

The Viridis Federation of Orchard, Southwold and Hoxton Garden Schools

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

On Thursday 10th February 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

(IR) sends his apologies

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
No comments
- 2.3 Acknowledgement of Terms of References
No comments
- 2.4 Code of Conduct
Training needs to be complete in a timely manner and (RD) informed of training undertaken. Safeguarding training is the most important and should be completed annually.
- 2.5 Governing Body Annual Calendar for 2021-2022
Thursday 30th June 2022 is the final sub-committee meeting of the academic year. The next Governor visit morning is 6th May 2022 at Orchard Primary School.

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 **COVID context**
- 4.5 **Current Risks and Priorities**

Page 29. Testing occurs once before Christmas (December) and once during the Summer Term (June). This is a snapshot of where pupils are and helps teachers plan.

Page 29. Table 1. 75% of pupils across year groups are on track in Reading, Writing and Mathematics. At the time this data was produced Year 2 & 6 were on track to exceed their targets.

Table 2. All pupils have made better than expected progress.

Table 3. All key groups have made expected progress apart from BCRB in Reading. Pupils with EHCPs have made less than expected progress however they all have made progress against their own IEP targets.

(AH) queried with reference to Table 1 if pupils aren't sitting exams how is the data produced

Data is collated from teacher assessments such as evaluating outcomes in books and teacher knowledge.

(AH) queried if this was the pupils own class teachers

Yes. All pupils are on an online tracking grid and their teacher updates progress on this platform throughout the year. Teachers moderate this with their counterparts across sites to ensure fair assessment of the pupils progress is being made.

(LM) queried with reference to BCRB pupils not making expected progress in Reading if there was anything in place to address this and does the school know why this has happened

These children were discussed in the recent Pupil Progress meeting. In part this is due to high mobility for example Southwold has taken on a pupil from a local school who is working considerably lower than where they should be and this will reflect in the data. Some of these pupils have EHCPs in place which is another contributory factor.

(LM) queried what types of interventions are being put in place for these pupils

There are a range of interventions. Within Lower School there is the 'Five Minute Box', Number box, one to one reading, phonics interventions and catch-up reading. Higher up the school there are online tools such as Mathletics, one to one reading and precision teaching where pupils have a set of high frequency words which they learn over a short period and then these words are updated at regular intervals.

(NBB) queried with regards to the data outcomes is this what the school had hoped for

Yes. The school aims for at least three quarters of the cohort to be on track and this is what the data reflects. This is tracked termly and throughout the year which ensures consistency.

(RD) To give context to the data it is expected that pupils from EYFS would move into Year 1 at 70-72% and leave Year 6 at 90-92%.

(NBB) queried how the emotional well-being of the children is being considered and whether this is done centrally or by the individual class teachers

At the beginning of the academic year there is a class context meeting which considers the class, their attainment and progress. This also includes discussions about the emotional health and wellbeing of the children which can be barriers to their learning. There are some children who have a higher emotional needs and therefore interventions such as the therapeutic service and learning mentor support are put in place.

The school buys into the Speech and Language service from the local authority, which not only enhances speech but also fosters confidence, resilience and development of communication skills. A Speech and Language teaching assistant is also in place and is responsible for taking key groups of children. This means that the class TA is not taken out of class to take these groups and run interventions. The PHSCE curriculum also supports the mental health and wellbeing of children.

(NBB) queried if the school has returned to its normal pre COVID-19 or does there remain a legacy for pupils and staff

Staff absence due to COVID-19 has increased more so now than in the earlier part of the pandemic. The school works hard to ensure consistency for pupils in the event of these unplanned absences. There is however an issue with the availability of supply agency teachers and the quality of those available at any given time. Senior leaders provide additional support when and where needed so that there is minimal impact on the teaching provision.

Page 29. Quality of Teaching and Learning: 50% of teaching is graded Outstanding and 50% is graded Good. At the last meeting there were two RI teachers on the profile. One of those teachers is now graded Good following completion of an 'Embedding Good' plan and the other RI teacher left at Christmas. A HLTA is covering a class at present meaning there are only thirteen teachers on the profile however a qualified teacher is due to take on that class after the half term.

Both the ECT and apprentice teachers are doing well and it is expected that they will both pass. They have already expressed their intention to stay on at Southwold.

The school is working towards the Silver Rights Respecting Award following recent accreditation of the Bronze Award and are also being reassessed for the Leading Parent Partnership Award (LPPA).

The Federation are pro-actively recruiting and interviews are taking place for teaching, SENCO and AHT vacancies.

(AH) queried with regards to the Rights Respecting Award what does the school need to do to achieve the higher accreditations

To achieve the Bronze Award the school made a pledge creating an action plan and raising its profile across the school. The next step is to imbed this within the curriculum.

(LM) noted with all awards the school want to achieve the first step is always attaining Bronze accreditation and then being reassessed for the following levels.

(SOB) noted that Eco-Schools is the exception to this where you can jump straight to Green Flag accreditation

Page 29. Behaviour, Safety & Wellbeing: There has been one exclusion involving a child who has been excluded previously. This child has been offered a place in a specialist setting.

There were 178 responses to the parent survey which is the most the school has had.

Page 29. Operational Data: The pupil role has risen slightly and is 377 at present.

Attendance is currently 95.4% with a target of 96.5%. At the recent attendance panel meeting a small number of families were fined for taking holidays during term time.

Recent Year 6 test outcomes show the children are doing better than the 2019 cohort.

A mini staff survey was undertaken recently to gauge staff wellbeing and consult staff on marking and assessment. The feedback from this was positive with almost 100% of staff responding.

5. Provision for SEND / Disadvantaged / vulnerable pupils

There are 377 pupils on role and 44% of those children are PPG. 23% of all pupils are EHCP and/or SEND K coded meaning they have additional support within class or interventions outside of class.

Typically disadvantaged pupils are working in line with their peers and the progress they are making is also in line with their peers.

SEND pupils as a group have made better than expected progress. 75% of EHCP pupils have met two or more of their IEP target. Only one child has not attained any of their IEP targets which is the child who has had several fixed term exclusions. This child was home schooled following the end of their exclusion which impacted on them working towards their IEP targets.

(NBB) queried if Hackney Education or any other agencies provide the school with guidance on these complex areas and give support

It is a requirement that there is a qualified SENCO employed within the school. There are two qualified SENCOs within the SLT. SEND pupils are always considered within monitoring and scrutiny.

The school works closely with the local authority Educational Psychologist who comes on site to assess children. A fulltime Speech and Language Therapist (SALT) is also sourced from the local authority who oversees the provision across all three schools and works closely with the SALT TA that the COVID catch-up funding is facilitating.

(RD) noted that there is new head of SEND and a new head of EHCP at Hackney Education who have been visiting schools to understand the local context. With the restructuring of this department there is an expectation this will have a positive impact on communication which historically has not always been strong.

EHCP pupils have an EHCP coordinator who oversees their provision. There are ten pupils who have EHCPs at Southwold all who have different coordinators. The plan at Hackney Education is for a cluster model to be implemented where the school would liaise with a fixed set of coordinators. The impact should be positive for all schools within a given cluster.

6. Outcomes and actions from parent survey

Page 30. There were 178 to the survey. Parents were handed the survey on parents evening and asked to complete it before leaving.

The headlines from this report Page 30. detail questions with the most positive and negative responses within each key stage. The action plan is developed taking the survey as a whole.

With regards to homework there are always responses from parents that prefer more homework and others who prefer less. Homework club is always available to support pupils and parents who may struggle to help their children. Holiday homework projects are celebrated with Golden Awards.

(AH) queried with regards to the coffee mornings who decides the themes of the coffee mornings.

There is an overview of coffee mornings produced and every year there are key themes which are revisited. Some coffee mornings tie in to external events during the year for example recently there was an online safety coffee morning as it was National Online Safety day. Other themes will link to internal events where for example families' week will have an associated coffee morning. Feedback from coffee morning surveys are also utilised to plan future topics.

A coffee morning specific to EYFS parents is offered as the school had noted some of the topics attracted a lot of those parents. The school want to ensure the themes on offer appeal to a wide range of parents.

(NBB) queried whether it was possible for the parent comments from the survey to be collated for the Governors to see

(RD) to add this to the Summer Term agenda

(LM) queried whether the question 'I am kept informed about how my child is getting on' could be changed or broken down further nothing that teachers are always available at the end of the day to answer questions about children and throughout the year not just on parents evening

The questions are based on the Ofsted survey but they can be adjusted.

7. Any Other Business

(RD) noted that there is a feasibility study regarding after school club provision at Southwold currently being carried out. A break down of breakfast and after school clubs provision within six local schools was shared highlighting what is offered and the cost. The Southwold provision is in line with what is delivered in the local area. The feasibility study is reviewing how the service can be refined and whether the number of spaces can be increased.

(AH) queried with regards to the offer of spaces to pupils in the younger age ranges what was the update

Age ranges are being considered in the feasibility study as well as the numbers of spaces on offer and the staffing numbers. All EYFS parents are provided with information on the after school club provision when they start and this is also communicated during the induction meeting. Information will be shared with Governors once the feasibility study is complete.

(NBB) queried if there had been a new lead for Eco-Schools appointed following the resignation of the previous lead

Yes. Ms King is leading Eco-Schools and she has introduced boxes to recycle all the stationary in class and has hosted a cross-site meeting of the Eco-teams.

Meeting finished 5.50pm.

8. Glossary of Common Terms

No comments