

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

**On Wednesday 23<sup>rd</sup> April 2020 at 3pm**

**(Meeting was conducted via Video Conferencing)**

**Committee Members**

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

Clerk: Beverley Shore

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**1. Apologies /Consentfor Absence**

Hannah Lownsborough (HL)

**2. Governing Body Organisation**

**2.1 Membership.**

There are no changes to the membership.

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

There are no new declarations.

**2.3 Acknowledgement of terms of referenceand code of conduct.**

There are no changes so this was acknowledged by all Governors.

**2.4 Code of Conduct**

There are no changes to the Code of Conduct

**2.5 Governing Body Annual Calendar.**

There may be changes to the Annual Calendar due to the current situation, Governors will be advised of any changes in due course.

**3. Agreements of minutes from previous meeting and actions**

SF has reviewed the minutes and noted the action points below.

- RD to update the terms to the glossary – This has been updated.
- Headteachers report to be shared in an A3 document – not able to do this at this meeting. To be arranged for the next face to face meeting.
- RD to follow up with website designer with regard to tracking usage – RD said websites have been linked to Google analytics, RD said that she is looking at this and will be making a full report at the next full Governors with a breakdown of usage. It has been noted that the usage over the last 3 weeks with the home learning has been high, between 200 and 450 depending on the sites usage points, the usage is really clear over this period. SF said setting the tracking up was good timing RD said it will help to track the online learning across the 3 schools. RD has set up Vimeo the schools are using videos to support the home learning, this can also be tracked.

- 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. This was discussed at the last full Governors meeting.

The minutes were approved.

#### 4. Headteacher's Report

This is for the spring term. Reported data was collated at the end of December. Most pupils are working at the age expected standard in reading, writing and maths. Overall the percentage of children on track in reading is 77%, writing 76% and maths slightly higher at 80%. Children in Years 2 and 6 were on track towards targets, things have changed due to the current situation as no statutory assessments will take place for these year groups.

School progress measures show that all year groups are making more than expected progress in all 3 subjects, 1.8 value added in reading, 2.2 in writing and 2.5 in maths. SF asked if there was an explanation for the higher spike in maths for year 3. RA said that the school has looked at the children moving from year 2 to year 3 who were not where they should have been in maths. The school have been working with this group and that explains the spike.

Particular groups, White British, Turkish Kurdish, Cypriots and EAL children are making significant progress especially in maths. The school has focused on the attainment and progress of boys as there was a gap between boys and girls in the Reception cohort last year. The boys are now making progress at least in line with all pupils.

The school continues to have pupil progress meetings, teacher meeting and looking at interventions to ensure that the children are receiving the support that they need.

In terms of teaching and learning, staffing remains stable at Hoxton. RD is now the Executive Head, and so in order to facilitate then the Curriculum Deputy moved to Southwold at the end of the Autumn Term. Charlotte Houchin was promoted to Acting Deputy Head and this is working well. There was a restructure amongst the senior team to a model of Lower School and Upper School. Jessie De Veer is responsible for this for EYFS and KS1 and Charlotte Houchin is responsible for KS2. This is working well, teachers now have one point of contact in terms of that support rather than two.

SF asked what date do teaching staff have to give notice, RA said that is the 31<sup>st</sup> May.

Apprentice teachers and NQT's are making good progress. the apprentice teachers have increased their teaching time, teaching continues to be good or better. There was one teacher who required improvement and she was taken through a programme of support but has since resigned and left the Federation.

SF asked as how NQTs and apprentice teachers are accessing additional training during school closure.

RD replied that they are on rota at Orchard to teach the pupils of key worker and vulnerable pupils, they set home learning tasks and are accessing mentoring. RA is in contact with them on a regular basis.

RD said that the government has issued daily updates and guidance about this and made amendments to the NQT programme as to how we pass or do not pass them based on what they are currently doing now. What the schools are planning for is how best to support the current NQT's who will not be NQT's in September but have missed chunks of their teaching time. The Government have a revised pilot programme for newly qualified teachers that take them through two years rather than one, we will

incorporate both elements to ensure that they have targets they are working on and mental support in both years.

VC asked if the school has one vacancy for September? RA confirmed this is the case, VC asked is one vacancy a good place to be in, is it going to be difficult to recruit.

RD explained that all teachers were sent a consultation in January to ask what teachers intention will be in September so there is a good understanding of who is going to stay in September. Due to family situations or personal circumstances some staff have indicated that they may leave. The schools plan the staffing across Federation so staff may move across sites, all staffing decisions are based on the best needs for the pupils across all 3 schools.

The Federation is expecting some gaps, part of the interview process is seeing the candidates teach a lesson with children and this is not possible in the current situation. The schools have had a rolling advertisement since September for class teachers, moving away from recruiting at the end of the year and we have several applications that are pending that we need to see teach. RD has been waiting for Government guidance on what social distance looks like and a possible date for opening schools, we will wait now for the next update in 2 weeks time. In the meantime the Federation are organising themselves to see how they can recruit without seeing teachers teach and how the opportunities for teachers and how they can present themselves in the best possible way.

This also applies to the apprentice teachers, 5 have been appointed for the next academic year to work across the Federation this application process has been open since the beginning. The Federation will make a decision about taking up to 10 apprentice teachers which is the optimum number or whether this is moved back slightly taking into account that the NQT's and apprentice teachers this year will have missed chunks of teaching and how best to support this in terms of mentoring. The Federation are not looking at significant gaps across the schools in terms of staffing that we won't be able to fill, 4 teachers have already been recruited plus the 5 apprentice teachers starting in September, 2 of which would have started in April so the Federation is in a good position to ensure continuity but recognises that these are difficult times.

RA said that the Ofsted framework has been looked at in the full governing body meeting. There have been no fixed term exclusions since September and no incidents of bullying and no bullying investigations. When the data is compared to previous years and previous terms the number of behaviour incidents has decreased significantly. Since the last meeting the school has successfully been reaccruited with the Inclusion Quality Mark Centre of Excellence.

The pupil roll is currently 316 and mobility is high incoming and outgoing, attendance was at 96.2%, the current risk and priorities are shown on the reports.

VC asked on the current risks and priorities there is a note about the falling pupil roll and a marketing strategy, does the school have any sense of how this will change given the current situation?

RA replied that the concern regarding pupil roll is not only a school issue it is a local area issue. The school has just received the allocations for reception for September and will remain a 2 form entry school as the numbers are stable. The school are pleased about this but must not become complacent and there is a plan in place for September to start to recruit more children for the following September.

SF explained to VC that this had been discussed at a previous meeting, there is a local nursery with an outstanding Ofsted grade nearby and that nursery is not full. As a school with a good grading we are in

competition with the outstanding nursery for pupils. The fact that the school remains a 2 form entry for the coming autumn is good news.

RD said that the other challenge the school will face is that a local school has been granted an early year's specialist provision setting and they are building that specifically which is going to increase the capacity that they can take in early years. This is an additional challenge in the immediate area to Hoxton which we need to consider for the future and that the marketing strategy needs to be very robust in recruiting as many children as possible not only the reception classes.

The good news is that there is a secondary school being built which could increase the sibling priority places for the local area which might counter balance this, we are watching this very carefully.

## **5. Consideration of the Primary Inspection Data Summary Report**

RD said this used to be called Raise Online which was a very long report, the Government have worked on 2 or 3 versions since that document. The last academic year they brought in this version of the report. The data is historical (2018 / 2019) but Governors should have an understanding that this document exists and that this is used for the headlines to report back to Governing bodies, and that Ofsted use this as an evaluation document before an inspection. Before the inspection in the Autumn Term, Ofsted would have used this document to look for key threads and things that might be a cause for concern and to have an idea about what they thought the lines of enquiry might be.

The first page talks about the progress and attainment in reading and writing the maths is on the next page. The school is in a secure position, the figures in brackets, the reading progress being at 4.8 the national average is 0 so that gives an indication of how far above the national average Hoxton Garden is and sitting in the highest 20% pretty much consistently all the way across.

The useful and interesting part of this document is on page 4 the school and local context. The graph at the top gives a good understanding of where Hoxton sits in terms of national. For example, the number on roll is higher than the national average and sits in the higher quintile. FSM, SEND and children on EHC plans are very high compared to the national averages so the school deals with a significantly higher number of vulnerable children. The mobility of the children is in the lowest quintile which means that it is essentially a higher mobility than in other schools.

The report also talks about the school workforce which is now something that is looked at for trends and threads in terms of sickness absence of teachers and vacancies in the school. This gives a better understanding of how volatile or how stable the school context is within the school and might lead to questions with Ofsted about staff well being or how teachers are being supported in that context.

RA said that this section came out well in the Ofsted report in terms of how well the staff are supported.

Page 5 looks at the characteristics across the school and the SEND characteristics, S&L needs are one of the highest area of needs across all year groups are disproportionately higher number of children who have S&L needs than there are in other areas of need across the school. The year group S&L totals at the bottom of the page get higher as children are in the school longer that is because the needs are identified as they move through the primary school.

The school might identify need early on and then they are added to the SEN register and support is put in place. This helps the school when mapping out how to spend money on S&L therapists or additional therapeutic support which might be needed at different points, this is used to identify and track the impact

of that over time with the hope that the children move off identified support and back into class quality teaching only.

SF said that it looks bad in sense as there are so many but good in other ways as the school is identifying the needs early on and getting the learning authority to accept the needs and give the school appropriate funding, which everyone knows in an issue.

RD said that in Hackney generally S&L need is significantly higher, actually it is true of London as well, this could be linked to a higher number of EAL children. Some can also be linked with children often starting school below age related expectations because of exposure and experiences. The number of disadvantaged children who are also SEND is 58 out of the total of 68 children, there are additional factors that may be impacting them.

Page 6 shows the 3 year trends, green is good, red is bad it is predominantly green or greyed out, these groups are not significant, it shows the impact the provision has over time and is a good snapshot of how secure the provision is over time.

VC asked on the EHCP SH mentioned that there was a plan to get more SEND pupils onto a EHCP has this been successful?

RA said that the school currently has 18 children on and EHCP and 4 more are pending in the process and another 4 whose process would have been started this week. So possibly 8 more to go through the process. There have been 2 successful applications for an increase in funding for 2 children currently on an EHCP. The school has accepted 4 more children for September with EHCP's already in place. The school is working hard to ensure that the children are getting the support they need and the school receives the correct funding.

## **6. Outcomes and actions from parents survey**

This survey is done annually to get parents views and overall the response was very positive lots of parents agreed with the work the school is doing. Where there have been responses that need a review the school has come up with an action plan. The three things the school is working on are:

- School Website – Making sure that it is a useful source of information and in light of the last few weeks we can show how much work has gone into the website and how much resourcing has been put into this.
- The school listens to my views and suggestions – A handful of parents that commented on this, the parents are being encouraged to use the suggestion box, this is checked weekly by RA and she responds to the parents.
- The coffee mornings are useful – The school is currently reviewing these to ensure that the provision is meeting the need of all of the parents, particularly the parents from KS1 and EYFS.

SF commented that the number of responses was considerably less than last year at about 20%. The school needs to consider how the survey is distributed.

HL said that this was discussed last year.

RD said that there had been 330 responses at Orchard this year this was significantly higher than last year. The process was changed in terms of distribution with consistent checking during parents evening that the forms were being completed. The intention that this will be rolled out across the 3 schools the expectation is that at least 50% complete the forms. The strategy was to check that parents were given the survey and that they completed it and returned it.

SF asked that this is marked as an action point. Orchard technique will be used at Hoxton next year.

RD said that during the lockdown the website is being used more during this time and parents are being sent text messages with letters attached and details and this will be used more.

RA said that they are considering having the surveys translated into other languages.

SF said that this had been discussed before and the school were going to ask HLT if this could be done.

**Action 1** – School survey process to be changed to the Orchard model to increase responses.

**Action 2** – School to look at the survey being distributed in other languages to increase the responses.

#### **7. Consideration of provision for SEN/PPG & vulnerable pupils to ensure all pupils catch up quickly**

Teaching and learning opportunities meet the need of our pupils, the school ensures that the appropriate provision is made for all of our vulnerable groups that is PPG and SEND pupils. At Hoxton the class sizes are smaller which allows for personalised and accelerated learning to take place. The PPG fund is allocated to support those who are socially disadvantaged. In terms of SEND pupils the school has 18 on an EHCP and a high level of SEND are given a bespoke provision of support via their teachers, the SENCO and the Deputies.

Teachers are given regular training in terms of meeting the needs of those children. The children have set targets that are reviewed every few weeks, this is measured and reviewed the school is at the end of the process and are waiting for the report from the SENCO. This will be shared locally and with the staff.

The school continues to differentiate work with the children and they continue to work with a number of specialist teachers, S&L therapists, occupational therapists. Ensuring that the children are exposed to a rich and extended dialogue to make sure that we modelling the language that we expect them to use.

#### **8. Any other business**

SF was disturbed by a news item that reported that fewer than 5% of vulnerable children are attending school even though the schools are open, SF asked how many of our vulnerable children are attending school.

RD said that it is a challenging situation and the school is offering provision to all of the vulnerable pupils, which includes the children with EHCP's. The Government guidelines state that the children can be cared for at home if they are safer at home, also if they have additional needs including those with EHCP's and medical needs it may not be appropriate for them to be in school. We have a variable uptake of EHCP but some are attending.

Those children who have a social worker or who have a child in need plan or a child protection plan has communication from the schools twice a week, social workers are also being expected to make contact with the families. In some cases the social workers are directing the families to send the children to school. The local authority is monitoring this very carefully and have identified 1300 pupils in Hackney who a CIN or CP plan and they are tracking those children. Any child who is not contactable for 48 hours is being referred directly to the access and assessment unit, which is the social working team at Hackney.

The home learning system that has been set up means that all of our children in every class are being contacted by their teacher once a week. In addition the senior team or the designated safeguarding lead who is responsible for the vulnerable families are also making a call once a week.

The school is confident that the support the children are getting if they are accessing home learning we are confident that they are getting the support that they need.

In addition to this the schools are doing weekly food hampers for the FSM children, the parents are coming to school to collect the hampers of food. The vulnerable families who are accessing that way is also a key point of contact.

The vulnerable children who are attending the school are doing the home learning tasks with the teaching team. We are sure that the vulnerable children that are attending are getting a good diet and a good range of provision in what they are accessing.

HL asked if there are children who are not flagged as vulnerable and may be struggling at home is there a strategy in place to flag this, we assume that staff have ideas about who those families might be.

RD replied that all teachers have a designated senior team member attached to them this person is also a designated safeguarding lead. If there is a concern about an individual family they would raise a cause concern in the same way that they would in school. This would be picked up by the DSL and investigated contact the family or social workers as necessary.

The schools have also had a couple of situations where someone from outside agencies like food banks or working in the community have raised concerns to the school and the school has acted on these concerns. This was not at Hoxton but at the other schools.

Once of the highest areas coming out across Hackney is domestic violence being a significant cause for concern across Hackney. The schools have today signed up for Operation Encompass which means the schools get police reports through if there has been an investigation or if police have attended a property of one of our families because of a domestic incident.

SF would like to congratulate the staff of the school during this very difficult and upsetting time. RD said that as a team what we have been able to transition effectively into something that is incredibly difficult to do and the Heads meet each week via this platform and this is very successful. There are good links with the teaching teams and our support assistants and everyone else working in schools. We have a very robust and resilient group of people and everyone is working together to ensure that the provision is continuing for children. While we cannot change the wider situation which is indeed horrendous what we can do is keep our community together and we think we are doing a pretty good job of this at the moment because of the structures that have been put in place.

There has been an increase in numbers of children across the sites of key workers children and vulnerable children and hope to get children back to Hoxton as soon as possible.

Meeting closed at 3.45pm