

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

Held on 16 March from 5pm to 6.15pm at Hoxton Garden Primary School

Governor	Role	Term End	Present	Attendance
Victoria Crawford (VC)	Co-opted Governor and Chair (12/23)	08/25 (T2)	N	1/2
Laura Theobald (LT)	Co-opted Governor	08/23 (T1)	N	1/2
Claudia Moreira (CM)	Staff Governor	08/24 (T2)	Y	2/2
Hannah Lownsborough (HL)	Co-opted Governor	08/26 (T2)	Y	2/2
Rachel Davie (RD)	Executive Head Teacher	n/a	Y	2/2
Others in attendance				
Rachel Adams (RA)	Headteacher, Hoxton Garden School	n/a	N	1/2
Hayat Omer (HO)	Associate Governor	n/a	N	1/2
Clerk				
Jane Ware	Hackney Education	n/a	Y	2/2
Governor attendance at this meeting			80%	
Governor attendance year to date			80%	

PART ONE: Non-Confidential – Main Business

1.0	Welcome, Apologies and Consent for Absence
1.1	Apologies were received from VC so HL chaired the meeting.
1.2	The Chair welcomed all to this meeting of the Sub Committee for Hoxton Garden School.
1.3	The meeting was confirmed as quorate.
2.0	Governing Body Organisation
2.1	<u>Membership</u>
2.1.1	Membership of the Governing Body was acknowledged.
2.1.2	It was noted that Southwold Governor Visits are on 29 March 2023.
2.2	<u>Viridis Register of Business Interests</u>
2.2.1	No declarations of interest were made.
2.3	<u>Viridis Terms of Reference</u>
2.3.1	Governors acknowledged that they had read the Terms of Reference.
2.4	<u>Code of Conduct</u>
2.4.1	Governors confirmed that they had read the Code of Conduct.
2.5	<u>Governing Body Annual Calendar 2022</u>
2.5.1	2022-2023 dates were revisited with governors.
3.0	Agreement of minutes from the last meeting and any actions arising
3.1	There were no actions.
3.2	There were no comments on the <u>minutes of the last meeting of 1 December 2022</u> , which governors APPROVED as an accurate record.
4.0	Headteacher's Report – RA
4.1	<u>Data Outcomes</u>
4.1.1	Data outcomes are from the December data collection round.
4.1.2	A significant amount of children in years 2-6 are achieving at age related levels.
4.1.3	Writing is slightly below and children have been identified for interventions, which are in place.

4.1.4	The next data collection point is next week, to ensure identified children have made progress due to action in Year 1..
4.1.5	The percentage of children at greater depth is in line with or better than previous years, however in year 2 there is less than other year groups' progress due to mobility and two children who are English as an additional language (EAL) pupils who have not made progress expected due to being new, but interventions are in place including additional provision for those two children.
4.1.6	Pupil progress meetings are in place and provision for key children has been refined and implemented.
4.1.7	Value added progress is better in children in all subjects and progress of disadvantaged is in line with other children.
4.1.8	Black Caribbean children are now making significant progress.
4.2	<u>Quality of education</u>
4.2.1	Staffing remains stable, with two early career teachers (ECTs) and two ECT2s within the profile.
4.2.2	Some teachers are studying national professional qualifications (NPQ) courses.
4.2.3	One of the ECT2s is on a support plan to improve practice.
4.2.4	Assessment strategies ensure that children make good progress.
4.2.5	Weekly professional development (CPD) continues in weekly staff meetings and extended morning briefings.
4.2.6	Intervention analysis shows that 96% of children who are in receipt of individual education plans have met or partially met their targets.
4.2.7	84% of lower readers have made progress.
4.2.8	The cohort is on track to reach at least national levels.
4.3	<u>Behaviour, safeguarding and well-being</u>
4.3.1	There have been four suspensions this term, including one pupil in year 1 with social emotional mental health (SEMH) needs, who is accessing external support from the reintegration unit and has a bespoke education plan, and another child in year 6, but both of these are isolated incidents.
4.3.2	The weekly coffee morning and parents evening continue to be well attended.
4.3.3	Safeguarding is robust and parents report that children feel safe according to the parent survey.
4.3.4	Pupil roll is stable.

4.3.5	Pupil premium and free school meals are steady and higher than national averages.
4.3.6	Attendance is currently 93.7%, so above national figures, but remains a focus.
4.3.7	QUESTION: Is P absence, persistent absence? ANSWER: Yes. The percentage is of the pupils in the school, rather than of the absence. Post covid expectations about coming back to school and attendance guidance were circulated, which will be reinforced this September with a wider narrative about what schools should be doing, and the DfE have moved to a national tracking system, which is more robust, with weekly updates. Across the country, absence is an issue. There has been scarlet fever, and currently there is chicken pox. Reasons for absence are being tracked. Across the country, persistent absence is 25%. Overview of individual cases is key. The highest persistent absence is in early years and year 1.
4.3.8	Years 2 and 6 cohorts are on track to meet targets and in some cases they have met or exceeded them already, for example in year 2 writing.
4.4	<u>Current risks and priorities</u>
4.4.1	Current priorities are maths provision, in terms of effective support for special educational needs and disabilities (SEND) children to make sure they attain well.
4.4.2	Pupil voice is a focus.
4.4.3	Phonics is being refined, to ensure continual progress.
4.4.4	Boys are a focus around behaviour in the playground, because data analysis shows that 75% are perpetrated by boys mostly in the playground, in pupil to pupil escalated behaviour such as play fighting.
4.4.5	There has been training for support staff in unpicking unconscious bias, making them feel safe and secure, modelling and encouraging them to do calming behaviour.
4.4.6	Key threads nationally around the rate of exclusion for black boys in secondary education are well known and the focus is on exploring best practice around their primary school experience. Whilst boys behaviour is a focus, overall incidents are low.
5.0	<u>Hoxton Garden Supportive Review</u>
5.1	All three schools in the federation have supportive reviews this year with deep dives into things that might be picked up in Ofsted inspection.
5.2	This health check and wider review informs next steps.
5.3	Hilary Ryan who was the school improvement partner (SIP) last year did the supportive review and she is also an Ofsted inspector.

5.4	The review identified core strengths through triangulation in terms of outcomes, and explored quality of education in the classroom, key documents that support this and there were discussions with teachers and students to identify areas of strength and for focus.
5.5	The maths curriculum structure was considered, and was found to be robust in mapping out expectations for children.
5.6	Within maths, children have opportunities to access core and repeated learning regularly, teachers are expected to identify misconceptions and identify children's needs quickly and work is well presented.
5.7	Core threads were picked up and included the lowest 20% focus which was not children with high SEND needs, but children that do not grasp learning as quickly.
5.8	The reading structure was reviewed and found a high expectation and consistency for early years foundation stage (EYFS) and KS1, including home learning, and tracking is in place.
5.9	Reception children were looked at in terms of how the provision of a story was used in the classroom, key vocabulary and phonics lessons.
5.10	There was consistency in practice across classrooms with daily supported reading in KS1.
5.11	There were reviews of classrooms and one to one observations, and elements within that were identified for further work for key children.
5.12	Destination Reader is used in KS2 which is an approach focused on dialogue, discussion and talk about reading referencing the text with key information, these were well structured with appropriate texts accessed with robust challenge and vocabulary is a key strength in this provision.
5.13	Reading journals for KS2 were identified as having high expectations as is the case throughout school.
5.14	QUESTION: Do teaching assistants (TAs) have autonomy to intervene? ANSWER: TAs and volunteer reading champions get support. They may be feeding back to the teacher if they are reading regularly with pupils. Reading is a core focus in terms of Ofsted. There are spans of different books within levels of capability in reading. 85-90% accuracy would be expected in reading. Lower readers are often struggling with comprehension and accuracy. Daily supported reading staff meet on Fridays to discuss children. Children that have made progress are moved on.
5.15	Core foci is around reading and operational aspects of delivery..
5.16	Wider vocabulary is about knowing and talking about the curriculum, aspirationally children are required to recall what they have learnt.

5.17	The supportive review found the wider curriculum very strong, subject knowledge and pedagogy expertise was noted and subject leaders were found to be very articulate.
5.18	Next steps are to continue to focus on the lowest attaining pupils.
6.0	<u>Outcomes and actions from parent survey</u>
6.1	The annual parent survey was conducted in December 2022 and there was an all time high with 206 responses which is very pleasing and there were some very positive outcomes.
6.2	Parents feel that the school works hard for their children, that the school is led and managed well and parents feel comfortable approaching the school with problems, and they like the termly report and the office staff.
6.3	Disagreements were very low scoring.
6.4	Parent participation opportunities are enjoyed, there is a sense of community and the parents like values and ethos, with lots of thank yous.
6.5	Focus areas remain the same as previous years but percentages are getting higher.
6.6	96% of parents agree that coffee mornings are useful which is a significant increase on previous years.
6.7	The school website is a useful source of information and links to the website are frequently shared to get parents to use it.
6.8	The results from the parent survey are on the website.
6.9	QUESTION: What are coffee mornings used for and what is discussed? ANSWER: A range of topics including child wellbeing, unconscious bias, comparing siblings, language that is used and it is also about teaching the parents how the children are taught at school so that they can better support their children, the cost of living, ideas for parental engagement, teaching children to read and phonics.
6.10	QUESTION: Are parents asked what they would like at coffee mornings? ANSWER: Every week. This is one of many ways that the school interacts with parents.
6.11	QUESTION: What is a 'raffle prize'? ANSWER: The raffle is because every time anyone attends their name goes into a raffle and the more they attend the more likely they are to win.
7.0	Any Other Business
7.1	<u>Teacher Strikes</u>

7.1.1	<p>QUESTION: How is the school managing with the teacher strikes? How have parents responded to that?</p> <p>ANSWER: The fourth strike was today, and there were partial openings. Year 6 have been in, consistently, for every strike. Staff have the right to strike but appreciate that the school has to plan and inform parents. Staff have been very respectful and told the school whether they will be in. There have not been any comments from parents either way and this has been very minimal across the federation, whilst it is acknowledged there is a challenge for working parents. Some children have had learning packs and have been able to pick up meals. Children have attended the school therapy sessions and gone home afterwards.</p>
8.0	Any Confidential Business
8.1	The Chair or Clerk were not notified in advance of any Confidential Business.
9.0	<u>Glossary of Common Terms</u>
9.1	Governors were advised of the glossary of terms.

The meeting finished at 5:15pm.

Signed: _____ **Date:** _____

James Gowland

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