

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

Held on 21 March 2024 from 5pm to 6.10pm 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	2/2
Claudia Moreira (CM)	Staff Governor	08/24 (T2)	Y	2/2
Hannah Lownsborough (HL)	Co-opted Governor	08/26 (T2)	-	Maternity Leave
Tolu Ojo-Williams (TO)	New Governor	09/27 (T1)	Y	2/2
Rachel Davie (RD)	Executive Head Teacher	n/a	Y	2/2
Others in attendance				
Rachel Kinder (RK)	Headteacher, Hoxton Garden School	n/a	Y	2/2
Clerk				
Jane Ware	Hackney Education	n/a	Y	2/2
Governor attendance at this meeting			100%	
Governor attendance year to date			100%	

PART ONE: Non-Confidential – Main Business

1.0	Welcome, Apologies and Consent for Absence
1.1	The Chair welcomed all to the meeting of the Sub Committee for Hoxton Garden School.
1.2	There were no apologies, and it was noted that HL is on maternity leave.
1.3	The meeting was confirmed as quorate.
2.0	Governing Body Organisation and Membership
2.1	Viridis Terms of Reference
2.1.1	Governors acknowledged that they had read the Terms of Reference.
2.2	Viridis Register of Business Interests
2.2.1	No declarations of interest were made.
2.3	Code of Conduct
2.3.1	Governors confirmed that they had read the Code of Conduct.
2.4	Governing Body Annual Calendar 2023-2024 and Governor Visits
2.4.1	Governors acknowledged the annual calendar and governor visits.
3.0	Agreement of minutes from the last meeting of 7 December 2023 and any actions arising
3.1	The minutes were agreed.
3.2	There were no actions.
4.0	Headteacher's Report – RK
4.1	<p>Highlights were:</p> <ul style="list-style-type: none"> ● The school did a data collection round at the end of Autumn Term. ● The majority of children in Years 1-6 have reached age expected standards. ● There has been a slight dip in percentage on track in Year 4 in maths and writing, identified children are receiving additional support to ensure that they catch up with their peers and additional data collection points have been scheduled for quality assurance. ● All year groups in all subjects have made expected or better than expected progress in reading, writing and maths. This is shown through the value added scores above 1.

- There has been an increase in children onboarding from closing schools, children who need support have been identified through baseline assessments and their progress is being tracked to ensure rapid catch up.
- Progress of key groups of children are in table 4, typically all children are making expected or better progress. Identified children in Years 4 and 5 are receiving additional support in reading to ensure rapid and sustained progress through borough intervention initiatives.
- The continuous professional development (CPD) programme is continuing, identified staff are working with other schools in the borough to support effective dialogue on pedagogy, benchmarking and sharing of practice.
- KS2 outcomes reflect that Hoxton Garden School is in the top 1% of schools in the country.
- In terms of behaviour and safety, there have been no suspensions or incidents of bullying or racism in spring term.
- Parent coffee mornings continue to be well attended.
- 98% of parents agree that their children feel safe at school.
- There have been a high number of in year transfers from local closing schools. For example, there are 10 year 5 children incoming, and parents are coming for a tour tomorrow, ensuring a thorough handover, the special educational needs coordinator (SENCO) has been regularly attending and observing them at their schools and some children are on education health care plans (EHCPs).
- The £1k per child funding with special educational needs and disabilities (SEND) from Hackney has not yet been issued.
- A bid was made for additional funding (for schools with pupil roll rise of over 7%) who entered out of census, because 23 children arrived out of census and £68k has been secured as an additional payment, however the children have been at school for six months and the money has only just been received.
- The strategy around school estates at Hackney level remains a concern as the systems in place are not supporting clearly communicated strategy.
- The EHT is on the falling groups advisory group to feed into borough decision making.
- Mobility is tracked in and out, including the reasons why children are moving, whilst there is a minimal number of children who leave, e.g. there have been none in spring term, whilst there were some in autumn.
- Pupil roll will change to 405 for the first day of summer term.
- Attendance is strong, increasing and continues to be a focus to make sure the children are accessing their right to a full education. Attendance is being tracked and is in line with expectations.
- Hoxton received a national award for attendance last year.
- Reading has been a focus for pupil voice in terms of children articulating their favourite choice of books and talking about what they are reading.
- High standards are being maintained in the playground to ensure successful integration for new pupils coming in.

	<ul style="list-style-type: none"> • Quality of teaching and learning is ensured by teachers who are good or outstanding in terms of their profile. • Staffing has remained stable. • Hoxton has two early career teachers (ECTs), in their first and second years. • A national professional qualification of leadership and culture was achieved by the Headteacher this term.
4.2	<p>QUESTION: Last year's year 3 looked OK, and year 4 looks like there might be a problem. Is value added compared with reception?</p> <p>ANSWER: No, this is compared with summer data (progress since end of previous year). Longer term progress is measured from the Reception baseline through end of KS2 data (Year 6). These outcomes will be available publically through statutory reporting. In school tracking looks at progress year on year (starting with end of Reception data).</p>
4.3	<p>QUESTION: Is writing usually the area of least progress until end of year assessments?</p> <p>ANSWER: There is lots of profiling in writing nationally, e.g. boys, who underperform nationally. When children do year 6 tests at the end of primary writing is a teacher assessment where reading and maths are tests. There are strong processes around moderation, to ensure a consistent standard. There might be more ambiguity at the beginning of the year as there might not be enough evidence to support end of year evidence at that time.</p>
4.4	<p>QUESTION: How do you measure handwriting?</p> <p>ANSWER: It is a national curriculum directive, tracked all the way through to the end of primary. Expectation underpins quality standards, transcription is embedded into curriculum delivery to ensure consistent application of age related skills.</p>
4.5	<p>QUESTION: The mobility and change within years must be a challenge?</p> <p>ANSWER: Typically if children are coming from another school in Hackney there is communication and transition plans in place. Children coming from outside the borough can pose more of a challenge to effective transition dialogue. In school transition structures therefore are robust.</p>
4.6	<p>QUESTION: Do you benchmark teachers?</p> <p>ANSWER: Yes, it is about qualitative judgements. Ofsted removed categorising lessons because of impact on teachers so benchmarking and evaluation is completed by leaders as an inhouse assessment model.</p>
4.7	<p>QUESTION: Do you compare yourself with other schools in Hackney regarding turnover?</p> <p>ANSWER: There is no published data on turnover locally. There is 87% stability across the federation which is consistently high. The federation benchmark through the marketing plan.</p>
5.0	<u>Consideration of School Improvement Partner (SIP) Report</u>

5.1	<p>Highlights were:</p> <ul style="list-style-type: none"> ● Governors acknowledged the first SIP visit for autumn term report. ● The context of the school, staffing profile and pupil roll were discussed. ● Outcomes of summer term were discussed, in terms of KS1, year 2 and year 6 outcomes. ● There were learning walks, book looks and pupil voice, identifying foci moving forward. ● There was a SEND focus, looking at the provision for identified children as well. ● The SIP looked at the wellbeing of staff as well as children. ● The next visit is next week and areas that were identified in autumn term included implementation of personalised assessment grids to measure progress of children in writing and maths, as evidence of working and meeting end of year expectations, and some children who are working significantly below their peers have a slightly different grid. ● These grids were implemented in autumn and they have been reviewed and refined to support accuracy judgements. ● Provision in reception and year 1 has been reviewed to ensure it is of a high standard. ● There is provision impact of feedback and marking in years 1 and 4 to identify areas for development and putting support in place, and this work will continue.
5.2	<p>QUESTION: Are there grids specifically for SEN children? ANSWER: Yes, they might have EHCPs or are on the SEN register and they are working significantly behind their peers. We know what we want them to learn and what they need to move on to next, in order to close gaps and work at expected standards or just below their peers. It fits the narrative of why this, why now and what next.</p>
5.3	<p>QUESTION: Is the grid designed by the SENCO or the teachers? ANSWER: Both, we identify as a team which children will require support and the SENCO will monitor progress.</p>
5.4	<p>QUESTION: Is the policy federation wide? ANSWER: Yes. The changes of the grids came from a SEND working party group led by the EHT.</p>
5.5	<p>QUESTION: With last year's outcomes, a couple of places were flagged where white British pupils were identified as the lowest groups, is there a reason for this? ANSWER: It was identified that white British children were slightly underperforming peers. When threads are identified, case study analysis and intervention are implemented.</p>
5.6	<p>QUESTION: There is a comment that SEN children might benefit from more visual resources, why is this? ANSWER: Provision evaluation takes place routinely to ensure that they have the resources to reach targets. In order for children to meet their targets, some will need more concrete resources to access the curriculum in a different way.</p>

5.7	<p>QUESTION: There was a discussion about staff retention and individual coaching. Is there an optic on that?</p> <p>ANSWER: All staff have a member of the senior leadership team (SLT) attached to them, so new staff to the federation do induction with the headteacher, including observations, learning walks and supportive meetings to discuss policies and practices.</p>
6.0	<p>School Inspection Data Summary Report (IDSR)</p>
6.1	<p>Highlights were:</p> <ul style="list-style-type: none"> ● Ofsted will look at this document, so governors awareness is important. ● School characteristics will be looked at in terms of three year trends. ● Free school meals (FSM) are above average. ● EHCPs and SEND are well above average. ● Mobility is high. ● Representative groups in ethnicity are reflected in terms of their distribution, typically these do not change significantly. ● SEND characteristics reflect speech and language and communication needs are significantly higher than other areas, which is a deficit at entry point for Hackney children. ● EHCPs within the school are above national averages. ● How these factors are addressed within the curriculum model might be asked of governors by Ofsted. ● High teacher sickness absence is in line with Hackney, inner city schools typically having higher absence rates. ● Suspensions and permanent exclusion language was changed a couple of years ago, so fixed term exclusions are now called fixed term suspensions. ● Permanent exclusion is uncommon in primary schools, more common in secondary, and whilst suspensions are high, case studies support what has happened in those cases in terms of behaviour judgements. ● The school has a KS1 child in alternative provision (AP) at New Regents College, who has an education health care plan (EHCP). The child has been at New Regents for some time, because a mainstream school has been assessed as not appropriate. The LA have responsibility for the delivery of the EHCP however, the child remains on the school roll in the interim because of the lack of specialist places across the borough. ● Progress and attainment data is good. ● The multiplication times tables are significantly above the national centile. ● There are really strong data returns due to ensuring children make progress rapidly by year 4 with 68%, where the national average was 29%. ● In terms of non-significant data, six children in year 3 did not make the standard so they would be honed in on, and this is tracked and there are case studies to support. ● The schools averages for combined are all above national averages which is really positive. ● The impact of covid has impacted early communication delays.

6.2	<p>QUESTION: Year 1 is low compared to other year groups. Is that because people aren't registering because they are getting the Mayor's free school meals?</p> <p>ANSWER: A system is in place for on entry registration regardless. There are key families who have been identified as needing to complete registration in this year group.</p>
7.0	<p><u>Pupil Numbers Case Study</u></p>
7.1	<p>Highlights were:</p> <ul style="list-style-type: none"> ● Contextual information includes the falling rolls agenda which is huge and not going to go away so there is careful management of this. ● There were 31 first choices in reception for the school, which is a concern, the narrative is that because of falling rolls it isn't necessarily that the school will get half of the second choices any more. ● The financial stability of the schools needs to be considered, across the federation. ● There will be a temporary cap at 30 for the school in September, so that the financial cost of staff numbers can be reduced. ● To go for a formal cap would be a longer, more complex process, so the temporary cap is just about managing finances for the next year. ● There have been temporary caps at Orchard School in year 1 and reception too.
7.2	<p>QUESTION: Is there much that can be done regarding staffing reception classes?</p> <p>ANSWER: Yes, once staffing is mapped out we will re-evaluate and ensure that no contracted member of staff will be impacted. Should they be impacted, a formal restructuring process would need to be undertaken. Because of natural staff movement, it is anticipated this would not be the case.</p>
8.0	<p><u>Outcomes and Actions from Parent Survey</u></p>
8.1	<p>Highlights were:</p> <ul style="list-style-type: none"> ● Actions from the previous academic year were reviewed, and two key areas identified were coffee mornings which are useful to parents, and making sure parents were able to access the website, and percentages on both of these have increased. ● The parent survey in December 2023 had a very high level of responses, at just under 200. ● The vast majority of parents strongly agree or agree with lots of statements, such as the school provides a good education for their child, they are happy with the progress that their child is making and the children feel safe at school. ● The lowest percentages, still in the 90s, related to coffee mornings, bullying and finding the website useful. ● The school continues to work with families around bullying and redefine it as unkindness. ● Parents want to attend coffee mornings with their children so they are allowed to attend in part.

	<ul style="list-style-type: none"> • Parents are very used to paper copies of letters, but they are encouraged to use links to online information and engage more this way. • Focus remains on Comms with parents, being safe, community school.
8.2	<p>QUESTION: What is comparative data like?</p> <p>ANSWER: It supports assessment data, and staff and child data shows the similarities.</p>
8.3	<p>QUESTION: What is the scale of the number of responses?</p> <p>ANSWER: We only ask parents to do one survey and they may have a number of children in the school. There is a three year trend of strong responses for the school, giving a better representation of how the school is.</p>
9.0	Any Other Business
9.1	No other business was raised.
10.0	Any Confidential Business
10.1	The Chair or Clerk were not notified in advance of any Confidential Business.
11.0	<u>Glossary of Common Terms</u>
11.1	Governors were advised of the glossary of terms.

The meeting finished at 6:10pm.

Signed: _____ **Date:** _____

James Gowland

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