

**The Viridis Federation of Orchard, Southwold and Hoxton Garden Schools**

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

**On Thursday 10<sup>th</sup> June 2021 at 5.04pm**

**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.

(LM) joined meeting 5.07pm.

**2. Governing Body Organisation**

**2.1 Membership**

No comments

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

No comments

**2.3 Acknowledgement of Terms of References**

No comments

**2.4 Code of Conduct**

No comments

**2.5 Governing Body Annual Calendar for 2021-2022**

This is a draft calendar of proposed dates for 2021-2022

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

*(NBB) queried if there had much take up of the virtual coffee mornings*

The coffee mornings are uploaded weekly. The interest in different topics varies across the three sites. The data from the uptake over the three terms is evaluated to see which topics are most appealing to parents. This supports forward planning for the upcoming year.

*(NBB) queried how the recovery curriculum is going*

This will be addressed in the Headteacher's report.

*(IR) queried how the FSM children was going*

This will be addressed in the Headteacher's report.

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**

(RD) noted that the Headteacher's report was distributed later than normal so that Governors had the most up to date data to review from June 2021. Thanked Governors for understanding the importance of this in the current context.

Page 31. Data outcomes: Progress was measured from March 2020 to present. Normally this would be 25 points of progress but is 30 points instead. 76% plus of children in all year groups are working at the expected level in reading, writing and maths. This is broadly in line with 2019, the last time that an end of year data harvest occurred.

Year 2 and Year 6 pupils are still to be tested in July rather than the usual time of May. This will make up for the eight week gap during the partial closures. Based on recent testing Year 2 and Year 6 are on track to meet end of year targets set in September 2020 which are above national averages from 2019.

Books show that pupils are making very good progress. The recovery curriculum has been adapted and key skills sessions have reduced to three sessions per week. This was due to feedback from teachers as well as scrutiny of books and data evaluation. As a result, there is more time in the day to focus on non-core subjects.

Black African pupils have the most combined value added progress of all students. Black African pupils in Southwold perform better than those nationally.

*(RA) queried if there is double counting where pupils may fall into more than one category*

Yes. PPG children may also fit into another group e.g. BCRB, TKC

*(RA) queried further if all pupils meant all individuals*

All pupils means those from Years 1-6. This excludes pupils in EYFS.

*(RA) queried if this would equate to approximately 70% of the school population*

Yes.

*(IR) queried if this was from March last year until June of this year*

Yes. Last year there was no assessment round in the Summer term but there was one carried out in the Autumn term, as well as the one in March 2020. Progress is normally measured from the end of the previous academic year, but this did not happen as not all of the students had returned at the end of the Summer term. Therefore, progress is measured from March 2020 until June 2021. Expected progress points have increased from 25 to 30 points in order to achieve VA.

*(IR) noted the recovery is really remarkable*

The provision during the January – March 2021 lockdown was refined and improved, as the school were better prepared having applied the evaluation of gaps in the previous partial closure. Tracking showed improved pupil engagement where the majority of pupils (92%) were consistently accessing daily learning.

*(RA) queried with reference to a recent Governors visit to Orchard, where pupils there had described acquiring skills of resilience and working independently, if there was similar data or experiences present at Southwold and the way children had learned from going through lockdown*

The school reminds teachers via extended morning briefings about valuing what pupils were taught at home. Teachers acknowledge that pupils might have been taught differently at home or had to work with significantly higher levels of independence.

*(IR) noted this was very clever*

*(NBB) queried based on previous lockdowns did areas of concern such as laptop access get resolved and would the school know when to start planning to make sure that anything that was not resolved previously would be in the event of another lockdown*

Yes. There was a very good provision in place. For example, Loom, which is an online platform, was used for teaching videos. These platforms have improved over time and the school is more adept at utilising the tools available with maximum effect. In order to ensure these skills are maintained Google Classroom is used weekly in class where tasks are set for pupils to complete within their non-core subjects.

*(NBB) noted that this was really positive that the school had learnt and reflected on partial closures*

Page 31. Quality of Teaching and Learning: 46% of teaching is graded as Outstanding 54% as Good. In both the Autumn and Spring term NQTs are not evaluated on the teaching profile but all teachers are on the teaching profile during the Summer term.

An experienced Deputy Headteacher has been recruited to replace the lower school DHT who is leaving as a result of gaining her first Headship. The new DHT is moving into London from Hampshire and (SOB) noted that some of the new teachers recruited across the Federation are moving from the Home Counties into London, which is a positive sign. It should be noted that the pupil role has been effected by the pandemic as families move out of London.

Cross-site visits and best practice visits have resumed.

Southwold hosted a visit from the New Wave Federation (a group of schools in Hackney) who came to look at the Viridis curriculum. The feedback from this visit was very positive.

Page 31. Behaviour and Safety: There have been two fixed term exclusions since the last report. One of these pupils has had two fixed term exclusions this year. This child is attending alternative provision (PRU) and an application for an EHCP has been made. The school hopes an EHCP is awarded where they then can investigate if a change of setting needs to occur or that the provision required can be delivered at Southwold.

Parent coffee mornings have continued to take place remotely and are available on the school website. The feedback from parents suggests that parents like this as it affords flexibility particularly to those who work and are usually unable attend.

*(RA) queried with regards to the second pupil who was excluded was this an issue that was likely to continue or was it a single event*

This child has an EHCP and the school is investigating next step options including specialist provision. This child has Autism Spectrum Disorder (ASD) and there are additional learning needs associated with this.

Year 6 have recently taken part in a transition workshop 'Into University' where they learnt to follow a timetable, make their own timetable for homework, and to pack books into a bag to ensure they had the right material for that day. They really enjoyed this experience. Hackney transition day will take place 1<sup>st</sup> July and HEd are keen this takes place in person (we have since been informed this will not be able to run in person as a result of continued COVID restrictions). Year 6 will also practise cycle visits to their secondary schools on their bikes as trial runs for September.

Page 31 Operational Data: The pupil role is 384. A small number of children have left during the partial closures and mobility continues to be tracked at Southwold. The administrative team have completed a leaflet drop in the local area advertising school places for Nursery. Posters are also located in the local Post Office and Co-op as well as adverts placed in local newspapers and on social media. Pupil roll is part of a wider discussion across Hackney and wider London where borough pupil rolls are falling and some schools have had Published Admission Numbers (PAN) reduced.

The FSM percentage has increased as a result of increased family need during the last 18 months, which also means that PPG has risen.

Attendance is 96%, which is significantly higher than the national percentage of 88%.

Page 31 Current Risks and Priorities: The induction process for NQTs will be over a period of two years instead of one. The training of Apprentice teachers is very robust therefore; the school will need to think carefully about how the induction process for early career teachers will run over two years.

*(NBB) queried with reference to the recovery curriculum if the school had a sense of when they can phase it out*

The hope is that in September a typical timetable can resume. If gaps were to be noticed in, for example Phonics the impact would be on the structuring of planning and teaching rather than on the timetabling for the day.

## **5. SIP 2 Report**

Page 32-33. The SIP visit occurred in February. From Spring term to date there has been no reported cases of COVID-19 amongst staff or pupils. Daily morning briefing continues virtually with a weekly focus on health briefings.

During the January – March lockdown, there were 50-60 children accessing education on site, which was double the figure during the first partial closure. Ten of the eighteen children pupils identified as vulnerable were attending provision. This was more than the first partial closure. There was a drive to ensure these pupils were on site and if they were not accessing learning from home. The pupil who had the fixed term exclusion was on site accessing learning, as they were vulnerable and at risk of permanent exclusion. There has been a significant reduction in the number of behaviour incidents across the school. This is because pupils are kept separately in year groups. The school is mindful of ensuring that pupils are able to mix again and that they have the social skills to be able to do this once they return to normal.

*(RA) queried concerning the WAMHS worker if there is any information on the outcome of the WAMHS workers contribution and how is this affected by the lockdown*

It has not been as effective as hoped and other headteachers within Hackney have reported a similar experience. The WAMHS worker has not been on site due to COVID-19. There is only so much work that can be done remotely with the children. The school had tried to engage parents rather than pupils and facilitated drop in sessions with the WAMHS worker but these were not very well attended. Unlocking Potential however have continued to focus on ensuring mental health and well-being support.

## **6. Implicit Bias Action Plan (reviewed)**

Pages 34-37: The initial focus was to develop an embedded federation approach to implicit bias and ensure a confident and balanced curriculum delivery. There are other things happening more widely in Hackney to support the dialogue and discussion around implicit bias, which has supported the federation approach to encompass a wider remit of focus. There has been a self-assessment of the organisational culture and the impact of outcomes and experiences of pupils and staff.

There are actions and key priorities regarding teaching and how unconscious bias is addressed. This is delivered through CPD and subject leader meetings focused on how monitoring and feedback is done as well as the consideration of the unconscious use of language. For example, thinking about how children's books are reviewed, how outcomes are evaluated and when looking at particular groups of children how they are spoken about.

The school has been and continues to evaluate the curriculum identifying areas of the curriculum that are important where misconceptions may occur such as history, geography and RE. They also ensure that training supports understanding misconceptions and the way in which these pose a potential risk when communicating core knowledge to pupils e.g. through careful vocabulary choices, clear visual representation and selected facts. The school has restocked libraries replacing older texts as well as adding texts that are representative and current to support pupil understanding of history and context.

This is work in progress and will continue into next year in terms of how these texts have made an impact on the curriculum and how pupils are utilising these texts. The school will also use Pupil Voice as a means to evaluate understanding of underrepresented groups within the curriculum and pupil perceptions of the curriculum.

Within recruitment, to support inclusivity, recruitment packs were redrafted after evaluation against HEd 'inclusive recruitment' guidance. The school is ensuring they target a breadth of candidates by looking at the language utilised in adverts as well as where vacancies are promoted.

Governor recruitment has also been evaluated using the same process to diversify the GB.

All three schools have taken part in parental engagement sessions on 'race and belonging' that were run by the Hackney Schools Group Board. These focused on parental perceptions of how children feel like they belong in school and were delivered remotely to increase the attendance. Feedback from each school will form part of a report that will be published and shared when this is ready.

*(NBB) noted this was excellent*

*(RA) queried if there was any more detail about the impact this is having on pupils, as they are more aware of bias and how they are demonstrating outcomes of the changes being made*

This has been embedded with staff training. Pupil perceptions of the received curriculum are very important. Over the next year, the school will be evaluating and measuring what pupil responses are and how they view the curriculum and whether they perceive anything differently. This action will be taken forward into the next academic year.

*(IR) queried how parents are dealing with this in terms of the parental sessions*

Some of the feedback from the parental sessions was that parents wanted a clear account of what is happening around diversity. The school will communicate this actively via the school newsletter and on the school website.

*(LM) noted in her experience as a teacher in Orchard that there is greater discussion and focus around implicit bias. This included discussions with pupils about better representation in displays and interactive whiteboards showing the class diversity so that pupils see themselves in all aspects of their learning.*

(RD) noted this is the drip down effect of considering how the school presents to pupils and the feedback from them about their sense of belonging.

*(RA) noted it would be interesting to see how this works through as pupils transition to secondary school and how this can translate into a sense of self-worth, entitlement etc.*

(RD) noted that at a primary level the schools job was to imbed these early skills and awareness where hopefully this is developed upon at Secondary level.

## **7. Any Other Business**

*(RD) thanked (RA) for his service to Southwold as a Governor*

*(RA) wished the school good luck*

Meeting finished 5.55pm.

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

No comments