



The Viridis Federation of Orchard, Southwold and Hoxton Garden Schools

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

**On Thursday 15<sup>th</sup> July 2021 at 5pm**

**(Meeting was conducted via Video Conferencing)**

**Committee Members**

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

Clerk: Beverley Shore

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**1. Apologies /Consent for Absence**

No apologies

**2. Governing Body Organisationa**

- Membership (revised and proposed)

RD has submitted a draft proposal for review for September 2021 taking account of new Governors joining the Governing Body from September 2021. Confirmation has recently been received that the Governing Body will be getting one Young Governor as part of the Hackney Education pilot. The Governing Body will be at full capacity for September 2021.

LT commented that it is good news that the Governing Body has been given a Young Governor.

JG asked will it be one Governor for all of Viridis, RD replied that she thinks that is the case but the Governing Body would be happy to take two others to sit on the subcommittee and this has been offered to the pilot leads.

- Declarations of interest in items on the agenda and register of pecuniary interests for 2020/21

LT asked if there were any declarations, there were none. LT reminded Governors to look at this again in time for the new academic year in September.

- Acknowledgement of TOR

Set out in the front of the report and were acknowledged.

- Code of Conduct

Set out in the front of the report and were acknowledged.

- Governing Body Annual Calendar 2021/2022 (Draft 2)

LT has asked Governors to feedback to RD if there are any clashes with the dates.

LT asked if the Governing Body meetings would be returning to be face to face from Autumn, RD confirmed that they will be in person.

### **3. Agreements of minutes from previous meeting and actions**

There were no actions from the last meeting, the minutes were agreed.

### **4. Headteacher's Report**

The summer Head Teacher's report has gathered the final round of data collection in June. In Years 2 to 6 most children are working broadly in line with end of year expected levels in reading, writing and maths apart from Year 1 reading. The percentage of pupils on track in reading in Year 1 is below where it should be. However, it is in line with the current phonics assessment. The school is looking to establish a second round of data at the end of the academic year to identify progress made since data collection week in June. Interventions, including working with small groups of children, to build reading fluency and comprehension has continued to support an increase of pupils at the expected level.

#### **Action: review the final Year 1 data for reading in the Autumn meeting**

Internal moderation across all year groups has taken place as well as senior team moderation and pupil progress meetings for all classes to quality assure the assessment data. Teachers in Years 2 and 6 have taken part in additional moderation, working across sites. They also took part in the Hackney Education moderation process to quality assure the data across Hackney Schools.

In table 2, the value added data shows that all year groups have made more than expected progress from March 2020 (the last data collection point). This is a result of the clear and precise recovery curriculum model.

In table 3, data shows significant groups of pupils are making more than expected progress in reading, writing and maths. Disadvantaged pupils are making progress in line with all pupils and writing is typically showing stronger progress than reading and maths for those key groups.

The NQT's for this year have continued to meet the standards and their final reports have been written. There has been one member of teaching staff on a support plan to ensure the embedding of good practice, particularly with marking and quality first teaching inputs. This has been successful and ensured expected practice following the intervention.

There are 7 teachers leaving Hoxton Garden at the end of the academic year. Two are going abroad, four are relocating out of London and one is relocating to another school within Hackney. The school is fully recruited for September.

Books are typically showing good progress over the year and across the curriculum, and there has been a consistency of high expectations in outcomes. The school has continued to ensure a full curriculum is taught, including enrichment opportunities (Families Week, Healthy Living Week and Science Day).

The school has achieved the bronze Eco Schools award in recognition of the work that the Eco team and have been undertaking to ensure an environmentally sustainable school.

73% of the reception children have reached a good level of development and 90% of Year 2 children have reached the expected level in phonics.

There have been no fixed term exclusions since the last report and there have been no incidents or investigations of bullying.

This academic year there has been 40 reported behaviour incidents which is 52% lower than the same period in the last measurable year (2019).

The year 6 pupils have been supported with transitions to secondary school through various in-house workshops and external visitors. There have also been visits from secondary school representatives. Transition forms have been completed for identified vulnerable children.

The school has received the reception allocation list for September with an allocation of 55 children, 31 of these children are moving up from nursery. This is a huge improvement on previous years and is the highest since joining the Federation. The school will continue to work on early nursery publications as these impact on reception numbers. There have been a number of induction meetings, 1 – 1 admission meetings and a new starters picnic. The SENCo has also visited several nurseries to support the transition to Hoxton Garden.

Attendance remains stable and is above the current national average. Numbers on roll have increased but remain a focus.

Current priorities are identified as: establishing the training programme for the early career teachers and the framework to support them; outcomes for all key stages are strong and in line with national averages; new staff induction.

LT said that it is important to acknowledge the impact of the catch-up curriculum in ensuring comparable attainment and progress with 2019. *What has the school seen in terms of emotional and social interaction of pupils since the return and does the school think there has been any impact?*

RA replied that teachers have had training to support children around bereavement and supporting pupil wellbeing.

RD said that a federation development in response to Covid was to extract more specifically the elements of wellbeing that we do and this has been put into a policy. A focus on explicit sharing of the PSHE curriculum and the values curriculum to the parent community has been a focus. The school also works with UP, the Unlocking Potential team who are looking after children and undertake play therapy, or children who need pre-therapy. CAHMS are oversubscribed and may not be in the position to take on additional cases and there are often long waiting lists.

*VC said that it is interesting the high number of children going into reception from nursery. Will this have an impact on that year group going through? Is it easier if the children have experienced the school?*

RD said that as there are falling rolls across the borough, the school is pleased they are continuing to hold the numbers. When the nursery children join reception, the school knows their starting points and the families, they know the areas of developments and what their strengths are. They are familiar with the setting and have visited the reception classes and met the teachers, the transition is much smoother.

*VC asked is there a reason this is happening now and more children are coming through?*

RA replied that the school has worked hard with the families and the nursery has been full this term, the school have been doing a lot of PR work such as brochure drops in Hackney and Islington.

*JG said looking at table 2 it is interesting the distribution of the reading for example progress for years 1 to 3 versus 4,5 and 6. How do we explain that? Is that a covid impact on those critical years?*

RA said that there is a data focus on ensuring pupils catch up quickly. While fluency has continued during the partial closures due to parental reading, comprehension (understanding of text) has a gap.

*JG said that table 3 would be the progress from the pupils with EHC's, that seems to be relatively low versus the other groups.*

RA said that the school measures their progress against their IEP's where they have targets set and reviewed on a regular basis to ensure progress. At the last review, 90% of children who have IEP targets met their targets.

*JG asked about the attendance officer, what happens with the attendance surgery for persistent absences, what are the strategies?*

RA said that the senior leadership team is alerted to all children's attendance every day and the school studies attendance patterns. At the attendance panel every child's attendance is reviewed and the school identifies children whose attendance is a concern such as prolonged or sporadic absences. When the school identifies the children with attendance issues, RA will meet with the families and discuss the attendance, some parents are not aware how quickly the attendance absences build up. The Educational Welfare Officer will then arrange attendance surgeries and meet them in a more informal way but stepping it up as a different person. If a parent meets with the Head or the EWO the attendance usually improves.

JG said that 96% in light of what has been happening is phenomenal.

*JG asked RA about the 7 teachers leaving, are the 4 relocating outside of London?*

RA said that Hoxton's staffing structure has been very stable for the last 3 years, very few people have left. This year people have been re-evaluating their lives and taking new opportunities. For example, two of the teachers who are leaving have children in year 6 and they live just outside of London.

*LT asked is it a range of experienced staff that are leaving or more of the senior staff?*

RA replied that the senior staff remain stable and the same, one phase leader is moving on but no other middle leaders are leaving.

*JG said that the nursery numbers are brilliant, on the updates that the Governors are receiving saying that the population of London is decreasing and the fact that the school is keeping numbers is really good.*

## **5. SIP 2 Report**

The report is from February and the context has changed as the school have had another visit since then. The main focus on this visit was around home learning and what the school was doing to support pupils and staff. There was one member of staff who was being supported, this was successful. There was regular testing of staff, they were asked to test twice weekly. The school continued regular briefings with staff and regular calls, a range of therapists worked in school supporting, pupils, staff and parents. The school continued the action plans for NQT's and apprentice teachers as appropriate.

The school had a higher number of pupils in school, more children who had an EHCP or a social worker. The children who fell into this bracket and were not in school were monitored by their teachers with additional support from the senior team. Towards the end of the partial closure, there were approximately 50 children in school.

The remote learning policy was introduced and was very successful, the work that was set was being sequenced so that the skills were built-in day by day and over a period of time. There were a significant number of laptops that were distributed to families, this increased the engagement of the children, particularly the older children with google classroom. Where children didn't have access or had to share devices the school provided paper copies of the work. The work was being marked either on Google classroom or on the paper packs and feedback was given during the calls home or online to the children.

The school carefully monitored the home learning and over 90% of the children were successfully accessing the work. Teaching videos were introduced to support the children with their activities. In the younger years with the three phone calls, the school focused on maths, literacy and the wider curriculum as well. The school continued to track the children's performances with that.

The SENCo supported EHCP children at home with home learning, their provision was modified so that they could work at home or it was adapted for in school. Over 80 laptops were distributed to families over time.

Pupil progress meetings were done at the start of the spring term. These were revisited with the teachers just prior to the return to school on the 8<sup>th</sup> March to ensure the provision was in place for the children's return. The school has recruited a speech and language support member of staff, the covid catch up funding was used for this and she will be with the school into the next academic year to have intensive and continued work with identified pupils.

*VC asked is the decision to keep the S&L member of staff on, has the school found funding for this or has it been budgeted for?*

RD replied that it has been budgeted for into the next academic year. The covid catch up funding spanned all the way through summer term so it overlapped the new financial year. The Government are allocating a secondary source of funding although it is unclear about the actual amount. It is looking like it will be attached to the PPG funding in some way but it has not been established yet. It looks like there will be ongoing funding that's particularity around the success of the national tuition programme. Schools will be delegated how best to spend that money.

A dedicated staff member running that service within our school team means that the children will get consistent high-quality provision and therefore will go through that intervention process much more quickly. The long-term impact of running this model is strong. This will be re-evaluated next financial year to see if it is sustainable and what might need to be cut if that were a decision that needed to be made.

*LT asked what is the approach to the summer holiday are there individuals who need extra work or is it back to normal for the summer?*

RA replied that all children will be going home with holiday homework focused on the key skills and their writing.

RD said that when the when the children returned on the 8<sup>th</sup> March and in the autumn term year group homework sessions were put into place and this supported the catch up for the children identified as high need or high risk. Due to the support already put in place there is no value that would be added from a summer catch up programme,

*LT asked is the holiday homework a normal thing?*

RA replied that holiday homework is always set. In addition, the school has shared programmes and hubs that are running over the holidays, this includes play schemes, clubs and local attractions.

*LT asked will the report from the most recent SIP visit be reported next term?*

RA replied yes.

*JG asked how has staff wellbeing managed through all of this?*

RA replied staff morale is good, the teachers saw that all of their hard work had paid off during the pupil progress meetings as the children have made such good progress. The staff survey has been sent out and it is important that the schools know how the staff feel. In particular, the senior team have worked hard on good communication with staff.

RD said that the schools have had WAHMS support in the schools this year and some staff have been through that process for support. The school buys into the counselling services and this has been available for staff who have struggled with any emotional or financial need, this offer is regularly revisited with staff.

The annual staff survey has been tweaked this year to take account of staff perceptions of covid and what needs they might identify as coming next. Year 6 and staff leavers are also completing exit survey. The outcomes will be shared in the autumn term.

*JG and LT asked is the year 6 exit survey a normal thing and do the children complete the survey themselves?*

RD said that the children complete the surveys and the outcomes are typically supportive in identifying key success and threads from pupil perspectives,

*LT asked is the uptake and usage anonymous?*

RD confirmed all survey entries are anonymous. The schools can look at the data broken into school sections (e.g. lower school / upper school) and groups (e.g. teachers / teaching assistants).

## **6. Implicit Bias Action Plan (reviewed)**

The initial focus was to develop an embedded federation approach to implicit bias and ensure a confident and balanced curriculum delivery. There are other things happening more widely in Hackney to support the dialogue and discussion around implicit bias, which has supported the federation approach to encompass a wider remit of focus. There has been a self-assessment of the organisational culture and the impact of outcomes and experiences of pupils and staff.

There are actions and key priorities regarding teaching and how unconscious bias is addressed. This is delivered through CPD and subject leader meetings focused on how monitoring and feedback is done as well as the consideration of the unconscious use of language. For example, thinking about how children's books are reviewed, how outcomes are evaluated and when looking at particular groups of children how they are spoken about.

The school has been and continues to evaluate the curriculum identifying areas of the curriculum that are important where misconceptions may occur such as history, geography and RE. They also ensure that training supports understanding misconceptions and the way in which these pose a potential risk when communicating core knowledge to pupils e.g. through careful vocabulary choices, clear visual representation and selected facts. The school has restocked libraries replacing older texts as well as adding texts that are representative and current to support pupil understanding of history and context.

This is work in progress and will continue into next year in terms of how these texts have made an impact on the curriculum and how pupils are utilising these texts. The school will also use Pupil Voice as a means to evaluate understanding of underrepresented groups within the curriculum and pupil perceptions of the curriculum.

Within recruitment, to support inclusivity, recruitment packs were redrafted after evaluation against HE'd 'inclusive recruitment' guidance. The school is ensuring they target a breadth of candidates by looking at the language utilised in adverts as well as where vacancies are promoted.

Governor recruitment has also been evaluated using the same process to diversify the GB.

All three schools have taken part in parental engagement sessions on 'race and belonging' that were run by the Hackney Schools Group Board. These focused on parental perceptions of how children feel like they belong in school and were delivered remotely to increase the attendance. Feedback from each school will form part of a report that will be published and shared when this is ready.

*VC asked have the schools received any pushback from the staff or parents about the work that you are doing?*

RD replied that a lot of the work is being implicitly done in line with the Hackney agenda.

*VC said that this is a good approach, some schools are not referring to boys and girls but learners, this path can create a negative reaction.*

*LT said that this is exciting and so important, particularly the kind of curriculum bit as do I as an individual child see a representation of myself in the context of the text and the visualisation.*

## **7. Any Other Business**

*VC asked will there be an update on the caretakers house?*

RD said that two architects were engaged with who had two very different approaches. They have checked feasibility of things like moving the staircase, which is possible. There has not been official confirmation from Hackney Education buildings team but a proposal has been sent to them.

The façade works have been moved by two weeks due to the accessibility to the school site. Scaffolding will be up by the end of the summer holidays; the works should be completed by Christmas and the scaffold can come down at which point house works are anticipated to start.

## **8. Glossary of Common Terms**

No additions.

**Meeting closed at 6pm**