



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

Held on 9 March 2024 from 5pm to 6.15pm at Southwold Primary School

Governor	Role	Term End	Present	Attendance
Alberta Senyah	Co-opted Governor and Chair (11/23)	08/25 (T2)	Y	2/2
Lenna Marson	Co-opted Governor	08/25 (T1)	Y	2/2
Aya Haidar	Parent Governor	08/25 (T1)	Y	1/2
Cllr Ian Rathbone (IR)	Local Authority Governor	08/26 (T2)	A	1/2
Rachel Davie (RD)	Executive Head Teacher	n/a	Y	2/2
Others in attendance				
Rachel Carr	Headteacher, Southwold School	n/a	Y	2/2
Noah Birksted Been	Associate Governor and Vice Chair (11/23)	n/a	Y	2/2
Clerk				
Jane Ware	Hackney Education	n/a	Y	2/2
Governor attendance at this meeting			86%	
Governor attendance year to date			86%	

Actions Log

Date / item	Action	Who	When
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17/11/2022, 8.2	RD to request that IT check the calendar download function on the websites of Orchard and Southwold.	RD	Completed
09/03/2023, 4.4.5	RD to provide more information about decolonisation in the curriculum in the summer report.	RD	Completed

PART ONE: Non-Confidential – Main Business

1.0	Welcome, Apologies and Consent for Absence
1.1	The Chair welcomed all to this meeting of the Sub Committee for Southwold School.
1.2	Apologies were received from IR.
1.3	The meeting was confirmed as quorate.
2.0	Governing Body Organisation
2.1	Membership
2.1.1	Membership of the Governing Body was acknowledged.
2.2	Viridis Register of Business Interests
2.2.1	No declarations of interest were made.
2.3	Viridis Terms of Reference
2.3.1	Governors acknowledged that they had read the Terms of Reference.
2.4	Code of Conduct
2.4.1	Governors confirmed that they had read the Code of Conduct.
2.5	Governing Body Annual Calendar 2022
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	Actions were addressed as per the actions log.
3.2	There were no comments on the minutes of the meeting of 17 November 2022 which governors APPROVED as an accurate record.

4.0	Headteacher's Report - RC
4.1	Data Outcomes
4.1.1	Data is from the autumn term data harvest.
4.1.2	There are consistent high standards across the school with expected standard levels in reading, writing and maths in line with the summer 2022 data.
4.1.3	Year 2 and Year 6 are on track to exceed national averages by the end of the year.
4.1.4	All pupils have made at least expected progress in reading, writing and maths, whilst pupils in years 4, 5 and 6 exceeded this.
4.1.5	Year 1 do not have progress data as this is the first term of formal teaching under the national curriculum so it is not comparable with EYFS.
4.1.6	The progress of disadvantaged is broadly in line with progress of all pupils. Children with educational health care plans (EHCPs) have made progress against their own personal targets.
4.1.7	A case study to track the progress of TKC pupils has been undertaken and individual interventions identified for pupils who have not made expected progress in reading.
4.2	Quality of education
4.2.1	There has been an increase in outstanding teachers from 32% in the autumn to 38% in spring, and the target is 40%.
4.2.2	Apprentice teachers in Year 3 have been completing a six week alternative key stage placement in other schools in the federation.
4.2.3	In autumn the local authority supportive review focussed on deep dives in reading, writing and wider curriculum and humanities.
4.2.4	Staff completed the mid year staff survey and 86% intend to stay, the other 14% were unsure but no one said they were going to leave at the end of the academic year meaning staff retention is predicted as high.
4.2.5	Currently interviews for teachers and leaders across the federation for September are taking place.
4.2.6	The current focus for staff development (CPD) include: reading, effective delivery of the computing curriculum, reasoning and problem solving within mathematics and effective strategies for teaching modern foreign languages.
4.2.7	The school is applying for a number of awards and quality marks.
4.3	Behaviour, safeguarding and well-being

4.3.1	There have been no suspensions since the last report and no children are at risk of exclusion.
4.3.2	No bullying investigations had been carried out at the time of the report.
4.3.3	The annual parent survey reflected 232 responses which is a significant increase on the previous year.
4.3.4	Pupil roll has increased from 367 to 374.
4.3.5	Free school meals, pupil premium and special educational needs and disabilities (SEND) percentages have stayed the same.
4.3.6	The school is at 93.2% attendance and the national average is 92%, but the target for the year is 96%.
4.3.7	Strep A and chickenpox impacted autumn attendance but it is steadily increasing again.
4.3.8	Data for years show Year 2 and 6 are on track to exceed national averages again.
4.4	<u>Current risks and priorities</u>
4.4.1	Current priorities are to continue to increase the percentage of outstanding teachers, to continue to support SEND and vulnerable pupils, ensure attendance is sustained, ensure behaviour remains high standard and well being and workload remain well managed.
4.4.2	QUESTION: It seems exceptionally low to have no bullying or exclusions. Is this due to sustained work on behaviour? ANSWER: The number is in line with the last academic year. A child was at risk of exclusion in the summer term but had a placement at New Regents and successfully transitioned back. The systems remain the same. Behaviour analysis helps identify children at risk, through analysis of incidents and this is reviewed by senior leaders every half term. For pupils at risk, learning mentor support, behaviour charts, therapeutic support, play therapy, group therapy and play based interventions. Typically in school structures are effective by external support in the borough can be drawn on if not.
4.4.3	QUESTION: How is the post pandemic playing out in terms of support for those who need it? Is it still very noticeable? ANSWER: In terms of safeguarding, behaviour and inclusion, this is a consistent focus which is discussed at weekly meetings and a core part of provision planning enhanced by the Wellbeing and Mental Health Support (WAMHS) worker support from HAckney to review strengths and areas of focus in the school. Attainment wise we are not seeing the gaps, as interventions in key areas supported gap closures. Data for the year groups is comparable data and shows consistency

	with pre pandemic data. The curriculum is very robust meaning pupils have secure and embedded learning opportunities over time.
4.4.4	<p>QUESTION: In terms of decolonisation in the curriculum, is it happening across subjects?</p> <p>ANSWER: The curriculum was reviewed for geography and history, with lots of implicit work through continuous professional development (CPD) around language choices, key images and careful use of displays to support local context representation. The curriculum is reviewed annually and this is reflecting on children's outcomes, dialogue and reflections and diversity and representation of the cultural capital. Enhanced work related to that includes a review of texts that children are expected to have read each year, to create a breadth and representative reading experience. Home reading books are a constant focus to ensure diversity and representation. All three libraries in the Federation have been revised. The reading offer came out as a strength in the LA review in terms of the texts being current and children able to talk about them in KS2. Recruitment, governance and finance also feature in the school development plan as wider contextual foci of diversity.</p>
4.4.5	<p>QUESTION: Is there a reason why the school does not partner with local organisations that could feed into the curriculum?</p> <p>ANSWER: Year 6 are visiting Hackney School of Food. The Federation has well represented citizenship, community and partnership work within and across the curriculum. Information about additional food, finance and activities support that might be relevant to local families is shared on the website as a community resource.k</p>
4.4.6	<p>QUESTION: Can families opt in or out of paper communication?</p> <p>ANSWER: It is the ambition they will be able to, this is a work in progress as the infrastructure needs a full review e.g. website renovation, parent apps and impact on office team workload. This involves meeting with various companies and lots of research, there will then be shortlisting and then a tender process. There is an ambition of a 12 month turnaround.</p>
4.4.7	<p>QUESTION: In operational data, what would cause the discrepancy from 23.4% to 23.3%?</p> <p>ANSWER: It depends, for example, two children leaving with SEND and one child joining with SEND could have this impact. Data is calculated on the day of the report.</p>
4.4.8	The Turkish, Kurdish and Cypriot case study breakdown identifies intersectionality in terms of disadvantaged status, SEND and new arrivals.
4.4.9	<p>QUESTION: Is there any way that parents that support the teachers strike can feel supported?</p> <p>ANSWER: There is a very respectful staffing team, this is about disassociation with the government, not the school. The school has been given notification for</p>

	striking so it is about balance, respecting and supporting the community, keeping groups open where there are not teachers striking, so there is careful mapping.
4.4.10	QUESTION: How have parents been? ANSWER: There have been a couple of concerns but it is almost accepted that there are a lot of strikes from key groups at present.
4.4.11	Free school meals have been offered to children on strike days.
5.0	Southwold Supportive Review - RD
5.1	There have been supportive reviews at all three schools across the federation in terms of the articulation of learning, standards and provision in place.
5.2	It is important for external professionals to support dialogue as well as internal, with different aspects across provision with articulation and curriculum dives.
5.3	This supports very deep next step foci, actions can be undertaken and reviewed in the summer.
5.4	In KS2, phonics and reading groups were reviewed with a number of strengths identified across them, key highlights were around quality guidance in the curriculum, ensuring a clear progression pathway to build comprehension and use of sophisticated texts, with opportunities for children to reach a wider cultural context of reading by making comparisons between books and authors.
5.5	The phonics systematic programme ensures really robust teaching for children.
5.6	Leadership work is around ensuring that children who need to are catching up quickly through phonics interventions.
5.7	Reading sessions for year 1 pupils have a clear structure to support their reading, with reading diaries used to track reading over time.
5.8	There is logistical and organisational work to be done, particularly for pupils working significantly below level, so work has been undertaken to refine this based on EHCP outcomes.
5.9	In terms of writing, there is consistency around the articulation of writing.
5.10	There is good evidence of pupil outcomes showing cohesive planning across work.
5.11	There are opportunities to practise through incidental writing key skills, for example, using adverbs, and then a final write to apply all skills learned.
5.12	There are inconsistencies in transcription and handwriting in some cases.

5.13	It is important for less experienced teachers to have clear models to support expectation.
5.14	Lessons seen on the day showed strong teacher subject knowledge and coherent content, and pupil evidence of this was seen in their books.
5.15	It is a strength that children in years 1 and 2, and further up the school, can talk about their learning, vocabulary and context which is reflected by the embedded curriculum.
5.16	Leader articulation is a project on subject overviews that will capture narrative in one place for subject leaders to talk from.
5.17	The reviewer is an Ofsted inspector, a previous school improvement partner (SIP) and employed by Hackney Education.
5.18	It is good for staff to experience this structure ahead of an Ofsted visit.
5.19	Internally this reviewing is done across the federation to review standards across all of the schools and we build expertise this way.
5.20	QUESTION: Does the SIP go into any class in the school? ANSWER: Yes, and look in any books, or they might ask to see specific children.
5.21	There have been three SIP visits across the federation which is another opportunity to look at specific things.
5.22	QUESTION: What support are subject leaders given in terms of training, to be able to train teachers and so forth? ANSWER: Subject leadership program, senior leaders lead a number of different groups, structure around monitoring and feedback and key targets for leadership, for their subject on time, and they get personalised support on site through regular meetings with experienced senior leaders.
5.23	QUESTION: In terms of reading and context of background knowledge, is there any non-fiction, current affairs literature available? ANSWER: In years 5 and 6 teachers use unseen text and content from current news items. This crosses over with personal social health and economic (PSHE) and ICT for example, understanding fake news. There is a clear structure in online safety in terms of each year group.
5.24	QUESTION: How does the school navigate curriculum around gay or trans in terms of the religious families in the school? ANSWER: Relationships and sex education was rewritten in the curriculum in 2020 and as part of that process there was a consultation on content, parent sessions were held, there was clarity in what is being taught in that part of curriculum, supported by the wider PSHE curriculum. Every year the family diversity week supports this in terms of make up and content. There are Stonewall staff trained, an appropriate language script, the religious education

	<p>(RE) curriculum follows the Hackney syllabus and teachers attend the Hackney sessions to ensure consistency in delivery expectation. If a parent is concerned about content, leaders show them the curriculum and what the lesson entails which usually satisfies the parents, for example, relationships are being taught in terms of being respectful, accepting and understanding. The concepts change and develop but this is done from early years. Changes in terms of appropriate language and how children view themselves can be a concern for parents. Safeguarding training includes addressing this in terms of language and content. Children are nurtured in a way that they are comfortable enough to question things.</p>
6.0	Outcomes and actions from Parent Survey - RC & RD
6.1	The annual survey was handed out at autumn parents evening. 232 surveys were completed which is a huge increase from 178 last time.
6.2	This is very positive, lots of 100% agree that the school provides good education, teachers work hard, that reports are useful, children feel safe and that the school is friendly and welcoming.
6.3	The most common positive comments were about school community and culture and communications.
6.4	Excellent teachers, learning and enrichment opportunities were also identified as positives.
6.5	On the less popular statements, there are still increases on last year.
6.6	In terms of bullying regarding parental perception, language can be really impactful, for example, the difference between bullying and being unkind, which is a big language change but the number of don't knows has decreased across all surveys, across all three schools, which is positive.
6.7	Coffee mornings promote the school.
6.8	The survey has been shared on the website.
6.9	It was noted that community has been set up as an additional support tab on the website.
6.10	QUESTION: Were there any negatives in the staff survey? ANSWER: Areas of focus will be the lowest scores - coffee mornings, school dealing with bullying and communication for this via coffee mornings, newsletter and website. A lot of parents wanted phonics and this was put on and shared in the newsletter.
6.11	QUESTION: Why is there no after school care for the early years?

	ANSWER: That provision has a different ratio and the offer is based on staff availability.
7.0	Any Other Business
7.1	No other business was discussed.
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 6:15pm.

Signed: _____ **Date:** _____

James Gowland

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