

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

Held on 11 July 2024 from 5pm to 6pm at Hoxton Garden Primary School

<b>Governor</b>	<b>Role</b>	<b>Term End</b>	<b>Present</b>	<b>Attendance</b>
Victoria Crawford (VC)	Co-opted Governor and Chair (12/23)	08/25 (T2)	Y	2/3
Claudia Moreira (CM)	Staff Governor	08/24 (T2)	Y	3/3
Hannah Lownsborough (HL)	Co-opted Governor	08/26 (T2)	-	Maternity Leave
Tolu Ojo-Williams (TO)	New Governor	09/27 (T1)	Y	3/3
Rachel Davie (RD)	Executive Head Teacher	n/a	Y	3/3
<b>Others in attendance</b>				
Rachel Kinder (RK)	Headteacher, Hoxton Garden School	n/a	Y	3/3
<b>Clerk</b>				
Jane Ware	Hackney Education	n/a	Y	3/3
Governor attendance at this meeting			75%	
Governor attendance year to date			92%	

**PART ONE: Non-Confidential – Main Business**

<b>1.0</b>	<b>Welcome, Apologies and Consent for Absence</b>
1.1	Welcomes were made to all present at the meeting of the Sub Committee for Hoxton Garden School.
1.2	There were apologies from VC, and it was noted that HL was on maternity leave.
1.3	The meeting was confirmed as quorate and RD chaired in VC's absence.
<b>2.0</b>	<b>Governing Body Organisation and <a href="#">Membership</a></b>
2.1	<a href="#">Viridis Terms of Reference</a>
2.1.1	Governors acknowledged that they had read the Terms of Reference.
2.2	<a href="#">Viridis Register of Business Interests</a>
2.2.1	No declarations of interest were made.
2.3	<a href="#">Code of Conduct</a>
2.3.1	Governors confirmed that they had read the Code of Conduct.
2.4	<a href="#">Governing Body Annual Calendar 2024-2025 and Governor Visits</a>
2.4.1	Governors acknowledged the annual calendar and governor visits.
2.4.2	It was noted that CM would stay on for the autumn term and KR would be leaving at end of her second term.
2.4.3	The young governor program has been signed up for, supporting associate governor recruitment, and Viridis has asked for two young governors.
2.4.4	Some of next year's meeting dates will need slight adjustments and the final calendar will go out in August.
2.4.5	Governors were asked to let RD know if they couldn't make any dates.
<b>3.0</b>	<b>Agreement of <a href="#">minutes from the last meeting of 21 March 2024</a> and any actions arising</b>
3.1	The minutes were agreed.
3.2	There were no actions.
<b>4.0</b>	<b><a href="#">Headteacher's Report</a> and <a href="#">Review of School Development Plan (SDP)</a> – RK</b>
4.1	Highlights were:

- Summer term data collection reflected that most children in years 1-6 have reached the expected standard in all subjects, which is similar or better than previous data, reflecting a quality assured process.
- Year 6 has achieved above national average for the 2024 benchmark.
- There is an increasing number of pupils in all year groups achieving at greater depth.
- School progress measures show all year groups and all groups of children have made in line or better progress than expected.
- The Turkish Kurdish Cypriot reading group focused on in Year 5 have made significant progress from starting points.
- In Year 5 at the start of summer term, there were 10 children who had moved over from closing schools and of those, most were working below expected standard and so it was ensured that they arrived a whole term before going into Year 6, being their SATs year, this is a target focus group.
- There is some provision in place for six of the 10 children which is additional to get them up to speed. One child is working significantly below so is receiving bespoke SEND provision.
- The deputies have been taking the lowest attaining children in small groups as a focus, it is hoped that most of them will reach expected standard. Assessments will take place throughout Year 6 to track progress.
- There is one child that is significantly below and an EHCP application will be made for them.
- The number of outstanding teachers is 45% and has met the set target.
- Two ECT2s are on track to pass their induction.
- There are a number of staff moves at the end of the academic year but the September teaching profile is recruited to.
- With the falling roll, there is a temporary cap on PAN so the school is looking forward to welcoming 30 children in September.
- The SENCO has been visiting nurseries to do transition work.
- There has been a cross site subject study in PSHE and RE and pupil outcomes and classrooms represent consistently high standards.
- The science quality mark outcome is awaited.
- Since the last sub committee meeting, there have been a number of enrichment events.
- There have been very high phonics results this year, as 94% children passed the phonics check, just three children did not pass so there is a provision in place for them for the last few weeks of term, and this will continue into the autumn term and they will be retested.
- There have been no fixed term suspensions.
- Year 6 have done transition activities for moving to secondary schools and there have been school visits where they have met the children.
- Pupil roll is currently actually 405 consisting of 55% disadvantaged children and 22% SEND, so above national.
- Attendance is 95.5% which is higher than national, but continues to be a focus.

	<ul style="list-style-type: none"> <li>● Reaching expected standards figures are 90% reading, 90% writing, 98% maths and 83% combined.</li> <li>● There was a monitoring visit during SATs week, invigilators looked at the process and were satisfied, they were looking at best practice for children who needed support and were happy with this.</li> <li>● The halfway point was measured for data and was in line with 2023.</li> <li>● Disadvantaged and SEND children are monitored, particularly those who are late or attendance drops.</li> </ul>
4.2	<p>QUESTION: Do you do exit surveys for staff? ANSWER: Yes, staff who stay get a staff survey and staff who are leaving get the exit survey. This is then evaluated and actions identified. Content includes reasons for moving on, how well they were managed, how many development opportunities they had, as well as core system reviews. This feeds into the marketing plan which tracks staff who have left, pupil roll and gives three year trends about what is happening and why. There is no identified historic trend why staff leave, with various reasons including moving abroad, wanting to do something different, leaving London, for example.</p>
4.3	<p>QUESTION: How do we maintain the standard for the next academic year? ANSWER: Assessments are taken, with analysis for those children with gaps. We are very clear where the gaps are and it is about adaptive teaching. There are reading groups of six, and intense high quality teaching which will carry on until the SATs. As they catch up, they will go back into the main sets and we will identify more children that need support.</p>
4.4	<p>QUESTION: Where teachers are moving out, is that affecting a specific set of classes or is it across the board? ANSWER: Because we recruit to the federation, we work on a spine of experienced federation teachers in each school. Teachers move around quite flexibly, so new teachers coming in would unlikely be working with someone who wasn't already familiar with the federation.</p>
<b>5.0</b>	<b><u><a href="#">Consideration of the School Improvement Partner (SIP) 2 Report</a></u></b>
5.1	<p>Highlights were:</p> <ul style="list-style-type: none"> <li>● The SIP report is from the spring visit in March.</li> <li>● The summer SIP visit will be shared in the autumn Full Governing Body meeting.</li> <li>● Outcomes and staffing were discussed, and these have been achieved, e.g. phonics.</li> <li>● The Turkish Kurdish Cypriot children were discussed and outcomes reviewed.</li> <li>● The first target was for writing and maths, about implementation and embedding, tracking progress and moving them on, and there was a learning walk to see how this works in practice. <ul style="list-style-type: none"> <li>○ The number of children who have personalised assessment grids were considered and reviewed in terms of focusing on those that</li> </ul> </li> </ul>

	<p>needed it the most, how they are moving towards achieving targets, and this is looked at in terms of analysis.</p> <ul style="list-style-type: none"> <li>○ It was agreed how to move this forward, by cutting down the number of children with personalised assessment grids.</li> <li>○ Pupil voice continues to work in articulation of their targets and learning.</li> <li>● The second target was provision, with the focus on driving it forward, learning walk with lower school deputy, clearly an improved provision across setting, adult teaching and additional support through other adults was looked at in terms of how it promotes children’s learning. <ul style="list-style-type: none"> <li>○ Children were observed engaged in their activities and understood what was expected of them.</li> <li>○ Writing opportunities were considered in terms of how they made children more creative.</li> <li>○ The gender gap was considered and ways of how to achieve closure of this.</li> </ul> </li> <li>● The last focus area was looking at key year groups and feedback in years 1 and 4, reviewing the level of support those teachers receive from the deputy, refining targets and articulating to children with the ongoing provision for teachers. <ul style="list-style-type: none"> <li>○ Wraparound care was considered in terms of how it had been evaluated and improved.</li> </ul> </li> </ul>
5.2	<p>QUESTION: Regarding attendance, were there a lot of unauthorised holidays, how is this conversation had with parents and what is the outcome?</p> <p>ANSWER: At least twice a year we send out expectations and policies around attendance, we don’t authorise holidays during term time. Within policy, families are fined. The government has made some changes to attendance guidance for September 2024, this was also changed in 2022, it remains a national concern, post pandemic. It is difficult to manage persistent absence resulting from holidays if parents decide that paying a fine is a cheaper option. Parents that make this decision regularly are tracked over time. They have to apply and fill in application forms for this. Sometimes there are deaths in families which are unavoidable, and generally these families provide a death certificate. All holiday absences are automatically fined after three days. We buy into Hackney attendance service and have an officer allocated. There is a school intervention then a referral to the Hackney service involving an attendance meeting, and if there is no improvement there is an escalation to fining, and extreme cases can go to court proceedings. We are tracking families that have low attendance outside of holidays, and there have been some real successes in the last year with these families. One of the plus points from the pandemic is that persistent absence is tracked in a really well defined way. 8.7% persistent absence at Hoxton is significantly below the national average of persistent absence which is 20.9% national figure.</p>
5.3	<p>QUESTION: Regarding EHCPs, the report talks about agreed processes not being followed. What were they?</p> <p>ANSWER: The Hackney falling roll has raised concern over the handling of this by the borough. There has been a divide in communication between placement</p>

	<p>planning and the SEND team, there have been delays in delivery of communication, transitional work has come from the federation working with schools rather than from the local authority supporting. Parents response has been frustration because they don't feel supported by the borough. RD is on the school based planning advisory group and met with the mayor and head of children's services to give feedback directly on impact on schools as part of a group of school leaders. Closing schools have created challenges for many different professionals and teams.</p>
<b>6.0</b>	<b><u><a href="#">Pupil Survey 2024</a></u></b>
6.1	<p>Highlights were:</p> <ul style="list-style-type: none"> <li>● Colours are red for not met, green for met and orange for in process.</li> <li>● Having strong starting points for SEND provision is an ongoing focus.</li> <li>● The big six was launched this year which are six texts which we think children should read and this is an ongoing piece of work for the literacy lead.</li> <li>● The survey was undertaken in spring term, and things are in line or better than last year, there are some really positive responses, that children feel safe at and proud of their school.</li> <li>● Understanding the term 'bullying' will remain a focus.</li> <li>● The turbulence in the year of transitioning children in and out can impact the results of the survey, so the intention is to do the survey again halfway through the autumn term, to ensure there is an up to date set of data.</li> <li>● Ofsted will ask questions about this so it is important to be familiar with the survey results.</li> <li>● We reshaped values to reinforce core concepts we want as a core structure to support children in easy recall, this will go live in September 2024.</li> </ul>
6.2	<p>QUESTION: For children who haven't necessarily moved but are dealing with new students coming in, how are they supported in terms of the impact on them? ANSWER: That is supported by the classteacher, and all new children have been buddied with a Hoxton Garden child. The school deputy has spoken to each child over a period of time, the learning mentor has been out in the playground, connecting with the children, talking to them regularly. Another staff member who does speak up is actively involved with the children to ensure that relationships are developing positively, which is credit to year 5 teachers for making this happen. There have also been assemblies, PSHE focus content and playground focus games for all children.</p>
<b>7.0</b>	<b>Any Other Business</b>
7.1	RD thanked RC for the 11 years she had worked at the school.
<b>8.0</b>	<b>Any Confidential Business</b>
8.1	The Chair or Clerk were not notified in advance of any Confidential Business.

9.0	<a href="#"><u>Glossary of Common Terms</u></a>
9.1	Governors were advised of the glossary of terms.

The meeting finished at 6pm.

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**James Gowland**

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