

Governing Body Sub-committee
at Southwold School

On Thursday 07th February 2019 at 4pm

DRAFT

Committee Members

Richard Allen (RA)	Noah Birksted-Breen (NBB)
Ian Rathbone (IR)	
Alberta Senyah (AS)	Stephen Hall (SH)
Lenna Marson (LM)	
Stephen O'Brien (SOB)	

Clerk: Anoushka Babapulle

1. Apologies /Consent for Absence

Ian Rathbone (IR) – Apologies sent

Document pack sent via post

2. Governing Body Organisation

2.1 Members

Victoria Crawford now a member of the Hoxton Garden sub-committee due to associate Governor there leaving. At the last full governing body meeting there was a discussion on the possibility of rotating Governors across sites. (SH) has drafted 'Terms of Office' regarding this.

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

No declarations or changes

(NBB) offered his services to arrange visits between the Universities he works with and the schools.

2.3 Acknowledgement of Terms of Reference (TOR)

No changes

2.4 Governing Body Annual Calendar

Governor visit morning at Hoxton Garden 13/02/19.

Next Subcommittee meeting 13/06/19 4pm

3. Agreements of minutes from previous meeting and actions

(NBB) queried how all was going with new logo and identity.

Very well. All children are now wearing jumpers and have new book bags with the logo. The new website looks more professional and is up to date.

(NBB) noted that the schools' Twitter account is very informative

(SOB) Southwolds' social media presence attracting a lot of potential parents to the school tours. Very successful period of parent tours where parents have contacted the school following tours to see if their children have a space

(RA) queried whether the interest was across the Demography of the local community

Parents who have children in local school nurseries have attended parent tours and shown an interest in their children attending Southwold.

(LM) noted that the new housing in the area via shared ownership and right to buy schemes has attracted more middle class families into Hackney

(RA) questioned whether schools' locally can provide for the influx of people into the area

(SOB) Schools locally are undersubscribed. Southwold has gained pupils due to vertical grouping in a local school. There have also been changes at another local school which has seen its Headteacher leaving which could potentially benefit Southwold in terms of new pupils transferring across.

(RA) with reference to recent Full Governors body meeting mentioned a Storyboard for the writers in residence

Photographs from the current Spanish trip will be used to develop a storyboard which is hoped funding will be obtained for.

(NBB) queried how the apprentice teachers and PGCE students are doing

Both apprentice teachers are doing well and teaching 75% of the timetable. They are expected to stay with us as full time teachers once they finish. There are currently no PGCE students but there will be one later in the year. Recruitment for September via the apprenticeship scheme is currently taking place which has had a strong response. The school plans to continue using the apprenticeship scheme as a method of recruitment. The scheme has grown in popularity within Hackney and the Federation has been advising other school alliances locally on the scheme.

All actions from the previous minutes complete. Minutes agreed.

4. Headteacher's Report including:

4.1 Self-Evaluation

4.2 Teaching profile and strategic CPD actions

4.3 Review of impact of current academic strategies

4.4 Headline data presented in comparison to National position & progress toward end of year targets

Page 20: Table 1 Data collection point in December and June. Based on data from June standards remain high across the school majority being on track meaning at expected standard of 75% or above. Year 2 and 6 on track to exceed national averages.

Table 2: the school has positive value added progress in all year groups across all subjects. Year 6 have made the least progress however their test scores show they are on track to exceed national averages.

(RA) queried if there were anything that would account for that and is that surprising in any way (with reference to Year 6 progress)

Year 6 data based on teacher assessment and not on the testing. There are Year 6 meetings every four weeks where the progress of the children is looked at. The test scores at Southwold are the strongest across the three sites.

Table 3: Worth noting progress of disadvantaged pupils is excellent. The groups of children making the most progress are Black African and Turkish, Kurdish and Cypriot. (SH) in Hackney TKC children perform the least well.

(NBB) Data looks very positive

(SOB) This is a good place to be particularly with a full Ofsted inspection expected as early as the summer

(NBB) queried a new system regarding SEN children and mapping their progress through the year was curious if this was part of this data

To be discussed at point 6 of Agenda. (SH) confirmed they are tracked along with all the other groups. Assessment runs twice a year in June and December and in September there is a class context meeting where different groups are looked at.

(NBB) queried whether this made a difference when we look at these kinds of statistics

In terms of percentage on track progress is slightly different. These children make slightly different progress than their peers but they are still making progress.

(LM) queried does the RAG programme make an impact on this

It used to look at set ethnic groups but now changes each year and looks at biggest group of children in Year 2 under attaining. The programmes current focus is on Black Caribbean children. There are only four pupils currently in the RAG programme. It has a mixed success in Hackney.

Page 20 Quality of Teaching and Learning (QTL) worth noting within this teaching profile NQTs are not included but will be in the next summary. All the teaching currently is good or better across twelve teachers not fifteen where NQTs are expected to be good in the summer term summary if not better.

Staffing is stable - there were no leavers at Christmas and currently no resignations for Easter. There has also been a staff survey to evaluate individual intentions for September 2019 and so far everyone has said they either want to stay or are undecided.

Since last report the school received a short Ofsted as a result and as a result there is a continuing focus on middle leaders being to articulate the curriculum which is also a focus from the recent SIP visit

There have been four fixed term exclusions which is the same as the previous year and involves two pupils. A focus remains on behaviour and reducing the number of exclusions. One of these pupils came to school with an EHCP and was receiving 2:1 support from previous school which was not made clear at the point of admission.

(RA) queried is this the child who is likely to be moving elsewhere

Yes is currently educated at home where HLT has consulted ten schools and the PRU regarding educating him who have all advised they cannot meet his needs. HLT believe he should not remain in a mainstream setting. (SH) he really needs a specialist setting.

(RA) queried is that possible or are we expecting him to return

School is asking HLT for updates on a regular basis.

(RA) queried what year is he

He is Year 1

Has injured two staff members. School created a sensory room and gave him 2:1 support but he will now not be returning to Southwold as it has been agreed with the professionals and Hackney Learning Trust that it is not the right setting for him.

Other pupil is from Year 6 who has had two fixed term exclusions since he returned from his most recent one his behaviour has improved however the PRU has been consulted regarding a partnership placement.

(NBB) queried what a partnership placement is

For a fixed period of time between 4 and 6 weeks pupil will attend the PRU for four days and one day at school. The idea being behaviour will improve and then they will return to mainstream schooling full time.

There are has been one bullying investigation where issues have been resolved where steps have been taken such as Learning Mentor support.

School Council continue to be active. Digital leaders were recently interviewed by the BBC at the BT tower.

Pupil roll is currently 387. We have pupils joining the school but also leaving. There continues to be high mobility, above 20%.

(RA) queried is that figure unusual at the moment or has that been the experience over the last few years

Mobility is quite high at Hoxton Garden and Southwold less so at Orchard which is oversubscribed but this is typical of Hackney. Where children are leaving the school due to re-housing elsewhere in the Borough the Federation tries to keep these pupils amongst the schools'.

(RA) queried whether that was quite difficult as it is out of the schools' control

It is however parents are encouraged to select one of our other schools where applicable

Five more pupils are joining nursery between now and after the Easter holiday where nursery will be full.

PPG and disadvantaged figure roughly as it was before and the SEN percentage has risen slightly.

Unauthorised attendance has gone down but the authorised has gone up as a number of children had bereavements in the family where they were travelling. The whole period won't necessarily be authorised depending on the length of time but some of it may be.

(NBB) queried whether it may seem reasonable to authorise that

If a period of for example two weeks was authorised it would have a significant impact on attendance and the biggest issue is children taking extended holidays.

(NBB) noted it does seem quite exceptional circumstances deaths in the family but appreciates that the school has to make tricky decisions

(SOB) Often these families will have many deaths the same time of year every year and there are sometimes concerns over credibility. There are regular meetings regarding attendance with the schools' Attendance officer and local authority. The HLT has made it easier to fine parents as a deterrent.

(NBB) queried with reference to Page 20 'Current Risks & Priorities' that the target of 60% has been around for a long time is it unrealistic

At the end of each year some members of staff leave and for example two of those last year were outstanding which in turn brings the total of outstanding down at the beginning of the following year. Therefore it can fluctuate.

(NBB) queried supporting the new teachers how is this done to make sure they are either good or outstanding

Many plans in place to support teacher's development towards good or outstanding. These are six week plans with a mentor where weekly meetings take place and teachers are able to discuss with their mentors what things can be put in place to support them. NQTs across the schools have additional Insets on top of weekly CPD. The school does not buy into the Hackney provision for NQTs as they believe practice across the Federation offers better support.

5. Consideration of actions from publishes Ofsted report

Page 21. (RA) noted Ofsted letter is an absolutely brilliant letter

The report comments on children being confident, polite and articulate. Noteworthy are responses from parents to the Ofsted survey who all said they would recommend the school and felt children were happy safe and making good progress.

(RA) noted the paragraph in the report on safeguarding and level of safety felt. This corresponds to the survey which is very reassuring to see.

(RA) queried regarding page 23 analysis of Teaching and Learning and having plans in place to address this area how this is progressing

School is focusing on the wider curriculum, fine tuning assessment in non-core subjects. Additional work is being done on support documents for teachers to widen subject knowledge.

(RA) queried (with reference to the second bullet point on P.23) it appears children may not be making progress could this be a matter of how they are assessed as whether or not they are making the progress

Ofsted inspector wanted to see more evidence of skills associated with topics they were learning in non-core subjects such as historical timelines rather than a story referring to a timeline. Teachers have been encouraged to do more activities like this and the curriculum is being reviewed with this purpose in mind.

(RA) noted this seems to be the only things to act on

(SH) noted next inspection will be 2-3 inspectors over two days where they will look at each aspect of framework in greater depth. School confident in position they are in.

(RA) queried if there was any idea when it might be expected

Local authority tracking inspections typically between six months to a year following the initial Section 8 inspection.

6. Consideration of provision for SEN/PPG & vulnerable pupils

Page 25. Tracks the lowest 20% of readers to ensure they are making progress. (SOB) noted 93% children have made a least one term of progress since last summer.

(RA) queried what would pupils be moving between, and what that progress would look like

Children would probably not be in their year group but pre-emerging and they would be moving a term

(RA) queried what sort of things they would be able to do that they weren't able to do

Would depend where pupils are. They have mainly academic targets but sometimes social/behavioural or physical. The latter more likely to be Wave 2 or 3 children.

(NBB) queried would things like dyslexia be Wave 3

Yes however less so in primary as dyslexia normally diagnosed in Secondary school. Wave 3 are normally children with autism or ADHD

(NBB) queried if there was a reason it is not normally diagnosed at primary

It is difficult to diagnose at Primary as it may be that a child is just at a different stage in their reading development however if by Secondary they still have issues de-coding it is an indicator of dyslexia

93% of Wave 2 children those with evidence being gathered for EHCP have met at least two of their targets on their IEPs. Almost half of Wave 3 children those with an EHCP in place have met all three of their IEP targets.

Two interventions that are tracked are Symphony Maths and Lexia

(RA) queried what Symphony Maths is

Online programme on basic maths skills. Lexia is about reading, phonics and high frequency words.

(RA) what is the view of these applications

If used well pupils make progress. Any intervention will only make a real impact if done every day. School ensures this happens where a TA runs Symphony Maths during lunchtime and Lexia happens in class during the afternoon.

(AS) queried if you can use these programmes at home

No these you cannot, however Mathletics you can.

(LM) noted that parents can get access to these programmes themselves where her own child has used Symphony Maths and completed the programme

(RA) queried is this something you can encourage parents to get involved in

(LM) noted as she was running the programme she wanted to see it used in practice. Found it bridged a gap where you move along if you pass a level of learning such as multiplication but it will take you back if you do not pass.

In both Lexia and Symphony Maths all children made one term of progress.

(SOB) noted in Precision teaching Year 3 children had made less progress as programme was not happening daily.

7. Evaluation of outcomes from parent survey

Page 26. Approximately a third of parents took part which is almost double the take up of last year

(SH) queried why this was so successful

It happened on parents evening where parents were asked to fill out surveys and drop them in a box on the way out.

(AS) noted the admin team also encouraged parents on coffee morning days

Survey is shorter this year

(RA) noted the response was excellent

Majority of responses agree or strongly agree with statements.

(RA) noted with reference to question two this has more agrees than strongly agrees which stands out slightly from other questions as an area parents feel less confident in answers than other three questions

(LM) noted parents who attend coffee mornings feel strongly about how to support their children at home

(NBB) queried is this survey anonymous

Yes. (SOB) worth noting parents who are most unhappy are often inclined to take part in the survey

(NBB) queried with reference to feedback from an a respondent who said they saw a teacher throw something at a child is there any concern about what this refers to, is it invented or a real incident

There are no reported issues, and as this is an anonymous claim there is no possibility of investigating it.

(NBB) queried if a parent had a genuine concern is there a protocol in place

Yes there are policies and HR processes that are followed

(NBB) queried do parents know this

It is available in the schools complaints policy

(SH) if a parent had reported something was thrown at a child the school would most certainly investigate

(NBB) noted this appears to be a comment without anything to substantiate it but felt it was important to draw attention to

(LM) noted teachers make a point of saying don't throw but pass but this may be a case of a teacher throwing a book onto a table or other such more benign action. It is not possible to know or find out.

(RA) and (NBB) both agreed that it was overwhelming positive feedback

(RA) feedback fits with Ofsted report and they are independent of each other.

(RA) Queried is there anything else you will be doing with this

Some things have been already acted on such as looking at offering more spaces for After School Club

(RA) queried when will there be a follow up

Next parent survey in autumn as they are annual. A comments box is available all year round. Pupil survey this term and staff survey in summer term

(RA) noted participation is very good

(LM) noted with reference to a point made that there should be more outdoor learning that in fact there was a lot of outdoor learning taking place in the school and that maybe this should be publicised more to parents.

8. Any Other Business

Meeting Finished: 5.56pm

9. Southwold School Development plan

No comments

10. Glossary of Common Terms

No changes