

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

**Governing Body Sub-committee  
at Southwold School**

**On Thursday 20<sup>th</sup> June 2019 at 4pm**

**Committee Members**

Richard Allen (RA)

Ian Rathbone (IR)

Alberta Senyah (AS)

Lenna Marson (LM)

Stephen O'Brien (SOB)

Noah Birksted-Breen (NBB)

Stephen Hall (SH)

Clerk: Anoushka Babapulle

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**1. Apologies /Consent for Absence**

None received. All present. SH joined the meeting at 4:13pm.

**Document pack sent via post**

**2. Governing Body Organisation**

**2.1 Membership**

No changes

**2.2 Declarations of interest in items on the agenda & register of pecuniary interests for 2018/2019**

For (AS) Southwold needs to be added under 'Any other business interests'

**2.3 Governing Body Annual Calendar 2019/20**

No comments

**3. Agreements of the minutes from the last meeting and any actions arising**

*(NBB) queried with regards to Victoria Crawford who moved to the Hoxton Garden whether there was a space for someone else on sub-committee*

*(SOB) With the reorganisation and the work (SH) doing unsure.*

There are up to seven members four of whom are voting members.

*(IR) queried if (NBB) was asking for another voting member*

*(NBB) if there are other skills needed there is space for another member*

**Check with (SH) whether there is a vacancy for another sub-committee member who could have voting rights also**

*(NBB) made reference to some areas from the minutes he thought would be beneficial to discuss further during meeting e.g. stability of staffing, intentions for September, Ofsted inspector wanting more evidence of skills associated with topics involving non-core subjects*

These will be addressed during the meeting

All actions from the previous minutes complete. Minutes agreed.

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

- 4.1 Outcome of external reviews & evaluations e.g SIP reports**
- 4.2 Headline data presented and analysed for key trends in context of overall National position**
- 4.3 Progress towards end of year targets**
- 4.4 Teaching profile and strategic/CPD actions**
- 4.5 Review of Attendance targets & strategies**
- 4.6 Strategic planning for new academic year**

Page 17: Pupil achievement information was recently collated which is primarily based on teacher assessment but also informed by testing. In years 3-5 there are optional tests in years 2 and 6 there are national tests. Table 1 shows the percentage of children at year group expected which means they have met the majority of targets for the year. This is approximately 80% + which is higher than school was last year. Evidence that curriculum is more embedded than it was the previous year.

Table 2 approximately 20% of pupils in all year groups working at Greater Depth standard.

*(RA) queried what is the greater depth standard*

Greater depth is where children have met all their year group expectations and are able to demonstrate they are beyond their year group expectations but do not move into the next year group.

*(RA) queried previously 'Gifted and Talented' was spoken about in the past is that no longer the case*

The term 'Gifted and talented' is no longer used

(LM) When a child is at Greater Depth they can teach you how to do something as they are able to articulate the process so they can teach someone else

*(RA) queried whether pupils take that on*

(LM) Yes they do as they are able to support their peers on other tables and help them solve problems by articulating how to break it down and what to do

There is now a focus during the summer term and next academic year on ensuring more children to greater depth

Ability setting in Year 5 has begun which will further support children and meet needs of all groups

Table 3 Value Added Progress is anything more than expected progress 25 points is the average and anything more than that is considered Value Added. In every year group there is value added progress. The least amount of Value Added progress is seen in Year 1 as there is a group of children with very high needs who have either just got an EHCP in place or are in the process of getting an EHCP. These children have made progress but not at the expected level. There have also been two new children join Year 1 one who is from the traveller community and one who is new to the UK both who are working below expected progress. This impacts on statistics for the cohort as they do not have a previous measure.

*(RA) queried when referencing high needs in year 1 presumably that isn't statemented children*

EHCP is the new term for statement

*(RA) queried would this be the equivalent*

Yes

*(RA) queried if there is a measure for understanding what the Value Added is from the point of view of special needs*

These pupils have purple learning goals with small steps which are measured by the Inclusion team when they do observations. Progress is measured and tracked but in a different way.

*(RA) queried if the school has a way of understanding added value from the point of view of children with additional needs*

Yes. In last governors meeting intervention analysis was looked at and progress by SEN children. Progress can be seen by how many of these pupils met their IEP targets.

School going into next year with the majority of pupils in each year group achieving well.

Page 17. 'Y2 & Y6 Target/predictions for 2019' this is based solely on teacher assessment and not testing, both year groups have made good progress towards their targets.

(SH) joined meeting 4.13pm

SATs results will be received in a fortnight.

Ambitious targets were set for year 2 with the hopes of exceeding national averages and these targets have been met.

Page 17. 'Quality of Teaching and Learning' A number of teachers are on personalised CPD plans to develop their practice which will continue until the end of the year. Both apprentice teachers are doing well and will be passing their apprenticeships in October. They will both stay on as NQTs. The apprentice teacher programme has been very successful.

Staffing is stable where two teachers are leaving, however one is remaining in the organisation to move to Hoxton Garden. One new teacher is joining the school in September. Recruitment process for a new EYFS phase leader continues and if this position isn't filled by September there will be an 'Acting' position filled by a class teacher.

Reception has been filled for the new academic year and the school has a waiting list for places also. Reception tours have also begun for 2020/21 academic year.

Page 17. 'Operational data' pupil role is 396. A lot of children have been leaving but also joining the school.

*(IR) queried where are these children coming from*

Some of these pupils have joined from other local schools, some have been relocated to the area, and a lot are those new to the UK.

*(IR) queried what happens if the school cannot accommodate new pupils*

They would need to go to their second or third choice. Majority of local schools are not full however both Northwold and Southwold are.

The science and humanities curriculum are currently being reviewed. A new literacy curriculum will be implemented in September.

*(RA) queried why the school is doing that*

To ensure progression and better choice of activities being executed with the children. As highlighted previously by the Ofsted inspector humanities outcomes are very literacy based therefore a review in the curriculum will further develop geographical and historical skills.

School is in the process of drafting a new EYFS curriculum.

There has been a recent Headteacher study visit.

*(IR) queried what is a Headteacher study visit*

School has both Headteacher and Deputy Headteacher study visits which are internal peer reviews of particular subject areas. The school finds these beneficial.

(SH) there is a level of trust between the Heads in the Federation. Subject leaders are also invited so they also get to hear and be part of the discussion on self-improvement. These visits are helpful for all the schools.

*(SOB) checked if (NBB) queries had been covered*

Yes.

(NBB) Well done on success of apprentice teachers.

*(NBB) queried what level the two teachers who are leaving were*

One teacher is someone who was being put through capability processes the other is someone who is moving to Hoxton Garden which is closer to home.

*(NBB) queried if these teachers moving on affects the target of 60% of teachers rated outstanding*

None of these teachers are in that bracket.

*(NBB) queried if the EYFS phase leader post was a particularly difficult one to fill and what is the strategy*

It has been. It is difficult to recruit high quality candidates for specified posts like SENCO or AHTs. The best strategy is to grow and develop teachers internally.

A NQT left at Easter and her replacement was recruited through the refer a friend scheme. The school is as creative as possible with methods of recruitment.

The way the school does EYFS is play-based but is very structured and this method is not for everyone.

'Behaviour and safety' there has been another fixed term exclusion since the last meeting. There have been four over the year which is below national and below previous years.

(SOB) During tours of school parents comment on the school being very calm and that pupils are well mannered and courteous. Tour is of the whole school.

No bullying investigations since the last meeting.

School is working with 'Young Hackney' to train staff, inform parents and Year 6 pupils about the dangers involved with joining gangs and how to prevent this.

*(RA) queried what staff are able to do as a result*

Staff are more knowledgeable.

(LM) there are certain brands of clothing to look out for that are indicative of gangs like North Face, Canada Goose

(SOB) taglines and names to listen out for. Gangs now move across boroughs and areas.

*(RA) queried if something was spotted as evidence of gang membership what would be done*

(LM) Be observant, see how they behave and how they speak

A referral has been made this term to CSC about a child who may be at risk of joining a gang. CSC has in turn engaged 'Young Hackney'

(LM) Would follow school internal process by filling in a 'cause for concern' form

*(IR) queried would the family be spoken to*

(LM) That would not happen straight away once a 'cause for concern' form is completed it follows school protocol

If the Designated Safeguarding Lead decided it met the threshold FAST would be called who would advise what to do next. Any direct intervention may make the situation worse therefore advice from the FAST team is always sought.

In last two years 'Young Hackney' have begun engaging with primary schools whereas previously it was just secondary schools.

(AS) primary school children are easy targets to hold guns and knives where peers and relatives are in gangs

Pupil roll has increased to 396. Both FSM and PPG are approximately the same. Attendance has improved this year and therefore the school will be above national hopefully by the end of the year.

*(RA) queried if there were any concerns regarding the EHT transition; unsettled parents etc.*

No. The main point of contact in each school is the HT and wider SLT. At leadership level all three schools' will have the same team which will provide a familiar picture to parents.

(IR) One of the benefits of a Federation is that you lose one part and still make it work

'Current Risks & Priorities' CPD offered will slightly change as currently a lot of it is about sharing expectations however school will move to making it more developmental.

## 5. Consideration SIP Report

Page 18-19. SIP three visit was today and the majority of actions were met.

A focus has been on reading this year. Changes to Destination Reader a reading programme in KS2 and use of core texts to promote children's enjoyment of reading. Introduction of Teachers favourite reads which is a box in each classroom where teachers have recommended reads for children to take. There has been also a focus on reading diaries to ensure pupils are reading at right level. Teachers hear children read once a week and systems have been put in place to ensure reading diaries are signed and checked at home. This is followed up on if they are not.

SIP carried out a learning walk during visit and it is noteworthy that children were all focused and engaged in learning.

The SIP also made reference to the fact that the school maximises opportunities for cross curricular learning, enrichment opportunities, trips etc. in order to increase children's culture capital.

*(RA) queried do you talk about social capital as well*

That is not a term referenced as yet but is understood as being in evidence in our curriculum and a long standing aim of our schools has been to develop pupils cultural reference points.

Target for GLD was 76% school has 78% on track

(RA) impressed by what was under Reception for PPG it looks like a level of improvement which is quite significant in Reception where it would be expected that improvement is a slower process.

PPG children have been a focus in Reception for the last two years to increase amount of children who reach GLD. Pupils come in typical below and make really good progress

(RA) this is particularly impressive

## 6. Southwold School Development Plan & Strategic Planning for 2018/19 review

Pages 20-29. Targets and actions are detailed from pages 22-29

From September the format of this document will change due to new Ofsted inspection framework. Teaching and learning standard will be replaced by Quality of teaching judgement.

Ofsted report is the old one as document was drafted last summer. There will be a new school development plan in September/October.

Points that are pertinent and would be interesting to see in the coming academic year are accurate self-evaluation and governance which has been happening. There is a budget surplus which leaves the school in a good position with the risks associated with the national funding formula. Recruitment of apprentice teachers has worked very well and will continue. There will be a continued focus on developing leaders and ensuring leadership stability. The schools have run an in-house leadership development programme which has worked very well.

With regards to the maths curriculum it is worth noting this has been very successful and has most progress in terms of value added which is evidence of its success. Phonics outcomes are higher than they have been previously. Design & Technology days have been hugely successful this year and the outcomes have been better with the change from spreading this across several weeks to spending one solid day on it.

*(NBB) queried if there was any follow up from the Governors self-evaluation*

This was discussed at the Full Governors meeting and it showed that there was a broad balance of skills across the governing body where certain areas are weaker but a balance is seen overall. Also discussed was the possibility of an external person looking at meeting minutes and giving a written report back. Further discussed was a Chairs' 360 review

(NBB) wondered if Governors should be listening to the podcasts and YouTube videos on training e.g like those received from Andrew Hall however it would seem the Governing body is covering all the bases

There is always room for further training via National Governors Association and Modern Governor. (NBB), (AS) & (LM) have all completed training from to Andrew Hall.

(LM) important to digest information and have questions ready before a meeting based on the information sent in pack beforehand

*(IR) queried the reference to developing the school council (p.20) as it already has a high role e.g. election etc.*

The school wants to minimise adult involvement. Last year both Head girl and Boy needed more direction by an adult, however this year has been much more successful where they have both taken a lead e.g. setting up ice cream selling at the Eid fair and pushing a litter pick of the local area. They are coming up with ideas themselves rather than the school directing the council.

*(IR) queried isn't that quite difficult for primary school children*

It is possible but you need the right combination of children. It is about further developing them and them leading it. *(IR) queried if Governors can help*

When Head boy and girl are elected the hope is that they think of all pupils in the school and not just their own agenda.

## **7. Any Other Business**

Meeting Finished: 4.57pm

(NBB) gave a well done on the school streets programme which has reduced traffic on the road outside the school.

(SOB) It is not as good as it could be as there are no cameras. There is a backlog of orders at the local council of cameras so the school is trying to get a community enforcement officer to patrol the area

*(IR) queried what do the pupils feel about the campaign*

Children can safely walk across the road without worrying about cars.

*(NBB) and (IR) queried about the possibility of having bike racks outside the school*

Derek Mullan the schools Cycling instructor had advised this couldn't happen due to a quota of bays.

(AS) there was one previously outside in a parking space

**(SOB) will enquire with Derek with regards to having the rack on the pavement instead**

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

No changes