

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

On Thursday 11th December 2019 at 5pm

Committee Members

Andrea Klettner (AK)
Sara Fox (SF)
Hannah Lownsborough (HL)
Rachel Davie (RD)
Rachel Adams (RA)
Claudia Moreira (CM)

Clerk: Beverley Shore

1. Apologies /Consent for Absence

Victoria Crawford

2. Governing Body Organisation

- 2.1** Election of Chair and Vice Chair.
SF was nominated for Chair and AK was nominated for Vice Chair, Governors were unanimous and SF and AK accepted.
- 2.2** Membership.
There are no changes to the membership.
- 2.3** Declarations of interest in items on the agenda & register of pecuniary interests for 2018/2019
There are no new declarations.
- 2.4** Acknowledgement of terms of reference and code of conduct.
There are no changes so this was acknowledged by all Governors.
- 2.5** Governing Body Annual Calendar.
The Governors have all received the calendar for 2019/2020.

3. Agreements of minutes from previous meeting and actions

There was one action point from the last meeting – It was requested RA put a date on the footer of all future school improvement plans.

SF noted that the recent Ofsted inspection only allowed for a rating of good or good + - SF asked why this was. RD explained that there are 2 different inspection frameworks. As Hoxton got a good grade last time they would be re-inspected under section 8 and not section 5 which is a full inspection. Southwold recently had a section 5 inspection because 2 years ago they had a section 8 inspection which said that if Southwold were inspected then they could be outstanding or continue to be good. Hoxton are in the period for a section 8.

The minutes were approved.

4. Headteacher's Report

Staffing is stable from the last academic year, only 1 member of staff left to work overseas in July. There was one new member of staff and an experienced member of Southwold staff moved to Hoxton.

There are 3 NQT's this year, one was an apprentice teacher from a previous year, there are also 2 apprentice teachers, one of these was a HLTA and is very experienced. The teaching profile is typically good or better.

Attendance is stable at this point in the academic year and the school have clear systems in place to support attendance monitoring including half termly meetings and surgeries in collaboration with the School Attendance officer at HLT.

SF commented that the pupil roll has dropped by 11, and was under the impression that the school had embarked on a very serious recruitment drive for pupils..

SF asked how many children in reception, RA replied 48 and the school continues to have children arriving in reception.

RD explained that the nursery at Hoxton is not yet full which is why leaflet drops in the local community are taking place and an advertising drive is in place to get children into nursery so they are experiencing school before starting reception. A lot of nurseries in the local area have spaces, and one of the more well-known nurseries with an outstanding mark is not full. This means that Hoxton has to work harder at increasing numbers in the nursery. Typically between the autumn term and the spring term when children turn 3 they will join nurseries and this should increase those numbers. This has however impact the school funding.

RA said that since the last meeting the school has been re-accredited with Leading Parent Partnership Award (LPPA), this awards is based on the work and the relationships that the school has with parents and the wider community.

SF said that when she first became a Governor, there was no engagement with the parents which was very sad, this is a complete turnaround and it is amazing, well done.

RA reviewed the 3 sets of data starting with EYFS. The children have passed with a good level of development, 79% which is in line with national.

RD said that the children are assessed in 17 areas, a good level of development does not include all sections. The top numbers are higher because they are individually assessed and they only need to get one mark, but the marks are accumulative, some children may get one but miss another and this brings the % of good levels down but in line with nationals or Hackney. To get a good level of development they need to pass all areas.

SF asked what SSM stands for, Shape Space and Measure.

SF asked what is IAMG – RD replied that it is exploring materials and fabrics.

Action - RD to add SSM and IAMG to the glossary.

RA said that one of the things that came out in this data was that reception girls generally did better than the boys and the school will be working on this as they go into year 1 to close the gap.

HL asked are they test based?

RD replied that they are ongoing assessments as opposed to tests. The school gathers evidence of this across the year, including samples of work books and observations that take place of the children and the school then says which band they are working in. The government have changed the base line assessment this year and the 3 schools taken part in the pilot project. This is more task based, there are a set of things that children must do and they are measured against that.

The school continues to work hard on the phonics check for year 1, the results currently stand at 84% with no difference between girls and boys. The children that did not pass the phonics test in year 1 have a bespoke curriculum to support with the retake in year 2.

RA said that under the HLT review and the Ofsted inspection it was noted that the school has a strong and consistent approach to phonics.

SF said that it was interesting that there is very little difference in children who have EAL, RD said that is easier for EAL children to learn phonics. These children look at the languages differently, the % of EAL children is so high that they are the majority.

SF noted that the term of the child's birth also has some bearing on results, some children can be as far apart as 11 months in age.

RD said that HLT recently just changed the guidelines for deferring a child's place into reception, the parents have the right to defer the place for the entire year. So the child can either start in year 1 or do reception in the following year, this can cause problems with the school and parent agreeing the start date, the local authority have the overriding decision. The potential impact on that child could be huge if they didn't defer for the whole year but just for 2 terms and start in the summer term, they have a 2 term disadvantage to their peers.

HL asked are the Caribbean pupils struggling, there is a reasonably large gap, and is there a large cohort? RA replied that it is a small %, actually only 3 children.

KS1 results were broadly in line with national, and greater depth was slightly above in reading and maths. There is still a gap between the boys and girls but nothing significant.

KS2 results were 20% higher than national in the combined reading, writing and maths. 90% for reading at the expected level, 93% for writing and 98% for maths. Grammar spelling and punctuation was 93%, the vast majority of children achieving at the expected level or higher.

The school has had a big focus last year on children achieving the greater depth standard and making that progress, nearly half the children achieved the higher scale score in reading. Writing was 25% above national and maths was 38%. This continues to be a focus with the new cohort of children into year 6.

RD said that in terms of the data, it should be noted that the disadvantaged children in KS1 and KS2 at the expected standard achieved significantly above the national standards across the board. The area focuses on disadvantaged children who are achieving the greater depth score and not being consistently in line with national and that is a focus for the school.

RD informed the Governors that there have been no fixed term exclusions since the last meeting and there have been no allegations or investigations of bullying.

5. Impact Statements for PPG and Sports Premium

This does not change much from year to year, it is about making sure that pupil premiums and disadvantaged children are doing as well as other children. The details in the report show where the money is spent.

SF noted that it is a lot of money but it shows that it works.

RD said that it is important that the school reflects and review the interventions that the money is spent on, it is not only disadvantaged children who access this. The school spends time evaluating how effective this is and how they are working, the school will not continue with things if they are not working.

SF asked which type of initiative is the most fruitful.

RA replied that a lot of the interventions that are done with the children are important but aspirations and ambition for children and their futures is the most valuable. Ofsted picked up the aspirations that the school has for the children for careers and futures.

The school now has a football team, there is currently a boys and a girls' team in the upper school and a mixed team in the lower school. The teams are run by a very dedicated TA and the school is looking for sponsorship. The ambition for the whole federation is that the schools all enter into borough events.

SF asked are there football teams in the other schools?

RD explained that there are structured inter sport competitions which happen in the summer as part of Keeping Healthy Week. The lead PE teacher, who some of the sports money is spent on, works across the 3 sites, the role has been adapted slightly this year to enable him to focus more on competitions. There are lots of events that happen across the borough but accessing and ensuring that access is happening to those things consistently, there have been times when not all 3 schools attend the events. The responsibility this year is to ensure that the 3 schools are accessing and that the schools have the capacity to access and that the teams are set up effectively or supporting the setup of the teams at the 3 sites.

AK asked who decides who gets the funding.

RD explained that the funding is allocated to the school based on number of pupils, it is a set amount of money and a very small amount per child.

The % per child is small but the schools must report how they are spending the money. They are now expecting the schools to report on the children who met the criteria for swimming at the end of KS2, but the swimming pools need to review assessment procedures as they need to produce schools data and be accountable. The difficulty is that although our children learn to swim in year 4 and the schools do not have the capacity to offer more because of the lack of provision in the borough. The schools are basing an assessment on what the children could do at the end of year 4. A lot of children have swimming lessons outside of school and continue the provision but it is not consistent as not all children have access to lessons out of school.

6. HLT Data Booklets 2019 Data (EYFS, KS1 and KS2)

The papers were shared within the HT report section and data tables were reviewed.

7. Ambition targets 2019 – 2020

At the start of each academic year the school are required to submit to HLT based on the cohort in Years 2 and 6 based on what the children are likely to achieve. Based on the current cohort in terms of reading writing and maths the school is looking at almost 90% and disadvantaged children achieving just as well as other pupils. In the higher standard of greater depth still achieving above national. KS2 and KS1 the school continue to make sure the children achieve well and in line with national averages or slightly above.

SF asked what is the point of this task, HLT already gets lots of data, targets for the year, SIP and SEF.

RA said that the team find this a useful process as the school is tracking the children all the way through. As a team they will look at the cohort at the start of the year and where they came in at and where they are going.

RD explained that it is a measure for HLT and they can check if some targets were submitted lower than national average that would be a cause for concern and they could go back and check.

SF asked do HLT go back and check.

RD said that they don't check, the schools check the data, they only check if there are some causes for concerns.

8. School Self Evaluation and School Development Plan

SF requested that the SEF is printed on a 2 page document and is difficult to read, can the document please be presented in a larger format.

Action – Going forward this will be printed and presented on A3 paper.

Progress in KS1 and KS2 is exceptional, for KS2 in reading and progress it was high at 4.8, the national was zero, writing was 2.6 and maths was 4.4.

The school has received the Science Gold Quality Mark, the silver Geography Quality Mark, the school is currently working on the Gold Quality Mark for the Arts. The school has already received the LPPA, the Parent Partnership Award and the Anti Bullying Quality Mark should be finished this term.

The school continues to work on Phonics to increase levels, most children in year 1 are achieving the phonics check. The school continues to work on the curriculum, looking at maths and the wider curriculum with humanities and science, these continue to be a focus for the school, they have also been working on literacy and supporting teachers with their planning. Early reading has been a huge focus at Hoxton, to make sure that all children can read securely, pupils at the school are achieving very well.

The school is working on increasing the pupil roll, and looking at increasing the % of children who achieve greater depth in writing at the end of KS2. The progress is as good as reading and maths.

AK asked are there any other Quality Marks that the schools could go after and are the school planning on going after them.

RA said that there are more awards but the school has to reaccredit the awards that the school has, these need to be done every 2- 3 years. There is a history one which would be good for Hoxton Garden, these awards help the subject leads to be more focused and the school to re- evaluate the processes.

AK said that it would be good for the Governors to know what awards the school has and what awards they are planning to apply for in the next few years.

RA said it would be easy to write a plan of what awards the school has, when they expire, as the awards are on a rolling programme.

SF said that would be a good idea but Governors would like the school to evaluate what awards the school does not have, and what awards the school could aim for. The More Able Quality Mark is one that the Governors are keen to see in the school, this was one of the focuses of last year's Governors visits.

RD said that there is a cost implication for some of these awards, some are very purposeful processes including, art, history and geography, and these support the schools self-evaluation processes. There are other awards that are less supportive but others are a yearly top up like the Quality Inclusion Mark.

Action – RD to share details of what awards the schools currently have and what they could apply for, and how it will fit in with the school development plan, this will be shared at the full Governors meeting.

The Ofsted inspectors were very pleased with behaviour in school, the children reported that they felt very safe at school and knew who to go to in the event of a problem. The school continues to work closely with the Education Welfare Officer on attendance, and continue to reduce fixed term exclusions.

SF asked is it still the case that the persistent absences are a small number of repeat absentees?

RA confirmed that they are families with more than one child and there are patterns of absences. The school are working with the families and Hackney Children's Services.

RD explained that the structure of the attendance panels has changed slightly, the panels are now every 6 weeks and attendance surgeries are scheduled in the diary for the whole year. The schools can now print a persistent absence report from SIMS, the schools have brought a new package to enable them to do this.

This helps the schools to track the families in a robust way. The Learning Mentors are running a new system of late gates with a red and yellow card system, 5 minutes late is a yellow card, and 10 minutes late is a red card. This enables the school to flag the late's to the parents, all schools have a number of children who are "not late late" but who are less than 10 minutes late but do not go up with the class from the playground. This impacts on the class and the teacher when the children arrive in class a few minutes late as this is disruptive.

In terms of personal development the school now has a dedicated music teacher who is having a real impact on the music provisions and encouraging the children to take up peri (music) lessons and has put some lunch time clubs into place. The impact is very visible around the school and the children are keen to join the choir and take part in events in the borough.

The EYFS provision is very strong, the school is now focusing on the outside area. The children often come into EYFS at a low starting point.

RD explained that under the new Ofsted framework early years is not judged separately, previously it had a separate judgment, this was changed several times over recent years. RD said that the EYFS was judged separately but was not evaluated separately, the school gets a separate mark as in what does the provision look like. They are looking at what does early years look like through history or geography, or writing, they are looking at it across the whole process. Although this does not affect the inspection that Hoxton has just had it does affect the other sites when they are inspected on a section 5. It is really important the schools are looking at the provision in early years through the lens of what does progression look like from the beginning of school right the way through a subject, rather than what does the early year's provision look like on its own.

Something else that came through strong from Ofsted was staff wellbeing and workload, and making sure that it is managed well.

SF asked how the school assesses this. RA replied that it is assessed through teacher voice and conversations with staff.

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

The school has been working and looking at the wellbeing of parents and how to support them to communicate with their children, this is done through coffee mornings.

SF asked how many of our parents and how often they look at the websites? Does the school have access to the data as to how many hits the websites gets?

RD said that she is currently negotiating with the website company to be able to access this data. This is part of our package.

HL said there are ways of checking this through google, if the company are not able to show the schools this, HL said that she can support RD with this. There are probably several items that need to be more easily accessible to parents.

RD is also looking at the Viridis website that is used for teacher advertising and training.

Action Points

- RD to update the terms to the glossary
- RD to follow up with the website designer with regards to tracking hits
- RD/RA to look at what awards the schools have and what could be applied for, this to be brought to the next full Governors meeting

10. Any other business

None

Meeting closed at 5.50pm