if the school knows how many teachers will be leaving

May 31st 2018 is the deadline for teacher resignations; it is anticipated there will be a number of changes and therefore the school is second guessing where people go including possible teachers changing to other sites to inform current recruitment.

Behaviour & safety

There have been no fixed term exclusions this term. As a Federation a focus on smooth transitions around the school to maximise learning time has been embedded and it will now be included in the behaviour policy.

(SF) mentioned how really impressed she was with the children's behaviour at the Governors morning visit taking into consideration one particular child who has high needs.

It was confirmed that the particular child is doing really well and by having a calm environment around him has improved his behaviour which is very positive. The child has been successful in acquiring an EHCP - 'Educational Health Care Plan' which for his learning has made really good progress.

(SF) queried if the school was aware of the number of pupils on roll for September as this was minuted as an action point for this meeting

It was confirmed that although there have been additional pupils starting throughout the term it is not yet known in March the actual total role for September and Reception applications would be known in April.

ACTION: It was agreed that once the number of Reception applications was known by the school it would be emailed to Governors.

(SH) confirmed on a positive note that there is a much fuller nursery than last year with the speculation there will be more applications for Reception. However mobility is very high and two new children have transferred in this month.

Key Priorities

The key priorities are to raise standards for most able pupils especially the most able disadvantaged pupils and to ensure an increase of pupils achieving greater depth in reading and maths at the end of KS1.

Yr2 pupils this term have already been put into sets for reading and maths in preparation for their SATs and there is a lot of work taking place with EYFS to achieve greater depth of learning. Key children have been identified and are being supported.

5. SIP Report

New SIP Report handed out in meeting dated 09/03/18

The SIP report makes reference to the change of leadership as mentioned above: the 'new team have successfully taken on board the leadership and management of the school', over all it was a very positive visit. It mentions the new EYFS phase leader who was internally appointed and has made a great impact already. Please note on page 2 the wording/phrase 'spiral curriculum' means how rich, wide, varied and depth there is to the curriculum with the cross site links being maximised.

It highlights the school is on track to meet targets and be above national averages, although it recognises that Yr2 are currently slightly below expected progress but still on track to end Year 2 in line with National Averages. The school has cautiously evaluated itself as regards teaching as a grade 2 as typically teaching is good or better but not confident to say it is consistently outstanding.

(SF) questioned if all Yr6 pupils know what secondary school they are going to

It was confirmed that all children have been offered a place at a variety of local secondary providers.

6. Consideration of provision for SEN/PPG & vulnerable pupils

Presented in point 4: Head's report above

7. Evaluation of outcomes from parent survey

(SF) commented that the survey actually raised more questions than answered, she also queried if the survey was a school requirement and what was the percentage of parents that responded.

(SH) confirmed that the document sent to Governors was an overview as it is a large document. It is the school's choice to carry out such a survey and that only 18% of the total parents, approximately 50 parents responded. It is anonymous but overall the responses were positive.

(SF) suggested that it would be more appropriate to have an executive summary of the statistics from the raw data to make the survey more realistic.

Governors agreed this would be more useful and easier to understand.

ACTION: for next year to have an executive summary report of the key findings.

(SF) suggested that the questionnaire could be condensed to more poignant questions and possibly translated into multiple languages in order to increase the responses. Possibly hand it out at coffee mornings. Any changes would need to be looked at for all three schools. It was suggested that the school might like to look at what other local schools do to evaluate parent opinion using surveys.

ACTION: to add this topic for the FGB in May

(SD) questioned if there is any feedback from the coffee mornings

Feedback is received from the coffee morning and is used to inform coffee morning themes. This feedback is usually very positive.

8. AOB

Document handed out Self Evaluation

Governors discussed the 'School Self Evaluation' document noting the next steps the school is looking to take. It is one document that Governors should be familiar with as it informs how the school evaluates itself in regards to how good its provision is in each of the areas that would fall under an Ofsted inspection.

(SF) questioned how often this document is updated

This was confirmed as being twice a year and to include the new assessment data, Ofsted evaluated the school as a "good" school in 2016 and there are elements to improve with the aim of being graded outstanding at the next inspection.

Table shows at end of reception year they get assessed statutorily, this is the percentage of children who are on track and then the progress between aged 5 -7. It is a very raw measure and slightly contentious however Ofsted adopted it a few years ago and should be taken into account. It shows an increase of progress over the 3 years since the new leadership team took over but that as the pupils move into reception the gap has closed as they are entering Reception and are at a higher level. The government is intending to remove this 7 year old test and intend to measure pupils from entry to Yr6, but this is yet to be confirmed.

There was no other business raised.

Meeting Finished: 5.45