

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

**On Thursday 18<sup>th</sup> July 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

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**1. Apologies /Consent for Absence**

No apologies were required.

**2. Governing Body Organisation**

- Membership – remains the same
- Acknowledgement of TOR
- Declarations of interest in items on the agenda and register of pecuniary interests for 2021/22
- Code of Conduct
- Governing Body Annual Calendar 2021/2022 (draft 2)

**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**

- Data Outcomes
- Quality of Education
- Behaviour, safeguarding and well being
- Current risks and priorities

Data was collected in June and the school tracking shows that the majority of pupils in Years 1,2,3,4 and 6 are working at the expected levels in all subjects. In Year 5 the percentage of pupils on track in all areas is below that comparable with previous years. This is because there is a small cohort and there are four children who are new to the UK and English.

Internal moderation and pupil progress meetings have taken place for all year groups to quality assure the assessments and teachers in Years 2 and 6 have been involved in cross site and borough moderation. Teachers from Year 2 and 6 are borough moderators and have taken part in training and experience has been filtered into the schools processes.

The data shows that all year groups have made above the expected progress from June 2021 to June 2022, the least progress is in Year 5 as a result of new entry pupils to the cohort and English. Comparison data analysis shows without the new children included in the data measures progress is comparable with all other year groups.

The significant groups are making more than the expected progress in all subjects. There are 2 children in the Black Caribbean group who have returned to school after a two year absence and this is impacting on the data. These 2 children are on the SEND register and are receiving a number of interventions to enable them to catch up.

End of Key Stage data shows that in Reception 75% of children are at a good level of development. At the end of Key Stage 1, Year 2 children who have reached the expected levels in reading, writing and maths is in line with if not better than national average.

The school is very pleased with the Year 6 results, 89% passed the reading test, the school has asked that one child's paper is relooked at as the school has identified 2 questions where she should have been given marks and was not, she was just one mark off.

Maths was 95% and writing was 89% with a strong combination well above national average. 44% of the Year 6 children achieved greater depth in reading, 55% in maths and 60% in SPAG, a good set of end of year results.

When the report was written 22% of the teaching staff were outstanding but it now sits at 45% due to summer assessment taking place, one staff member that required improvement but she has resigned and is leaving at the end of the academic year.

Teaching across the school is consistently good or better, all ECT's are making good progress against the teaching standards through robust support plans, they will be moving on the ECT 2.

One teacher has taken place in the Developing Excellent Practice Programme supported by our primary consultant with successful impact.

Typically pupil books show good progress over time across the curriculum. Classroom environments and pupil outcomes demonstrate a consistency of high expectation across the school.

84% of children in Year 1 passed the phonics screening test. The school has achieved the Inclusion Quality Mark Flagship Status and the Eco-Schools Green Flag Award with Merit and are waiting for the outcome of the application for the Primary Geography Quality Mark – Gold.

Two teachers are leaving Hoxton Garden at the end of academic year, one teacher has been promoted and is taking up the post of Assistant Head at Orchard. The school is fully staffed for September.

Since the last report one child has received a fixed term exclusion, the child is in Reception and is receiving a bespoke education and there have been no further exclusions. The school has made an application for an EHCP for this child and were informed today that they were successful for an assessment for an EHCP.

There have been 32 behaviour incidents to date which is fewer than the previous term. The school has received the allocated reception list and the numbers are 42 children, 29 of which are transitioning from the nursery. Induction and one to one meetings have taken place as well as visits to current nurseries to support the transitions.

Pupils at Hoxton Garden has reached an all-time high with 356 pupils on roll, attendance is currently at 95.9%, and this is broadly in line with the nation figure.

Current risks and priorities include revising the maths curriculum across the school to ensure that reasoning and problem solving are taught efficiently across the school. The school has recruited and will induct a new EYFS phase lead, there is a programme in place for this. The school has also recruited and will induct a new SENCO.

The school will continue to ensure rigour in timetables teaching and learning to accelerate progress for key groups of pupils, the end of year multiplication checks were strong.

The school will continue to focus on the pupil roll in light of the falling roll in Hackney, and to ensure a continued focus on well-being for pupils, parents and staff.

LT said that it is good news about the pupil roll and wanted to ask on the attrition of teachers is it normal about 2 teachers each year, how does it compare with previous years is it anything to worry about.

RA replied that the school is not worried in light of previous years, there was a discussion around one teacher remaining at Hoxton and it was not sustainable and the resignation was received. The other teacher is moving to Orchard in a promoted roll, the SENCO is moving abroad and a final member of staff is moving to be closer to home.

LT asked looking at the Black Caribbean group it seems odd they returned after a two year absence, was it due to the pandemic.

RA replied that this was a safeguarding family with 4 children and sent the 2 oldest children to live with family in Jamaica. The children were not 'at expected' at point of exit and did not make any progress in the two years while they were away.

HL asked if the children have EHCP's or statements.

RA said they are on the SEND register and are receiving lots of support and bespoke learning but they do not need EHCP's.

VC asked has the Year 5 been a small cohort all year or is it a recent thing.

RA replied that it has been relatively small all along and they were a collapsed year group with another year but then they were separated out. The school has had a couple of new entries so the group is growing and now have 39 children and one joining in September as they go into year 6.

LT asked will they be in 2 groups next year.

RA replied they will be in 2 smaller groups and also key children will be working in Deputy Headteacher groups.

VC asked what was the subject in the Excellent Practice Programme?

RA replied that a number of teachers across the Federation took part in the programme focusing on assessments, they were able to go into each other's schools and watch each other teach. They worked alongside a consultant reflecting on their own practices, re-teaching with observations and did a final reflection on what they had learnt from that practice.

RD explained that this is an opportunity to refine practice and to enhance those identified areas. The teachers do a write up at the end and in all the years this has been the most concise and impact driven report. It is a model the schools will continue to use to engage our stronger practitioners.

LT asked about fixed term exclusions, what sort of period was that child out of the classroom.

RA said that she did 3 ½ days out of the classroom, the child is on the school's child protection list and is now a LAC, it came to a crisis point and enabled the school to re-evaluate and put in place some bespoke support and learning.

HT asked when you have a LAC is it easy to maintain a relationship with the foster carers.

RA said the school established a relationship with the foster carer, this child has a communication book and the school speaks to the carer regularly.

RD said that in terms of LAC the school has one point of contact person within the senior team who is a designated safeguarding lead and they will be responsible for the family. The relationship with these families is important and the schools take feedback from the carers.

LT asked just on the EHCP that has been successful for this child what does that change in terms of provision for her.

RA replied that the assessment is yet to take place but it helps the school to identify more bespoke support that is needed and more professionals will be involved. It will also release funding to help put in place 1- support and therapists.

## **5. Consideration of SIP 2 Report**

This report is from the spring term visit, the school have been working on a number of areas with the SIP. One of the areas is the maths curriculum to make sure the answers are accurate and the marking supports progress. The school has also been looking at pupil voice for SEND children, this has been very successful. The SIP report also looks at data but this was already been discussed, the SIP also discuss the looked after children.

Areas of strength that were identified by the SIP include Senior Leaders have an accurate understanding of the quality of provision in each classroom and of the learning needs of individual children. Training and support for teachers is tailored to individual needs. Marking in literacy books is specific and personalised and has a positive impact on pupil progress. The positive impact of a range of targeted support for pupils with additional needs is evidenced in books.

The maths lead gave a presentation of the work that he has been doing to support the teaching of reasoning. Books were looked at noted how the provision has shifted and children are given more precise answers and how the marking is supporting that progress.

Looking at the learning of SEND pupils to ensure that their support is coordinated, the SIP did a shared book look and the deputies also looked at the provision of individual children and how the school is supporting independence in individual children.

There was an opportunity for the SIP to speak to some of the SEND children so they could talk about their provision and how they perceive their learning in the classroom.

VC said a lot of the focus seems to be on SEND children and was wondering about the higher ability children. Has the SENCO's reduced days and resignation been disruptive?

RA replied that the SENCO has supported the children and staff. Transition and handover are in place. Children working at greater depth are tracked in line with other children.

LT said the attendance at 95.9% is good but the report said there were concerns about fining parents to have an impact on the persistent absent pupils. Did anything good come of that?

RA replied that the fines issued by Hackney do have to be paid and if they are not paid there is a process around that. The team meet regularly with Hackney's school attendance officer and discuss attendance particularly those causing concern and agree an action plan. Most fines are due to term time holidays, there will be some fines issued in September.

RD said that the issue identified in the SIP report was around how quickly those items were being actioned by Hackney's attendance officer. Particularly after the COVID period of time and making sure that the systems were robust enough. The SIP reports are an opportunity for the school to feed that back to the local authority.

The current national attendance is 88% and all 3 schools are significantly above that at 95%, the school is in a very strong position because of the in school work done around attendance.

## **6. Hoxton Garden School Development Plan & Strategic Planning for 2021/22 review**

The school has been working on ensuring that the teacher workload is manageable and policies are in place to support this. There have been insets for staff well-being, the school has an open door policy so staff can talk to the senior team at any time, Deputies do regular check in's on staff. The staff survey was recently done and results will be shared at the next meeting. The school works hard to ensure that staff are well looked after and cared for.

The school need to ensure high standards of provision are in place for our key groups, SEND and other vulnerable groups. The data shows that progress for those key groups are better than expected, disadvantaged pupils perform as well as if not better than all pupils in the school.

The school will continue to maintain the public profile of the school, making sure that the school is out there on social media and best practice visits.

Highlights of the quality of education include looking at the quality of teaching through the support given, modelling questions, assessment marking and feedback to maximise the impact on children's learning.

Apart from one teacher all teachers have been graded as good or better for teaching. The strengths from observations show modelling and differentiation are very effective.

The school has been focusing on timetables and teaching especially in year 4 to ensure the children make accelerated progress. Over 70% of the children did get 100% or more in terms of their timetables, this will continue to be a focus.

RA the school is looking at 70% at Hoxton compared to 30% national average (predicted).

RD said that the number of children across the Federation that scored below 14 was a very tiny number in our SEND children everyone who didn't achieve 100%, the 85% was also very strong it was a really great turnaround.

LT said it is still early days since that test was introduced have you seen any improvement in maths overall because of it.

RD said it is early days, this is the first year it has been done, it has been in the pipeline for 4 years but this was the first year that we have done it. Next year there will be benchmarks around it.

In terms of behaviour and attitudes, attendance is something the school is always focused on as they cannot get the result that have been shared today if the children are not in school every day. Attendance is a hard task and is worked on daily as a result of the hard work the attendance rate is very high.

In terms of personal development the school continues to work on pupil voice to make sure the children have opportunities to be leaders in the school and contribute to the wider community and curriculum. The children having greater opportunities to articulate what they are doing to wider audiences which is good for self-esteem and confidence.

RD said that the school will have a new SIP next year as we have had our current one for 3 years, she is semi-retiring from Hackney.

The school will also be undertaking supportive reviews next academic year, these will follow the same procedures as Ofsted with some deep dives into specific areas, across all 3 schools.

LT asked where the themes across all 3 schools the same or different to the different schools within the Federation.

RD said they will be responsive to the different schools with individual threads for it to work in the best interest to the schools and key areas. Some of the deep dives will be reading and maths and others will collaboratively be decided between the schools and Ofsted.

LT asked when this will be in place.

RD replied that Hoxton will take place in the autumn term. Probably November. The SIP does 3 visits a year this will be in place from September, confirmation of who this will be should be sent in August and will then be shared.

LT asked that because of the heat today, was the school able to manage the staff and children's wellbeing.

RA replied that children did not go into the playground because of the heat, water was available and regular checks were made on staff and children. PE lessons were cancelled.

RD said that there was a pre-risk assessment in place and new fans had been brought for all 3 schools, one identified class across the Federation had to be re-located, this was not at Hoxton.

VC asked where nursery and reception only.

RA replied yes the school was open in its full capacity, there were lots of phone calls asking for information.

#### **7. Any Other Business**

No other business.

HL said massive congratulations on another successful, year.

LT said the results were all very good and the school has done well. Is there a national average for Hackney.

RD said Hackney was 67% so the school is doing substantially better.

#### **8. Glossary of Terms**

**Meeting closed at 6pm**

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