



## The Viridis Federation of Orchard, Southwold and Hoxton Garden Primary Schools

**Minutes of the Full Governing Body Meeting held on 28 January 2021 at 6pm**  
via video-conferencing

Governor	Role	Present at this Meeting	Attendance 2020-21
James Gowland (JG)	Co-opted Governor and Chair	✓	2/2
Laura Theobald (LT)	Co-opted Governor and Vice Chair	✓	2/2
Richard Allen (RA)	Co-opted Governor	✓	2/2
Victoria Crawford (VC)	Co-opted Governor	✓	2/2
Hannah Lownsborough (HL)	Co-opted Governor	✓	2/2
Alberta Senyah (AS)	Co-opted Governor	✓	2/2
Sara Walsingham (SW)	Co-opted Governor	✓	2/2
Lenna Marson (LM)	Parent Governor	✓	2/2
Kay Richardson (KR)	Parent Governor	✓	2/2
Cllr Ian Rathbone (IR)	LA Governor	✓	2/2
Claudia Moreira (CM)	Staff Governor	✓	2/2
Rachel Davie (RD)	Executive Headteacher	✓	2/2
<b>Others in attendance:</b>			
Aimee Walker (AW)	Acting Headteacher, Orchard School	✓	2/2
Stephen O'Brien (SOB)	Headteacher, Southwold School	✓	2/2
Rachel Adams (RAd)	Headteacher, Hoxton Garden School	✓	2/2
<b>Clerk:</b>			
Ghulam Abbas (GA)	Hackney Education	✓	2/2
<b>Governor Attendance at this Meeting</b>		<b>100%</b>	
<b>Governor Attendance Year to Date</b>		<b>100%</b>	

# MINUTES OF THE MEETING

## Non-Confidential – Main Business

### **1. Apologies/consent for absence**

- 1.1. There were no apologies for this meeting. The meeting was confirmed as quorate.
- 1.2. There was an acknowledgment and agreement from all Governors that the meeting should proceed virtually due to the coronavirus pandemic, in line with the current official guidance. There was also acknowledgement that GDPR rules will apply and the Governors Code of Conduct would still be followed.

### **2. Governing Body Organisation**

- 2.1. Membership of the FGB (Paper 2a) was reviewed. There was currently a Co-opted Governor vacancy on the FGB. There were also some Co-opted Governor vacancies the school sub-committees. Filling these vacancies would be discussed later on in the meeting.
- 2.2. Terms of Reference (Paper 2b) JG thanked all the Governors who had provided comments on the phasing of their terms of office.
- 2.3. RA was thanked for giving advance notice that he would be stepping down from the FGB at the end of this academic year. Moving forwards the FGB would need to be mindful of the governance structure and the composition in filling vacancies.
- 2.4. The Register of Business Interests (Paper 2c) was reviewed. There were no changes or any new declaration of interests.
- 2.5. There were no comments or changes to the Code of Conduct for Governors (Paper 2d), which was a useful reference document for governors to read.
- 2.6. The GB meeting calendar for the 2020/21 academic year (Paper 2e) was reviewed and the next full governing body was scheduled for 20 May 2021 at Hoxton Garden.

### **3. Agreement of minutes from the last meeting & any actions arising**

- 3.1. JG went through the actions from the last FGB meeting, which was held on 8 October 2020, and the following updates were provided:
  - 3.1.1. Action 1.1 – about governor feeding back about their terms of office has already been covered and the action was now complete.
  - 3.1.2. Action 1.2 – there has been no feedback from governors about conflicts with governing body meeting dates.
  - 3.1.3. Action 1.3 – will be covered under agenda item 6.
  - 3.1.4. Action 1.4 – there was a change of plan. RD has circulated details of how governors can access online learning around safeguarding. If governor had not received that email can they please contact RD.
  - 3.1.5. PPE was added to the glossary.
- 3.2. There were no other matters arising from the minutes.
- 3.3. The minutes of the last FGB meeting, held on 8 October 2020, were APPROVED as an accurate record by Governors.

### **4. Executive Headteacher's Report Autumn 2020**

#### Leadership and Management

- 4.1. Referring to Paper 4, RD reported that the schools had entered into a second partial closure on the 4th January 2021 in response to the national lockdown and context.

- 4.2. The structures and systems that were in place, had now been refined, which had allowed for an easier transition over to online learning for pupils, parents and teachers. This was also helped by the fact a good remote policy was in place, which was increasingly being used towards the end of last term as bubbles had to be closed and children had to isolate at home.
- 4.3. The online learning is now much easier to monitor and manage as all children across the three schools are getting a consistent learning offer. Whilst last term with bubbles closing and opening, children being in and out of school it was difficult to provide a consistent learning offer to all children.
- 4.4. Currently the schools are open to children of key workers and vulnerable pupils only. Today, there about 175 children in attendance across the three schools. That number has been increasing slowly over the last few weeks as the schools have identified vulnerable children who were not accessing online learning and have asked them to come into school.
- 4.5. The way children are accessing home learning has been refined and adapted. Predominately that access is through the school website, and then KS2 children are also accessing via Google Classroom. The core learning skills and the wider curriculum are also covered including Humanities, Spanish and Music.
- 4.6. Tracking of home learning shows that uptake has increased since the first week of the term. This is evaluated on weekly basis by seeing how many children are accessing more than 50% of the set home learning. Children falling below that threshold are being identified and appropriate action is being taken to help them engage with their learning.
- 4.7. The recent government laptop allocation has resulted in 210 laptops being received across the three schools. All of these laptops are in the process of being distributed to disadvantaged pupils across the schools this week, to support remote learning. As before, the laptops have been given directly to the families and there is no need for them to return them back to the school. Hopefully, they will support disadvantaged children in the long term. The criteria used for issuing the laptops follows the national criteria for distribution and is published on the website.
- 4.8. A data collection was done in December which was part of the normal assessment process. This showed that the majority of pupils were working at age related expectation across all three schools and the data was in line with previous years. The use of key skills sessions across the autumn term were hugely beneficial in closing learning gaps for children across all year groups.
- 4.9. The Federation's phonics data was submitted to the local authority. This was part of a national data collection to measure the progress children who were unable to take the Year 1 Phonics Check and had when they took the test in the autumn term of Year 2. All of the schools' data was in line with the national average in 2019. Again, there were gap closures across the autumn term, which is good and indicates that the catch-up strategies work and can be taken forward with confidence.
- 4.10. National testing for the end of EYFS, phonics check, times table check, KS1 and 2 will not be going ahead again this year. The Government has already announced the dates for next year, so it is very clear that national testing will happen in 2022. The Federation will plan for that and will this summer put in place structures to measure the impact of the second partial lockdown on children's learning and progress. This will also support transition planning for new year groups and reporting to parents and secondary schools.
- 4.11. Parents Evening in the Autumn Term took place remotely. This consisted of telephone calls to parents with termly reports posted to parents. Feedback from teaching teams was that it had been reasonably successful even though parents could not see children's books.
- 4.12. Parent surveys have been undertaken and responses have been evaluated. Again, it is very

important about how the schools sustain positive appreciation from parents to maintain their support during Covid. Analysis has been undertaken of the feedback and action plans have been developed, which will be shared at the sub-committee meetings this term.

- 4.13. Staffing remains stable and the Federation is continuing with its rolling advertising strategy from last year. During the autumn term interviews were held for teaching staff and apprentice teacher positions for the next academic year. The rolling recruitment will continue this term.
- 4.14. During the autumn term there was a significant increase in the number of apprentice teacher applications compared to previous two years. The application portal had to be closed for short periods of time to allow time to catch-up and process the applications that had been received. One of the reasons for this increase is due to a reduction in the government funding of apprenticeships. This has meant that a lot of providers have now withdrawn paid salaried places. The Federation has costed this reduction in funding and it will have an adverse financial impact. But compared to the huge benefit of having your own in-house trained teachers, the over impact is judged to be minimal. So, the Federation will continue to offer teacher apprenticeships as before.
- 4.15. CPD sessions continued to be delivered during the autumn term, the majority of which took place either locally or remotely. That has continued into this term with core systems and structures in place. So, staff have been receiving a good range of CPD support as outlined in the report. Action research projects have been initiated and the book from last year's research projects is about to be released shortly. The action research projects have had to be adapted this year due to the partial closure but it is important that they continue as they support the future development of the Federation.
- 4.16. External visits have been impacted by the national context. Orchard School received an Ofsted monitoring visit in November 2020 in response to the Covid context, which was an interesting and useful process in reflecting what was being done to supporting pupils. Internally, there have been a small number of leadership cross site visits during the autumn term to look at standards in some curriculum areas but they have been limited.

#### **Premises / Health & Safety**

- 4.17. The COVID secure risk assessment continues. It is reviewed internally every fortnight and submitted to the local authority every half term who review and provide feedback on it. There is still a weekly briefing on hygiene and health & safety for all staff focusing on social distancing and handwashing.
- 4.18. There continues to be an increased expenditure on cleaning which is part of the risk assessment measures to ensure high touch and highly used areas are cleaned more frequently and regularly throughout the day.
- 4.19. The LFD testing has been introduced for all primary school staff now. It is optional for staff but the Federation is strongly encouraging staff to undertake the tests before they come on to the school sites.
- 4.20. Fire drills have safely taken place across all three schools, even that was with reduced pupil numbers and staff.
- 4.21. The local authority has approved the façade works at Hoxton Garden School. The contract is out to tender and the tender process has been finalised. There should be a meeting soon which will provide details of the logistics and timescales. The school can then navigate its way around those works.
- 4.22. A painting programme review has been initiated across the schools on a rolling system. This will ensure the schools internally will continue to maintained to a high standard.

### **Core Professional Development (CPD)**

- 4.23. The Headteacher Report sets out the training that took place during last term, which is a way of supporting and developing staff to deal with the current context.

### **Current Federation Priorities**

- 4.24. Some of these priorities remain the same as before and some of them relate directly to the current COVID situation. The recovery curriculum which enables all pupils to catch-up quickly, will need to be reevaluated as children return to school. The curriculum implementation and the understanding of progression of knowledge over time continues to be a key focus.
- 4.25. CPD on the breadth of teacher knowledge and the understanding of curriculum bias also remains a focus. The teacher training programme for NQTs, recently qualified teachers and apprentice teachers remains a core priority. There is now a challenging situation for the newer teachers where they have missed parts of their NQT training and the practical application of knowledge in the classroom. An evaluation needs to be done about how best to support these teachers – their targets, action plans and mentoring will continue for the rest of this year.
- 4.26. The well-being focus continues in response to the Covid-19 situation. Restoring that sense of belonging is an important part of the well-being work. All three schools have signed up to the Hackney Schools Group Board's parent evaluation which will be running at the beginning of the summer term. This will provide opportunities for dialogue with parents and understanding their expectations now and going forward. The last one that was done was very useful in finding out how Hackney parents perceived the work of schools and what their needs were.
- 4.27. HL commented that as the health & safety link governor how few cases of Covid there had been across the schools before the national lockdown. This was a really impressive achievement and needs to be recognised. It just shows what a great job the three schools have been doing in managing the situation compared to other schools. RD acknowledged that the schools risk assessments were very thorough and processes were very diligently followed. The schools were also very quick to respond when there was a suspected case. This had helped to control and stop cases from spreading.
- 4.28. **VC asked if there was process for checking what food hampers the catering company were sending free school meal (FSM) children?** Through the initial lockdown from March to August 2020, food hampers were sent to FSM children. Initially they were not that good but then following feedback the catering company responded very quickly and the quality of the hampers was excellent. Over the Christmas holiday period, families received vouchers so they could buy their own food. The Federation has now transitioned over from hampers to vouchers. So, FSM families have been given vouchers for this half term, which they come in and collect. This has required some admin but is working well and parents are happier with the vouchers as it gives them greater flexibility and choice over what food to buy.
- 4.29. KR as a parent governor, wanted to thank RD, her senior leaders and all the Federation staff for providing children with an exceptional education under extremely difficult, stressful and challenging circumstances.
- 4.30. **KR asked if food hampers or vouchers were being sent to families who were struggling but may not have been on FSM at the start of the pandemic?** RD replied if a child is FSM that means they fall into the Pupil Premium (PP) group and they get support for the next six years, so they should not be falling through the net. Also, the numbers of FSM children have increased across the schools over the pandemic period.
- 4.31. **KR also asked if the schools were doing anything about supporting children and their families about how they could support their well-being, as families have been hit hard by this current lockdown?** During the first lockdown, the therapeutic service provided a range of website resources. They are working to make available, via the website, further

resources and strategies to support children and their families. They are working directly with vulnerable children offering one-to-one or small group therapeutic support either remotely or through children attending the school. For all children they receive a weekly phone call home from a teacher, which is critical in assessing their and their family's well-being and any additional needs they may have over this period.

- 4.32. RA congratulated the schools about continuing with the teacher apprentice programme even though there had been a cut in its funding. It showed a real foresight and investment in the importance of growing and developing our own teachers.
- 4.33. **JG asked about the well-being and morale of the teachers and school staff?** The lead up to the announcement of the current lockdown was difficult as no one knew what was happening or going to happen so it was difficult to communicate with staff. However, the Federation has an amazing team that are dedicated to the children. The structures and communication all support that – e.g. the remote learning policy was introduced to staff with context and a rationale, the staff CPD is there to help them deliver that policy. The well-being of staff is important and at the moment rotas are being reduced so that if you are not needed in school then systems have been put in for staff to work from home. Also, the planning and resourcing of the home learning is being shared across the three schools which reduces the burden of work on individual staff so they can balance their work. The structure of staff meetings that has been put in place allows for staff voice to be heard and any concerns or issues to be promptly addressed, which helps with well-being.
- 4.34. **KR asked how staff across the Federation felt about not being able to get vaccinated?** Across the Federation typically there is a high level of resilience which comes from staff being confident in the systems and structures that have been put in place to protect them. However, there is some nervousness, which is natural but wanting to do the best for the children and seeing the systems work in practice engenders confidence. Governors hoped that the vaccination of teachers will be made a priority by government, which would alleviate any lingering concerns and give further confidence to staff.
- 4.35. **JG asked what the national context was and when were schools likely to open again?** The earliest date that schools will open again is 8 March 2021 but that is not definite as a lot will depend what happens over the next few weeks. However, the Federation will start planning for its schools to reopen on the 8 March and start communicating with staff to highlight what that might look like in terms of teaching and learning in readiness.
- 4.36. **JG asked about SIP visits?** These will happen remotely this term and then revert back to in-person on-site visits from the summer term. The focus of those SIP visits has also been amended to incorporate the current national context and how schools are supporting children to return to normal full-time education. The forums and communication from Hackney LA were noted to be excellent and viewed by Headteachers as being very supportive.

## **5. PPG, Sports Statements and COVID Catch up Funding**

- 5.1. Reports on each grant for each school were included as part of the papers for this meeting. These reports had not been shared with governors last term because the provision for all three grants needed to be reviewed in light of the national and local context.
- 5.2. The PPG has had to have some of its strategies revised to take account of the impact of home learning on proposed interventions. There has also been a rise in pupil premium children, which needed to be taken into account. The provision has now been mapped out into interventions and actions that actually work consistently factoring in the additional funds provided by the COVID Catch-up Fund.
- 5.3. Moving into the next phase of schools re-opening, the interventions and actions will be reviewed and revised to ensure the most vulnerable children are getting the support they need. The Federation is continuing to invest in a range of different provisions such as Purple Mash,

Symphony Maths and a range of other online programmes. All three schools also have funding for learning mentors to support the social & emotional needs of vulnerable pupils.

- 5.4. With the sports premium funding, the Federation via the cycling manager who supports the schools has a strong and ambitious cycling programme which is achieving good outcomes. So that post continues to be funded by the sports premium grant. The uptake and children learning how to cycle was consistent last term. The Federation is also continuing to invest in a PE specialist to work with NQTs to ensure the PE curriculum being delivered is of the highest quality and to build their PE teaching skill sets. The PE specialist has also been working last term about how to deliver PE whilst maintaining social distancing and how children can access PE and exercise via remote learning.
- 5.5. The sports premium funding is also used to fund after school clubs to enhance the statutory PE provision. However, no clubs were run across the autumn term for safety reasons and that will continue this term and possibly into the summer term. Therefore, some curriculum development work will need to be done to ensure children do not lose out around their physical health development as well as their social and emotional development.
- 5.6. Governors acknowledged the difficulties in delivering PE during lockdown and via remote learning. Concerns were raised about the two cohorts of children who have missed swimming, as it is part of the national curriculum. Some consideration will need to be given to these children, as they may never get a chance to learn how to swim again while at primary school, which is an important life-saving skill to have. This is because of the pressure on swimming pool capacity in Hackney.
- 5.7. With regards the COVID catch-up funding that was allocated to schools to help children catch-up on any learning they lost in the first lockdown. Government has left it to schools to decide how best to use that funding. The Federation has published a COVID catch-up statement about how that funding is being used for transparency purposes and to show that the money is being used in a well-considered way. Speech and language is an area where a lot of children struggle, so the COVID catch up fund will be used to employ an additional person who is able to run speech and language groups supporting disadvantaged pupils. The plan was to start from January but has been delayed until children return to school.
- 5.8. The other focus for that funding is to ensure that there are enough opportunities for the NQTs, apprentice teachers and new teachers to develop high quality teaching skills quickly working with existing experienced teachers. High quality teaching has a direct positive impact on children's learning over time.
- 5.9. RD reported that the budget is reaching its financial year end and the Federation is looking at a larger carry forward than expected due to the impact of the partial lockdowns. Plans are being developed to reinvest that additional surplus money in capital works and into teacher apprenticeships to ensure that they are sustainable for the next three years.
- 5.10. **JG asked about pupil numbers given there was a concern across the borough about surplus primary school places?** The pupil rolls for three schools are stable. Hoxton Garden is under capacity due to the local area it serves so there is a recruitment drive there to increase the roll. There are three schools in Hackney that are reducing their admissions numbers going forward as they are so under roll. Hackney LA has a clear strategy for supporting school whose admissions numbers are falling quickly but that does not directly affect any of the Federation schools.
- 5.11. **JG asked what was being done about the weakness in children's' arithmetic that was identified after the last lockdown?** The maths offering through remote learning has been increased this time and there are plans to address gaps when pupils return to school.
- 5.12. KR raised concerns about the rising obesity levels amongst children. There were suggestions that given the Federation's strength around cycling whether something exciting around cycling could be done to address the rising obesity levels amongst pupils. It was agreed that obesity was a continuing issue that needed continued consideration.

## **6. Governor Recruitment Update**

- 6.1. RD reported that a governor skills audit was completed in the autumn term. The FGB make-up was also reviewed. This highlighted the need to move governors and to shift governor recruitment to match the context.
- 6.2. LM was no longer a parent at Southwold and would therefore move into the co-opted role on the FGB and free up the parent governor position. One of the rationales for doing that is since the last meeting the Federation has had adverts out for co-opted governors, which have not yielded any suitable returns. Ideally the Federation is looking for governors from the community who understand the Federation and each schools' context.
- 6.3. The Federation's plan now is to recruit four governors from the local community by the end of this academic year. This would be one parent governor for the FGB as LM would move into the co-opted role. Then three co-opted governors in total, one per school sub-committee. This will then provide a good community thread running through the whole of the Federation's governance structure.
- 6.4. Across the borough there is some interesting work that has been started by the LA around attracting young and BAME governors to diversify governing bodies – i.e. "Get Hackney Governing". Both JG and RD were keen to explore that and were planning on meeting the LA to discuss further and how that could help with the recruitment of governors for the Federation to bring more diversity. Inspiring Governance had also been approached to help with the recruitment and a number of other sources are also being explored.
- 6.5. Governor induction is also being considered and current thinking is that the associate governor positions on the sub-committees may be a useful way of introducing people to governance, giving them a taster and building their experience towards becoming a full governor.
- 6.6. The FGB agreed with the plan and to run an advert for a parent governor for the FGB. It was suggested that any adverts needed to be specifically tailored for the particular demographic they are aimed at. Also, personal approaches to identified individuals were more likely to be successful than just issuing general adverts.

## **7. Feedback from School Sub-committees**

- 7.1. JG asked the headteachers of each school to provide an update from their last school sub-committee meeting.

### **Southwold**

- 7.2. SOB reported that attendance during the autumn term was 96% compared to the national average of 88%. So, school attendance was very healthy. As mentioned earlier, there was a return to the full curriculum offering music, Spanish and PE.
- 7.3. The sub-committee then discussed the recovery curriculum and the use of the key skills sessions to pre-teach content and fill in any gaps. The teaching profile showed that it was the first time the school had started a year with such a high percentage of outstanding teaching (i.e. 46%). A lot of that was to do with retaining staff and having three experienced teachers join from other Hackney schools.
- 7.4. At the meeting the pupil roll was 387 and it is now 390. The full capacity target for the school is 420. On the positive side, the school did take on a full cohort of 60 children at Reception and this was the second year in a row that the Reception cohort has been full. If that continues the school should reach full capacity soon.
- 7.5. Targets were discussed, attainment was below expectations at the start of the term. But over the course of the autumn term the school was able to plug gaps and children were back on track. The school development plan (SDP) was also reviewed and discussed.
- 7.6. RA added the governors were impressed how quickly the school had got back up and running.

There was a slight drop off in maths and measures were quickly put in place to address that with Year 6 now having daily arithmetic sessions. Well-being was discussed and there was now be a CAMHS worker in the school. Lastly, it was good to hear that unconscious bias was now becoming part of how the curriculum was being delivered.

### **Hoxton Garden**

- 7.7. RAd reported at the sub-committee meeting, LT was elected as Chair and VC was elected as Vice-Chair, so thanks to them for taking those roles.
- 7.8. The Headteacher Report was discussed along with the recovery curriculum and how many children were accessing the full curriculum. The early adopter Reception baseline assessment, which the school had joined, was discussed. This would be rolled out to everyone from Sept.
- 7.9. The teaching profile remained very stable and retention was very high. Currently, the school has 3 NQTs, two of which were apprentice teachers from last year. There was only one apprentice teacher in Reception this academic year. CPD was discussed which was all delivered locally or online. The cross-site studies had continued with senior leadership teams going to other schools to look at each other's provision.
- 7.10. There were no reports of bullying and the Federation had achieved the Anti-Bully Quality Mark silver award. Attendance is also very high at the school and remains well above national averages. The pupil roll is stable at 328 children.
- 7.11. The SIP report from the summer term was reviewed. There was a discussion around how many Hoxton children were accessing the online provision during the first lockdown. Initially, that was 30 children but by the summer term that had increased to 80. Currently, Hoxton has 38 children accessing provision on site at the school during this lockdown.
- 7.12. The SDP and SEF were also reviewed with a focus on phonics and reducing the gap, and supporting teachers with making sure children know and remember more. Pupil voice was also looked at to ensure children could share their experiences during lockdown. This is something to revisit when the school re-opens. The staff survey was also discussed which was positive and the action plan from that was reviewed.
- 7.13. LT added the meeting had also discussed maintaining the high parent survey responses and the improved communications through the website.

### **Orchard**

- 7.14. AW reported the sub-committee, like the other sites, discussed the recovery curriculum and the focus on developing key skills and what that looked like on a day-to-day basis for children. The committee heard how well that was working and how gaps in learning were being identified and filled. The Reception baseline was also discussed and how the school had opted into doing that early.
- 7.15. Last term four new teachers joined the school. Three were NQTs who all had been apprentice teachers the year before. This year the school has three apprentice teachers. The pupil roll has increased from 669 last term to 676 this term. Also, this year will be the school's first three form entry Year 6, since it became a 3 FE school.
- 7.16. CPD and the offer to teachers was also discussed. During Summer 2020, the school had received the Science Guild Quality Mark and the Arts Mark, which was good news.
- 7.17. The school also had two fixed term exclusion last term. The provision put in place to support that child was discussed. This included applying for an EHCP and a placement for several weeks at a PRU. The Committee also spoke about attendance which had been 96% across the summer and autumn terms and the need to submit daily returns to DfE. Governors also asked a lot about the day-to-day logistics and how the school was managing during lunchtimes and break times.

- 7.18. Children's well-being was also discussed and about how children were being supported into settling back into school life. Feedback was given about all the measures that had been put in place to facilitate that. The virtual coffee mornings were discussed to keep in touch with parents and to inform them about the logistical changes when coming to the school to drop off and pick up their child.
- 7.19. JG commented on the how remarkable the attendance had been at the school and just how big the school had got having increased to 3 FE, which was why there had been so many questions on logistics.

## 8. Feedback from Link Governors

- 8.1. **SEND** – LM reported that she has not yet had opportunity to have any meetings. However, she has been undertaking online training with the National College and independent research around her link responsibilities in preparation for a meeting.
- 8.2. **Curriculum** – LT was in the process of setting up a meeting this term.
- 8.3. **Health & Safety** – HL reported that she had met with RD about a week ago. The meeting had been positive and they had discussed the general health & safety protocols and the enhanced measures to deal with COVID. The schools' response to COVID has been excellent. Some of things put in place like weekly briefing sessions will be retained even after things have returned to normal. Basically, COVID has helped to build resilience and strengthen practice.
- 8.4. **Safeguarding** – JG asked all governors to all complete the online safeguarding training that RD had circulated, which was useful to complete given the current context.

**Action 2.1: All Governors to complete the online safeguarding training that had been circulated by RD.**

## 9. Any Other Business

- 9.1. **VC asked when did Hackney Learning Trust change its name to Hackney Education?**  
The change happened from September 2020. It was done because the previous name made them sound like a multi-academy trust rather than local authority.
- 9.2. The FGB thanked, RD, SOB, RAd and AW for the excellent work they were doing with all staff, pupils and parents to keep the schools running during these difficult times, much of which was over and above their normal duties.
- 9.3. There were no further matters discussed under AOB.

## 10. Any Confidential Business

- 10.1. No confidential business or matters were raised.

## 11. Other Supporting Papers

- 11.1. The glossary was noted.

The meeting finished at 7:45pm.

**Signed:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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