

**Governing Body Sub-committee
For Hoxton Garden School**

On Thursday 26th November 2020 at 5pm

(Meeting was conducted via Video Conferencing)

Committee Members

Laura Theobald (LT)
Victoria Crawford (VC)
Rachel Davie (RD)
Rachel Adams (RA)
Claudia Moreira (CM)

Clerk: Beverley Shore

1. Apologies /Consent for Absence

No apologies

2. Governing Body Organisation

2.1 Election of Chair and Vice Chair

LT was nominated for Chair and VC was nominated for Vice Chair. All Governors agreed.

2.2 Membership

There are no changes to the membership, there is currently one gap for a Governor this was discussed at the full governing body meeting and the recruitment process is in hand. The vacancy does not impact on the committee or the Governing body meetings. RD will feedback in the spring term.

2.3 Acknowledgement of TOR

There are no changes.

2.4 Declarations of interest in items on the agenda & register of pecuniary interests for 2019/2020

There are no new declarations of interest. LT reminded Governors that if there are any changes the Governing body must be informed, RD also reminded Governors that any change in personal details like addresses also need to be updated for the single central records.

2.5 Code of Conduct

There are no changes.

2.6 Governing Body Annual Calendar for 2020 – 2021

3. Agreements of minutes from previous meeting and actions

One of the actions raised in the wider context was the reaction to the parent survey, there were a lot of differences between the amount of responses between the schools. This would typically be discussed during parents evening but as this parents evening is not face-to-face. SLT have discussed sending paper copies to all families and offering a raffle for a Christmas hamper and having a robust system in place to ensure maximum responses. The survey will be sent home with the children's school reports.

LT noted that another action was to ensure that the website was better in terms of communicating letters to parents. RD confirmed that during the national lockdown and through the Autumn Term there has been a clear line of communication that worked very well. Better publicising of events and content e.g. coffee mornings, a page with return to school information, the current risk assessment and copies of all letters to parents. Termly evaluation of website access is in place. The schools have also done a technology survey with all families to identify which families have access to technology in the event of having to close a year group bubble for a 10 day period of time.

The minutes were approved.

4. Headteacher's Report

The school has been back for nearly a full term and the children are accessing full curriculum entitlement including Music, Spanish and PE. A recovery curriculum is in place to ensure adequate rehearsal of core knowledge.

Timetables are protected with a key skills session daily for all children, which looks at teaching missed content or rusty knowledge and the gaps in learning. In the Autumn term the senior team held class context meetings and met with all class teachers to discuss the children and what they have learnt about them and the provision moving forward for individual children.

There are no SATS results from the end of 2019 – 2020 as a result of national suspension of testing in response to the pandemic and school partial closures. Testing for 2020 – 2021 will go ahead in May although the school are awaiting information regarding national amendments. Year 6 children are on track to meet the targets that are set for testing in May next year and children are being prepared. Baseline assessment for Year 6 and data is comparable with that of previous years in reading and writing. In maths there had been a slight drop in maths scores (arithmetic particularly) but the most recent assessment shows these scores are improving as a result of targeted intervention and use of key skills sessions.

Staff are preparing KS2 for the multiple times table check for Year 4 in June, there is a rigorous daily timetables session in the key skills and maths session for all KS2 year groups with fortnightly testing and analysis of gaps.

KS1 are preparing for SATS for Year 2 in May, the senior team are meeting regularly with Year 2 and Year 6 teams to track progress and moderate the teacher assessments.

The phonic check will be going ahead for Year 1 in June, the current Year 2 classes were unable to do the phonics test last year so this will go ahead in the next few weeks with data submitted to the local authority.

Staff are currently undertaking the early adopter reception baseline assessments. While this is again optional this year, it will be a statutory requirement for September 2021 and it is important the teaching teams are familiar and have had experience of how to deliver. The school took part in the pilot scheme last year also. In addition, an in house early baseline (in the first three weeks of schooling) was undertaken to inform planning and accurately track progress across the 17 areas of learning.

The teaching profile is very stable staff and retention was high, the senior team is the same as last term. The school has three NQT's and an apprentice teacher. Out of the 3 NQT's one is new to the Federation and the other two were apprentice teachers from previous years, they have all been allocated a mentor and are working through plans and targets, all are on track to reach teacher standards.

Three new members of staff have been appointed, one NQT and two experienced teachers. Personalised induction is in place. NQT's from last year who are now 'recently qualified teachers' missed part of the teaching practice last year, they continue to be supported this term and have received additional release time to ensure they reach their targets.

CPD is currently taking place locally in order to minimise cross site travel and safe distancing. Cross-site studies by the deputy head teachers are still taking place between the three schools and SLT have cross-site meetings weekly to ensure a core focus on Federation standards.

There have been two pupils who have had a fixed term exclusions, both pupils are males and both on the SEN register with an EHCP. One of the pupils has now relocated to Scotland. The other Year 6 pupil arrived at the school just before lockdown, he has ASD and as a result of the exclusion an emergency annual review was actioned and provision adapted to better fit need. There have been no further recorded behaviour incidents.

There have been no reports of bullying since the last report and the school has received the Anti Bullying Quality Mark Silver Award in recognition of the work of the school approach to anti bullying.

The current pupil roll is 324. There has been some mobility in line with year on year trends.

Attendance is high and currently stands at 96.6%, the school has been rigorous with the attendance procedures and parents have been supportive. The current national average is 86.5% and the current Hackney average is 90.8%.

VC asked what does the fall look like in Y6 maths? Has the school seen an impact?

RA explained there are some gaps in arithmetic recall but additional focus has resulted in gap closure.

VC asked is it lower than previous cohorts?

Comparable data year on year shows baseline assessments in line. The year 6 team have worked very hard in terms of addressing the gaps and the key skills sessions have helped.

RD said that across all three schools the year 6 data showed that mental arithmetic particularly and the quick recall of facts that the children need to apply in other contexts. Those gaps can be rapidly filled, the schools are not anticipating that the SATS results will be significantly lower than previous years.

LT asked has the school noticed any social difficulties with the return to school? particularly with the most recent lockdown, mental health is a big topic at the moment.

RA replied that the school has done a lot of work preparing the teachers to support the children when they returned and behaviour has been very good with few incidents. The school is aware that due to the bubbles they need to keep to themselves in the playground. Being part of the school community is a big part of the children's development and a note for future planning.

VC asked whether mobility impact data e.g. more lower ability children that have left.

From the cohort four children from three families have chosen elective education for various reasons. When the first lockdown first happened some of the families returned home and have decided to stay, the school has been in contact with the families and confirmed that they are in education so they have now been taken off roll. There have been a number of incoming children as well.

LT asked to clarify have the numbers gone up?

RA replied that the numbers are currently 324 pupils on roll.

LT asked about the attendance and said it shows summer data, was that when there were a number of children back.

RA said that by the end of summer there were about 80 children back, the ones that did not return were not obligated to return. The numbers were based on that and counted as present.

5. SIP 3 Report

The SIP visit happened in June, these visits are termly, and the focus in June was the school improvement partner working alongside the school to understand the remote learning offer and the welfare and support of the children and staff. The school made weekly welfare calls, towards the end of the summer term all staff had returned on a rota basis, the school also continued with the professional development for staff and this was done remotely. The NQT's and apprentice teacher continued to have weekly meetings with their mentors, and as they returned to school plans and targets were adapted to fit the class sizes.

There were approximately 30 pupils on site at the beginning but near the end of the summer term, it had increased to 80 children. The learning pods were restricted to 15 children per pod and the staff were rotated to cover the pods.

Staff training and monitoring continued, the children received a full curriculum including remote Spanish and music lessons.

In terms of school action, home learning support and the closure, home learning was uploaded onto the website every week. KS2 pupils had access to Google Classroom and were able to communicate with the teachers through that, work was marked and feedback was given.

KS1 pupils had access to other online learning platforms like Mathletics, teachers were able to track and monitor this. The school made sure that the breadth of subjects were covered as well as the core subjects. The senior team quality assured the work that was set for the children.

Assemblies, music and Spanish lessons were done via zoom, the parents were very keen to share what the children were doing so an email account was set up for parents to email work to the school. For families who did not have access to devices, printed work packs were on a fortnightly basis, this coincided with the collection of the FSM hampers. Children and parents were able to come into school and change reading books.

All work was logged so that staff could track which families were engaging and keep in touch with them on a regular basis. Vulnerable and safe guarded children were called by the teachers every week and also by a member of the senior team, so they received 2 calls a week from the school, some children also received calls from the therapist.

Food hampers were very successful and well received by the families and we continue to supply hampers for our FSM families who are self-isolating.

The data for EYFS, KS1 and KS2 were broadly in line with targets set at the start of the academic year.

RD said that at the end of the academic year our SIP for last year, Caroline Tyson, was changed, the local authority have a 3 year span of time where a SIP can work with a school and then they are changed. The rationale for that is fresh eyes and a new challenge. Our new SIP will be Hilary Ryan, she is a member of the local authority. She has been involved with the schools for many years and undertaken end of year reviews and support with pre Ofsted checks, she has a familiarity with our context, Hilary is undertaking the SIP work across the 3 schools.

The SIP 1 visit has taken place and the visits are in the same format as normal, what is different is that we will get 3 SIP visits this year in line with all schools across Hackney, this is because of the recent partial closure and the impact on schools and to allow them to evaluate the performance of schools generally and to unpick some of the key threads that may be occurring with the children due to that gap in schooling.

SIP 1 visit has already taken place and the report will be shared in the spring term meeting.

LT asked have the NQT's and apprentice teachers had any shared sessions virtually with the other schools.

RD said that they have an additional CPD session every half term that is bespoke for our newly qualified teachers and they take place online, to enable them to have a dialogue and help build relationships across sites. Today was the first apprentice teacher session and it was run by RD and it is the same format, there are set dates each term where they are able to come together. It is important that feedback in terms of training and identify what their perceptions are of things and to identify what we can do to support better especially as the universities are now working remotely and this is a different format.

LT said that there is dual pressure at the moment with lots of online training and having to go online to prepare work for home learning for children.

RD said that the schools are ahead of the game, there has only been one bubble isolate across the three sites and not at Hoxton Garden. All of the preparation for remote learning has been done and if a bubble were to go down, the work has been prepared and the website pages are ready so the learning could start immediately. Systems of support and calls home each day to enable dialogue with parents and to recreate the expectation of the online learning. The technology survey and things feed into that so that we have a clear understanding of who has what and where and when.

LT asked have you used google classroom and some of the tech more now, is that happening more often now, is homework happening through that now?

RA said that the children became quiet skilled during the lockdown but moving forward in preparation for further lockdowns or bubble closures or children being absent the school is making sure google classroom is an active teaching tool. Some lessons in the afternoon will be done through google classroom so that the children are skilled in using the online resources, as well as the teachers.

6. School Development and Evaluation

The school has an open door policy with the community and parents and it has been difficult to have this policy under the current circumstances, it is very important that the parents feel included and involved. The school continues to ensure that the communication is constant, there are lots of videos and information on the website for the children and parents to feel help them feel included.

Phonics has been a big focus particularly making sure there are no gaps in the children's learning, this is a focus in years 1 and 2 for the testing. The maths curriculum has also been a focus particularly around teaching children resilience around problem solving and the strategies they can use to problem solve. The assessments have been important to see where the children were when they returned and where they have progressed to. There is another round of data collection due and then there will be pupil progress meetings with the teachers in January to review and update the provision to ensure that the school are meeting the children's needs.

The Ofsted inspection was a year ago, the school are focussed on the development point of knowing more and remembering more and making sure that the school is equipping teachers to support knowledge that the children have and how they retain that information and make links between different subjects and their prior learning.

Pupil voice has been very important particularly as the children have had many different experiences over the last few months. The pupil voice groups like eco warrior, school council these details are also on the website, the schools continue to have cross site meetings, there was a meeting this week for the school council. It is important that the school gives the children to opportunity to articulate their learning and the things that are going on around them.

The recovery curriculum has been a focus and the school are making sure that they are prepared for any bubble closures. In terms of children self-isolating there have been very few, currently 5 children are isolating. The school is setting work and making welfare calls and supplying food hampers as necessary. Reintegration meetings are booked for when the children are returning to school, the completed work is also checked when the children return.

Enrichment weeks continue in a different format and the school is finding creative ways to ensure that the children are not missing out on opportunities. Workshops have also been continuing, teachers are working hard to give the children some wow factors in class. Gardening, Debate Mate and Chess club have all continued to take place so the children do not miss out.

Breakfast club and after school club have continued with the children in bubbles. The after school club activities have not been able to take place due to the children being kept in year group bubbles, but homework clubs are taking place for years 1 to 5 and then year 6 have booster classes twice a week.

Professional development is very robust supporting teachers particularly with google classroom and making sure that in terms of ICT knowledge they are supported. The Federation continues to evaluate this and ensure that staff feel supported with their professional development and different types of training.

The staff survey was done at the end of the summer term and it was very positive, based on the feedback an action plan has been put together to make sure that any concerns that have been raised are addressed. The retention of staff continues to be high.

In terms of EYFS the school has done the baseline assessments and have put an action plan together to ensure that the needs of the children are constantly being met, this is constantly reviewed.

The internal data for March shows that most of the children were where they should be at that time of the year and the majority of pupils are working at the expected levels or higher in the 3 main subjects. The focus on SEND shows that they are making typically better than expected progress. The focus on the disadvantaged pupils shows that are working at least in line with all pupils in all subjects.

The marking policy in KS1 has been revised to make sure that the school are setting the specific targets for the children and thinking about verbal feedback. In KS2 looking at the maths and fluency, reason and problem solving.

New or focused priorities are phonics and early reading, these were positive in terms of Ofsted, but making sure that assessment and moderation the school is able to sustain current levels of provision in light of the current context is critical.

The school has also embedded the revised PSHE curriculum, parent consultation meetings were held and parents were invited to come in and have a look at the curriculum and discuss any concerns that they had. To show transparency and show what we are teaching the children, this was very successful, parents had lots of questions but overall they were very supportive.

To ensure that the curriculum offer demonstrates a clear progression of knowledge and skills over time in response to ongoing pupil need and making sure that as leaders that this is moving forward. Preparation for the new profile and baseline assessments in the EYFS in 2021.

VC asked what a booster class is.

RA explained that the booster class is offered to Year 6 primarily and then in Year 2 in the in the spring. They are support classes where staff are able to unpick the gaps in terms of the children's learning. They are in smaller groups with a number of teachers who will teach that after school.

VC asked is it for everyone or do they pick what they are struggling with?

RA replied at the moment it is for everyone but as time goes on the school will concentrate on which children need specific support.

LT said she was pleased to hear the information about the extracurricular activities as she had been wondering how this was working under the current restrictions. It sounds like the school is still maintaining a fair amount of activity and from a PPG perspective, can the school offer and meet the needs of disadvantaged pupils in the same way.

RA replied that yes some of the activities are via zoom rather than face to face opportunities. At the moment the school is not doing trips but this will be reviewed on a termly basis. Using other opportunities like the garden and the outdoor classroom is an opportunity for teachers to bring creative things into the classrooms.

LT noted the drive to explore unconscious bias, it is very fitting and topical this year, it will be interesting to see how this progresses.

RD replied that it is a big project and something that all 3 schools are taking very seriously in terms of the way that they develop a better articulation. For context this is one of the initiatives that is being followed in Hackney and the sense of belonging the children feel with their school communities. The curriculum impact including the way things learning is delivered to children and the content and ensuring the people that we study are relevant to children and take into account our school demographics is a continued point of reflection.

LT said that RA mentioned there was a big focus on phonics and reading. Due to the current restrictions has the school been able to come up with a replacement to Friday morning stay and read.

RA replied that class context sets interventions to support children with their reading. The home school diary has been helpful in terms of communicating and checking the children are reading, checking comments and commenting back. Currently Friday morning stay and read is suspended.

LT asked are parents more engaged after the home school learning.

RA replied that the engagement of parents is tracked and the expectation that the parents are reading with the children is tracked class by class as a % s completion of the home school diary. The school can identify quickly parents who are not engaged and have follow up calls to offer support.

7. Consideration of strategies for communication with parents, website and enrichment in light of COVID 19 context.

The website is the main tool of communication and the ways of communicating has changed by using text messages and links to specific parts of the website. The school has been able to communicate the risk assessment to all parents and be transparent with how we are doing and how we are managing provision in the school as well as key contact letters.

Using the website as a tool to communicate out and celebrate those things we normally do, like International Evening as part of our world week have been adapted through community videos. These took place on all of the school sites and parents took part in these alongside teachers and pupils. It is a small token that was very well received by the community.

The parent survey and technology survey took place at all 3 schools, these will continue to happen. The social media contact is happening regularly and promoting learning and events.

The school have had to be creative around are the transition opportunities and promoting the school. During the summer term the school did transition videos and virtual parent tours for EYFS, some of this content has also been shared with newer parents who have come in at a later date.

Flyers and leaflets have been created to advertise the nursery and reception and promoting the new entry to the school before the parents need to make choices for reception in January 2021. Some of the parent tour elements have been challenging, the tours did run through the autumn term but were stopped during the second national lockdown. These will be started again with rules in place, face masks and tours limited to 3 people and only 1 person per household. It is important to promote the school and that new parents are getting an opportunity to see what we do and how we do that, we will continue to promote that.

The school has already seen an impact in the number of nursery children at Hoxton who we have comparatively with last year and the year before.

There are challenges around the parents entering and exiting the building and playgrounds at the start and end of day. Parents are required to wear face masks and the senior team are on the gates morning and evening, those key points of face to face contact are still available. This is important as lots of our community need that face to face contact from us. The systems have been adapted but they are continuing so that we do not lose the personalisation that we have and have worked so hard to achieve.

LT said that the coffee mornings on the website are fab.

RD said that they are looking at transitioning some of the technology to give better fluidity and to improve the way they look and the accessibility.

LT said that beforehand some working parents may not have seen everything and now they are able to view most things online. Are the hits being monitored?

VC asked is part of the parent survey about access to technology in the home as this had been an issue during the earlier lockdown with people accessing via phones.

RD said that they are currently in the process of analysing this and outcomes will be shared in the Spring term

There is allocated funding for laptops that has gone through to Hackney, they are identifying children who are vulnerable or who fall into a category and they are allocated a laptop. The school had a small number of laptops allocated in the summer term and there may be further allocations this term.

VC asked did they receive 2 last time or did it get above that?

RD said that Hoxton received 2 but there were a few more at Orchard and Southwold. The school expects the numbers to go up depending on funding allocated to Hackney Education from central government. It is a tricky balance but the school knows that a number of parents prefer the paper packs and these will continue to be provided.

The Government have ring fenced a significant amount of funding to provide FSM during the holidays over the next 12 months. The schools are waiting for further information as to what this will look like and what impact that will have on the school capacity to provide that and how much say we will have over how this is delivered. The continued communication with families during the holidays particularly the extended holidays and the wider national care over FSM and the impact that the current situation has over families that have lost jobs or continue to be unemployed.

VC asked are you expecting that more staff will have to be in during the holidays.

RD said that the school is waiting for the guidelines, the school ran hampers last time and that was very successful and worked effectively. The school are still providing hampers for families who are self-isolating, the hampers are for 2 weeks and have good content. The catering company have done an excellent job during this time and if the hampers continue this will impact on staffing. The Government may put in place a national voucher scheme to minimise the impact on staffing. The school will adhere to the guidelines but do it in the best way for our families.

8. Any other business
There was no other business.
9. No changes or queries to the glossary of common terms.

Meeting closed at 6.15pm