

The Viridis Federation of Orchard, Southwold and Hoxton Garden Schools

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

On Thursday 11th March 2021 at 5pm

(Meeting was conducted via Video Conferencing)

Committee Members

Laura Theobald (LT)
Victoria Crawford (VC)
Rachel Davie (RD)
Rachel Adams (RA)
Claudia Moreira (CM)

Clerk: Beverley Shore

1. Apologies /Consent for Absence

No apologies

2. Governing Body Organisation

2.1 Membership

There are no changes to the membership, there is currently one gap governance vacancy as discussed at the full governing body meeting and the recruitment process is due for completion by May half term.

2.2 Acknowledgement of TOR

There are no changes.

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

There are no new declarations of interest.

2.4 Code of Conduct

There are no changes.

2.5 Governing Body Annual Calendar for 2020 – 2021

2.6 RD said that the Governor's Spring Term visit will not take place as a result of partial closure and confirmation of the Summer Term date will be confirmed in due course.

3. Agreements of minutes from previous meeting and actions

LT checked the minutes and noted there were no actions, the Governors agreed the minutes.

4. Headteacher's Report

Data collection took place in December 2020. The majority of children in Years 3 to 6 reached the expected standard for the Autumn Term in all subjects and attainment was in line with previous years.

Table 1: In Year 1 the percentage of pupils reaching expected attainment at the end of the Autumn Term was about 10% lower than at the end of EYFS in reading, writing and maths. No progress measures are recorded for the first term of Year 1 as pupils are transitioning to a more formal education. Pupil progress meetings have taken place to discuss pupils who were not assessed as working at emerging in the Year 1 curriculum. The 10% reflects three children within the Year 2 cohort.

Table 2: The value added graph shows pupil progress since the last round of data collection in March 2020. Years 3, 4, 5, and 6 have made better than expected progress in all subjects. Year 2 children are making better than expected progress in maths and writing but slightly less than expected progress in reading. The phonics check typically administered in Year 1 was cancelled nationally at the end of Year 1. However, data was collected at the end of the Autumn Term and 88% of the Year 2 children passed the phonic check. This will have a positive impact on their reading skills over time. It evidences that the year reading progress is impacted by comprehension rather than phonetic knowledge. The school is continuing to monitor the children who are working below the expected standard in reading.

Table 3: The data represents the progress of key groups across the school. Overall pupils are making better than expected progress in all subjects. SEND children are making less than expected progress in maths. Identified pupils have additional support in place through IEP focus targets and monitored by the SENCo.

Staffing remains typically stable. The Year 2 teacher relocated back to Australia this term and the decision was made to reallocate staffing to ensure consistency in provision for pupils. This was possible as a result of the capacity offered by recruitment and training of apprentice teachers. One teacher has been graded as requires improvement and is following a support plan that is being led by the Lower School Deputy. The support plan will be in place for six weeks and provision within the classroom reviewed.

NQT and apprentice teacher action plans had to be adapted and revised for the Spring Term to take account of the partial closure. It included weekly mentor sessions. The school has continued to deliver CPD through extended briefings and staff meetings for all staff across the partial closure. Key focus areas have included: wellbeing for staff and pupils, remote learning, supporting SEND pupils remotely and effective use of Google Classroom.

During the partial closure leaders have worked on a number of curriculum projects in order to maximise time and maintain an outward focus approach. This has included the review and purchase of science, history and geography books for school libraries.

At the start of the partial closure in January 2021, 59% of the children were assessed as accessing remote learning in the first week. Through resetting expectation and systematic review tracking, this quickly picked up and maintained at 90% for the remaining 7 weeks of home learning.

The school continues to focus on key skills learning as part of the recovery curriculum. This will follow the Autumn Term system of delivery to close identified knowledge gaps over time.

There have been no exclusions this term and no incidents of bullying since the last report. The number of pupils on roll remains stable at 326. As a result of advertising and recruitment to spaces, nursery numbers have increased. Since the Autumn Term, operational data demonstrates a small increase in the number of children who are in receipt of FSM and SEND pupils. Attendance has remained stable at 96.2%.

In terms of the COVID response, comparative data shows the number of children attending during the most recent closure was significantly higher than the partial closure between March and May last year. An average of 90% of pupils accessed and submitted a minimum of half of the home learning tasks. The school was allocated 82 Government funded laptops and these were distributed to the disadvantaged pupils benefitting over 100 families. 87% of families entitled to FSM redeemed their vouchers since Christmas.

Only one member of staff required an individual risk assessment. The school has continued the health and safety focus with staff through regular briefings and reminders from the core aspects of the COVID 19 risk assessment.

Current risks and priorities include:

- The continued use of the recovery curriculum including a daily focus on core key skills.
- The continued focus on early reading and phonics provision for Year 1, 2 and less able Year 3 pupils who did not pass the phonics check in Year 2.
- The implementation of the COVID catch up funding through the recruitment of a teaching assistant to deliver all speech and language interventions across the school.
- Implementation of strategies through CPD for teachers that enables knowing more and remembering more to be securely threaded through teaching across the curriculum.

VC asked about the value added progress in Years 1 and 2 as it shows it is lower than KS2 and does the school have reflections on the cause of this?

RA identified that pupils in KS2 have had longer to embed knowledge over time than in KS1 and two periods of partial closure will have resulted in a larger percentage of missed schooling overall.

LT said that it is reassuring that the value added is strong for Years 3 and up, do you have any reflections on the cause of this when these children have also missed some learning through partial closure?

RA confirmed the curriculum is robust and gaps in knowledge need unlocking rather than relearning. The use of key skills sessions during the Autumn term demonstrates the impact in doing this.

RD The last data round for 2019 – 2020 was completed in March 2020 ahead of the first partial closure. Children would be expected to be at the mid-way point through age related expectation (developing in their year group). The last data collection was in December 2020 and children would be expected to be emerging within the year group. The school have not had yet assessed an end year point since the COVID pandemic started. The June data set will give the most robust analysis of impact of school partial closures.

LT Is it usual for Year 6 to perform the best on value added over time?

RD The school set in Year 6 with the least able working in smaller groups. Typically, Year 6 make more value added progress as a result of defined setting. Year 6 testing outcomes demonstrate the children were on track to meet end of year expectations in statutory testing in May 2021 had this been going ahead. Children this year will be tested on past papers so that there is an internal data set even though the school is not accountable nationally.

VC Has there been good attendance at the on line coffee mornings?

RA Coffee mornings are being uploaded weekly and statistics will be looked at when the web analysis is presented.

LT What has attendance looked like since return on the 8th March?

RA Attendance has been consistent since full re-opening and between 95% - 99%. Children who have not returned to school are monitored and the appropriate interventions put in place, including referrals to external services where appropriate.

5. SIP 1 Report

The Autumn Term visit took place in November 2020. The focus of the visit was to assess school restart for all pupils. The discussion focussed on the recovery curriculum and the plans for addressing gaps in pupil knowledge. Discussions also focussed on how teachers were supported through class context meetings and CPD to ensure the needs of all pupils were being met.

During the visit the effectiveness of the home learning systems were discussed including how systems were adapted to ensure high levels of engagement. The outcomes from the technology survey and how children were being prepared for future working online through Google Classroom were evaluated. This evaluation supported systems for the second partial closure.

During the Autumn Term the school took part in the reception base line assessment. The school have continued to run the national early adopter baseline as well as internal baseline assessment to ensure a robust knowledge of starting points in EYFS.

The outcomes for pupils on the report is from 2019, early years were showing a good level of development, slightly higher than national average. KS1 phonics check was broadly in line with national at 84%, KS2 progress data was extremely strong.

There was a focus on the more vulnerable groups during the visit, particularly those in Years 2 and 6. This included a book look to identify targets and development points.

In Year 6, there are 53 children and they are streamed and split into three groups for literacy and maths. They are also having interventions and 1-1 support.

The two exclusions in the Autumn Term were discussed. Both children have EHCP's and are male. One child had only just joined the school and as a result of the incident the school held an emergency review and adapted the provision, since this there have been no concerns. The second child has left the school and relocated to Scotland.

Areas of strength and focus were discussed in the visit. Common areas of strengths include the training of the teachers at all stages of their careers and the high quality cyclical curriculum planning and the effective teaching of reading skills

The identified areas of focus for the next SIP visit is to ensure the embedding of effective strategies to enable pupils to know / remember more over time, to ensure that leaders are acting on areas identified during monitoring and to make sure that swift action is taken in terms of provision and the careful tracking of children between key stages and the end of the previous key stage.

During the visit, a learning walk was undertaken. It was noted that there is a consistent approach to classroom displays with high quality working walls across the classrooms and that the broader curriculum is well represented.

A sample of books were looked at from across the school which demonstrated typical quality of work across the curriculum and in most classes book practise matched leaders high

expectations. In a small number of classes, there needs to be greater consistency in outcomes that match the curriculum expectation, this includes Y2 and Y6.

The SIP met with children who were able to talk about their return to school and their experiences of home learning during the first partial closure.

LT asked was it Year 2 that had lost a teacher

RA The Year 2 teacher has relocated and an existing experienced member of staff is now leading the class.

LT asked is that an NQT

RA replied that the teacher that left had been out of teaching for two years to travel, and then came back into teaching before she left.

VC asked why Year 6 is a priority given that progress looked quite strong

RA replied that there are two experienced teachers in Year 6 but are less experienced in year 6 and need leadership support in ensuring precise moderation, specific marking and review of targeted intervention.

6. Outcomes and actions from parent survey

The aim of the Autumn Term survey was to have more parents participating, normally these completed on parents evening when they are on site and can physically handing them in. Due to the lockdown, parents evening conducted via telephone appointments and the survey sent home. There were 70 responses. The school was aiming for higher responses and will continue to work on this.

RD explained that this was the same across the three school sites. All three schools are working with The Belonging Committee who are part of Hackney Schools Group Board who are exploring community relationships and perceptions of school. This is to support parental voice in the Summer Term. All three schools will be involved.

LT asked will you get data that compares our schools to other schools

RD replied that during the first round of the project, a report was produced with some key learning threads that can support discussions in all contexts regarding diversity. The same thing will happen this time, they will write a report unpicking some of the key themes from parental responses and that will give a springboard for actions. This will be in a different slant to our parent surveys and exciting to see how we can adapt our survey structure in the future.

Based on the survey results the school reviewed previous targets and actions. Previously identified areas for focus were around the usefulness of the school website, the school listening to the views and suggestions of the parents and the usefulness of the coffee mornings.

When comparing previous survey outcomes with the most recent survey outcomes, the percentage of parents that agree and strongly agree about the usefulness of the website has increased from 71% to 84%. In terms of the school listening to the views and suggestions of the parents, the percentage has increased from 65% to 73%.

The coffee mornings being useful had dropped from 65% to 46%; it typically depends on the interest of the content as to how much the presentations are considered useful. Only three responders didn't agree the others responded that they did not know. The phonic videos that were produced by the school have been well received as well as inputs for literacy and maths lessons, this has supported the children's learning and taken the pressure off the parents.

For 2020 – 2021 a quarter of parents (70) responded. Questions with the highest positive scores were that my child feels that my teacher works hard and teaches well, the newsletter keeps me well informed about events, the school ensures pupils are well behaved, I am happy with the progress my child is making and my child feels safe at school.

Most anecdotal positive comments were around communication, listening and responsiveness to concerns or requests, positive staff attitude and their commitment to the children, friendliness on site, the school is clean and tidy, pupils feeling safe and the resources and support that the children are being offered.

VC I thought that it would have been easier for parents to attend the coffee mornings online

RA The parents of families who have children at secondary school, and there are lots of these, or where devices are being shared may have struggled with access to coffee mornings.

VC – Are the coffee mornings themed?

RA They are themed and there have been some specific ones for EYFS parents because some of the things that are talked about are not always relevant to EYFS parents. They have been tailored, and parents do have the opportunity to let us know what they would like. The promotions are happening and that's important that it's being publicised in the right way and we are able to monitor the impact of whose watching and how much.

7. Website Analysis Autumn 2020

The analysis shows how website was used during the Autumn Term. There is data from all three sites to see the differences. It is important to remember that all three sites have different numbers on roll so there will be a difference in numeric values.

The most popular days of website access was Mondays, this was useful to support the knowledge of when to upload to the website.

The top 10 pages visited were also reviewed. These are predominantly for retrieval use e.g. term dates, meet the staff. The Hoxton Garden SEF features highly on page visits because it is being used as a best practice example on a national resource website.

There are widespread views from across the world. This shows us the website is accessed from various places. This has been unpicked further and it is the 'about us' page which people are looking at if they are coming in through an international route. It is people who are interested in finding out about the Federation, there is probably a clear link through our teaching training adverts and the Viridis Federation site and then into the school sites.

Technology was also reviewed because of the proportionate number of families who were accessing home learning during the first partial closure via a mobile device rather than a desktop or a PC. The balance was the same with 39% accessing through a mobile device and 58% through a desktop or a laptop. We are seeing similar number across sites and that has not shifted. Interestingly, the last evaluation based on the most recent partial closure and the distribution of the laptops, it has not made a difference to how people are accessing the website.

LT said it is interesting to be able to see the logins from around the world

RD confirmed it is helpful to know the routes into the website and gives us the context about how we best publicise ourselves as an organisation. Thinking about best practice visits, which we will get back to doing this, is really useful as a basis to start identifying where people are linking in from.

LT I suppose you have open roles so people might be looking and checking out the school

RD We have had a number of international applicants this year from the rolling recruitment programme.

8. Any other business

VC Hackney Belonging Committee: do you know if they are doing any work on governing bodies as this was mentioned in the wider context, like making the wider governing body more representative?

RD This is happening concurrently but separately, the work that the committee are doing is around the parental community. James Gowland and RD are meeting with the Hackney Chair of Governors next week to look at some of the projects they are running including young governors and young black governors that were a priority focus and discussed in the Hackney Governing body meeting in the Autumn Term.

9. No changes or queries to the glossary of common terms.

Meeting closed at 6pm

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