

The Viridis Federation of Orchard, Southwold and Hoxton Garden Schools

Governing Body Sub-committee
at Southwold School

On Thursday 11th June 2020 at 5.05pm

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

No apologies. (IR) joined meeting 5.07pm

2. Governing Body Organisation

- 2.1 Membership
No changes
- 2.2 Declarations of interest in items on the agenda & register of pecuniary interests for 2019/2020
None reported
- 2.3 Acknowledgement of Terms of References
No comments
- 2.4 Code of Conduct
No comments
- 2.5 Governing Body Annual Calendar for 2020-2021 (draft)
Draft calendar sent out for the academic year 2020-21 to be agreed.

(NBB) requested for the Governor pack to be sent in one PDF document for future meetings. To be actioned.

3. Agreements of the minutes from the last meeting

(NBB) queried how the DHT who moved from Hoxton to Southwold was doing

This DHT has previously worked at Southwold as a class teacher and Upper school phase leader so she knows the school and the demographic very well.

(RA) noted that some of issues referring to Page 5 of the minutes may be suspended due to the current climate surrounding Covid-19

(SOB) There will be no national data for the current academic year.

(NBB) queried referring to Page 6 of the minutes whether parents could be engaged in coffee morning using Microsoft Teams or Zoom

(SOB) school is utilising other methods of meeting including virtually. Teaching assistant training is pre-videoed and sent out so that they can watch this at their leisure. This could therefore be explored also for coffee morning for parents who can't attend. Zoom or Teams may not be an option for parents who are working whereas a videoed option would be more accessible.

(NBB) queried if it was known how many parents have access to the internet

(IR) queried how the new format of the website was going

There have been IT surveys in the past. A lot of families have access to internet typically through a smartphone rather than a laptop. Online access will be discussed in point 5 of the meeting agenda.

All actions from the previous minutes complete. Minutes agreed.

4. Headteacher's Report:

Page 31. The DFE will not be collecting local or national data this year. The school have submitted Year 6 levels to the local authority so that children will have a level to move onto secondary school and predict their GCSE grades. Pupils were assessed in March by their teachers as the school needs to know when they fully reopen where they were at point of school partial closure.

Tables 1, 2 and 3. Year 6, Year 2 and EYFS are broadly in line with the schools' targets. This is a cautious measure as pupils have not had been taught a full years curriculum however this is what is expected based on where they left off back in March. This will be utilised as in house data only.

(SOB) noted this shows a consistent picture across the school and that standards are high.

(RA) queried if the Year 6 pupils receive a SATs equivalent

Yes. A level has been submitted for reading, writing, numeracy and science as would happen normally but based solely on teacher assessment. The local authority will use this to predict GCSE grades.

(RA) queried how Year 6 were doing

There were 16 pupils who had attended school that day which is a quarter of the Year 6 cohort. Across the school there has been approximately a 20% take up of those pupils eligible to return. Based on the knowledge of other schools in Hackney this is quite a high take up. There are nine learning pods in place but the school would like more children in school. Unfortunately Year 6 pupils are unable to partake in end of school celebrations as would normally be occurring however the school is looking into inviting pupils back in the Autumn term for a celebration if the climate allows.

(RA) queried if the school had a view of pupils anxiety during this uncertain period

Pupils are not partaking in secondary school transition days as would normally be happening however secondary schools are providing virtual tours and other virtual aspects in the week that would normally see transition days.

The school is also doing a transition programme for Year 6 pupils which will commence shortly and will deal with some of the pupils' anxieties on closure and starting new relationships.

Page 31. Quality of Teaching and Learning - All NQTs have done well and will be passing their NQT induction. The apprentices are also doing well and their final assessments will be in October where the school envisages that they will all pass. Staff training continues and there are online meetings every Monday and Friday morning where all staff meet and on Wednesday evening this alternates between staff training and phase meetings. Apprentices and NQTs also continue to have their training as well as virtual meetings with their mentors.

Staffing is stable. Three members of staff are leaving at the end of the year where two of these vacancies are already filled. The remaining position will be filled by a supply agency teacher currently however the school is still actively engaging in the recruitment process through online interviews with the hopes to return to in person interviews soon but socially distanced.

(IR) queried about the programme where graduates apply to the school and get training to become a teacher

There is the Apprentice teacher programme. There are five apprentices that have been recruited for next year with one more place available. There are school experience days the school offer where someone can come in for a week or have several visits across a half term.

(RA) queried if the current apprentices will have an extended period of training

No. The apprenticeship takes account of present circumstances as the government has put in place a waiver therefore if apprentices were on track to pass they still will do so. The school is mindful of the additional support both NQTs and apprentices will need in the Autumn term to observe best practice teachers and have a higher level of mentor support. This is currently being factored into school logistics. The following academic year there will be a two year entry programme for NQTs in line with government standard setting.

Leadership is stable.

Home learning has been in place since March. There is work set on the school website and if pupils do not have access to the internet the school prints packs for them. (SOB) noted that a high number of packs are being printed for year groups three and four which reflects in the website data that will be discussed later in the meeting.

During the current week there was a 66% take up of Google classroom.

(NBB) queried if the HLT had given an idea of what the take up was in Hackney so we can know if we are broadly in line

Schools are doing different things so it is difficult to compare. The school is putting new work on the website every Monday. (RD) noted that the local authority are engaging in two studies linked with home learning which the school is contributing data towards. There is also a lost learning project which the school is contributing to and is a national study investigating how children's education has been impacted.

(NBB) noted that it was brilliant to be invited to take part in this

(RA) queried if the school was getting data on how the students are managing what they are working with online, how it's going and how was that looking for them

There is 66% take up of pupils in the current week logging onto Mathletics, Times Table Rockstars and Google classroom to complete work. Every week teachers log on a spreadsheet whether pupils are looking at online learning or whether they have been collecting a paper pack. The teachers also call home and contact pupils every

week. If a pupil is vulnerable, a child in need or has an EHCP then a member of SLT will also make a call home during the week.

(RA) queried does the school have a sense of how that is working for students qualitatively

The school were aware very quickly if pupils were unable to access online learning and therefore how many paper packs of work were needed to be made. By monitoring and making calls home the school knows if pupils have not been doing work. Consequently the school insists parents collect a pack or work from the school.

(LM) noted that teachers are making sure that children are keeping to the high standard expected which is identified through marking of work. Some pupils were slacking however they were pulled up straight away.

There hasn't been a substantial notable dip in the standard of work produced by the pupils who have recently been able to return to school which is positive to see. It is recognised that there will be gaps in learning and a recovery curriculum is in process.

(RA) queried if it gives any thoughts about the home school interface and how that could work in the future around home working

The difficulty is the school can see the work the children complete but aren't able to see how much support they had at home. There will always be a place for teachers in schools.

(RA) added that he queried this to know if there was an advantage to be learned from this that would be helpful for thinking about how children do their homework and how it is structured

There is opportunity to consider this in the future and how the key principles of what the school is doing at the moment apply. There are more people accessing the website as a source of information than previously which is a good platform to build upon.

(IR) queried when contacting the children are you ringing the parents mobiles and then it is passed to the child

Teachers call parents to do a check in and in a lot of cases they will also speak to the child as the child may want help with something.

(IR) queried if the child has a problem does the child have to ask the parent or can they ring the school

Via Google classroom they can contact their teachers and the teacher can answer back.

(NBB) queried if there was any pattern about which kind of children have come back

There are a high number of key worker children but the other children who have returned have been a mix of the schools' demographic. Parents were called and asked whether they would like their children to return now, maybe or no. A lot of parents said maybe but wanted to see how the first few weeks would go. The school envisages the number of pupils physically attending school will steadily grow.

Page 31. Recovery and restart - There was a full risk assessment of the school and training was given to staff on Inset day June 1st to talk through the risk assessment and alleviate any anxieties of staff, explain how pods would work and hygiene procedures. Staff will be rostered in pods where three adults are allocated to a pod. Each member of staff working in a pod are on site three days a week. On the days on site staff are expected to do their telephone calls home and online work so that the two days off site may be free.

(NBB) queried if this to balance the mental health pressures

A key factor in the governments' message is staff wellbeing. There are four members of staff who are currently shielding. Where necessary individual risk assessments have been carried out depending on an individuals' circumstances. Personal Protection Equipment (PPE) may be offered as the result of a risk assessment however the DFE do not require staff to wear PPE.

(NBB) queried if this was a mask

A mask and/or gloves. The school explained to staff that it could be scary for pupils to see all staff in masks and gloves. The school have put a lot in place to ensure the environment is safe for pupils and staff. There are staggered start times, breaks and lunch times, pod provision and end times.

Staff are reminded that if there is anything they wish to discuss regarding their wellbeing they can approach SLT at any time.

There will an online induction video for parents of the new Nursery and Reception starters for September 2020. Parents can come in to complete their paperwork however this will be managed behind a screen for safety.

Due to the current climate there has been an increase in the FSM percentage which has risen from the number detailed on the Operational data of this report. Parents have been going online and checking to see if they are eligible for FSM as a result of learning about the food hampers available. As a result this will increase school funding.

(IR) queried do you know why this is going up

It is quite difficult to get families to fill in the online questionnaire to see if they are eligible FSM despite also offering the option to come into school and receive assistance completing this from the admin team. Parents have been calling the school querying whether they can receive the food hampers. The school have been directing these parents to the website which checks their entitlement to FSM. If they are entitled they have been advised they would receive a hamper. A lot of families therefore have been checking their eligibility where they hadn't done previously in order to get a hamper. Consequently this is good for the school as additional funding will be received for those pupils which is used to subsidise extra-curricular activities.

(NBB) noted that the video induction sounds like a good idea and gave a well done and queried in terms of September planning does the school have to wait for guidance from the government or HLT

There is currently not a clear message from the DFE re: September. From press coverage the school will not be accepting other year groups at this point in the year. There has been a virtual Headteachers meeting with the HLT that discussed thinking about what September may look like with the possibility of rotating classes, children being in part-time etc. This will be the next part of the schools strategic planning for September.

(NBB) queried what is currently happening with Safeguarding

The school has joined Operation Compass which is a new agency where the school will be alerted if there is a report of domestic violence in the household of one of the pupils. The school has been contacted already regarding incidents which although the school does not need to act upon gives staff a wider awareness of how a child may be feeling on a given day.

All other Safeguarding procedures remain the same. There have been FAST referrals made based on concerns occurring from telephone calls home. If the school is unable to get through to a family the school makes a FAST referral.

Page 31. Operational data - Pupil roll is 400 not 399 due to a child who was at the PRU being taken off dual roll. The current Year 6 is a cohort of 47 pupils but the new Reception cohort are 60 pupils therefore steadily the pupil roll will rise as full year groups move up through the school years. There are 60 Reception children allocated to the school with a waiting list. The waiting list has a high number of pupils who have Southwold as their second choice which means Reception should stay full. The Ofsted result has made an impact on this.

Attendance won't be reported this year.

The school will be giving the current NQTs an additional 5% time out in the Autumn term as they haven't had as many opportunities to observe other teachers due to the current climate.

(NBB) queried with reference to PHSCE will this take into account the possible anxieties of pupils due to the current climate

Yes. PHSCE lessons continue in school and there are online assemblies. The PHSCE curriculum is currently being updated to make it more substantive to ensure it covers pupils' emotional wellbeing for when they return in September.

5. Website Data (Google Analytics)

Page 32. The year groups that have the most uptake are Years 2 & 6 which (SOB) noted are the two SATs year groups. Across the Federation this is comparatively a good take up. The two year groups that have the lowest take up of accessing home learning online are Years 3 & 4. This corresponds to these year groups also having the highest number of paper packs being requested. These packs are returned to the teacher when the work is completed and there is also a home learning email account for pupils to return copies of their work to.

With reference to the graph of website views over the last 90 days (SOB) noted there were less than 200 people accessing website at the beginning however this rises to just below one thousand three weeks later. There is a peak every week typically on a Monday when new online learning activities are uploaded to the website. (SOB) noted interestingly that there have been a lot of online visits to the website from the USA although there are no students currently in the USA.

Based on the data only half of parents have access to a computer at home. Some schools in Hackney are raising money to buy laptops for students which has been discussed however following the purchase of a laptop arises the issue of it needing to be maintained. The school has new Chrome books but these need to be kept within a certain radius of the school to work. (RD) noted that there is a national shortage of internet dongles therefore although some schools in Hackney have been able to purchase laptops they have not necessarily been successful in getting them running at home. There is also a cost implication to parents if they haven't got internet access already. The school is actively thinking of ways to manage this particularly for vulnerable families and with the possibility that the government may be providing monetary support for equipment.

(IR) queried if it is worth asking the council if they can source Chrome books

The local authority have purchased 200 laptops which will be distributed to children at the end of June. Secondary school pupils who have GCSEs are being prioritised to receive this equipment first however due to the numbers of pupils across Hackney this quantity of laptops will not go far in covering the demand.

6. Draft policy discussion: Relationships and Sex Education

Pages 33-42. This has been reviewed so that it is ready for the statutory Relationships and Sex Education (RSE) which starts in September. This means the curriculum has been reviewed and the PHSCE curriculum is being updated. The content was predominately already in place in school however the only difference in primary is that where it is felt it is appropriate the children are taught that in England and Wales homosexual couples can get married as well as heterosexual couples. This is essentially introducing LGBT content to the RSE curriculum where the school has decided that this would be appropriate for Years 5 & 6 to be taught. Southwold is a Stonewall school so there is LGBT texts throughout the school and there is also a code to deal with pupils who use the word gay as a derogatory term.

This is a new policy to ensure the school remains compliant with the statutory guidelines. The school had planned to have three coffee mornings for parent consultation however due to the current climate this has been unable to happen. Some schools have chosen to do online questionnaires for their parent consultations but due to the sensitive nature of the content the school feels it is important to do this face to face with parents. The coffee mornings will now take place in the Autumn term.

(AS) queried the change in name from SRE to RSE

It used to be Sex and relationship education but it is now Relationship and Sex Education. The reason for this is that relationship education is now statutory so parents are unable to withdraw their children from relationship education which they were able to previously. They can still withdraw their children from the non-scientific content in sex education but not from the scientific aspects.

(AS) queried will parents be able view the contents of the curriculum before they make that decision

The coffee morning would be for parents to view this. The statutory guidance is also available on the DFE website.

(AS) queried further that a lot of parents will have personal reasons why they would not want their children taking part in these lessons would this therefore change anything, will parents be able to opt out from these lessons and if so what happens to the students would they be collected from school or taught elsewhere

Due to the statutory element parents can't withdraw their children from relationship education even under the equal opportunities act. They can from sex education for example teaching intercourse in Year 6.

(AS) queried if parents decided to have their children absent on the day of these lessons what would be the consequences

It would be difficult for parents to do this as they would need to know when the content was being taught as it is statutory the school won't be informing parents in advance when it is being taught.

(RA) noted with reference to point 8 'Parents right to withdraw' page 38. that parents would have to have to write to the school to activate a withdrawal

That is only from sex not relationship education. In the past for example some parents have withdrawn from aspects of families' week as they did not want their children to learn about the LGBT content but they would now be unable to do that. The coffee mornings in Autumn will focus on informing parents and bringing them on board. The curriculum will be shown to parents so they can see the lesson plans the school have produced.

(NBB) noted that the plan for this looks excellent well thought through and rigorous

(IR) queried with reference to inviting parents to the coffee mornings on RSE will other members of the family be invited as they may have prejudices which can be reflected on the child

The DFE guidance discourages this due to a situation in Birmingham where external members of the community came into a school and caused issues. The DFE says that those attending the consultation meetings should be living with the children.

(RA) noted that it looks very thorough and he likes that the relationship aspect is absolutely clear and it can be dealt with in the way the school has described.

7. Any Other Business

(RA) congratulated the school on being able to continue to provide an excellent service and doing what you can to engage with pupils, parents and families and getting them in to school

(IR) thanked (SOB) and (RD) for all that they are doing

(RD) our motivation is to do all we can for our children however difficult it is so we always do the best we can to provide for them.

(NBB) noted well done for the amount of children that the school is reaching where two thirds of pupils are accessing work through the internet and the rest are being reached via hard paper copies. This sounded exceptional.

(RA) wished a good luck for the rest of the term

Meeting Finished: 6.10pm.

8. Glossary of Common Terms

No changes.