



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

Minutes of the Full Governing Body Meeting held on 20 May 2021 at 6pm
via video-conferencing

Governor	Role	Present at this Meeting	Attendance 2020-21
James Gowland (JG)	Co-opted Governor and Chair	✓	3/3
Laura Theobold (LT)	Co-opted Governor and Vice Chair	✓	3/3
Richard Allen (RA)	Co-opted Governor	✓	3/3
Victoria Crawford (VC)	Co-opted Governor	✓	3/3
Hannah Lownsborough (HL)	Co-opted Governor	✓	3/3
Alberta Senyah (AS)	Co-opted Governor	✓	3/3
Sara Walsingham (SW)	Co-opted Governor	✓	3/3
Lenna Marson (LM)	Co-opted Governor	✓	3/3
Kay Richardson (KR)	Parent Governor	✗	2/3
Clr Ian Rathbone (IR)	LA Governor	✓	3/3
Claudia Moreira (CM)	Staff Governor	✓	3/3
Rachel Davie (RD)	Executive Headteacher	✓	3/3
Others in attendance:			
Aimee Walker (AW)	Acting Headteacher, Orchard School	✓	3/3
Stephen O'Brien (SOB)	Headteacher, Southwold School	✓	3/3
Rachel Adams (RAd)	Headteacher, Hoxton Garden School	✓	3/3
Clerk:			
Ghulam Abbas (GA)	Hackney Education	✓	3/3
Governor Attendance at this Meeting		92%	
Governor Attendance Year to Date		97%	

MINUTES OF THE MEETING

Non-Confidential – Main Business

1. Apologies/consent for absence

- 1.1. There were apologies from KR. 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 Full Governing Body (FGB) (Paper 2a) was reviewed. There was a Parent Governor vacancy on the FGB this academic year. There was also Associate Governor vacancies on the school sub-committees. Filling these vacancies is a separate agenda item under the 'Governor Recruitment Update'.
- 2.2. RA is stepping down after having been a Governor for over 15 years. RA had seen much change over that period but the time was now right to move on and give someone else the chance. RA is involved with the Safer Place Charity, which is increasingly taking up more of his time. The highlight of RA's time as Governor had been Southwold achieving an 'Outstanding' rating from Ofsted and being recognised for making a real difference to the life chances of its pupils. RA described the improvement journey that Southwold had gone through during his tenure to be where it currently was. RA thanked everyone, he is sad to be leaving and wishes everyone and the Federation all the best and continued success for the future.
- 2.3. Governors thanked RA for his work over the years and were sad too that he was leaving. RA's experience, calmness, care and attention for the best interests of Southwold, its pupils and the Federation would be very difficult to replace. The FGB formally thanked RA. His contributions were noted and he was wished all the best for the future.
- 2.4. Terms of Reference (Paper 2b) was reviewed. AS and LM term of office, which were due to end in August 2021, were renewed for another four years. There were no other changes.
- 2.5. The Register of Business Interests (Paper 2c) was reviewed. There were no changes or any new declaration of interests made.
- 2.6. There were no comments or changes made to the Code of Conduct for Governors (Paper 2d).
- 2.7. The GB meeting calendar for the 2020/21 academic year (Paper 2e) was reviewed and there were no changes. The proposed meeting calendar for the next academic year is to be discussed later in the meeting.

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

- 3.1. JG went through the one action from the last FGB meeting, where Governors were asked to complete some online safeguarding training. It was confirmed that six Governors had fully completed the training, two had partially completed it and three had yet to start the training.
- 3.2. JG reiterated the importance of safeguarding training and urged those Governors who had yet to complete or start the training to do so as soon as possible.
- 3.3. The minutes of the last FGB meeting, held on 28 January 2021, were APPROVED as an accurate record by Governors.

4. Executive Headteacher's Report (relating to Spring 2021)

Leadership and Management

- 4.1. Referring to Paper 4, RD reported that the schools reopened on 8th March following a second partial closure which had started on the 4th January 2021. Pupil attendance this term is currently 96% which is above the Hackney average of 93%. The schools are working hard to maintain attendance of pupils and are tracking individual children where there were issues and concerns about their attendance.
- 4.2. There have been no cases of COVID-19 in any of the schools since they re-opened in March, which is good and a testimony to the systems and processes that have been put in place to keep everyone safe and secure.
- 4.3. Reception numbers for entry this coming September are strong. Hoxton Garden have 55 pupil places filled, which is the highest number they have had historically. Both Orchard and Southwold are full with 90 and 60 places being filled respectively.
- 4.4. Pupil Premium (PP) numbers have increased across the three schools. This was a result of the changes to the system of registering eligibility upon entry and due to the COVID context. More families had registered for funding and therefore, eligible for PP. This will increase the PP grant that the schools will receive.
- 4.5. The national testing for the end of Key Stages has not taken place this year. The schools will be undertaking end of year internal tests and assessments, which will be robustly moderated. This will allow the Federation and Governors to review and monitor pupil outcome data in the autumn term meetings and to assess whether pupils have caught up or not and then plan accordingly.
- 4.6. Recruitment is underway for September 2021. A preference exercise had taken place with teachers asking them what year group they would like to teach and what their personal development goals were. This enabled good dialogue with staff and projected gaps to be identified early. This summer there will be some teachers who will be leaving and they will be replaced by newly recruited teachers from outside of the Federation as well as apprentice teachers.
- 4.7. The Deputy Head at Southwold had secured her first headship and will be leaving at the end of this academic year. A replacement Deputy Head has been recruited. Two apprentice teachers have also been recruited so far but the Federation is mindful of recruiting anymore as a new two-year NQT framework is coming into operation from this September and there needs to be a continued focus on coaching and mentoring capacity.
- 4.8. All three schools have successfully completed their Inclusion Quality Mark re-accreditation. Catch-up funding continues to be used for speech and language support, which is one of the key priorities for closing the gap across the three schools. There continues to be a focus on well-being through engagement with the Wellbeing and Mental Health Team at Hackney and a review of systems and processes. A 'Keeping Healthy Week' is planned for the summer term and this will focus on mental health to support the PSHE curriculum and pupil voice.

Premises / Health & Safety

- 4.9. The COVID risk assessment continues to be regularly evaluated with a core focus on social distancing and year group bubbles in line with national government guidance. The schools are also gradually opening up and increasing the enrichment opportunities available to pupils. The full enrichment offer will not be available until this September. The roll out of the vaccination continues with over 50% of staff having had their first dose of the vaccine.
- 4.10. There are plans to develop the caretaker's house at the Hoxton Garden site. Discussions are happening with architects about re-purposing that space and turning it into a community space that could be used both by the school and the local community. The façade works at Hoxton

Garden are finally about to start in June and should be finished in September.

- 4.11. There are planned playground works for Orchard over the summer break to re-tarmac the uneven playground. A painting programme has also been agreed to ensure there is a rolling three-year maintenance programme for key internal areas across all three schools.

Core Professional Development (CPD)

- 4.12. The Headteacher Report sets out the CPD opportunities that teachers have had over this half-term period. This includes moderation, literacy, geography and MFL across the first half of the term.
- 4.13. Teaching Assistants have also had a rolling programme of development opportunities around key priorities. These include effectively managing playground behaviour, effective use of IT and supporting disadvantaged and high needs children.

Current Federation Priorities

- 4.14. These include evaluation of the end of year data assessments to inform teaching and learning in the second half of the summer term to enable all pupils to catch up quickly as they move into the new academic year.
- 4.15. To continue to deliver CPD that enables teachers to gain a better knowledge and understanding around curriculum bias. This is to enable a continued focus on well-being for pupils, parents and staff in response to the impact of COVID 19 and to re-establish a sense of belonging in each school's communities.
- 4.16. To revise school to school support and parent engagement strategies in the light of the schools re-opening to re-establish and take advantage of wider face to face opportunities.
- 4.17. **JG asked how did current pupil assessment or outcome data compare with previous years?** Key skills sessions were introduced last September to help pupils build and consolidate the necessary skills they would need in maths and literacy to progress. Those sessions have been effective and are being modified as pupils catch-up. Within the end of year assessments, it is anticipated that there will not be huge gaps but small gaps are likely to still exist around arithmetic, spelling and grammar. Overall, the pupil outcomes should not be widely different when compared to previous years.
- 4.18. **RA asked what the COVID related CPD would consist of given that COVID may recur?** Part of that CPD includes not losing that sense of ambition for children, the language used and not using COVID as an excuse. There is a statutory requirement to have a remote learning strategy and offer. So, teachers need to be skilled enough to ensure that children continue to progress and not fall further behind if they have to learn remotely. There is growing evidence from the SIP reports that from the first to the second lockdown, remote learning practices improved in strength of offer across the Federation. A strong focus on well-being, mental health and PSHE is also key to the COVID related CPD.

5. Current Focus and Priorities (responding to the national context)

- 5.1. The FGB were asked to note developments in four areas within the local and national context set out in Paper 5. These namely being:
- 5.2. **Belonging and race** – Hackney Education is focusing on ensuring every child feels that they belong and are treated equally within the local context, given the impact of COVID and Black Lives Matter (BLM). The Federation is responding to this by focusing on reviewing policies, procedures and training to eliminate any bias that may exist. This includes ensuring teachers have the relevant subject knowledge to effectively teach the curriculum.
- 5.3. Recruitment and retention of staff is another key area with regards belonging and race.

Guidance on inclusive recruitment has been produced by Hackney Education. The Federation has evaluated itself against this guidance to ensure vacancies are advertised appropriately to appeal to all intended target or minority groups.

- 5.4. All three schools have participated in the Hackney Schools Group parent focus sessions on 'belonging and race'. Reports from these sessions have been received and will go into a publication (in September) about how parents perceive experiences in schools and that sense of belonging. Parental voice and the themes from those sessions will be important in helping the Federation decide how best to move forward.
- 5.5. Sexual harassment and sexual violence – given all the testimonies on the 'Everyone's Invited' website, Ofsted are currently undertaking a review of safeguarding policies and practices in respect of peer to peer abuse in both state and independent schools. This is to ensure schools have appropriate processes in place to allow pupils to report concerns freely and then to deal with them appropriately. The review should be concluded by the end of May. There will then be a report published which should help advise schools how to move forward. The FGB noted that the Federation's safeguarding policy specifically includes a section on peer to peer abuse.
- 5.6. Online safety update. The Federation's parent and pupil annual surveys indicate that children feel safe in school. The PSHE curriculum builds opportunity for pupil voice regularly and for pupils to know how to report peer to peer abuse incidents within school. The PSHE curriculum has also been revised in line with statutory guidance following a consultation on the RSE curriculum last autumn. All schools within the Federation are Stonewall Schools and have had training about eliminating use of inappropriate or sexualized language.
- 5.7. Ofsted have announced that this term only inadequate and requires improvement schools will be inspected. Schools rated good or better will not be inspected this term. Normal Ofsted inspections are expected to resume from this autumn. Orchard is due an inspection as it was last inspected in 2014. Preparations are underway for that inspection, as it may occur sometime during the next academic year.
- 5.8. Ofsted have also taken into consideration the COVID context and as a result have published a revised inspection handbook.
- 5.9. Early Career Framework statutory changes – from September 2021, the government is introducing for newly qualified teachers (NQTs) a two-year development and training programme underpinned by a framework. The Federation will continue to design its own programme for NQTs rather than buy one in or use a provider which the new framework allows.
- 5.10. **HL asked on the belonging race and the sexual harassment whether there was any specific training available for Governors beyond the briefing sessions run by the LA?** Hackney had just released its CPD/training programme for the next year which includes training for governors. RD is in the process of reviewing that and would report to governors about what was included in that with regards race and sexual harassment.

6. Feedback from School Sub-committees

- 6.1. Hoxton Garden – RAd reported that at the last sub-committee meeting, data collection that took place in the autumn term was discussed. The data showed that the majority of children were making better than expected progress in all subjects and that attainment was in line with previous years.
- 6.2. Staffing was discussed and how that had remained stable throughout the pandemic period. NQT and apprentice teachers were discussed and how their action plans had to be adapted for the spring term due to the second partial closure. There was a report on the school's online CPD offer, where the key focus was on pupil well-being, remote learning, supporting the needs of SEN pupils and effective use of Google Classrooms. During the partial closure the school worked on a number of projects which included the review and purchase of science, history and geography books to revamp the school library.

- 6.3. The sub-committee also noted that when the second partial lockdown started in January only 59% of pupils were accessing remote learning. But that very quickly increased to 90% for the bulk of that partial lockdown.
- 6.4. The school continues to focus on key skills learning as part of its recovery curriculum. There have been no exclusions and no incidents of bullying since the last report. The number of children on roll remains stable and as a result of good marketing the nursery is currently full.
- 6.5. Priorities were also reviewed these at the time were the recovery curriculum, a daily focus on key skills, phonics and early reading. The catch-up funding had been used to recruit a Teaching Assistant to deliver speech and language interventions across the school.
- 6.6. The SIP Report from the autumn terms was also reviewed. Strengths highlighted included the training of teachers at all stages of their careers, the high-quality curriculum planning and the effective teaching of reading. Areas for development included the continued focus on children knowing and remembering more, and Year 2 and Year 6 writing.
- 6.7. The parent survey, which had been conducted remotely, was reviewed where 70 responses had been received. This showed that parents rated highly the fact that teachers worked hard and they taught their child well. They also appreciated the school newsletter that kept them informed of events. Parents were also happy with behaviour at the school and the progress their child was making. An action plan was drawn in response to the results of the survey.
- 6.8. LT added the meeting had also discussed the work the school had been doing in relation to belonging and race. Also, pupil attendance was at 97% since re-opening.
- 6.9. **Southwold** – SOB reported that the sub-committee first looked at the assessment data which showed that 75% of pupils were on track to meet targets. The Year 2 phonics data showed that 85% of children had passed the Year 2 Phonics test.
- 6.10. The quality of teaching was discussed and at that point one teacher was graded as requires improvement on the teaching profile. That teacher has since left and been replaced by a High-Level Teaching Assistant until a qualified teacher returned. All teaching is now graded as good or outstanding.
- 6.11. There had been one fixed-term exclusion, which the committee discussed and the support being put in place to help that child, including applying for an EHCP. School attendance at the time of the meeting was 96% and continues to be at that level, which is excellent as the national average is around 90%.
- 6.12. There was then discussion around the online remote learning provision, where the school had 91% of children accessing it during the second partial lockdown. This was a significant increase from the first partial lockdown. For the online provision, the school had decided to use video recorded lessons instead of 'live' lessons as that enabled children to go back and re-visit lessons, which they would not be able to do if the lessons were live.
- 6.13. The school had received a total of 68 government laptops and as a result were able to offer a laptop to every Free School Meal (FSM) family. So, every family that wanted a laptop received one. The school's FSM pupil numbers were discussed as they had increased.
- 6.14. The parent survey was also discussed, where the school had received 104 responses which was slightly less than last year but still good given parents had to physically return responses back to the school office. The use of a raffle prize was credited with why there had been a good response rate despite the partial lockdown.
- 6.15. Themes emerging from the parent survey included communication which is a recurring theme and one the school is continually looking to improve. For example, the school now sends a text message with a link to the school newsletter, which means more parents are now accessing it via the school website.

- 6.16. RA added the school was conducting a review of the library in relation to curriculum bias and alignment with BLM, which was important for developing that sense of belonging. Also, there had been parental feedback that the current online remote learning offer was superb and that it had improved significantly from the first to the second partial lockdown.
- 6.17. **Orchard** – AW reported that the Orchard sub-committee, also discussed the autumn data collection. The large majority of pupils were working at the expected level for reading, writing and maths. Nearly all pupils apart from two were making more than expected progress in Years 2 and 6. Targeted support was being put in to help the two pupils.
- 6.18. The teaching profile at the school continued to be good or better. Two out of the three apprentice teachers had undertaken their second secondment across the Federation. The third apprentice teacher was due to do that during the next half term. Two teachers at the school had resigned during the autumn term due to relocating out of London. The school development plan was then reviewed.
- 6.19. There had been no exclusions since the last meeting. However, a Year 1 pupil had had a short placement at a pupil referral unit. There was discussion about the support plans put in place to re-integrate that pupil back into the school, including applying for an EHCP.
- 6.20. At the time of the meeting attendance was 95.3%, which has since increased. The committee then discussed the different types of pupils that made up the 130 or so children that had been attending the school during the second partial closure. Out of those children at home, 91% had been accessing online learning during the lockdown. Arrangements had been made to support those not accessing the online learning including offering them a place in school.
- 6.21. The Committee also discussed the autumn term SIP report, children's experiences during lockdown and the parent survey. The school had received 211 responses to the parent survey which was slightly down compared to last year due the survey being conducted remotely. Again, a raffle prize was used to try and boost the response rate. In relation to the findings, 96% of parents who responded felt the school provided a really good education to their child. The staff worked really hard and the school and staff were really welcoming. Areas for further development included communication so the school is thinking of introducing coffee mornings.
- 6.22. JG commented on the excellent attendance across all three schools. JG added that the sub-committee looked at data showing which pages of the school website were most visited during the lockdown which was interesting and insightful.

7. School Finance and Resources, including approval of budget

- 7.1. SW reported there had been a Finance and Resource Committee meeting prior this meeting, which had been presented with the year-end accounts for 2020-21. These showed that the Federation's carry forward balance had increased to £1.5m. This was due to lots of capital projects and other activities being to be put on hold, savings on agency staff and additional income received through grants.
- 7.2. The Federation is putting together a robust plan linked to school development plans to start to spend that carry forward. For example, improving the Orchard playground, redeveloping the Hoxton caretaker's house and upgrading the IT systems and infrastructure.
- 7.3. JG and RD had met with Maggie Kalnins at the LA to bring some external challenge to the budget setting process. The output from that meeting would be shared with Governors at the next meeting. The key point was to ensure budget setting and expenditure were aligned with the school improvement priorities. JG confirmed the current spending plans and the budget setting were aligned with the Federation's and each schools' priorities
- 7.4. The Finance and Resource Committee recommended the approval of the budget and the proposed spending plans to reduce the carry forward over the next three years. The FGB

unanimously APPROVED the 2021-22 budget and the proposed spending plans.

Action 7.4: The resources minutes, detailing discussions on spending plans and the budget for 2021-22 to be shared with Governors, via email.

- 7.5. The FGB formally thanked Giuseppa for successfully managing the Federation's budget over the last year in very trying and unprecedented circumstances.

8. Annual Safeguarding Report to Governors

- 8.1. RD presented the Annual Safeguarding Report to Governors (Paper 8). This summarised for the last year, the safeguarding training that had taken place, the policy reviews that had happened and provided a breakdown of the number of safeguarding referrals across the three schools.
- 8.2. The safeguarding team at Orchard had been increased to reflect the school increasing to three-form entry. There had been no de-escalation training over last year due to the pandemic. Therefore, all safeguarding leads now needed updated de-escalation training, which has been booked for June.
- 8.3. Whole school training on safeguarding is conducted annually at the start of the academic year. Any new staff joining after that are given safeguarding training as part of their induction.
- 8.4. **HL asked why there was a disparity in the records of concern completed by staff across the three schools?** It is normal to have a disparity as that reflects the differing issues and local contexts of each school. Also, the records of concern can sometimes be misleading. They can relate just to an individual pupil or a family who may be facing issues. In which case over a period time there may be several records of concerns raised about a pupil of family.
- 8.5. **JG asked how the records of concern completed compared with the previous year? Was there a pandemic effect?** It was difficult to draw a direct comparison with last year because of the two partial lockdowns. Given that and the varying ways concerns may have been notified or dealt with during partial lockdowns it was difficult to see a pandemic effect.
- 8.6. The FGB APPROVED the Annual Safeguarding Report.

9. Consideration of Key Policies – revised 2020/21

- 9.1. RD reported there were no significant changes to the policies sent to Governors for this meeting. They had just been refreshed to ensure the language used was inclusive.
- 9.2. LT commented that the Drugs and Alcohol Policy only referred to employees and should also refer to contractors who may be working at the schools. Governors thought the Behaviour and Bullying Policy was excellent.
- 9.3. The FGB noted the following refreshed policies:
- 9.3.1. Attendance and Punctuality Policy
 - 9.3.2. Behaviour and Bullying Policy
 - 9.3.3. Complaints Policy
 - 9.3.4. Drugs and Alcohol Policy

10. Governor Recruitment Update

- 10.1. RD reported that a ballot had taken place with all the parents across the three schools to fill the parent governor vacancy on the FGB. The ballot winner had been a parent from Southwold who will be meeting JG shortly, and following an induction will be joining the FGB in September.
- 10.2. The Federation remains committed to improving the diversity of the FGB and has reviewed the governor advert on Inspiring Governance. The advert has been revised to make it more accessible to better target and attract diverse governors. As a result, the Federation has two

more potential governors who have good skill sets and are able to bring the diversity and local community angle to the FGB. Meetings are planned with these two individuals with the view to one of them joining the FGB from this autumn.

- 10.3. The Federation has also been liaising with Maggie Kalnins at the LA with the view to recruiting some younger associate governors to sit on the school sub-committees. The LA is running a pilot to attract under 30s to get them involved in school governance. Part of the pilot will involve each young person having a governor buddy or mentor, so experienced governors will be asked to volunteer to provide that in the new academic year.
- 10.4. Lastly, the Orchard sub-committee has an associate governor vacancy and there is potentially a good candidate from the recent parent governor elections for the FGB, that could fill that position.

11. Governor Communication

- 11.1. The meeting dates for the 2021-22 academic were agreed in principle.

Action 11.1: Governors to review the governance meeting dates for 2021-22 and to let JG and RD know if there are any issues.

Feedback from Link Governors

- 11.2. **Curriculum** – LT visited Southwold to look at the curriculum which is similar to what is in the other two schools. Firstly, the curriculum is cyclical with high-level planning across each term for each year group, which was very impressive. All the subjects link together well and each year builds on the previous year which plays well into pupils learning more, remembering more. Even the displays are linked into the curriculum planning.
- 11.3. Secondly, Southwold is reviewing its library to assess what books and texts it has and whether they support the cyclical curriculum and the belonging and race work. As a result, some books have been changed and replaced with some exciting and diverse ones.
- 11.4. **SEND** – LM reported that she had had a meeting with the Orchard SENCO. They had discussed the Ofsted research into SEN, which highlighted that there were significant weaknesses in the SEN provision provided by schools nationally. There was then a discussion about the secure SEN provision in each Federation school and the in-class support that is provided.
- 11.5. Social emotional mental health (SEMH) was discussed and the provisions put in place to support both pupils and teachers. This includes referrals to CAMHS and a wide range of well-being resources to use. It was noted that children with EHCPs in the Federation are being well supported by SENCOs both in-school and at home through strong engagement with their families, which needs to be recognised and celebrated.
- 11.6. There is also now a Year 5 nurture group to support those children who have fallen significantly behind. Also, there is one person who has been trained up to provide speech and language support to children across the schools which reflects a change in provision to improve consistency and funded through the COVID catch up money.
- 11.7. **Health & Safety** – There had not been a visit done since the last meeting. HL was planning to do a visit every other term so would conduct a visit next term.

12. Any Other Business

- 12.1. The FGB thanked RD, SOB, RAd and AW and their staff for all their hard work during this academic year.
- 12.2. There was nothing discussed under AOB.

The meeting finished at 8:00pm.

Signed: _____

Date: _____

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

13. Confidential Business

13.1. Hackney Education had approached a number of federations and schools in the borough with the view to asking them to submit a proposal to partner a local school to help it improve, as it had a long track record of underperformance.

13.2. The Viridis Federation had been approached and had submitted a proposal. This proposal had been initially successful and had been shortlisted along with a proposal from another federation. The next steps involve both federations presenting their vision for the school and demonstrating their capacity for school improvement. A meeting with staff at the school took place this week to engage them in the process although they have no decision-making rights. The local authority and the school's governing body will be making the decision as to which federation to partner with.

13.3. The Viridis Governing Body was asked noted this development and the exciting opportunity this represents in supporting another school and testing the good practice at Viridis. Although, at this stage it is just a process and there are no guarantees that Viridis will be chosen as the support partner for this school which has a history of underperformance.

13.4. **RA asked if partnership meant the new school would be joining the Viridis Federation?**

The school concerned is currently in a federation and is presently going through the process of leaving that federation as it has not worked out. Hence why, initially it would be a 'soft' federation but the longer-term view is that if the partnership is successful it may lead to a 'hard' federation.

13.5. **HL asked as if there was any information as to why the current federation with the school had not worked out?** RD had met with some staff at the school yesterday and they recognised and acknowledged that the school was not performing well. They highlighted behaviour for learning, quality of teaching and the underpinning curriculum as the key issues as to why the school was not doing well. These are all areas that Viridis has strong expertise in and has the capacity to support the school with. There is recognition from all concerned, including the LA, that the current federation just did not have the capacity required to effectively support the school.

13.6. **VC asked what is the benefit of supporting this school to the current pupils and schools in Viridis?** It represents an opportunity to share expertise and develop people. Viridis has a number of skilled leaders and supporting this school is a good way of retaining these people within the federation. Also, expectations and quality are high in Viridis school and most staff take that as the norm and have no experience of going through school improvement journey. It is good experience and development for staff then to work in a school where there are issues and expectations and quality are not as high as what they are used to. As Viridis schools it would also be very motivating to have helped another school, raise the aspirations and improve life chances of other Hackney children.

13.7. The Governing Body noted these developments and agreed with the direction of travel, acknowledging that this was a confidential matter for the time being. RD agreed to keep the Full Governing Body updated on developments.