

The Viridis Federation of Orchard, Southwold and Hoxton Garden Schools

Governing Body Sub-committee  
at Southwold School

On Thursday 13<sup>th</sup> February 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

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**1. Apologies /Consent for Absence**

No apologies

**Document pack sent via post**

**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  
Full Governing Body (FGB) meeting 20/05/2020

**3. Agreements of the minutes from the last meeting**

*(NBB) queried if anything practical or actionable had come from the training that the Office Manager had attended to encourage more parents to sign up for (FSM.)*

Yes. The school going forward will facilitate capturing every child eligible for (FSM) via the induction process for Early Years. Parents will therefore be asked to complete the appropriate form as an essential part of their child's induction paperwork.

*(AS) noted that the school office have also been following up with parents that they believe are eligible for (FSM) and have helped some complete online applications.*

*(RD) the impact of this has been that the (PPG) number has risen.*

*(NBB) queried if there were any examples of anything that has come from the research based learning.*

The developing excellent practitioner's programme was previously an individual plan for a teacher. Trialled during the autumn term was a teacher from each site (who is performing at a secure level) working together, planning lessons as a group, and watching each other's lessons to produce case study evaluations. This will run again during the summer term with three new teachers. This compliments the action research the school is doing.

*(NBB) queried how the school was doing with working towards the target of 85% pass rate for the DfE Times Table check.*

There is a comprehensive plan in place to ensure children in Year 4 make progress towards passing the check. It is discussed weekly in local SLT meetings how many pupils are passing and in the current weeks data the pass rate has gone up by 10%. Everyday pupils do a times table starter before their maths lesson. They are making good progress however the bench mark is extremely high as every question has to be answered correctly. The data from the check will be published but there is no judgement used to measure the school against. This may be a possibility for the future.

*(IR) noted it was great that 90% of pupils left school being able to swim and queried why there were not enough pool slots available.*

This is due to the number of swimming pools in Hackney versus how many classes require spaces. Orchard as an example struggled to find a third slot when they became a three form entry school.

*(IR) queried if there is anything he could do to help and suggested the lido as an option.*

There remains an issue with slot availability with the lido also. The new Britannia Leisure Centre will have four pools so it is hoped this will help open up more slots as schools more local to Britannia move their classes from Kings Hall to Britannia.

All actions from the previous minutes complete. Minutes agreed.

#### **4. Headteacher's Report:**

Page 33. (SOB) the first data collection point for the year was December. This was a combination of teaching and testing in some year groups. 75% or more of pupils are on track for Reading, Writing and Mathematics.

*(RA) queried if there are any particular pockets of concern*

With reference to the data table Page 33. Year 1 is always slightly lower due to the transition from the Early Year curriculum to KS1 however by the time they enter KS2 they have caught up. The table shows consistency across the school as there aren't any year groups that are significantly lower. This is due to the curriculum having been in place for a significant period of time and is evidence of the curriculum doing its job.

Page 33. Table 2 'Value Added Progress' - There is VA across the school.

Page 33. Table 3 'Value Added Progress of key groups' – TKC and BAf children perform very well at the school and this breaks the trend seen across Hackney.

*Both (RA) and (IR) noted that this was brilliant.*

Pupil progress meetings have just taken place in January so that the new DHT could be present for them. In these meetings there would be focus in more detail on individual groups in classes and this would indicate where provision may need to change.

QTL target is 40% Outstanding and 60% Good. The school is currently on target.

Staffing remains stable. There is a new teacher in KS2 who is doing very well and comes from an outstanding school. They replaced a teacher on maternity leave.

The apprentice teachers are also doing very well and are taking on an increased percentage of the teaching time which at this point is between 50%-75%.

(SOB) noted the key areas of focus from the autumn observation. Staff were not always directing the additional adult in the room so that they were used effectively however from the current observation it is noted that this is no longer typically the case and shows progress from the last observations.

*(RA) queried if the same things are observed every time.*

Broadly the progress of children is looked at, the modelling, ongoing assessment, use of additional adults and differentiation.

Since the last Headteachers' report the school had a full section 5 Inspection and the school was graded Outstanding in all categories. The curriculum and curriculum enrichment were identified as real strengths at the school.

*(NBB) noted one of the Ofsted inspectors said to Governors to be an outstanding school would mean you are a model school and other schools would want to visit and queried has this happened increasingly.*

Yes

*(RA) queried how far and wide schools were visiting from.*

Currently Hackney schools have visited, a school from Waltham Forest has expressed interest in visiting and an outstanding school in Hackney wants to come in and observe. This school when graded as outstanding had year groups from Reception to Year 2 only so would like to view a school that is outstanding all the way up to Year 6.

*(IR) queried whether the school was charging for this.*

No. Sharing good practice is something the school feels is a good thing to do and the schools in Hackney get on well with each other.

(RD) The school benefits from visits from other schools just as much as these schools do by visiting and observing. Through articulating standards and the vision of the school you are evaluating constantly with each new person that you are show around

*(IR) noted that the governing body is very pleased with the result of Ofsted.*

*(RA) further noted that the governing body is highly appreciative of the Outstanding and gave a thank-you on their behalf.*

Page 33. Behaviour & Safety – there have been four fixed term exclusions involving three pupils. One was a repeat exclusion of the same pupil who is currently in a PRU with the possibility that this child will be transferred to a therapeutic setting.

*(NBB) queried with reference to Page 33. Point 3 Behaviour & safety what is an inspiration station*

In lower school there are book corners and in upper school there are inspiration stations. This is an area to inspire pupils to do creative writing. Pupils ask to go and sit on these tables typically in the afternoon.

Page 33. Operational data – pupil role went up to 400 but moved back down to 396 this is due to the mobility in the school.

Page 33. Attendance – this is broadly in line with national.

*(NBB) noted that attendance has always been very good in the school and queried whether an issue with attendance was due to localised issues unique to certain classes which brings averages down.*

It is typically due to families taking unauthorised holidays either side of school breaks.

*(NBB) noted there was no systemic problem rather that parents need to be encouraged not to take extended holidays.*

Yes. Even though families receive fines it is still cheaper to pay the fine than to pay to go away during the holidays. The fine doesn't really discourage families.

*(IR) noted this has always been a problem.*

The system discourages families more than in the past. Families used to receive a warning letter and then receive a fine. Hackney has removed the warning letter so you automatically receive a fine if you have a holiday absence of over three days. Hackney are very active in trying to reduce the amount of holidays taken during term time.

*(NBB) noted that families with overseas connections would have understandable reasons to visit people abroad although this is not to be used as an excuse for people leaving during term time he queried whether there had been any discussions regarding staggering holidays (like other countries) with the local authority.*

The school do take things into due consideration for example the way the term dates fall this year and school insets means that pupils will be returning to school from the summer break two days later.

*(NBB) queried if parents are aware of this in advance.*

Term dates go out for the following academic year at the point where they cannot be confused with the current academic year.

*(NBB) queried if this included Inset days.*

Yes. The dates will be released shortly for the new academic year. The school typically stay in line with the HLT who have on their website term dates for the next two years.

Page 33. Y2 & Y6 Target /predictions for 2020 – Year 6 data was around target and meetings happen every three weeks to look at results from their testing round. Year 2 have also completed a round of mock testing and results were slightly above target.

Page 33. Current Risks & Priorities – these remain the same from the last meeting.

(RD) noted with regards to operational leadership that there have been some changes within the leadership structure. A DHT from Southwold has moved to Orchard to support the acting Headteacher who has replaced (RD). This was due to this DHT being the most experienced. A DHT from Hoxton Garden has also moved to Southwold. This was to facilitate all three schools having the capacity to remain successful.

*(NBB) queried how the school feels about the Times table check in Year 4 and is this something that will be done and will be reviewed or will this be every year going forward.*

The indication from the government is that this will be it. There was a trial of a pilot last year and this is now something in place. It underpins a lot of maths for children.

*(RA) queried if it was going down well with the students*

The children enjoy partaking in Times Table Rock stars (an online platform) which feels like a game. Their achievements on the platform are also celebrated with certificates, a display in the school and an inflatable guitar is also awarded for the champions each week.

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

Page 35. Primary Inspection data Summary Report

*(RA) queried where this report fits.*

It is new and this is the first year in this format previously it has been the Governor dashboard/Raise online. It is the current format for headline and operational data and is designed to be more accessible to a wider audience where it is more narrative as opposed to being lots of data and tables. If there is light grey on the report there has not been a significant statement to trigger it but if it is in black something significant has happened (the school being above or below where it should be).

*(SOB) drew attention to page four of the report 'School and local context' (the data is from the previous academic year). The school is in high quintiles for the 'School level guidance' however with reference to stability it is in low quintiles which reflects the high mobility in the school. This should be high rather than low.*

*(RA) queried how the performance of the school compares with other schools that have high mobility.*

The school is in the top 20% of schools in the country for KS2 results.

*(RA) noted that the 'curse of Southwold' previously was high mobility where it was used as an excuse for things not happening however this was clearly not the case and said that this should be recognised as a real mark of achievement.*

Mobility remains a problem however it is not detrimental to the school. The gentrification of Hackney and the lack of affordability is a huge problem which impacts pupil mobility.

Page 40. Progress and attainment (page 6 of report) – there are no red boxes which reflects a very healthy data set. Ofsted look at this before they do their inspection and may base some of their deep dives around what they see here however as the data was healthy Ofsted did not need to do this.

*(RA) queried reflecting on Ofsted and the new framework if it does more to bring out the real quality in the school than previously.*

If you have a solid curriculum in place then it is a friendly inspection and you are able to celebrate all the things that are being done well. If you are a school only facilitating a solid curriculum now you will find the new framework very difficult.

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

Page 41. The year groups with the highest completion were Reception, Year 1 and Year 3. Typically more parents in lower school complete the survey. As with last year it was given out on parents evening as the school wanted to facilitate a high proportion of responses. The school would like the percentage of responses to be 50% it is approximately 25%.

*(NBB) noted in his experience as a parent that he did not receive the survey on parents evening.*

There were classes and year groups where the teachers did not hand out the survey despite being advised to. In Year 4 the survey was sent out to parents afterwards where a deadline of three days was given to return them to school.. Next year SLT will be more active and walk around the building to encourage parents to fill these in. This was a very successful strategy on the Orchard site and resulted in a 50% response rate to the survey.

The breakdown of responses shows typicality throughout the phases for responses to questions. (SOB) noted that the question 'Coffee mornings are useful' has negative responses throughout the phases however Southwold has the highest attendance to their Coffee mornings across the federation. The school needs to look into why parents are not finding attending useful and has had feedback that some parents feel that Coffee morning is not catered towards them and their children. The school has put in place a 'Parent Survey Action Plan 2019-2020' Page 42. that relates to the areas that have the most negative responses.

*(LM) noted that it may be the timing of the coffee morning rather than the actual coffee morning itself.*

When the school has offered coffee morning in the afternoon the turnout has been even less.

*(NBB) noted that there had been a change where coffee mornings are labelled more clearly than previously so they are identifiable to who they are targeted to which helps parents.*

Yes. If it is for a specific phase it is advertised as such eg. Early phonics would be just for EYFS and Year 1.

*(NBB) queried if specific parents could be targeted for coffee mornings for example parents of autistic pupils where it is less about how many people are attending and more about who is attending.*

Some parents are individually invited and targeted to attend specific coffee mornings.

*(IR) queried if some people did not know other parents was coffee morning structured in a way where you wouldn't have to interact with people you didn't want to.*

*(LM) noted parents are welcoming and you have to tell some parents it's time to leave as they are enjoying themselves.*

As it is in the bottom hall you have to go through the coffee morning to leave the school therefore it attracts people. Some parents don't attend the whole session but stay for as long as possible and they receive a card which is stamped to show attendance. If you receive six stamps you are put through to win a prize. Over time the numbers of parents attending coffee morning has significantly risen.

*(NBB) queried that it was puzzling that high numbers are attending which doesn't correspond to the negative responses.*

(RD) this is something that continues to be evaluated. Another example of a negative responses was relates to the website however there is a new website. The school needs to identify what specifically is not useful about the website and follow this up with a survey specifically about the website.

*(RA) queried what about homework was unsuitable (with reference to the action plan).*

Homework in general. The school has reduced the quantity of homework given out but has chosen to keep homework across the organisation. Some parents don't like their children doing homework and/or choose not to complete homework. The school has listened to parents' feedback from a few years ago and has reduced the amount pupils receive.

*(LM) noted that it may be that parents can't answer the questions in the homework.*

The school supplement homework with activities like Times Table Rock stars which is motivational. The government removed guidelines about the stated time a child should do homework about five years ago. Pupils will receive homework at secondary school therefore they will be more prepared and disciplined as they already have an experience of it.

*(AS) noted her child did not have homework in primary school and therefore when they went to secondary it was hard.*

*(LM) noted that with the school diary pupils are in a good place prior to secondary school as they have the experience of maintaining one. Her child (an ex-pupil of the school) had specific feedback in secondary school that their diary was kept very well whereas other children had to be taught how to keep their diary.*

*(NBB) noted that he felt the school had made a good compromise by reducing the quantity of homework but maintaining it as a regular feature of school life.*

*(RA) queried when the next parent survey was.*

Next autumn. There is one survey a term. One term it is for parents, one term it is for pupils and one term it is for staff. There will be supplementary surveys across the three schools to find out why for example the school website is not working for some parents and for coffee mornings as well.

*(IR) queried if the website is new.*

The website is eighteen months old. It has a new format which is much better and more accessible and has a mobile platform. (RD) is looking into the extracting information regarding the usage of the website which will help understand how the site is being used.

*(IR) queried if there are any report backs given out to parents regarding coffee morning to encourage those who may not think it is useful to see that it is.*

There are picture collages that go on the gates showing what happened in the previous weeks coffee morning

*(IR) queried if there is any response to that as people like to hear feedback.*

It is well attended and if there were only a few parents in attendance then the school would be concerned.

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

(SOB) gave out a handout titled 'Southwold Whole School Analysis'. Page 1. Noteworthy that PPG children in some cases are doing better than all pupils and in some cases significantly better.

*(IR) noted particularly in Year 1*

Page 2. illustrates the actual numbers the percentages on page one correspond to. In year 1 it is the lowest number of pupils which is 10 in a cohort of 50 as opposed to Year 6 which is a group of 25 children.

There is VA progress across the board for disadvantaged pupils. This reflects a healthy data set. One of the reasons for this is the provision the school offers is for all pupils. A lot of PPG money is spent on enrichment opportunities; subsidising trips, gardening and the author and artist in residence. PPG children are further subsidised in some instances with after school clubs and music lessons. The school ensures that PPG children have proportionate access to clubs for their numbers in school which is 35%.

*(NBB) queried how this is done*

There is a high take up of clubs so the office will ensure that there are spaces which are allocated or put aside for PPG children.

Page 3. SEND Analysis – The first box are pupils who have a special educational need and the second box are those who have an EHCP. There is no red in these boxes which means SEND pupils are making expected or better than expected progress across the school. There are 16 EHCPs in place and one in progress. The school is above national figures with regards to this.

*(RA) queried the use of the term vulnerable and if it was an additional category.*

This may be children who are in need or child protection. These pupils may not fall into the PPG category but they can still access subsidised rates.

## **8. Any Other Business**

*(NBB) noted School Streets had been very successful and queried if it could be extended further.*

No. The school has looked into this and due to the access required for the industrial estates it isn't possible to close during set times across the day. School Streets has been very successful although according to the travel survey the amount of pupils coming to school in cars has increased.

*(NBB) queried did the school know why.*

This may be inaccurate as school relies on the responses from the pupils however air pollution has reduced and School Streets will continue.

*(IR) noted that he is currently working on planning a crossing on Southwold/Detmold Road and he had also been contacted by parents regarding the safety when crossing there. He asked for the schools support re: this if necessary.*

Meeting Finished: 6.16pm.

## **9. Glossary of Common Terms**

No changes.