

The Viridis Federation of Orchard, Southwold and Hoxton Garden Schools

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

On Thursday 30th June 2022 at 5.00pm

Committee Members

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

Clerk: Anoushka Babapulle

1. Apologies /Consent for Absence

(NBB) joined meeting 5.08pm

2. Governing Body Organisation

- 2.1 Membership
No changes
- 2.2 Declarations of interest in items on the agenda & register of pecuniary interests for 2021/2022
(AS) requested that Southwold be added to her declaration of interests
- 2.3 Acknowledgement of Terms of References
No comments
- 2.4 Code of Conduct
(LM) drew attention to the responsibilities and that everyone should be aware of these
- 2.5 Governing Body Annual Calendar for 2021-2022
(RD) to be informed of any clashes with the proposed calendar by the end of term.
(AH) queried if a request for a later start time for Governor visits had been communicated.
(RD) Yes

3. Agreements of the minutes from the last meeting

No comments. Minutes agreed.

4. Headteacher's Report:

- 4.1 **Data Outcomes**
- 4.2 **Quality of Education**
- 4.3 **Behaviour, safeguarding and well-being**
- 4.4 **Current Risks and Priorities**

Page 27. Table 1. Data is from the June assessment round. The majority of pupils in all year groups are working at the expected level in Reading, Writing and Maths. Year 2 and 6 are on track to exceed national averages and in the Statutory Tests.

Page 27. Table 2. There is Value Added (VA) across subjects for all year groups. (SOB) noted that Reading and Maths have the most VA.

Page 27. Table 3. The VA data for key groups shows that Black African pupils have the most VA. This is a positive outcome as the national trend shows concern for progress of Black African pupils, typically. Disadvantaged pupils have also made more than expected progress across subjects.

(AH) queried what TKC stands for

Turkish, Kurdish and Cypriot.

(SOB) noted that there has been a change in the demographic in the area meaning a reduction of pupils who have a White Eastern European background. This used to be one of the main ethnicity groups in school, the impact of Brexit means this number has reduced as a number of families have returned to mainland Europe.

(IR) queried with regards to writing there is a big bar for TKC children on Table 3

They have made significant progress.

(NBB) queried if VA is standardized across all UK schools

For year on year progress data schools will identify how they measure progress. The school uses the same school management system that HEd use. Each term is attributed ten points and pupils are expected to make a minimum of twenty five points progress throughout the year. VA is the number of points beyond expected progress of 25 points.

(NBB) queried is this mainly determined through teacher evaluation.

Yes. For this round of assessment the school also carry out testing which is used as a gap analysis tool to inform teacher assessment. Over the year assessment grids are completed for literacy and numeracy which note when core year group objectives are evidenced in pupil independent outcomes.

Page 27. Quality of Teaching & Learning: In the Autumn and Spring term teaching profile apprentice and ECTs are not included however they are included in the Summer profile. Both the apprentice and ECT are graded as good and are on track to pass. All teachers in the profile are assessed as good or better.

(SOB) will be moving to Orchard Primary School in September 2022. The EYFS Phase Leader and a Year 4 teacher will also be moving across sites to Orchard. An experienced and strong practitioner from Orchard will be moving to Southwold.

The current DHT will move into the role of Acting Headteacher and will be supported by the EHT. The school will be re-advertising the vacancy of Headteacher in Autumn 2.

(AH) queried whether the DHT goes through a recruitment process

Yes to substantiate the role they would do so.

(AH) queried would this happen between now and September

No as this is an acting role. As the school were unable to fill the Headteacher vacancy the DHT agreed to take this role on in an acting capacity.

(AH) queried why the DHT didn't apply for the vacancy initially

Sometimes people need to be encouraged into particular roles and/or have people recognise their potential and push them forward. For both (RD) and (SOB) this was the case when they first became Acting Headteachers.

(AH) queried what happened to the potential candidate who applied for the job

They were not successful during the interview process. There are other schools in Hackney looking to recruit Headteachers who have also found filling such a senior role a challenge. When recruiting, the candidate needs to fit the school, the community, the established vision and values and also have the capacity to be able to lead the school forward. There was only a small pool of applicants to choose from despite two recruitment rounds.

(LM) noted as the school is outstanding it may be daunting for someone new to apply

The interview process is across one or two days.

(AH) queried if as part of the interview process a candidate would be in class

Yes. They would lead assemblies, teach a class, complete a data task, pupil evaluations etc. There are a lot of tasks to complete as the recruitment process tests a wide array of skill sets.

(LM) noted that the DHT is going to be amazing in this role

All vacancies have been filled so there is stable staffing for the new academic year.

54 children are due to begin Reception in September.

In May Southwold hosted a best practice visit where nine Headteachers from Hackney visited to look at the curriculum and learning environment. The majority of those visiting were from outstanding schools and the feedback was very positive.

Page 27. Behaviour, Safety & Wellbeing: There are have been two fixed term exclusions involving one child. This child is now placed at the PRU. This child's behaviour had escalated resulting in the placement at the PRU however reintegration has begun with the view that by September they will be back in school full time. The plan has gone well so far.

(IR) queried is it known why the child is behaving like this

This child has been on a chart with a designated member of SLT for the last three years. They are now in Year 3. The school have not seen the extreme behaviour from this pupil previously.

The PRU are able to offer a higher level of therapeutic support which lasts for six weeks and this can have a positive impact on negative behaviours. Pupils are in a small bespoke group at the PRU and the school meet with PRU staff prior to any child moving to the setting. The designated DHT also visits the pupil every week at the placement. This decision is a last resort measure to avoid further exclusions and ensure that the pupil involved continues to access full time education. There have been positive outcomes previously for pupils who have been placed at the PRU who have avoided permanent exclusion and/or further placements.

There have been no bullying investigations.

Year 6 have been taking part in a range of secondary school transition activities. Secondary transition day is on the 7th July.

Page 27. Operational Data: The pupil roll is 375. As discussed previously there is high mobility with pupils.

FSM has risen to 43.2% and PPG has risen to 45.1%. SEN has risen to 25.9%.

Attendance has increased to 95.6%. Some families took unauthorised holidays in the Autumn and Spring term which resulted in penalty notices. The national average is 88% meaning that, despite challenge, Southwold is significantly above the average.

(AH) queried that she understood that it is under the Headteachers discretion to approve absence outside of school holidays and in comparison to other schools Southwold seems stricter why is this be the case

The standard local authority policy is that two days or more is a fixed term penalty notice therefore the school does not decide this. If the school was not to apply fines where applicable it would be going against Hackney's policy. The school buy into the HEd attendance service to support in ensuring the standard Government target of 97% is met (non COVID period target). Having external support for example, has helped to bring down the persistent absence number from 49 to 41 pupils. This has a positive impact on education of affected pupils. All pupil have a right to full time education and schools uphold this right.

(AH) queried what the full capacity of the school is and if 375 pupils is considered high

Full capacity is 410. 375 would not be considered high. When (SOB) started at Southwold pupil roll was around 400 and increased following the outstanding Ofsted to 410 but has since decreased.

(AH) queried why this would be

There are a growing number of under roll schools in Hackney due to a population / birth dip across London.

The increase in new school settings in Hackney has impacted on pupil rolls falling in more established settings.

(IR) noted a lot of families are also moving out of the Borough

The school have had families move outside of the Borough to places like Essex and Kent.

(LM) noted that a lot of housing in the area is temporary and when people are rehoused it tends to be outside of the Borough

(IR) noted that the federation has a very good reputation and highlighted the impact this had on Hoxton Garden which was a school on the path to closure

(RD) noted that all pupil numbers across the federation are stable and this means there are no discussions about splitting year groups and combining at this time.

Page 27. Current Ricks & Priorities:

(AH) noted that she feels communication is shocking giving examples of Governors being informed of the Headteacher moving to Orchard a few days before parents were informed and, as a parent, examples of short notice regarding school events. (AH) queried with regards to priorities how the school can prioritise communication from Southwold to the parents so that transparency and accountability is at the forefront when communicating.

(RD) noted that staff placement is a delegated decision and that the communication strategy was agreed with the Chair of Governors. The parent survey seeks feedback from the parent community regarding opinion on core things such as communication. Individual parent feedback is important and parents should be encouraged to approach the school directly if there is something of concern or they would like to discuss.

(AH) noted the points raised were not based on individual opinions but rather fact based with reference to her experience as a parent receiving communication from the school such as last minute text reminders. (AH) noted the importance of keeping parents informed.

(RD) noted there are structures in place with regards to this.

(LM) queried if Southwold hand out school dates

Yes. Key dates are communicated on the gate and copies are given out with the children in their book bags. These are also detailed on the newsletter. Texts to parents are typically used as a reminder to parents.

(AH) noted that her queries were not limited to text messages

5. Consideration of SIP 2 report

Page 28. The SIP visits three times during the year checking that the school is doing what they should be.

There are three focus areas for the current academic year detailed on the report. The Maths curriculum is going to be revised during the Summer.

(AH) queried if this was happening nationally

No. Within the school. The new national curriculum was implemented in 2014. Since then the Maths as well as the curriculum for other subjects has been reviewed several times as children outgrow and advance.

(AH) queried with reference to focus area 3 and the agreed next steps if the displays discussed were like those on the classroom walls

It was the History and Geography displays in class. There is a focus on children being able to articulate links to prior learning.

(LM) noted that children have been articulating in class "using my prior knowledge..."

6. Southwold School Development Plan & Strategic Planning for 2021/2022 review

Page 30-34. A fidelity check has taken place by the local authority where they check the programmes that are delivered and speak to the ECTs. There were no areas for development from this visit and the ECTs are all on track to pass their inductions.

There was a staff wellbeing inset in the middle of the year and a mini staff survey was distributed. From that survey 70% staff said they felt well supported.

Page 31. All key groups have made VA.

Page 32. The items highlighted in amber under the 'Impact' column are all areas of development for next year

Page 33. The Quality of Early Years Education: 73% of children have met their Early Learning goals. The baseline was 33%. This is excellent progress and the school have been asked to host a best practice visit.

(AH) queried from when was the baseline of 33%

33% of children were on track when they started Reception. One area that pupils need to develop is language and communication when they start in Nursery and/or Reception.

(AH) queried if this was due to the pandemic or if this was historical

It is typically low and this is not just within Southwold.

(AH) queried if this was because of the communities pupils are from

It is a mixture of things. Children who have not been to a nursery may not have the language and communication skills. Pupils may also be EAL.

Furthermore there is also the impact of technology on language and communication. (SOB) noted this is interesting as one of the early learning goals in the past was that pupils needed to know how to use electronic equipment however this has been removed as it is a given they have this knowledge.

Page 33. Behaviour & Attitudes: (SOB) noted that the number of recorded behaviour incidents has decreased.

(AH) queried what a blue form incident was and if there was anything higher than a blue form

It is a behaviour that warrants a sanction such as disruption to other pupils learning, being violent etc. The form is not the sanction.

The sanction ladder within the behaviour policy identifies proportionate sanction to action. This is recorded and then details of this are updated in the school database where behaviour incidents are tracked.

(AH) queried when referring to a sanction is this a punishment

No, a sanction is a consequence so that pupils are given the opportunity to reflect on their behaviour.

(AH) queried if there is a system that every teacher follows so that sanctions are enacted fairly

Yes. There is a sanction ladder. As part of the September inset there is a session on behaviour which is recapped throughout the year.

(LM) noted that every class has a behaviour script so that everyone follows the same information and there is a behaviour chart where pupils can view where they are visually and see how they can improve. It is explained to pupils how they can improve so they have the opportunity to move themselves up the behaviour chart.

Parents always comment on the parent tours how calm the school is. Children have ownership over their own behaviour and responsibilities to their peers.

(NBB) queried do the language and music teacher receive this training

Yes all teachers receive this training. Senior leaders evaluate and analyse patterns and trends half termly.

7. Any Other Business

Page 40. Written comments from parents on the Parent Survey: These are all the comments written on the survey and then broken down into categories such as Environment, Staff and Communication.

(AH) noted that the comments were all positive

There are many positive comments including communication, teacher friendliness and positivity / helpfulness of office staff. There are a small number of points in the 'I would like...' section. Parent comments such as increasing the number of class trips, more availability of after school club provision and better communication feature. The school is investigating increasing the capacity of after school club and increasing the opportunities offered for the after school activities.

(AH) queried how these comments are responded to if they are anonymous

The school develop a parent survey action to respond to comments and suggestions.

(NBB) thanked (RD) for producing the comments as this is a way of receiving an understanding of parent opinion.

Action completed from last meeting:

The terms and conditions for After School Club have been reorganised. Parents are guaranteed a minimum of three spaces for the week. Should numbers exceed the capacity the school are hoping that offering a space in an after school activity would be a suitable alternative for some parents however there is difficulty finding staff to run clubs. Orchard have trialled an alternative company to run clubs who offer a greater quality of experience and a wider range of clubs.

(AH) queried if this was opposed to school staff running clubs

Yes. Not all staff want to run clubs after school due to other commitments. It used to be part of teacher contracts that it was expected they run a club but this is no longer the case. If they were to do so they would be paid for this time.

(AS) noted that in September there is a new company facilitating clubs and they are offering new activities.

Meeting finished 6.10pm.

8. Glossary of Common Terms

No comments