

The Viridis Federation of Orchard, Southwold and Hoxton Garden Schools

**Governing Body Sub-committee
at Southwold School**

On Thursday 11th February 2021 at 5.10pm

Committee Members

Richard Allen (RA) Noah Birksted-Breen (NBB)
Ian Rathbone (IR) Rachel Davie (RD)
Alberta Senyah (AS)
Lenna Marson (LM)
Stephen O'Brien (SOB)

Clerk: Anoushka Babapulle

1. Apologies /Consent for Absence

No apologies.

(NBB) Chaired meeting in (RA) absence.

(IR) joined meeting 5.27pm.

2. Governing Body Organisation

- 2.1** Membership
(LM) is a parent governor currently but will now become a co-opted governor. There is an advert due to go out for the parent governor vacancy.
- 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

Referencing page 2 of the minutes (NBB) queried had the PHSCE curriculum been looked at.

There has been guidance and supplementary documents provided to the school regarding bereavement. Where possible, this will be incorporated into the curriculum updates during the Summer Term.

(NBB) queried referencing the counselling rooms in the outer building were these being used and maximised upon

Yes. Therapeutic services have continued throughout the partial closure with face to face and Zoom sessions occurring.

(NBB) queried if there were any children affected by bereavement related to COVID-19.

Several pupils have experienced bereavements during the last two years. These were not COVID-19 related. These pupils have bereavement counselling.

(NBB) queried if there was any updates on the reforms to the Early Years curriculum.

The EYFS curriculum will be updated from April onwards so that it can be shared with staff ready for the new term in September.

As text messaging is a main tool of communication from the school (NBB) queried if the messaging system, which sends a text to one contact only, could be updated/reviewed so that more than one contact could be the recipient of a message.

(SOB) A wider issue is that if telephone numbers are not current and updated families do not receive messages.

(RD) there has been a trial at the Orchard site regarding this. To enable this, additional contact numbers have to be added manually to the text messaging system. The trial appears to have worked well for families who have specifically requested another recipient of texts however not all families will want this choice therefore this will be offered as an optional addition when administrative resources are able to facilitate this

Minutes agreed.

4. Headteacher's Report:

- 4.1 Data Outcomes**
- 4.2 Quality of Education**
- 4.3 Behaviour, safety & well-being**
- 4.4 COVID context**
- 4.5 Current Risks and Priorities**

Page 28. Data Outcomes: Over two thirds of the cohort in each year group are working at the expected level. This is a positive start given that due to the pandemic some children have missed six months of school. Children have retained a lot more knowledge than had been expected and the key skills sessions have filled in any gaps in learning.

The last Year 6 meeting was in December and the test scores for Reading and SPAG were higher than the previous year. In Maths, this was slightly lower. (SOB) noted pupils are in a good place although unfortunately, SATs testing will not be going ahead. The school will however organise internal tests in the Summer term.

From Years 2-6 there is value added in all year groups. There is no value added for Year 1 as the assessment values at the end of Reception do not transfer to Year 1.

The 'Value added progress of key groups' shows a healthy data set particularly for PPG children who have made more than expected progress in all year groups. The only group of children who do not have more than expected progress are those with EHCPs. However, these children have made progress against all of their targets.

With reference to her experience of utilising assessment grids to tailor key skills sessions (LM) queried if the key skills sessions are being tailored for gaps specific to individual classes.

There has been a gap analysis completed from the assessment round and this was used to feed into the key skills sessions.

(NBB) queried if Hackney Education (FKA HLT) was leading the school concerning expectations, where assessments are not possible.

(RD) noted that the data round (March 2020) was mid-point through the year when it is expected that children are 'developing' in their year group. The assessment that has recently occurred was at the beginning of the year where pupils are expected to be 'emerging'. The test of the data will be during the Summer term when pupils are expected to be 'secure'. From discussions with fellow Headteachers across Hackney, there has been a dip in writing although this is something that has not been seen within the Federation.

(SOB) noted that Year 2 pupils sat the Year 1 phonics check and 85% of pupils passed which is above the local authority average. The national average is yet to be released, but was 82% in 2019.

Page 28. Quality of Teaching and Learning: The member of staff that was graded requires improvement left at Christmas. This class will be taken over by an experienced teacher, who is due to return from maternity leave in March. It is currently covered by a HLTA.

All teachers are graded good or better across the school. Individual CPD plans are in place for NQTs and the apprentice teachers and these have been maintained throughout the partial closures. The apprentice teachers have recently had a progress point, which both teachers passed.

The school is working on a number of curriculum projects and are currently looking at the library and its texts. There has been a large order of new library books that reflect the children who attend the school. This review of the library also considers curriculum bias, where some of the older texts use language that would not be deemed appropriate to use presently. The old books will be reused or recycled.

Staff CPD has continued and is delivered remotely, locally by senior leaders or via webinars on third party websites. There are weekly extended teacher briefings and support staff training.

Page 28. Behaviour, safety and well-being: There has been one fixed term exclusion since the last meeting. This same pupil had two fixed term exclusions in the previous academic year. There are a number of things in place for this individual including therapy, an allocated member of the senior team and a Young Hackney worker. There has also been a referral made to CAMHS and evidence is being gathered for an EHCP.

Coffee mornings continue to take place virtually and are uploaded to the school website. Having the coffee morning videos on the website means they can reach more parents. This may be something the school keeps in place alongside the physical meetings going forward.

The school carried out its annual parent survey, which will be discussed later in the meeting. There were 104 responses, which was slightly less than last year.

Southwold has been reaccredited the Inclusion Quality Mark (Flagship Status).

(NBB) congratulated the school

The pupil role is 389. In-year transfers have carried on as normal during the period of partial school closures. The FSM and PPG amounts are at their highest in some time. The school has seen a continued growth in parents applying for FSM in order to access the hampers and FSM vouchers.

The authorised attendance figure is slightly higher than normal because some parents of children who have EHCPs, or who are categorised as CP and/or vulnerable are choosing to educate their children at home. This counts as an authorised absence during the partial school closures.

Page 28 COVID context: There are typically between 50-60 vulnerable and critical worker children accessing education on site at present. Approximately 91% of children are accessing home learning and with the distribution of laptops, the school hopes this will come even closer to 100%. The school has been allocated 53 government laptops. All of the FSM children in KS2 have been offered a laptop. There are a further 15 laptops that have been allocated to the school and these will be offered to siblings in KS2 where families may have more than one child in that key stage.

(AS) queried with regards to the distribution of the laptops if access to internet was also required by any of the parents

The majority of children who have received a laptop have access to the internet. There are a small number of children who do not have access to the internet at home and so these children are accessing the onsite provision.

(AS) queried further stating that the government was offering internet access as an option.

The school are aware of this as well as the offers provided by third party companies, however so far all the children who received a government have been able to access the internet at home.

(AS) queried if there were any parents who asked for laptops who were not FSM, for example parents who access the internet on their phone but may have four children at home, and if so were they given laptops?

No. Prior to being allocated government laptops, the school received communication from a number of parents both FSM and non-FSM requesting laptops. The main criteria for receiving one of these laptops is that you have to be in KS2 and in receipt of FSM. The allocation of laptops to schools was based on the number of FSM pupils in the September census.

(LM) queried if this was being used as an opportunity for parents to sign up to FSM for example children who have packed lunches but would be eligible for FSM.

The biggest increase in FSM applications has been in Year 1 & 2. As these pupils receive UNIFSM some parents do not apply for FSM even though they are eligible. The increase is as a result of parents wishing to receive the food hampers or vouchers on offer. The pupils in Year 1 & 2 would not be eligible for a laptop because they are not in KS2. The school's FSM percentage has gone up by 10% overall in this period.

There are no FSM children who are entitled to a laptop waiting for one.

There are nine members of staff with individual risk assessments to ensure reasonable adjustments have been made in line with government guidance. All members of staff with shielding letters are currently at home.

There are weekly health and safety briefings, which discuss a range of topics such as hand hygiene, fire drills and lateral flow testing.

Page 28 Current Risks and Priorities: Upon full reopening there will be a robust recovery curriculum implemented. A key component of this will be the key skills sessions, which were introduced in September.

Due to the pandemic NQTs and NQTs+1 have had an unsettled induction period and so the school is trying to ensure they have additional opportunities to develop their practice e.g. additional time out of class for planning support.

(NBB) queried with reference to other Hackney schools there is a time everyday where the teacher has a direct interaction with pupils and wondered if the school had made the decision that it was not necessarily helpful having a direct video interaction.

There have been many discussions regarding live teaching. With video, pupils are able to re-watch the session whereas with a live session if content is not understood pupils are left none the wiser. Furthermore, technology may not be working during a live session. Scanning a class on a computer screen is very difficult to do and the school feels the videos are the right medium for lessons. Utilising videos for lessons has improved and instead of relying on premade videos, personalised videos are being produced. The school has made the decision to stick with videos as opposed to live teaching

Following the parent survey in the autumn term, parents wanted more feedback on the work that their children had done. Systems have been adjusted reflect this. As an example where children return paper packs they are marked and this is then relayed in the weekly telephone calls home. Work is also marked on Google Classroom and there is a voice note facility so that teachers can leave verbal comments/feedback.

(NBB) queried if this had been communicated to parents.

Parents have been informed this is the way the school will be continuing. There has been feedback from parents and pupils on Google classroom thanking teachers for personalised videos.

(NBB) queried concerning safeguarding and the fixed term exclusion if the same processes and file keeping is in place.

The child that had the fixed term exclusion has been accessing onsite provision during the partial closures.

(RD) noted that regarding the onsite provision there has to be a DSL on site, and this has been maintained throughout.

(NBB) queried as there are less children on site is there fewer potential issues or is it the other way around.

A number of the children accessing the onsite provision are categorised as vulnerable and so many of the children have a high level of need.

(IR) queried if there is any thinking about home schooling for pupils who live in cramped living conditions. Are pupils able to come into school if the situation gets desperate?

In local SLT meetings there are discussions on pupils who there is a concern about or pupils where parents have requested they come in. In the majority of cases, the school has been able to meet these requests.

(IR) queried if there were only a few families that have been affected.

Yes. That have asked. Initially there were many families contacting the school saying that they wanted their children to be on site but it had to be explained to them that they had to meet the Hackney Education criteria for their children to be on site. There has to be as few people on site as possible and therefore to offer spaces to all those requesting would have been as if the schools were not in partial closure. Parents understood this but if parents have needed a space due to extenuating circumstances, the school has been able to offer them one.

(IR) queried how children accessing the onsite provision were organised.

There are four learning bubbles: Nursery/Reception, Year 1/2, Year 3/4 and Year 5/6. There are two adults per bubble.

(IR) queried concerning the mental health of pupils and staff how the school was handling this

In terms of staff wellbeing there is a rota in place and staff are typically on site two and a half days over two weeks. School is closing each day at 5pm and most people are out by 4pm therefore the working day is reduced.

With regards to pupil wellbeing there are telephone calls home each week. Pupils in lower school have three telephone calls over the week with a focus on maths, literacy and topic in general. In upper school, they get one telephone call and they also get teacher feedback on Google classroom. CP children and children in need also get a call from a member of SLT every week.

(RD) noted that SLT are also working alongside WAMHS and there is an action plan being produced following an audit, which was done in order to review the wellbeing policy. There has recently been staff training on attachment and a further one on supporting children post COVID. There is also the opportunity for staff to speak to the WAMHS worker or UP therapy manager if they feel that this is useful.

The school are mindful of the impact on children and their social skills. The school is preparing for this and ensuring they are supporting the development of social skills particularly for Years 5 & 6 who will be moving on to secondary school and need key social skills such as that of being able to negotiate with their peers.

(RD) noted that FSM has been provided by a voucher system this half term and the school has fronted the cost for this across the half term to ensure continuity for the families affected.

(IR) queried how much is it going to cost and how many children are affected.

This has been costed out against the cost of providing hampers. The impact for the families is greater than the cost to the school and the amount is manageable. The government has provided some funding for FSM during term time also.

(IR) noted that he supports this and that feeding the children is the priority however this is resourced. (IR) offered a well done to the school's approach of ensuring that FSM children are fed.

The school is mindful of the number of families who will be struggling so this reduces the anxiety and concerns for these families.

5. SIP 1 Report

Pages 29-30: The theme of the SIP visit in the Autumn term was 'restart and recovery', and forward planning in the event of another partial closure.

From the learning walk and viewing books the SIP and SLT identified common areas of strength and common areas of development. Examples of areas of strength were the leadership and management of the school, the high quality action research undertaken annually and pupils accessing full entitlement on their return. Examples of areas for development were the recovery curriculum and teacher knowledge and understanding surrounding curriculum bias.

There are three points of foci for the SIP 2 visit Page 30. Point 7.

6. Outcomes and actions from parent survey

Pages 31-33: The parents' survey took place in the Autumn term. This would normally be handed out on parents' evening to be filled in before leaving, however on this occasion the survey was sent home. The school incentivised returning the survey by offering raffle tickets with three prizes to be won. In the previous year, there were 113 responses and this year there were 104.

Page 31. The review of action plan created from the 2019-2020 responses shows there has been a measured impact achieved.

From the breakdown of responses (Page 32), a new action plan has been created (Page 33). There are five areas of focus on the new action plan for 2020-2021. It is important to note that some of the results on the survey are affected by responses recorded, as 'I don't know'. The options are from strongly agree, agree, I don't know, disagree and strongly disagree.

(IR) queried if the school was using 'Whatsapp' to pass messages to parents or if there was a parents 'Whatsapp' group.

The school does not use 'Whatsapp' as it is difficult to monitor. The school does not want to encourage use of 'Whatsapp' as a platform as pupils who attend the school are under the legal age to use this service.

(LM) queried if texts were sent out with updates regarding letters being sent out etc.

When newsletters are sent out the website link is sent to parents in a text message. Due to the present climate, text messages with links to different areas of the website have been sent out more than any time previously.

(NBB) queried that previously Governors would receive all of the parents responses/comments to the survey and wondered if this would be advantageous to receive again.

These are collated and they can be shared with Governors. The majority of this year's comments were regarding parents being unable to come onto site and the limited contact.

(NBB) noted rather than it being an agenda item that maybe this can be appended so that if anyone wants to look at this they can.

This can be done.

(NBB) queried with regards to the results choosing the example of 'My child likes school - 3%' would the parent comments enlighten any further as to why there was a large mismatch on some of the results.

Clarification was given as to what the data presented meant. The result from the example provided is just from KS1 and therefore 3% would equate to one child/parent. Where figures are in red this shows the percentage of parents who say they disagree. It was a positive survey however; the school would like to attain a higher number of parents responding to the survey next year.

7. Website analysis Autumn 2020

Pages 34-36. There were 3208 users over the Autumn Term. There is a comparable difference between users during the initial lockdown period, which was a higher number of users (8345). This reduction is because home learning was not taking place during the Autumn Term as pupils were in school.

The analysis of page usage shows that the pages with the most hits were to see names of staff, term dates and the calendar. Where text links were sent out linking parents to specific information on the website, there was an increased number of hits to that page.

Coffee morning page hits fall just outside the top ten and the school is now promoting the videos each time they are uploaded to target audiences.

The location data show that the website is getting hits from across the world. With reference to this, the information being accessed from abroad is typically, on who the school and/or the Federation are.

The technology breakdown shows that the access via a mobile phone features less highly than via a desktop.

There will be another website analysis this term, which will show the impact of the current lockdown on website usage. This data will be compared with results from lockdown one and the Autumn term so that trends can be noted and the targeting of the website can be more effective.

(IR) queried about the access if he understood correctly that currently only half of those surveyed accessed the website via a laptop.

Yes. There has also been a text survey, which has shown different results. The mobile access to the website is slightly misleading for example if you receive a text with a link to the website on your phone you are likely to click on the link to review the content rather than using a desktop. It is felt this is the reason for the high access via a mobile phone rather than parents/pupils accessing the learning content on a mobile device.

(IR) queried if it was encouraged to use a laptop rather than a mobile device to do school work.

Yes. If it is a learning task pupils are accessing paper packs or given a laptop under the disadvantaged laptop scheme or they are accessing on an appropriate device they already own. The school is confident the home learning tasks are not affected by the set of data regarding the hits from mobile devices.

(IR) queried concerning overseas access if there were any families abroad.

The data has been analysed by (RD) and the trend of hits from abroad shows people who are accessing the website are viewing content on finding out who the school and/or the Federation are as an organisation.

(NBB) offered a well done and noted his experience of the website and the home learning as a parent has been superb and he felt there have been improvements since the first lockdown.

8. Any Other Business

Meeting finished 6.18pm.

9. Glossary of Common Terms

No comments