

The Viridis Federation of Orchard, Southwold and Hoxton Garden Schools

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

On Friday 8th November 2019 at 4pm

Committee Members

Richard Allen (RA)

Noah Birksted-Breen (NBB)

Ian Rathbone (IR)

Rachel Davie (RD)

Alberta Senyah (AS)

Lenna Marson (LM)

Stephen O'Brien (SOB)

Clerk: Anoushka Babapulle

1. Apologies /Consent for Absence

Ian Rathbone (IR) apologies sent

Document pack sent via post

2. Governing Body Organisation

2.1 Election of Chair and Vice Chair

Richard Allen (RA) nominated Chair by Lenna Marson (LM) – No objections

Noah Birksted-Breen (NBB) nominated Vice Chair by Alberta Senyah (AS) – No objections

2.2 Membership

No changes

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

None reported

2.4 Acknowledgement of Terms of References

No comments

2.5 Code of Conduct

No comments

2.6 Governing Body Annual Calendar

Full Governing Body (FGB) meeting 30/01/20

Governor visit morning at Hoxton Garden 12/02/20

(AS) queried whether meetings going forward would remain at 4pm or are they to be changed to a 5pm start.

It was agreed that meetings would start at 5pm.

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

(NBB) queried whether there had been any further training with Young Hackney

This will be an annual occurrence

All actions from the previous minutes complete. Minutes agreed.

4. Headteacher's Report:

(SOB) noted that due to the Ofsted inspection delaying the sub-committee meeting there may be subtle differences as this report was written at the beginning of October and it is now the middle of November.

P. 28 Table 1 The school is above national across all subjects. The combined score for Reading, Writing and Mathematics places Southwold 13th out of 50 schools in Hackney (reference made to the HLT data booklet which is available in the online pack of information emailed to the Sub-committee).

(NBB) queried what GSP stood for.

Grammar, Spelling and punctuation.

(SOB) noted the progress scores for Southwold when compared to national progress scores puts the school above average.

(RA) noted disadvantaged progress is way above national.

Table 2 – 23% of children achieved Greater Depth (GD) which was over double the average figure nationally. The school has met their target of getting more children to a (GD) standard.

(NBB) queried do you know what that was (in reference to how this was achieved).

There is system of testing as well as year 6 meetings every three weeks which means that students are constantly being pushed to ensure that they are doing well. Current cohort achieved 60% (GD) in KS1 it was noted however that this was the first year group to be measured under the new assessment framework.

Table 3 & 4 – KS1 outcomes re: year 2 are based on a combination of testing and teacher assessment. Figures show that outcomes are higher than those nationally which is also true for disadvantaged pupils.

Table 4 Southwold was broadly in line or above for (GD).

Table 5 Pupils in EYFS have exceeded national averages for (GLD). 90% of disadvantaged pupils have achieved (GLD) this is based on a group of seven pupils in EYFS. Moving up through KS1 & KS2 more pupils are categorised as disadvantaged.

(NBB) queried is this to do with the changing demographic in Hackney.

Not necessarily. Due to Universal Free School Meals parents don't always apply for Free School Meals despite the school encouraging and incentivising parents.

(NBB) noted that it may be the same level of disadvantaged pupils at EYFS stage however not recorded as such.

Yes. When parents have an induction meeting with the school they are informed that applying for (FSM) will mean the school will receive more money to help all pupils however because parents are aware that they will receive a free school meal regardless of applying via (UFSM) they often do not apply for (FSM).

(RD) When parents fill in the (FSM) application they won't have to do it again. With (GDPR) there will be an option for applicants to choose whether their details are checked once or continually checked.

The local authority have recently had a session on how to encourage more families to sign up for (FSM) which was attended by the Office Manager. The school hopes the information from this session will have an impact on the numbers of families applying.

Year 1 phonics check was 92% which was above national. Results are due to changes to reading and phonics provision.

Quality of Teaching and Learning (QTL) - as discussed in previous meetings percentages fluctuate due to NQTs and Apprentice teachers in the profile however the target remains 60% Outstanding. There is one new teacher to the school and two NQTs who were apprentices last year. There are also three new apprentice teachers this academic year who were previously teaching assistants within the Federation.

(NBB) queried whether they lived locally.

Yes.

(NBB) queried whether the use of apprentice teachers has got around the issue of utilising agencies for recruitment.

Yes it does. There are three new teachers this year however two were already working in the school as apprentices. The school will always utilise agencies as teachers may leave mid-year however one of the methods the school is using to minimise this is to have a year round advert in the Times Educational Supplement (TES). Applicants therefore can apply throughout the year and the school will look to place successful applicants as soon as possible.

All CPD is run by senior leaders with the support of curriculum leads.

(RA) queried is there any further detail on what people are doing that they were not doing before i.e. what the training looks like.

(RD) using more research based learning as a task. Previously subject leaders were delivering CPD which had a systems focus where teachers were told what to do and not to do, whereas senior leaders have a strategic overview. They will be planning and developing each session with a focus on national or international research thinking about the theories of learning. Encourages teachers to be more reflective. For example the inset delivered this week utilised two texts on pedagogy which teachers then can go away and do further reading.

(NBB) queried if that is the standard.

It is what schools that are working at a higher level do however it is not the standard.

The staffing profile is stable therefore CPD can be pushed and opened up to a more professional discussion rather than an instructional or procedural one.

(LM) noted that for the apprentices rather than learning to do a procedure the rationale is explained which makes understanding the reason why things are done easier.

(RA) queried if the school is confident that they have the training skills to do this.

This has been brought up to senior leader level where they select what they have a passion for. This as a result translates into the planning, organising and delivery of the CPD content.

During the summer term the school took part in a pilot for the DfE Times Table check. There is a strong focus on this and an action plan is in place for times table teaching as the school has a target of 85% for next summer term. This will also be reported data and children are expected to achieve 100% to pass the check.

(RA) queried whose requirement is this.

It is from the DfE. You have to pass the whole test to be at the national standard.

Behaviour & Safety p.28 – since this report was written there have been two fixed term exclusions involving the same child. This child is a looked after child. There has been an emergency professionals meeting and there will be a staggered re-integration back into the school with the support of a tutor from Virtual Schools.

(RA) queried which year group the child is in.

Year 4.

(RA) queried has this had an impact on other year 4 pupils.

Pupils are asking how the child is and they miss them. Exclusion is only ever used as a final resort.

The first 'Pupil Voice Fayre' took place where stalls were run and pupils could apply for the roles they would like to undertake such as Digital Leader and Head Gardener.

A new head boy and girl have been elected following a successful Democracy Day in which they share their manifestos'.

(RA) queried what kind of things do they say in their manifestos'

Many suggestions are put forward such as a special menu day and having more clubs after school. Pupils write their manifestos', create posters and power points' with the support of the DHT.

Pupil role is 398. It is good however the school continue to work towards achieving full capacity which is 420. Reception is almost full and nursery has a waiting list.

Year 2 and 6 targets similar to last year's targets and remain ambitious.

With reference to point one 'Current risks & priorities' (SOB) will be working on the Orchard site every Tuesday until the end of term to support (RD) and the DHTs.

(NBB) queried when (SOB) is off site is there a protocol or DHT that people would know to contact or what to do in the Head's absence.

(RD) will be on the Southwold site half a day on Tuesdays' and both DHTs step up in the absence of the Head which they have previous experience of doing.

(RA) queried if there is a time when a general risk assessment of the school takes place.

There was a Health and Safety audit undertaken during the summer which had two minimal action points. Audits are carried out annually.

(RD) noted with reference to asbestos checks which was previously brought up in a previous sub-committee meeting that this process had been initiated privately to risk assess the three schools however this fell through as the School Business Manager (SBM) also was in communication with the local authority who now will be checking all schools in Hackney for asbestos. If there are issues re: asbestos it is likely the local authority would follow through the process of dealing with it.

(NBB) queried how the school reviews their 'strictness' so it is not overly strict in a punitive way. He gave the example (from his experience as a parent) of children missing part of their break on several occasions recently due to not lining up correctly. (NBB) queried if there were a form of disciplinary action that doesn't involve shortening breaks as breaks are important and also how disciplinary action by class teachers is reviewed so it is not detrimental to others.

(SOB) this is monitored as part of the leadership team briefings daily, it is also discussed in more detail at the extended weekly leadership team meeting. Teachers are discouraged from using shortening or missing break times as a form of sanction. SLT insist that children go out and have a run around so they would never miss their entire playtime. If this has happened it should not have.

(LM) noted that missing part of playtime is part of the sanctions ladder that all pupils are aware of. Also, playtime is the only time where certain sanctions can occur as the rest of the time pupils are in lessons. Speaking as a parent also (LM) noted that if her child has chosen not to follow rules she would expect there to be a consequence.

(NBB) queried the instance of if there is a class of 30 and only a few misbehave.

(LM) noted that this is something that doesn't happen. In her own experience working at the school and as someone who has taught classes the only children facing a consequence or sanction would be those that broke the class rules.

(SOB) it is certainly not common practice that whole classes miss their playtime, however any concerned parents should speak to their child's class teacher.

(NBB) noted in terms of fixed term exclusions this seems low.

Yes. Exclusions at Southwold have reduced year on year and there have not been any permanent exclusions for several years.

5. Impact statements for PPG and Sports Premium

Page 29. In KS1 and KS2 disadvantaged pupils in all subjects have performed above children nationally. There is a good provision for PPG children.

Page 31. The table shows a breakdown of PPG spending. The school was in receipt of £190080.00 last year and spent £198219.00 on PPG pupils which exceeded the income received.

(RA) queried with reference to the last point on page 30 regarding 'investment in quality resources to facilitate teaching and support learning' are there newer ideas.

These are things like Lexia and Symphony Maths which are run so that children don't fall behind their peers. ICT has been invested in greatly with updates to IT equipment throughout the school.

Primary Sports & PE funding P.34 - £19170.00 received a portion of which is used for the salary of the Federation PE co-ordinator who supports across the three schools and this year will be running football clubs so that there

are teams on each site who can take part in borough wide competitions. The school hopes that pupils will have the opportunity to hone skill sets like already evidenced in music.

(NBB) queried what the uptake is like for activities as he recalled that there are many activities which are subsidised but not necessarily fully taken up

Music uptake is especially strong at Southwold with approximately 150 pupils having a weekly peripatetic music lesson. The legacy of investment in this was pre-Federation and this has carried on since. Analysis of uptake happens termly to evaluate the number of children both from disadvantaged and non-disadvantaged backgrounds accessing music and to evaluate the uptake. The music festival was also introduced two years ago which allows pupils to celebrate their outcomes.

(RA) queried will that continue.

Yes. There are now three music leads across the schools with one on each site.

P.35 (SOB) noted the box regarding swimming. 90% of pupils leave the school being able to swim.

(RA) queried what about the pupils who leave unable to swim is there any help with that.

(RD) noted this was a really good question and something the school needs to explore.

The challenge in Hackney is there are a minimal amount of swimming pools available where ideally pupils start in year 4 and have further sessions in year 5 & 6. The school had enquired with the local swimming pool if they could facilitate provision for year 4 & 5 and they came back that there were not enough slots available due to the demand in Hackney.

(RA) queried where the pupils do this.

King's Hall Leisure centre.

With Britannia Leisure Centre expanding to five pools this will hopefully help as schools more local to Britannia will move from King's Hall to Britannia for their lessons. If this occurs this will hopefully open up the space for catch up groups.

(RA) noted that if children don't learn at this age there may be the chance that they will never learn.

6. HLT Data Booklets 2019 Data (EYFS, KS and KS2)

(SOB) made note of the online data booklet that was sent out to Governor's via email. There is one for phonics, early years, KS1 and KS2.

7. Ambition Targets 2019-2020

Ambition targets for KS1 and KS2 - P.36 these are ambitious as the school want pupils to do well and even better than last year.

8. School Self Evaluation & School Development Plan

Self-evaluation and school development plan celebrates everything that was done in the school and shows what will be worked on under the new Ofsted framework.

(RA) queried if there was anything from the recent Ofsted inspection re: school improvement.

This can't be discussed currently. A lot was taken away from the process.

(RA) queried when the report is expected.

A draft report is expected 14th November and then a final report is published which should be given to parents before Christmas.

(NBB) queried does the school get support with exclusions.

Yes. It is a buy in service. The schools purchases a lot of external services to support themselves.

When a decision to exclude a child occurs a lot has been put in place previously.

(RA) noted as having taken part in the exclusion process before that the amount of work that goes into the process is quite impressive where there is literally nothing else for the school to try as an option.

9. Consideration of communication strategies with parents, website and yearly calendar of events

There is a focus on new parents joining nursery and reception ensuring that they are engaged throughout the induction process and the school continues this engagement via parent reading and coffee mornings. Each school has parent dates of the important calendar events throughout the year. Parents are supported in having a better understanding of what takes place in school through events like design and technology day, and bring a significant male/female into school days. The school will continue to utilise a range of external evaluative awards such as the Leading Parent Partnership Award (LPPA) and the Inclusion Quality Mark (IQM) and the parent survey will again be distributed on parent's evening as there is a lot more response from this method rather than sending them home.

10. Any Other Business

Meeting Finished: 5.01pm.

(SOB) looks forward to being able to share the Ofsted report with Governors' as soon as it is available.

11. Glossary of Common Terms

No changes.