

The Viridis Federation of Orchard, Southwold and Hoxton Garden Schools

Governing Body Sub-committee  
at Southwold School

On Thursday 12th November 2020 at 5.06pm

**Committee Members**

Richard Allen (RA)

Ian Rathbone (IR)

Alberta Senyah (AS)

Lenna Marson (LM)

Stephen O'Brien (SOB)

Noah Birksted-Breen (NBB)

Rachel Davie (RD)

Clerk: Anoushka Babapulle

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**1. Apologies /Consent for Absence**

No apologies.

**2. Governing Body Organisation**

**2.1 Membership**

Election of Chair & Vice Chair

Richard Allen nominated Chair by (IR) – No objections

Noah Birksted-Breen (NBB) nominated Vice Chair by (AS) – No objections

**2.2 Declarations of interest in items on the agenda & register of pecuniary interests for 2020/2021**

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**

No comments

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

*(NBB) queried how the final assessments for the apprentice teachers had gone*

They have passed their training and have begun their NQT year. Their end point assessment is undertaken by a different university to the one that does their training and the government have given an extension to when these need to be completed by. At this point however the school does not know when this will occur. The assessment is a formality which would not provide a cause for concern as the apprentices have already passed their training.

*(NBB) queried staffing and whether the remaining teaching position has been filled*

Staffing will be discussed in point 4 of the meeting agenda.

*(IR) queried if FSM children were being fed over half term*

The government issued a statement during the current week stating that they are putting a significant amount of funding into FSM for children during holiday periods in the next twelve months. The school at present does not have any further information with regards to this and holiday provision but will take appropriate actions when more information is received. The school are set up to provide FSM to children who are self-isolating and/or where a year group bubble has been closed. This is in the form of hampers from the catering company.

*(NBB) queried how the new RSE curriculum was going and if there was any feedback*

There were six consultation meetings across the federation which were well attended. Parents had the opportunity to respond but there were no responses. Each meeting lasted approximately an hour and most parents questions were answered during these meetings. The curriculum and planning was shared with parents during these meetings and they were informed they were welcome to come back and look at the planning again in the future. The consultation was with regards to the policy, but not how it is taught as parents can not make decisions about curriculum content or delivery.

*(RA) queried if there were any surprises in these consultations*

Yes. A parent at Hoxton Garden asked about the PHSCE curriculum and how it was being adapted to consider Covid-19. This is a good reflection point which will be looked at when the curriculum is reviewed this academic year.

*(RA) queried if this was about loss*

Yes. Hackney Education (HE) FKA HLT also have resources on bereavement and how the school can support families.

*(IR) queried if the situation with regards to laptop provision had improved*

The federation has undertaken a technology survey to see what accessibility is like at home. The school provides home learning via paper packs to families who need hard copies however home learning resources (for self-isolating children or in the event of future school closures) are also available on the school website where pupils can refer to the information online and then complete work in their school books. This is not so much the case for KS2 who use Google classroom. The technology survey suggests that families prefer a mixture of paper and online learning working alongside each other. HE will identify children that fall into the vulnerable category who will then be eligible for laptop provision however the school have no further information on this and the timeframes.

***(NBB) requested for the Governor pack to be sent in one PDF document for future meetings. Pending action for Spring Term.***

Minutes agreed.

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

Page 31. Curriculum and Standards: All pupils and staff returned in September. The current attendance is 96%. The current national statistic is reported to be approximately 85%

*(RA) queried if the recent lockdown (this began 5<sup>th</sup> November 2020) has made any difference to attendance*

Typically on a Monday attendance is lower than the rest of the week. On the day that this meeting took place attendance was 98%. Parents have been very supportive since the return to school from September.

In September there was a return to teaching the full curriculum. A key skills session has been added to the timetable the purpose of this being to either fill gaps in learning or to pre-teach missed content. These sessions are planned and are already having an impact on children's learning and progress.

The school has carried out its own Reception baseline in September which showed that approximately 25% of pupils starting at school were working at the expected standard. The areas of lowest attainment were Reading, Writing and Mathematics. This is a focus of the schools Early Years' action plan. SOB noted with regards to the baseline carried out by the school that there was a gap between girls and boys however there was not a gap with regards to PPG children. In the Early Years' action plan there is a focus on the provision for boys' and ensuring they are accessing all the areas in learning in order to close the gap.

*(RA) queried how much the school expected the 25% figure to change in the coming months*

This will steadily increase over the year. The next assessment will be at Christmas and is expected to be approximately 40%, Easter 50% and finally at the end of the year it is expected that 70% or more of pupils will be on track. This is when GLD is recorded.

*(RA) queried if there was emotional and wellbeing assessments of pupils when they start or is this picked up in other ways*

Social and emotional development is an area of learning in Early Years' which is taught throughout the curriculum. SOB noted that this year across the three schools pupils starting in Early Years' are the most settled they have ever been. In the past parents were allowed into classrooms for a first period of settling which would last between 20-30 minutes each day for a few weeks however due to the present circumstances parents are unable to do this. This year parents drop their children at the gate which meant children adapted very quickly to coming into school and settling independently.

The Year 1 phonics check did not happen in summer 2020, however this will now happen at the beginning of Year 2. There was a baseline assessment when pupils returned and the phonics teaching has been adapted accordingly. The key skills sessions in Years 1 & 2 focus on phonics and teaching sounds that the children may have missed learning.

It is expected that the Year 4 Times Table check will go ahead this year as planned. Every two weeks pupils are doing an online test and in the weeks in between they are doing a paper test. Assessment data from these tests show that the pupils are making good progress.

KS2 SATs are expected to happen in summer 2021. There has been mock testing and the data shows that with regards to Reading and SPAG pupils are where they typically would be at this point of the year, however with Mathematics it is lower than normal. This is the same across the federation and is true of other schools in Hackney. This may be because parents are not as confident to teach their children mathematics at home. The nature of arithmetic also means that it needs to be practised daily and pupils may not be practising as much when learning at home. As a result of testing outcomes Year 6 pupils now have an arithmetic session every morning rather than doing early morning work.

*(RA) queried if SATs were happening when they normally would*

Yes it is anticipated they will happen as normal in May 2020.

*(RA) queried the Year 6 transition to secondary school and how it was going and if it was different from before*

Most secondary schools have held online tours of the school but some have done tours on site where visitors were required to wear face masks. Every child in Year 6 has applied for their secondary school.

*(RA) queried if this was the same spread of applications as was normally expected*

It is widespread and pupils tend to go to lots of different schools.

Page 31. Quality of Teaching and Learning – 46% of teaching is Outstanding. There are three new teachers on the teaching profile. Two of these teachers are graded good and have come from other Hackney schools where they are used to the systems and routines that are utilised in Hackney such as Destination Raeder and Daily Supported Reading. The third teacher is graded as requires improvement and has come from another borough of London. This teacher is on a New Teacher Induction plan to support them.

There are two apprentice teachers one in Year 1 and one in Year 6. They are currently on placement at Orchard for six weeks. There are two NQTs on the teaching profile who were last year's apprentices. All of whom have school based mentors and half termly action plans.

RQTs are having an additional 5% of time out of class to make up for the time lost due to the partial school closures.

SOB noted that CPD is also in place for support staff which occurs every Wednesday.

*(NBB) queried with regards to the teacher who requires improvement and the support in place if there was a timeline of when it was expected they would be consider good*

Yes. The individual CPD plan works on a six week basis. There is an initial six week plan and if necessary another six week plan will be put in place however typically by Easter a teacher who is graded requires improvement should be graded good. If this was not the case this would escalate further and may result in a formal process being followed.

P.31 Behaviour & Safety – When this report was written there were no exclusions however SOB noted at the next meeting there will be reference to a fixed term exclusion.

There was a socially distanced 'Pupil Voice Fayre' and during 'Democracy Day' both Head Boy and Head Girl were elected, as well as deputy Head Boy and Head Girl.

This year the school have started the Wellbeing and Mental Health in Schools (WAHMS) project. This means a CAMHS worker is in school and their role is utilised to bridge the gap between school and external services. They are not working specifically with children but are supporting the DHTs with their caseloads.

*(RA) queried if this was a Hackney wide project*

Yes. Hoxton Garden was part of the project last year and Orchard and Southwold have joined this year.

P.31 Operational Data – There are 387 pupils on role at Southwold. There are number of nursery and in-year admissions joining the school in the next week. SOB noted high mobility however both the Reception and Year 1 cohorts are very stable meaning as they move up the school the year groups will stay full.

FSM has increased because of lockdown as parents have needed access to FSM hampers.

Targets for Year 2 & Year 6 are broadly in line with the targets that were set last year. At Christmas there will a better indication of how students are doing working towards achieving these targets as currently there is only one set of internal data whereas by Christmas there will be three sets of internal data to compare.

P31. Current Risks and Priorities – The school is thinking about curriculum bias constantly whilst reviewing the new curriculum. With regards to phrasing SOB gave the example of corn and Christopher Columbus' 'discovery'

of it. It isn't that Columbus discovered corn as it already existed rather that he found it on one of his expeditions. The school recognises that the curriculum and phrasing can instil a bias from a young age and is reflecting on this seriously going forward.

*(RA) queried with regards to risks and COVID-19 that there is a lot of risk management taking place; how does that get recognised by people*

The risk assessment is updated every four weeks. There is a new temporary risk assessment in place to account for the recent lockdown period until 3<sup>rd</sup> December. Staff who were previously shielding are now shielding again. There is one staff briefing a week which is dedicated to cleanliness and hygiene procedures. The school also changes and adapts in response to the national picture.

*(IR) queried with regards to Democracy Day if when things eased would he be able to visit the school and speak about democracy*

Yes. Local councillors would normally be invited into school for Democracy Day but this did not happen this year because of COVID-19 and limiting visitors on site.

This year is very different and the school will be unable to do things like the carol service at Christmas and other annual events on the school calendar such as 'Bring a Dad to school'. Where possible the school has made amendments for example in 'World Week' a community video was made and posted on the school website, which received a lot of positive feedback from parents.

*(NBB) queried with reference to EYFS curriculum reforms will Governors be informed in future meetings how this is going*

Yes. This can be scheduled into the Spring / Summer meeting.

## **5. SIP 3 Report**

Pages 32-33 – There has been another SIP visit since this SIP report was written. This year the school has a new SIP. The focus of this report was the provision during the partial closures and planning on the reopening of the school. These plans have been put into place in the lead up to and during the full reopening.

RD noted that HE maintained the system of the SIP throughout the partial closure of schools which was important so that the local authority could see how schools were and how they were responding. There will be three SIP visits this academic year. The reason for the change in the SIP is because there is a rotation of the person who supports the school every three years. This quality assures the service received but also ensures the school is robustly challenged by people who are less familiar with the school context.

On page two of the SIP report there are five areas of foci which have been already been put in place or are currently being implemented.

## **6. School Development and Evaluation**

### **6a: School Development Plan**

Pages 34-42 – On the left hand side of page 34 the statutory data returns is the data from 2019 because there was no data submitted for summer 2020. The internal assessment information is the Spring data point when school closures took place. SOB noted as the school was rated Outstanding there are no areas of development under the Ofsted section. On the right of page 34 are the actions that come from the information on the left.

With regards to Behaviour & Attitudes SOB noted that school has been very settled since the return in September. There have been very few behaviour incidents. One of the reasons may be that children don't have the opportunity to mix with other year groups as they are in year group bubbles. RD noted the school are very mindful of the

inability of children to mix with each other another example being that children are working less together in groups as they can't be facing each other in close proximity. There is forward planning on what impact this will have as some areas of pupils social skills will not develop as rapidly as in a normal environment.

In terms of staff wellbeing school has been reiterating to staff that once they have finished their work they should be going home to ensure a good work/life balance.

### **6b: Self Evaluation Form**

Pages 43-44 – This celebrates the achievements and all the things that are being done in school. In the green boxes are all the areas of development that come from the school development plan. SOB noted the reported data on both the School Development Plan and the Self Evaluation Form is from 2019 due to the partial closures.

### **7. Consideration of strategies for communication with parents, website & enrichment in light of Covid-19 context**

The school day is now staggered and as a result there is often more opportunities to engage with parents as the school gates are open for longer. There are less opportunities for parents to come into school due to the limitations on visitors therefore parents need to book appointments to speak to teachers and this is facilitated via telephone calls home.

The school utilises the website as another communicate tool for example coffee morning videos are posted to the website as coffee mornings are unable to take place. There has been positive feedback regarding this and having this online provides the opportunity for potentially all parents to attend coffee morning where the majority of parents were unable to do so when it is held on site.

Each of the schools offer as an alternative to coffee morning parent drop-ins where parents can book a session to speak with an Inclusion, Curriculum lead or another member of staff pertinent to the concern they may have.

The school website is updated continuously and has clear and user friendly access. There is up to date information regarding COVID-19 and the school risk assessment on the platform which provides transparency to parents and the wider community.

Text messaging is also one of the main forms of communication to parents.

As soon as possible the school hopes to be open to more on site events but the viability of these will be managed respecting the whole school risk assessment.

RD noted that 'Meet the Teacher' videos were posted to the school website which were very well watched. The school is able to track user interaction on the website and there is a good level of users watching the content that is being uploaded.

With reference to Enrichment opportunities the school has maintained access to Chess, Gardening, Cycling and Peripatetic lessons which are all risk assessed. Local trips are being encouraged as well as on site workshops.

*(NBB) queried if the parent survey had happened yet*

This will occur on the Autumn Term parents' evening as if it is left to late in the year it gives less opportunity to respond to parent feedback.

*(RA) noted this all looked really good particularly around how COVID-19 is being managed*

*(NBB) noted well done and echoed (RA) sentiment that all looks excellent in adverse conditions*

**8. Any Other Business**

Meeting Finished: 6.10pm.

**9. Glossary of Common Terms**

Hackney Learning Trust (HLT) to be updated to Hackney Education (HE)  
Wellbeing and Mental Health in Schools project (WAHMS) to be added