

**Governing Body Sub-committee
For Hoxton Garden School**

On Thursday 10th March 2022 at 5pm

Committee Members

Laura Theobald (LT)
Victoria Crawford (VC)
Hannah Lownsborough (HL)
Rachel Davie (RD)
Rachel Adams (RA)
Claudia Moreira (CM)
Hayat Omer (HO)

Clerk: Beverley Shore

1. Apologies /Consent for Absence

No apologies

2. Governing Body Organisation

- Membership – remains the same
- Declarations of interest in items on the agenda and register of pecuniary interests for 2021/22
HL mentioned that she has just been approved as a foster carer for LBH and wanted to check if this needed to be added. RD congratulated HL and has made a note to cross check. All Governors should review the register, the terms of reference, code of conduct and the calendar.

3. Agreements of minutes from previous meeting and actions

There were no actions from the last meeting. Governors agreed the minutes.

4. Headteacher's Report Spring Term

The teaching profile remains stable. There are three RQT's and three ECT's and one apprentice teacher in the profile. The apprentice teacher completed a KS1 placement at Orchard in the first half of spring term. The teaching profile is good or better, the teacher observation overview and teacher profile demonstrates effective practice. Effective practice supports the data and strengths are seen in teacher modelling which is clear and well-pitched.

Weekly CPD has continued through extended briefings and staff meetings and professional development for senior leaders.

96% of children have met at least 2 IEP targets and 86% of the lowest 20% readers have made at least the expected progress across the monitoring period. In house data shows that the progress of disadvantaged children is broadly in line with all children. The teaching of phonics is effective and responsive to need, the Year 1 cohort is on track to reach at least national 2019 (benchmark).

There have been no exclusions or incidents of bullying this term, the school continues to hold the weekly parent coffee mornings and attendance has increased, this is because we have reintroduced EYFS and KS1 sessions.

The data collection round was completed at the end of autumn term, this has been analysed and pupil progress meetings have taken place.

Table 1 shows that most children in years 2 – 6 have reached the expected standard in all subjects and attainment is in line with previous years. The percentage of children working at greater depth in years 2 – 6 is broadly in line with last year in all subjects. At the last meeting, there was a discussion about Year 1 reading attainment. The school has worked to ensure an increase in attainment in Year 1 which can be seen in the data. Year 2 shows an increase from 63% to 71% for the same group of children. There has been some mobility in that cohort with 4 new children, 2 of them have low ability so reading remains a focus for Year 2. There have been chosen interventions taking place as a result of the data and to close the gap quickly.

Table 2 shows value added progress, typically children in Year's 2 – 6 have made better than expected progress in all subjects. The group of Year 2 children have made significant progress. The Year 6 children have also made significant progress.

Table 3 shows value added progress for key groups of children. All but 2 groups have made better than expected progress in all subjects. The EHCP children are making significant progress. There are 2 groups that are not making the expected progress, this is SEND and the Black Caribbean pupils. Having looked at the data it shows that this is two pupils who have returned to the UK after a 2 year absence. The children have not made any progress from their point of leaving. They are receiving speech and language support, 1-1 reading and support for literacy and maths. The children have been given IEP targets and their provision and progress will be reviewed half termly.

The pupil roll is stable and the total is now 346, 51% of children are PPG and 16% are SEND. Attendance is currently at 95.9%. Years 2 and 6 are on track to reach the targets.

The school has been focusing on maths and the deep dive identified precision with written reasoning answers and marking as a clear next step. Teacher observations overview identified that the EYFS need to carefully plan literacy and maths opportunities for the outdoor area. This is particularly important as a result of the restricted outside access due to the façade works, the scaffolding has now been removed.

VC asked in regards to the 2 children who missed 2 years is there an option for them to repeat years.

RA replied that the school does not hold children back to repeat years, sufficient provision is put in place for the children to catch up. The children have targets set and are receiving speech and language support, precision teaching to teach with reading and writing skills, and one to one reading. One child is in year 4 and one is in year 5, the year 5 child will have small group teaching as well towards the end of the summer term.

VC asked if these children were taken out of the data for those groups would the rest of the group show progress.

RA replied that yes they would, it would look very different but they needed to be counted in.

HL said that she is aware that Hoxton was a receiving school for some children from Afghanistan, how are these children doing and how is the school finding it.

RA replied that the 6 pupils are developing spoken English and they have integrated successfully into the community. The support from The City of London ends at the end of this term, the school are looking to host a celebration for the children to celebrate their success.

LT said that it is great to see the progress Year 2 are making in reading, and now the focus needs to be on maths and writing.

RA said that the team have been regularly meeting with the Year 2 teachers about provision for individual children and what support they need. The children have regular assessment check points and the provision reviewed fortnightly.

LT noted that Year 5 are still making value added above and beyond, but compared to Year 6 they don't look as strong, is that a worry or is it normal in terms of results.

RA replied that it is normal as Year 6 have accelerated progress for Year 6 with interventions with Deputy groups. Year's 4 & 5 are above expected progress but not as high as other year groups.

LT asked about staff attendance, how has it been recently with COVID and restrictions being lifted.

RA replied that there has not been a confirmed case of COVID for staff or children for a number of weeks. Staff attendance has been very good, there was significant spread of virus before Christmas. Most staff have had the virus at least once.

VC asked do the Governors ever see reports on staff absences.

RA replied that staff absences are monitored by the Head and there is a process but are not reported to Governors.

RD said that this is reported in the IDSR and it has tracking figures over time. The school looks at this data when it is released around November.

5. Provision for SEND/disadvantaged/vulnerable pupils

The school has 65 children on the SEND register, 19 of those children have EHCP, the school has the highest need for speech and language, and 16 children with ASD. The school looks at this provision in 3 wave tier.

Wave 1 children are approximately a year behind their peers, they have a universal offer of support, first quality teaching, differentiated lessons and they may receive 1-1 support in reading. These children are tracked in line with all children and the school does data collection, pupil progress, book looks, and scrutinises regularly.

Wave 2 children are more than a year behind their peers, this can be children on the SEND register, children with low level funding from their EHCP. These children have targeted support, they will have support in class for maths and literacy, a range of interventions such as 1-1 one reading and speech and language. These children also have individual education plans where they have specific targets as they may not be making the expected progress in line with all children. These targets are being reviewed in the spring term.

Wave 3 children are the EHCP children with level 4 or 5 funding, and are significantly behind their peers. These children have everything else the other children have but they also have specialist support, maybe from specialist teachers or behaviour support or specialist speech and language. A much higher level of support is in place which is reviewed annually.

The above children's support is managed by the SENCo and the Deputies and they do regular reviews, looking at books and doing learning walks and oversee the provision, this in an ongoing provision.

Just over half of the pupils are disadvantaged and eligible for PPG, the school invests in a speech and language teaching assistant. Enrichment opportunities, small groups interventions run by the Learning Mentor, they have access to a number of clubs, ASC, breakfast, homework, curriculum clubs. Some children have access to therapeutic support from Unlocking Potential.

These children are tracked in line with all children, all teachers are aware of which children are disadvantaged so that a special eye can be kept on them and then they are discussed during the pupil progress meetings. Some of the disadvantaged children will also fall into the SEND group. The data shows that disadvantaged children in line with all children.

In terms of vulnerable children, the school has 6 looked after children and 2 children on child protection plans. There are no children on child in need plans. In terms of the 6 looked after children are from 3 families and they are all accessing therapy from Unlocking Potential. RA oversees the provisions for LAC and virtual schools are heavily involved, regular meetings are held.

2 children are on child protection plans and have been for quite some time, 1 child has an EHCP with complex needs, the other child is accessing support from Unlocking Potential and has learning mentor support.

LT asked what is the difference between a child protection plan and a child in need plan.

RA replied that a child in need plan is where a concern has been identified but it is voluntary for the parent to be part of the plan that is led by a social worker. A child protection plan means that it is compulsory for the parent to be part of the plan.

LT asked how are SEND funding levels monitored over the years and hopefully the children are making in line progress so they do not fall back, does the school apply for the funding or the parent.

RA replied the school looks at the provisions put in place if the school feels they need additional funding they apply for this. A child has recently been awarded additional funding due to the need for more support. This is assessed by Hackney Education and a decision made about funding.

6. Outcomes and actions from parents survey

There has been a significant increase in responses over the last 2 years, the survey was done in November and there were 172 responses, the data is more meaningful when there is a good response.

It was a very positive response from the parents, questions with highest positive responses

- 99% agreed or strongly agreed the school provides a good education for my child
- 99% agreed or strongly agreed my child feels safe at school
- 98% agreed or strongly agreed the school is led and managed well
- 98% agreed or strongly agreed that the termly reports are useful
- 98% agreed or strongly agreed the office staff are friendly and welcoming

Questions with most negative responses are the same things as the last survey, focused around coffee mornings, website, and listening to views. The positive thing is that around coffee mornings, the agreed or strongly agreed they are useful has increased from 46% to 70%, 28% didn't know compared to 48% previously, more parents are attending. Coffee mornings are advertised widely and links for the coffee morning are sent every week, there is also a weekly raffle. The reading sessions have caused an increased the attendance at coffee morning.

In terms of the website 88% agreed or strongly agree they find the school website useful, this is an increase from 84% last year. 9% did not know about the website, the school is uploading more information and sending regular links to parents to encourage them to use the website.

The communications officer ran a coffee morning all about the website to show parents the information that is available.

The percentage of people who agreed or strongly agreed that the school listens to my views and suggestions has increased from 65% in 2019 and 73% in 2020 to 88% in 2021. There has been a big increase about how the parents feel. The school continues to have the suggestion box and all suggestions are responded to.

In terms of comments, it was lovely to read the comments, most positive comments where around positive communication, positive staff attitude how friendly staff are, and opportunities for parent participation and coffee morning and child progress and well-being.

The school is very pleased with the survey but will continue to work on coffee morning attendance and parent's access to the website and to be able to use it effectively. The school will continue to listen to and acknowledge parents comments and views and support as they can.

HL said that this is brilliant and a massive achievement, 172 responses is brilliant. Amongst the non-responders is there a common link? Also who does and doesn't engage with coffee mornings, male or female.

RA replied that 95% of parents who attend coffee morning are female, when the school did the significant male day there was a good turn out but the dad's really needed directing to introduce themselves to each other. Obviously some parents work or have other commitments, there are a committed group of parents, some parents drop in for particular sessions. English as an additional language is always a barrier, the school does encourage the parents to bring a friend to help with the language barrier.

HL asked if are there shared characteristics of parents who do not complete the survey.

RA said the survey is done on parents evening, she does not believe that there is a shared characteristic group of parents as they are all encouraged to complete the survey even if their appointment is at a later date and doing catch up meetings.

VC said that she was aware that virtual parents evening were a success, are they still virtual.

RA said that the school has returned to face to face meetings, it is important to have these conversations, some parents have been offered virtual meetings if they are working or cannot attend for other reasons. This is to ensure that school is reaching all parents, particularly those parents that do not attend school regularly.

LT asked does it tend to be mums who attend the coffee morning.

RA replied that mainly mum's but occasionally grandparents, popular coffee mornings are the ones that include activities with their child. Some need to be adult only as the school is sharing information, ie online safety.

LT said that it is brilliant that the school has increased the % of parents who agree or strongly agree the school listens to their views and suggestions year on year. Are there any suggestions or views that can be shared that the school has acted upon.

RA said that because the doors were closed for a few years, the main suggestions were can they come back and be more involved and this is happening. There have been lots of parental involvement recently, bake sales, school fairs, art days, and significant people coming into school days.

VC asked do the school do open days for prospective parents.

RA explained that she runs tours every Thursday and Friday afternoon.

RD said that these numbers are now being tracked, the website has a direct link to the tours page, this is because of the competition across the borough for children for spaces due to falling school numbers. This is tracked every half term to see the impact of the initiatives for drawing in new families and the community. There will be some term by term comparative data to share in 2 terms time.

LT said with regards to the community things going on within the school is the school back on track and taking children on trips is this back to normal.

RA replied, yes the school is back on track with workshops and trips, with equal opportunities across year groups and across the 3 schools. A group of school council children went to Orchard for a cross school meeting today.

VC asked did extended school hours come up a lot in the survey as there had been a conversation about that in the full Governors meeting.

RA replied there were no comments about that.

LT said that the school has breakfast club and ASC, if they have the full provision, what times are these.

RA said breakfast club is from 7.45am and ASC is until 5.45pm, not many children access both on a regular basis, some come every morning, some come every afternoon but not both. Some parents do access both sessions on odd occasions when the need arises.

RD said that the question regarding ASC was raised regarding the SW ASC provision, what RD is doing now is reviewing the capacity and numbers in attendance at the 3 schools to pick up trends and patterns and to ensure the terms and conditions are consistent across the 3 schools. Hoxton has the least take up of ASC provision.

VC asked as part of that are you doing any competitor analysis.

RD said yes all schools within the walking radius of the 3 schools. Not all schools run ASC or wraparound care, some schools take children from other schools Orchard used to do this but stopped when it became a 3 form entry.

7. Any Other Business

LT asked have any Governors attended any training, she has attended some and will share the information. If you have attended any sessions or safeguarding please feedback to the committee. Rachel has shared a lot of good sessions.

VC asked do we need to do the safeguarding every year.

LT said that is the expectation but there are versions of the training and they are helpful to refresh.

8. Glossary of Common Terms

9. Meeting closed at 5.55pm