

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

On Thursday 2nd December 2021 at 5pm

Committee Members

Laura Theobald (LT)
Victoria Crawford (VC)
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

- Governors welcomed Hayat Omer
- Election of Chair and Vice Chair: LT nominated as Chair, all agreed. VC nominated as Vice Chair, all agreed.
- Membership and terms of reference: Hannah Lownsborough needs to be confirmed as a voting member. LT reminded Governors to check terms of office.
- Declarations of interest in items on the agenda and register of pecuniary interests for 2021/22. There were no further amendments.
- Acknowledgement of TOR: These are set out in the pack and were revisited.
- Code of Conduct: These are set out in the pack and were revisited.
- Governing Body Annual Calendar 2021/2022 revisit of key dates.

3. Agreements of minutes from previous meeting and actions

There was one action from last time, this was based around Year 1 reading which will be looked at in the meeting today. Everyone agreed the minutes.

4. Headteacher's Report

Data

The data is from the summer data collection. Table 1 shows disadvantaged pupils compared to all pupils achieving age expected in reading. Disadvantaged children achieved broadly in line with all children. The one area of focus was Year 1 reading at 63%. This was broadly in line with the phonics data in the summer term. As a result 5 children were identified as needing additional support to the end of the year (July 2021) to reach the expected standard. The submission of phonics data for this cohort and reading assessment data from December 2021 is expected to show a decrease in attainment gap as a result of intervention and tracking.

VC asked is the number underneath the number of disadvantaged pupils.

RA confirmed that it was.

Table 2 shows attainment of disadvantaged children compared to all pupils at age expected in writing. Disadvantaged children achieved broadly in line with all children. The largest gap is in the current Year 5 cohort and the Year 4 cohort. Children were identified for additional support to reach the expected standard in their writing. Assessment data from December 2021 is expected to show a decrease in attainment gap as a result of intervention and tracking.

Table 3 shows attainment of disadvantaged children compared to all pupils at age expected in maths. Disadvantaged children achieved broadly in line with all children. The largest gap is in the current year 6 cohort, the year 5 data on the graph. The Year 6 cycle of assessment and the pupil outcomes show that there has been a closure in the gap in identified children and they are doing well. Data for this will be reviewed in the Spring meeting.

VC asked is there a reason that the school compares disadvantaged children with all rather than non disadvantaged pupils.

RD explained that the school (and nationally) there is aspiration that disadvantaged children attain as well as all pupils. We largely focus on the attainment gap that exists between groups of pupils and their peers by comparing with the cohort average percentage. We do this by examining their relative position within the attainment distribution. This is in line with the way the Government present school data in the Inspection Data Dashboard. The reason for looking specifically at the data now for disadvantaged pupils is to highlight this in the context of the Pupil Premium Statement and the changes in how this is presented (national change). There is a national concern and national reporting that the impact of Covid on disadvantaged children has been more significant than on all children and analysing group data specifically enables context for stakeholders in the school data.

LT said that we used to report on these reports, the different groups used to be broken down, are they now more focused on disadvantaged children as a whole.

RD replied in the last report the school looked at the attainment and progress for all key groups including EAL, SEND, disadvantaged and key ethnicity groups.

LT said that she had looked at the definition of disadvantaged children and it included children of forces families.

RD said that HG do not have any of these families but they do have children who are looked after and receive additional funding under pupil premium. Disadvantaged children are children who are, or have been entitled to FSM in the last 6 years.

LT asked if this means the disadvantaged % is slightly higher than FSM.

This was confirmed.

Teaching Profile

The senior team remains stable with the same Head, 2 deputies and the SENCo. The school has three Early Career Teachers (ECTs), and one apprentice teacher. An ECT is a new teacher who is now entitled to two years in house training, this is a change in terminology and expectation to teachers who were previously known as NQTs. The school is running their own in house training programme for these teachers and this works across the Federation. The apprentice teacher works in Year 5 alongside an experienced teacher.

Three recently qualified teachers are accessing additional release time to focus on development targets. There has been a higher turnover of staff than normal and the school has 5 new members of staff who have been inducted and are receiving support from experienced year group partners or a senior leader.

Leaders are continuing to undertake study visits across sites but most staff meetings are being undertaken on site with minimal travel to ensure time management and enhance staff wellbeing.

School Community

The school achieved the Eco School Award in the summer of 2021.

The reception intake was the highest it has been historically, 58 children. There have been no fixed term exclusions since the last report, fewer recorded behaviour incidents, no reports of bullying and no allegations or investigations have taken place.

Pupils have been elected to the School Council, Digital leaders, Debate Teams, Peer Mediators and Ambassadors for PE and Art and Language Captains.

VC asked are other schools still having low on roll numbers.

RD replied that there is a continued concern over falling pupil rolls in Hackney but also in Islington and Camden. The falling pupil roll is recognised as a London borough issue, some schools are struggling considerably. Camden and Islington have shut schools, Hackney have not done that but some schools are suffering and have reduced their PAN (this is the number of pupils on roll). Viridis Schools do not have concerns currently but mobility tracking and analysis continues half termly.

Hoxton Garden has been part of 'operation warm welcome' for families from Afghanistan, they have admitted 6 children from 2 families and they are accessing school and education.

Attendance is stable at 96% the school works hard to ensure that children are in school and working hard.

Data predictions

The year 2 and 6 predictions for 2022 are looking good. RD said that data at the end of this academic year will not be reported. The school are undertaking SATS tests in line with national expectations, and they will not be publicising league tables because of the inequity children have suffered due to the pandemic.

Current risks and priorities

- To ensure high standards of provision for PPG and SEND children and vulnerable children.
- Effectively induct new members of staff so the teaching profile reflects an increasing % of excellence in teaching.
- Ensure that effective strategies enable pupils to know and remember more over a period of time.
- Identify children who require additional support so that attainment is sustained above the national average.
- Ensure rigour in timetables teaching and learning in order to accelerate process.

LT asked was the knowing more and remembering more a focus after Ofsted, and then the pandemic hit, are the strategies the same.

RA replied that the humanities curriculum has been refined to ensure the school has identified specific children that need to be monitored, it is much more refined with children able to make connections between topics and then learning over time.

5. School Development and Evaluation

Governors were sent the SDP and SEF to review ahead of the meeting.

Key highlights shared by the HT:

- The data remains the same (2019) as a result of no submitted data since this date.
- The early years children do make strong progress from low starting points because the school has high expectations from the children. The % of pupils who attain or exceed a good level of development has been higher than the national % for the last three years. The quality of teaching in EYFS is consistently good with much outstanding practices as well.
- The school has now opened up to the community and has been having coffee mornings, parent events are now taking place and school is focusing on re-establishing the wider community. There has been an International evening, workshops and the children are going on trips again, and the winter fayre is planned for next week. The school has a diverse parent group who give constructive feedback.
- Mobility within the school remains high due to demographic changes in the local area linked to a shortage of local authority housing. There is a very robust system of induction for new pupils into the school, the 6 Afghan children have an ESOL teacher who works with them twice a week.
- Behaviour and attitudes Pupil Voice is very active, the school council and number of pupil vice groups have been elected and they are involved in many decisions and things that go on within the school. Instances of poor behaviour are not common and typically pupils are happy and glad to be back and engaging in learning. The school is making sure that they have high standards of behaviour but incidents of poor behaviour are falling.
- The school is making sure the children know how to stay safe and their understanding of bullying and systems in place to make sure they feel and are safe.
- In terms of personal development the pupils have been taking part in a range of community events to help them understand community cohesion. Today the children did their recording for the NHS sing-a-log which was really lovely. The extended school day has been re-introduced and this is well attended.
- The focus on personal development is to make sure that the pupils are confident leaders to enable them to make a contribution to the school. Continue to provide opportunities for the children to get healthier and make active lifestyle choices, and to further develop pupil and parents oracy and online technical safety.
- Leadership team has not changed at all and is very stable, but the school continues to ensure that they have a robust and responsive development plan. The annual staff survey continues, this is a good opportunity for staff to have a say and tell us how they feel about things.

Key questions:

- Attendance panels take place every 6 weeks, focused on children who are a cause for concern. LT asked who is involved in the attendance panel. RA replied the Education Welfare Officer, Headteacher, two Deputies and the Learning Mentor who monitors the late children.
- LT asked that, in relation to Governors, a key development point is to ensure Governor training is completed. There was a Chair and Vice Chair & EHT termly planning meeting, do we have that at the moment or will it be added in? RD replied that it is at the Governing body level, and a Federation model. The structures are the same across the schools.
- VC asked that if this is self assessment but has the school improvement advisors agreed with these priorities? RA replied that they have as they received a copy and it has been discussed.
- LT asked is this all pretty much back to normal following Covid interruption? RA replied yes it is. The music lessons, for example, have started again and the take up has improved on past years. One of the pupils last year won a music scholarship.

6. Statements

A) PPG Strategy Statement and Recovery Funding

The Government has changed the way it is reported this year to evaluate that schools are reporting in a similar format across the country.

VC asked can the schools choose how they spend the money? RD replied yes but it is a requirement that we report and show impact.

52% of children at Hoxton Garden receive pupil premium, the strategy covers 3 years but the report is focused on one year within that.

LT asked for comparison across the 3 schools is the number similar. RD said this is typically consistent across the 3 schools.

Pupil Premium funding for HG is £232,000, the recovery premium is added into this and is identified within the breakdown. Last year this was called 'covid catch up funding', this year the recovery premium. This is why the extra £25,000 is there.

On the website the recovery funding is also reported separately so you can see specifically how it has been spent. Last year the covid catch up money was also reported separately.

The statement of intent shows the school provision intention for disadvantaged children. The report shows some of the challenges, low exposure to vocabulary some of the children who enter nursery and reception with low levels of speaking and understanding.

The intended outcomes are to make sure the children transition and leave in Year 6 ready for the KS3 curriculum, including effective challenge for more able disadvantaged children. Making sure that basic skills, timetables, grammar and punctuation etc are well versed are a fundamental. The parents community is developed through the strong home school engagement. The intended outcomes are shown, trips and enrichments, additional support like therapist and making sure all children are making progress.

VC asked on the enrichment activities is pupil premium funding used to deliver things, like homework club. RD replied that the homework clubs are by invite only for the children who need more interventions and support. Learning Mentor interventions also take place for some children.

Targeted support is specific support for pupils which is where homework club is utilised with a view that they make progress over a term. The online maths programmes are for all children, the attendance officer to support families with attendance issues. Most importantly is the therapeutic services that the schools buys into as an additional resource for the children. The mental health teams linked to the NHS are so oversubscribed that the children waiting for a referral could wait for a long time.

VC asked is that an alternative to CAHMS. RD replied we have an in school model of CAHMS with a team leader, qualified therapists usually a maximum of 2 and trainee therapists.

The Government want to see evidence based decision making, the evaluation against evidence based decision making would be linked with what the school knows about cohorts and what they know from tried and tested things that have taken place within the pupil premium strategy. Typically you won't see significant variations year on year as the school knows what works.

LT asked what the parental engagement has been since the coffee mornings have started again. RA said that attendance has increased and the school is also doing the parent reading with the EYFS children.

The review of the last academic year, the school has used the funding and evaluated where it has been used, for example the home learning resources, therapeutic support. The teachers assessment data shows the children are meeting the expected progress but reaching similar levels of attainment. The attendance last year was significantly higher the national average was 88% and the schools was 96% which is positive hen taking into account the partial closure.

B) Sports Statement

The primary sports PE funding is a legacy of the Olympics and has been paid for several years, the school heavily subsidises this funding for core things, better knowledge of healthy lifestyles and physical ability. One teacher works across the 3 schools working with teachers who are new or may need additional support with teaching curriculum PE, he also oversees participation in local competitions for all 3 schools so we have a profile in the local community.

There is cycling for KS2, three years commitment for cycle training, enrichments include keeping healthy week, mental health week, and this costs significantly above the £18,000 funding that the school receives.

The school is required to report on year 6 children's swimming, this data is year 6 data from Year 4 which is provided from the swimming instructors. The school would like to offer more children swimming lessons but due to the number of schools in Hackney the swimming pools are very busy.

VC asked about that physical activity funding, is the school funding this out of the PPG money and do you have to report the evidence and the impact. RD replied that a small part of PPG money is used for additional advancement linked with key things, ASC provision and subsidising the wrap around care.

7. Consideration of staff wellbeing & staff survey

The annual staff survey has taken place. 32 staff took the survey, 12 experienced teachers, 10 support staff, 3 NQT's and 2 Apprentice teachers. The significant majority of teachers thought that the support given to them by senior leaders and subject leaders made them feel supported.

- 6 experienced teachers felt that the staff meetings and CPD did not further enhance their teaching significantly so the school looked at how to improve this. Individual sites now have specific time for staff led top up training.
- All staff said that the schools approach to ongoing assessment gives an accurate evaluation of pupils progress and attainment.
- 5 teachers have benefitted from planning sessions working alongside one of the leaders. 10 of the staff felt that they have received good training.
- Staff would like to see more training in ICT, knowing more remembering more and phonics, the school has undertaken some of that this year.
- Most staff felt they were supported well with behaviour issues and felt confident to manage children's behaviour effectively.
- Staff reported a good relationship with the senior team although communication could be further developed, this was acknowledged as in the summer term two deputies were out for various reasons so their profile was not visible at that time. As a community the staff feel supported by the leaders and others.

Key areas for focus were, making sure teachers able to effectively use assessment and planning time, Deputies have been supporting staff in use of that time. The headteacher meets Phase Leaders every 2 weeks, Deputies will continue to work together with staff and ensure feedback is personalised and given back in a timely manner.

Staff asked for more discussion ahead of lesson observations and sharing outcomes at the end of the observation, more opportunities for team teaching.

Marking is a big task and the inset day there was clear guidance on the marking policy, leaders are ensuring that staff know how this should look. Celebrating success and promoting staff wellbeing, being supported with time management.

Staff have asked for more social gatherings as team building, the school has staff breakfasts at the end of each half term.

VC asked is the staff survey a Viridis idea, or is it an obligation. RD replied that this is a good practise model and helps to check if there are any issues, the staff also do an exit meeting which is very helpful if they leave our schools.

LT asked has the ICT point been actioned. RD said that the yearly CPD overview is shared at the start of the year, staff meetings are evaluated.

Meeting closed at 6.25pm