

# GOVERNOR NEWSLETTER

AUTUMN 2022

## TERMLY REVIEW

Last academic year was a very successful one for our schools partnership, and we are fortunate to have such a committed community and team of staff who are all seeking the best for the children who attend our schools. Our recent 'World Week' highlighted the incredible diversity of our schools, which have nearly 40 different home languages spoken and children from all over the world. We are very proud to have schools that invite their communities to be as involved as possible and an environment where children flourish and achieve so well.

As school Governors our role is to act as 'critical friends' and make strategic decisions as a group, whilst the operational management of the schools remains the responsibility of the school leadership teams. We meet both as a full Governing Body and in school subcommittees each term, watching the performance of each school closely. It is evident that our schools benefit enormously from working in partnership and we are watching local and national developments closely to make sure that we can continue to ensure Viridis Schools continue to retain the autonomy and local accountability that have supported our successes so far.



## WHAT HAVE WE BEEN TALKING ABOUT?

Governors review a range of reports including those from the School Improvement Partner, the Local Authority and the Department of Education to inform their understanding of how the schools are doing relative to others. Governors meet as a Full Governing Body each term and each school has a sub committee each term. The Headteachers provide a report to governors which details key areas such as teaching, the curriculum, behaviour and safety, and key data.

This term we are also undertaking a self review which we will use to make sure that we continue to be effective in our important role of holding the school leadership teams to account. There is more information about our meetings as well as our annual calendar of meetings on the school websites.

## WELCOME TO SAMSON BROUGH

Samson was born in Clapton and has been a resident of Hackney for 26 years. He is currently studying a master's degree in Data Science at Queen Mary University of London and works part-time as a sound engineer for a local audio book production company. Samson joined us as part of the Hackney's Young Governors initiative last year, joining the Full Governing Body in September 2022.



# GOVERNOR VISIT MORNING

This academic year, our first Governor Visit Morning took place at Hoxton Garden with a focus on Reading at Viridis Schools. Governors had the opportunity to explore ways in which the reading curriculum is implemented including class-based teaching, intervention, enrichment, and the extension beyond the school setting, home reading. Using a number of strategies, Viridis Schools promote a love of books and encourage children to become confident, independent readers. A presentation was shared by the KS1 and KS2 Deputy Headteachers, including the excellent end of KS2 SATs results for 2022, which showed that all three Viridis Schools confidently exceeded national reading averages.



Governors also had the opportunity to speak to children from Years 2 to 6, who confidently articulated their understanding of reading within the school setting and beyond. They explained how they are well-equipped with a wealth of resources, knowledge and home support to enable them to become fluent in the fundamentals of reading.



During a walk around the school, governors were able to experience first-hand how reading lessons are undertaken and how the subject is promoted in the school environment such as school displays and book shelves containing a wide genre of text for all reading levels. Children are provided with many opportunities to read, enjoy and share books as well as being emerged in language rich environments with access to a breadth of vocabulary and print.

# CONTINUING SUCCESS AT VIRIDIS SCHOOLS

In the Summer Term, Year 6 took their standard assessment tests in reading, grammar and mathematics and undertook writing assessment tasks. Children in Year 2 were also assessed in reading, writing and mathematics, primarily by teacher assessment. Both of these end of key stage assessments are compared to national data. All three partner schools did extremely well, with our children achieving and making progress that is significantly better than expected.

We are particularly proud of how well children from disadvantaged backgrounds do compared to other pupils in England. These measures are an important recognition of the hard work of children and staff, but also show that having a rich and exciting curriculum, alongside high expectations and great teaching, make a real difference to how well children do with these crucial reading, writing and mathematics skills. This year is of particular note as the first reported data since the COVID pandemic. As Governors we are committed to ensuring that this rich curriculum remains an integral feature of our schools.

KS2 Data Outcomes					
	Reading	Writing	Maths	GSP	RWM
<b>Orchard</b>	80%	93%	81%	93%	73%
<b>Southwold</b>	89%	85%	91%	93%	81%
<b>Hoxton Garden</b>	89%	89%	96%	91%	87%
<b>National (2022)</b>	74%	69%	71%	72%	58%