

**The Viridis Federation
 Hoxton Garden Primary School
 Minutes of the Sub Committee Meeting**

Held on 7 June from 5pm to 6.15pm at Hoxton Garden Primary School

Governor	Role	Term End	Present	Attendance
Victoria Crawford (VC)	Co-opted Governor and Chair (12/23)	08/25 (T2)	Y	2/3
Laura Theobald (LT)	Co-opted Governor	08/23 (T1)	Y	2/3
Claudia Moreira (CM)	Staff Governor	08/24 (T2)	Y	3/3
Hannah Lownsborough (HL)	Co-opted Governor	08/26 (T2)	Y	3/3
Rachel Davie (RD)	Executive Head Teacher	n/a	Y	3/3
Others in attendance				
Rachel Adams (RA)	Headteacher, Hoxton Garden School	n/a	Y	2/3
Hayat Omer (HO)	Associate Governor	n/a	N	1/3
Clerk				
Jane Ware	Hackney Education	n/a	Y	3/3
Governor attendance at this meeting			100%	
Governor attendance year to date			87%	

PART ONE: Non-Confidential – Main Business

1.0	Welcome, Apologies and Consent for Absence
1.1	The Chair welcomed all to this meeting of the Sub Committee for Hoxton Garden School.
1.2	There were no apologies apart from HO who will not be returning as an associate.
1.3	The meeting was confirmed as quorate.
2.0	Governing Body Organisation
2.1	<u>Membership</u>
2.1.1	Updates to membership of the Governing Body reflect LT leaving, and it was noted that governor staffing will be reviewed at autumn FGB.
2.1.2	QUESTION: How regularly should link visits be? ANSWER: Link visits are broken down into key foci to manage frequency, as shared in the Full Governing Body meeting. Core foci across terms means not every link is required every term. Link governor requirements will be drafted and shared at the start of the autumn term for the new year. This worked well this academic year.
2.2	<u>Viridis Register of Business Interests</u>
2.2.1	No declarations of interest were made.
2.3	<u>Viridis Terms of Reference</u>
2.3.1	Governors acknowledged that they had read the Terms of Reference.
2.4	<u>Code of Conduct</u>
2.4.1	Governors confirmed that they had read the Code of Conduct.
2.5	<u>Governing Body Annual Calendar 2023-2024</u>
2.5.1	Governors were asked to note planned dates and advise if they are unavailable for any of them.
3.0	Agreement of <u>minutes from the last meeting of 16 March 2023</u> and any actions arising
3.1	There were no actions.
3.2	QUESTION: Referring to 4.4.4. - 75% was perpetrated by boys, what does this relate to? ANSWER: The number of incidents.
3.3	The minutes of the last meeting of 16 March 2023 were APPROVED as an accurate record.

4.0	<u>Headteacher's Report</u> – RA
4.1	<u>Data Outcomes</u>
4.1.1	The last round of internal data collection was in June, however KS2 results will not be available until Tuesday 11 July 2023.
4.1.2	The majority of children in all year groups are working to expected standards in all areas.
4.1.3	Pupil progress meetings have taken place to ensure accuracy of assessment judgements.
4.1.4	Year 2 were moderated by Hackney Education who assessed judgements in reading, writing and maths, and agreed them.
4.1.5	There is an increasing percentage of pupils attaining at greater depth in line or better with previous data collection rounds.
4.1.6	Table 3 reflects progress from end of previous year, showing that all year groups have made expected or better than expected progress and disadvantaged pupils have made better than expected progress across all three subjects.
4.1.7	QUESTION: Are there numbers for pupils not meeting expected standards and is it consistent with previous years? ANSWER: Yes, however there remains a focus on Year 1 pupils and increasing the number of pupils at expected. For SEND pupils, individual education plan (IEP) targets measure progress in relation to individual targets.
4.2	<u>Quality of Education</u>
4.2.1	In terms of teaching and learning, the number of outstanding teachers has remained stable throughout the year, with all teachers being good or better and early careers teachers (ECTs) on track to pass induction.
4.2.2	Regarding staff movement, two teachers went on maternity in May, two teachers are leaving; one is going to Poland and one is moving to study educational psychology, the vacancies have been filled and the school is fully staffed.
4.2.3	44 children are joining Reception in September, including 22 children joining from the nursery. Numbers are consistent with previous years.
4.2.4	KS1 reading, writing and maths were externally moderated by Hackney Education who agreed with the judgments. This has provided CPD development for teachers and leaders.
4.2.5	The sports award application outcome is awaited.
4.2.6	Three senior leaders are currently completing different national professional qualifications in relation to continuous professional development (CPD).

4.3	<u>Behaviour, safeguarding and well-being</u>
4.3.1	One child has had suspensions and is now attending a smaller, more therapeutic setting temporarily while a long term suitable and bespoke provision is being sought.
4.3.2	There have been very few behavioural issues.
4.3.3	One cohort attended PGL.
4.3.4	QUESTION: Does the child who has had two fixed term suspensions have a plan and what setting is he in? ANSWER: The young child in an alternative setting is a Year 1 pupil with an education health care plan (EHCP) with a diagnosis of autism. A wealth of resources and provision were put in place by the school but despite this, the school were unable to meet his needs. He is now at New Regents College. A long term alternative setting is being sought for him in collaboration with Hackney Education.
4.3.5	QUESTION: Are the parents supportive of this? ANSWER: Yes.
4.4	<u>Current risks and priorities</u>
4.4.1	QUESTION: What does the year 6 transition look like? ANSWER: All of the children have secondary school placements although one family has appealed against the school they were offered. The school are supporting them. Most children are going to schools in Hackney and some to Islington. There have been supportive working, meetings with secondary schools, work with the re-engagement unit to do additional transition work for a few children that need it, and one child is going to a specialist school where bespoke transition is in place.
4.4.2	QUESTION: Do you ever get feedback from the children in secondary school? ANSWER: Sometimes they write letters or visit, most common in the first half term.
4.4.3	Pupil roll is currently at 363 which is stable, there are incoming children from neighbouring schools.
4.4.4	QUESTION: Are local school closures and amalgamations driving that? ANSWER: Yes, there are two schools very nearby who are in consultation to close. Some parents have chosen for their children to start now, some in September. The at risk group of schools is quite big within Hackney, further to the six schools identified already for closure or amalgamation, but they have not yet been named. It is difficult because parents may not know which schools are particularly vulnerable. As a federation there are wider measures of safety.
4.4.5	QUESTION: What is the maximum number of pupils? ANSWER: 420.

4.4.6	Attendance has remained stable but remains a strong focus moving forward.
4.4.7	QUESTION: Is 20% of the 5% of absence persistent absence? ANSWER: Anything over 10% in absence is persistent absence. This remains a national issue since covid for schools.
4.4.8	There are various reasons for persistent absence in terms of attendance issues, they are tracked and the education welfare officer (EWO) is consulted with.
4.4.9	There is high focus to ensure key stage outcomes remain stable and emotional health and wellbeing is not impacted.
4.4.10	The focus continues on special educational needs and disabilities (SEND) and vulnerable children, and ensuring that attendance and behaviour are of high standard.
4.4.11	QUESTION: Is it at 95% attendance that actions are taken? ANSWER: Options include a meeting with the EWO and sometimes monitoring is decided, or a formal meeting at school with the EWO or Hackney Education offices, or there may be a warning letter, phone call or supportive conversation
5.0	<u>Consideration of School Improvement Partner (SIP) 2 Report</u>
5.1	Teachers remain stable, whilst one teacher is on long term sickness there is a new person in post with a supported transition, and the two maternity leaves are supported.
5.2	Years 2 and 6 outcomes were reported as on track to meet predicted standards at greater development and expected standard.
5.3	Disadvantaged children's outcomes were reported as in line with all children.
5.4	For year 4 reading and year 6 maths disadvantaged children, there was a focus on more support to identify children for catch up. SEND children were reported as making expected progress in reading, writing and maths bar one pupil who is progressing against his targets in writing.
5.5	Children with EHCPs evidenced better than expected progress.
5.6	93% of children with individual education targets had been met or partially met.
5.7	The special educational needs coordinator (SENCO) had ensured targets are measurable and achievable.
5.8	All vulnerable groups were reviewed and the two looked after children (LAC) in years 4 and 6 were both on track.
5.9	In terms of curriculum and professional development, cross site subject studies in art, design technology (DT), personal social, health and economic (PHSE) education and religious education (RE) were reviewed with leaders able to articulate curriculum narrative.

5.10	The phonics result showed 85%, on track at the point of the visit.
5.11	In the SIP 2 report, there were over 16% on roll with SEND.
5.12	The feedback policy and application was found to be robust.
5.13	The school continues to work on consistency in all groups of children editing their work.
5.14	The SIP understands the SEND programme and the needs of staff and children.
5.15	The SIP has worked closely with leaders to review teaching assistant practice to ensure impactful interventions.
5.16	Learning resources have been reviewed to ensure engagement in learning.
5.17	Pupil voice was another focus in terms of children's articulation of the curriculum and children spoke positively about their work and the school, and they were able to answer all questions asked of them. This remains a SIP and school focus.
5.18	QUESTION: Is that about oracy? ANSWER: Yes. This is about being able to talk about what and why they are learning.
6.0	Pupil Survey 2023
6.1	The main threads of the survey were: <ul style="list-style-type: none"> • Typically children enjoy their learning, they feel challenged and learn new things daily. • The children feel listened to, their emotional needs are met and they are supported. • The children are proud to be part of the school. • There is a strong work focus. • There were positive responses in terms of language around safety, bullying and misconceptions. • The senior leadership team (SLT) works with support staff to ensure conflicts are closed down, resolved and that there is communication with children around that, resulting in less incidents and a shift in language which has been positive.
6.2	QUESTION: What was the training focus? ANSWER: Behaviour is very strong across the school. It was a chosen research focus on boys, as most of the behaviour stems from the boys and there is a fair split in gender in the school. Training was around language used to all children, particularly boys, making boys feel safe and nurtured, and how to address and pre-empt conflict. Most behaviour escalates from simple arguments. There was discussion about expectations around language. There was also bias training and assumptions around acceptable behaviour. Children can say unkind things as they don't have control over their regulation.
6.3	There is a trend for parents to be their children's advocates, as some parents

	have had a negative education experience and might be hypersensitive to their child's experiences.
6.4	Responses were compared with the two years before and after covid to look for trends in pupil perception.
6.5	QUESTION: Have responses to being happy at school changed? ANSWER: No, not really, with no fluctuations being more than 1 or 2%.
6.6	QUESTION: What does the evaluation of behaviour of other children refer to? ANSWER: This is children's perceptions of how they consider the behaviour of others which could be varying standards and this could be the rest of the class or just one child. It is interesting to see children who do not agree or disagree and this may be reflective of them not having any worries.
6.7	QUESTION: What actions will be taken from the survey? ANSWER: It has been shared with wider staff teams. It is important for them to be aware of children's perceptions.
6.8	Key findings will be shared on the website as part of wider marketing and recruitment.
6.9	Transitional videos have been completed for children moving into KS1 and KS2 as another mechanism for this.
7.0	Any Other Business
7.1	No other business was raised.
8.0	Any Confidential Business
8.1	The Chair or Clerk were not notified in advance of any Confidential Business.
9.0	<u>Glossary of Common Terms</u>
9.1	Governors were advised of the glossary of terms.

The meeting finished at 6:15pm.

Signed: _____ **Date:** _____

James Gowland

Chair of the Full Governing Body (FGB)
The Viridis Federation