

**The Viridis Federation of
Orchard, Southwold and Hoxton Garden Primary Schools
Minutes of the Full Governing Body Meeting**

Held at 6pm on 5 October 2023 at Orchard Primary School

Governor	Role	Term End	Present	Attendance
James Gowland (JG)	Co-opted Governor and Chair	08/26 (T2)	Y	1/3
Laura Theobald (LT)	Co-opted Governor and Vice Chair	08/23 (T1)	N	1/3
Victoria Crawford (VC)	Co-opted Governor	08/25 (T2)	Y	1/3
Hannah Lownsborough (HL)	Co-opted Governor	08/26 (T2)	N	0/3
Lenna Marson (LM)	Co-opted Governor	08/25 (T2)	Y	1/3
Chisara Nwabara (CN)	Co-opted Governor	08/25 (T1)	Y	1/3
Samson Brough (SB)	Co-opted Governor	08/26 (T1)	Y	1/3
Alberta Senyah (AS)	Co-opted Governor	08/25 (T1)	Y	1/3
Clr Ian Rathbone (IR)	Local Authority (LA) Governor	08/26 (T2)	Y	1/3
Aya Haidar (AH)	Parent Governor	08/25 (T1)	Y	1/3
Kay Richardson (KR)	Parent Governor	08/24 (T2)	Y	1/3
Claudia Moreira (CM)	Staff Governor	08/24 (T2)	Y	1/3
Rachel Davie (RD)	Executive Headteacher	n/a	Y	1/3
Others in attendance				
Stephen O'Brien (SOB)	Headteacher, Orchard School	n/a	Y	1/3
Rachael Carr (RC)	Acting Headteacher, Southwold School	n/a	Y	1/3
Rachel Adams (RA)	Headteacher, Hoxton Garden School	n/a	Y	1/3
Clerk				
Jane Ware	Hackney Education	n/a	Y	1/3
Governor attendance at this meeting			92%	
Governor attendance year to date			92%	

Actions Log

Meeting date	Item	Action	Person Responsible	Status
18/05/2023	9.1.8	RD to share the wellbeing policy with governors.	RD	Pending
18/05/2023	9.2.14	SB to share GDPR report with governors.	SB	Pending
05/10/2023	5.4	RD to discuss this with the communications team about making a video.	RD	Pending
05/10/2023	8.6	Governors to share all training attended with RD.	Governors	Pending
05/10/2023	8.8	RD to share safeguarding training dates with governors.	RD	Pending

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 Full Governing Body.
1.2	Apologies were received from LT who has forthwith resigned due to moving to York.
1.3	The meeting was confirmed as quorate.
2.0	Governing Body Organisation
2.1	Membership and Elections - The Clerk
2.1.1	IR nominated JG to be the Chair of the Governing Body.
2.1.2	JG left the room and there was a UNANIMOUS VOTE by governors for JG to be Vice Chair, which upon his return he AGREED.
2.1.3	Vice Chair Election
2.1.4	IR and JG nominated VC for Vice Chair of the Governing Body.
2.1.5	VC left the room and there was a UNANIMOUS VOTE by governors for VC to be Vice Chair, which upon her return she AGREED.
2.2	Viridis Terms of Reference
2.2.1	Governors noted the terms of reference and The Chair noted the terms of office table on page 5, specifically some governors whose term is due to expire this school year including KR, VC, CM and LT.
2.3	Viridis Register of Business Interests

2.3.1	SB declared that he had joined the Pilot Panel for Hackney Police Scrutiny.
2.4	Code of Conduct
2.4.1	The code of conduct was noted.
2.5	Governing Body Annual Calendar 2023/24
2.5.1	The governing body annual calendar was noted.
2.5.2	IR requested that the Southwold Sub Committee meeting on Thursday 7 July 2024 should either be moved to 4pm or the date should be changed, to allow him to attend.
3.0	Agreement of minutes from the last meeting and any actions arising
3.1	There were no comments on the minutes of the last meeting of 18 May 2023 , which governors APPROVED as an accurate record.
4.0	National and Hackney updates - RD
4.1	RD highlighted that there have been no significant changes to content but within the context of inspection governors should be aware of the updated handbook. Key changes include: <ul style="list-style-type: none"> • There are evaluation structures around safeguarding and what constitutes ineffective safeguarding. • Outcomes can be shared as pending judgments. • Conduct relating to Ofsted inspectors; guidance is highlighted if a school feels an inspection is challenging. • Isolated poor behaviour does not reflect a judgement on typicality of behaviour across the school if there is contextual information provided. • There has been a re-write around the capacity to improve the section of the handbook, making it clearer what a school should do if safeguarding or another element of inspection failed.
4.2	RAAC
4.2.1	None of the schools are affected by RAAC.
4.2.2	Assessments are engaged with by the federation within Hackney to meet national check requirements.
4.3	Free school meals (FSM)
4.3.1	Year R to 6 have access to free school meals and there has been good uptake. This is in line with the London Mayor offer for one year.
4.3.2	The Federation have extended the offer to full time nursery. This will also be for one year and aims to support nursery place uptake as a unique selling point.
4.4	School estates
4.4.1	21% of reception places unfilled 22-23 which is quite significant, projections for Hackney indicate that this will rise to 23% by 25-26 and potentially there will be a slow decrease down to 20% somewhere around 2031.

4.4.2	QUESTION: Who did the modelling? ANSWER: The GLA.
4.4.3	Long term projected impact will be seen in secondary schools.
4.4.4	Hoxton roll is at 83% capacity, Southwold 80% capacity and Orchard 87% capacity. This is stable when compared to year on year Federation modelling.
4.4.5	The key consideration for forward planning is the impact on the federation budget if there is a drop in pupil roll.
4.4.6	Hackney Education have made a third director role looking after school estates.
4.4.7	Schools on the amber list were contacted at the end of the academic year and the plan was to discuss in September why they were falling into scope.
4.4.8	Hackney Education will aim to review how to reduce the amber list as there is no overall strategy in place at present.
4.4.9	Hoxton fell into a criteria and is on the amber list. However, changes to pupil roll as a result of local school closures mean an overall reduction in risk.
4.4.10	The SEND and School Estates Assistant Director roles at Hackney are interim roles that end in 2024 which could impact the direction.
4.4.11	QUESTION: Is there anything governors can do to more proactively address this issue? ANSWER: There is currently a good 'operational' handle on the situation. Discussions with the school improvement partner (SIP) are ongoing, the EHT is part of wider groups within the LA and has good knowledge on the wider picture. Nurseries are all 38% or above full. There is good communication and proactive promotion of school places. Parent tours have increased, and can be signed up for on the website. Governor reviews will continue through a rolling agenda item across the year.
4.4.12	QUESTION: So the federation is not worried about the amber list now, but be a peaks in 2026? ANSWER: Yes, the scope will likely change and it is a concern if Orchard Reception intake continues to decline next year (this year 65/90 pupils).
4.4.13	QUESTION: Will free school meals continue if Sadiq Khan takes away the FSM funding? ANSWER: Funding through school budget would be a great cost, it will be evaluated and tracked in terms of impact on budget when the stop point for the mayor offer is known.
4.4.14	QUESTION: What's the latest on the 2030 Hackney Education strategy? ANSWER: There have been no updates.
4.4.15	QUESTION: Is that a consequence of leadership at Hackney level? ANSWER: Consultation of governors and leaders in May, five months ago. They indicated that there would be an update in September/October, which is likely impacted by the Mayoral election. It does not impact the federation in terms of strategic direction or operational delivery.
5.0	Executive Headteacher's Report (Autumn Term 2023) - RD
5.1	RD highlighted the following points:

	<ul style="list-style-type: none"> ● Results have been received and achievement is significantly above national averages in attainment, testimony to the security of the curriculum and leadership on school sites that children do so well at these points in years 2 and 6. ● Sub committees will consider data in more detail in the meetings this term. ● New school development plans have been drafted across all three schools, taking into account common areas and individual school differences regarding data analysis and SIP visits. ● Attendance is a core priority, however the federation was above the national end of academic year which demonstrates the importance of system consistency. ● There has been careful promotion and tracking of nursery places, families are contacted before children turn three years old to support readiness at age entry level. ● Transition videos are on school websites for key transition points e.g. EYFS and EYFS to Year 1, and other videos will be available shortly for children coming from other schools in other years. This supports a model of active participation and engagement opportunities for new to school community families. ● The website access is tracked with feedback from parents positive for all three schools, noted in the parent survey data. ● There is a core focus on leadership and professional development for staff. This includes national accreditation and a revised Federation leadership programme. Senior leaders are overseeing training and development locally to ensure opportunities are maximised. ● The recruitment for Southwold's Headteacher role is due to complete this term. ● A parent partner offer is being reviewed to ensure this is communicated with efficiency and transparency through the website. The Federation provide many opportunities for parents to come to school including family focus mornings, design technology days, significant parents, significant females and significant older people. ● All three schools were accredited by the association for the PE quality mark following site evaluation of provision. This included meetings with headteachers, PE leads and seeing lessons / clubs. ● Southwold will take part in an Ofsted research visit in November as part of a national review of art and design curriculum. 50 primary and secondary schools are participating and there will be a focus review of outcomes, discussions with leaders, lesson visits and curriculum evaluation. There is no judgement but this does provide an effective CPD opportunity for leaders and teachers. ● Staff have attended training on safeguarding, updated policies, KCSIE updates, GDPR and data. Governors were advised that they would be invited to annual training. ● Orchard facade works are nearing completion. Southwold facade works are due to commence at half term, faster than anticipated and there will be 25-30 weeks of scaffolding, so there have been multiple meetings about how to meet the educational needs of the children during this time. Gantry scaffolding will be used to ensure that scaffolding is not on the ground so the school can continue operationally. ● Fire risk assessments and drills have been updated and completed on all three sites. ● Current priorities are to continue to evaluate and develop provision for special educational needs and disabilities (SEND) children, attendance, reduce exclusions and enhance the federation's sports offer.
5.2	<p>QUESTION: Given the power of word of mouth, the parents and teachers association (PTA) could promote the schools more verbally.</p> <p>ANSWER: Yes.</p>

5.3	A parent promotion video could be really positive and could be shared in newsletters and at coffee mornings.
5.4	Action: RD to discuss this with the communications team about making a video.
5.5	QUESTION: Should governors be providing support with ongoing risk assessments? ANSWER: Information sharing will continue to be shared with governors on an ongoing basis and as a rolling agenda item with the view that projected risk is evaluated and responded to.
6.0	School Sub Committee Feedback
6.1	<u>Southwold - RC</u>
6.1.1	The Southwold Committee meeting minutes of 29 June 2023 were shared for information.
6.1.2	The following highlights were noted: <ul style="list-style-type: none"> • The headteacher's report and data report shows that 20% of all pupils or more had achieved greater depth standard in line or higher than last year and disadvantaged children had made more than expected progress. • All teachers were assessed as good or better and higher number of outstanding at the end of year. • Hackney Education agreed with all judgements made and Southwold achieved a special educational needs (SEN) award in summer term following a very rigorous assessment process. • A pupil survey was completed by polls in years 1-6 and all percentages stayed the same as before or increased. • One area of focus is teachers providing appropriate challenge to children through their marking.
6.2	<u>Hoxton Garden - RA</u>
6.2.1	The Hoxton Garden Committee meeting minutes of 7 June 2023 were shared for information.
6.2.2	The following highlights were noted: <ul style="list-style-type: none"> • Internal data shows the majority of children in all year groups are at least at expected levels in reading, writing and maths, in line or higher than last year. • Hoxton Garden was also moderated externally for KS1 in reading, writing and maths and all the judgements were agreed. • Attendance remains stable and a focus. • All teachers are good or better. • All new teachers have passed their induction. • Nursery is full. • Transitions for year 6 have been reviewed, for moving to secondary schools. • There has been work with a re-engagement unit looking at vulnerable children.
6.3	<u>Orchard - SOB</u>
6.3.1	The Orchard Committee meeting minutes of 15 June 2023 were shared for information.
6.3.2	The following highlights were noted:

	<ul style="list-style-type: none"> • The staffing context is three teachers leaving and 88% staff retention which is the highest retention for some years. • Enrichment week was held in summer 1 which was families week, held over two days and including grandparents, 150 people attended and there was really positive feedback. In terms of operational data, the number of pupil premium children is increasing. • Children coming into the school tend to be pupil premium so typically they come from low socio economic backgrounds. • The summer data harvest showed 75% or more pupils on track and 15% or more at greater depth. • KS1 was moderated and the LA agreed with all judgements. Pupil survey outcomes showed an increase in the number of pupils agreeing or strongly agreeing, notably children feeling safe at school had increased reflecting the behaviour, culture and ethos work completed at Orchard. • Testimonials of grandparents attending the event at the school would be lovely for the promotional school video, in terms of the community element.
7.0	<p>Consideration of summer term SIP reports, a summary of 2022-23</p> <ul style="list-style-type: none"> • Southwold SIP 3 • Hoxton Garden SIP 3 • Orchard SIP 3
7.1	<p>Highlights were as follows:</p> <ul style="list-style-type: none"> • Education health care plans (EHCPs) are reviewed annually. • The rising number of children with SEN is a national picture. • It is not a requirement to have a teaching assistant (TA) in every classroom but this is a budgetary decision made by the school. • Funding from the LA allows specialist teachers and educational psychologists. • Speech and language therapy (SALT) is funded by an internal budget for closing SALT gap quickly in early years, and this is evaluated very carefully looking at the impact. • Unlocking potential is bought into and reviewed in the same way annually, for special emotional mental health (SEMH) children whose needs might not be met in the wider context of the NHS.
7.2	<p>QUESTION: With the increased offer of FSM, did you market to parents to get them to register? ANSWER: Yes, on entry to Reception, it is expected that the form is completed regardless which avoids gaps. That way even if they don't start off entitled to FSM, if they become eligible it automatically triggers.</p>
7.3	<p>It was acknowledged that the FSM had had a really positive impact on family income but the concern is what happens next year if the funding does not continue.</p>
8.0	<p>Link governors and training</p> <ul style="list-style-type: none"> • Link governor structure and agreement of roles • Training offer (including statutory safeguarding training) • GDPR link governor visit form
8.1	<p>The Chair referred governors to the link governor proposal in the pack.</p>
8.2	<p>It was noted that key focus areas were different from last year and were mapped to support the organisation across the year.</p>

8.3	QUESTION: Are Health and safety systems fire drills and things like that? ANSWER: Yes.
8.4	QUESTION: Do the focus areas align to the priorities? ANSWER: Yes, and also looking at specific things within the wider context so there is good coverage over time.
8.5	The Chair encouraged governors to attend the training available to them.
8.6	<i>Action: Governors to share all training attended with RD.</i>
8.7	QUESTION: Is there any training that RD would recommend to governors? ANSWER: There is a good training offer, and if governors attend safeguarding training and one other training that would be really helpful in terms of having that knowledge across the board.
8.8	<i>Action: RD to share safeguarding training dates with governors.</i>
9.0	Governor Self Evaluation
9.1	The recruitment strategy ran in summer term to fill governor gaps, as LT moved to York, with a view to look for local representation.
9.2	The communication team canvassed local businesses and promoted the vacancies in the local area.
9.3	There were three very strong applications in terms of the vacancies for one full governing board governor and two sub committee associate roles.
9.4	TO would be a great addition to the full governing body, legal financial services knowledge and significant charity experience and knowledge of healthcare research. JG and RD have both held meetings with her and recommend placement to the governing body.
9.5	Two additional governors for associate roles were CE and SL, both local as is TO; have financial experience and law experience and are recommended to the Governing Body.
9.6	QUESTION: Were they the only three that came forward? ANSWER: Five came forward and three were selected through application form and two discussion meetings, one with CoG and one with EHT.
9.7	The Chair advised governors that this would be his last year as Chair and shared this information in terms of succession planning.
10.0	Consideration of key policies/documentation - RD
10.1	Keeping Children Safe in Education (KCSIE) / Safeguarding Policy
10.1.1	The Safeguarding policy is updated annually as per KCSIE, which is also updated annually.
10.1.2	There have been minor changes about online searches and filtering and monitoring.
10.1.3	Internet access is monitored through a clear system. This is identified in the Accessible Use Policy.

10.1.4	Safeguarding allegations made about individuals within a school context whether an external person or staff member, the school should follow the safeguarding policy and take responsibility for this.
10.1.5	There is new clarification regarding pupils being absent from school or missing in education, that can be a warning of them being at risk or increased risk of sexual exploitation or abuse or other community led exploitation.
10.1.6	Governors were advised that updates were highlighted in red.
10.1.7	QUESTION: With school taking responsibility for any allegations against third parties, do you have to review contracts with them? ANSWER: They have to follow their own safeguarding policies but if there are any incidents that happen on the school site the federation's policies need to be followed by Federation staff also. This is always the case within our schools as part of a due diligence approach.
10.2	SEND local offer
10.2.1	The federation is expected to have a school offer for children with SEND and publish it on the school website to ensure clarity over systems, structures and the SEND provision offer in all three schools. The LA likewise has to have an offer on their website.
10.2.2	For example, for a child with a physical disability, school of choice would require lift access and this information must be readily available to support parent choice.
10.2.3	Key information includes: accessibility, resources allocated, support for teachers and training, specialist and additional services.
10.2.4	QUESTION: What is the process like for children coming through nursery? Can the school identify key indicators for a child that may have SEND? How does the school communicate with the parents about this? ANSWER: There are communication strategies for all children including SEND, termly meetings and reports, meetings with the special educational needs coordinator (SENCO), and this supports the holding of the family over time.
10.2.5	QUESTION: Is there a protocol in place for parents to know what the school might suggest? ANSWER: Special Educational Needs and Disabilities Information and Guidance Service (SENDIAGS) support parents to understand what is available and what they are entitled to.
10.2.6	QUESTION: What is the plan for children with high levels of SEND? ANSWER: There are a high number of SEND children in Hackney and there are often not enough specialist setting places to support the number of children who may need them meaning mainstream school placements are typically likely and schools are expected to adapt to meet need.
10.2.7	QUESTION: How much is SEND rising? ANSWER: 0.5% last year.
10.2.8	Local context is helpful in preparation planning. For example, over time, the most typical deficit for children on entry to school is speech and language and communication. As a result, the schools

	have allocated funding to ensure high quality early speech and language screening and intervention in the Early Years.
10.2.9	QUESTION: Is teacher training constantly reinforced? ANSWER: The SENCO gives ongoing support. There is a clear structure including class context meetings with the SENCO and DHT termly. This allows for tracking, evaluation and review.
10.2.10	RD meets with SENCOs across all three schools every term to ensure opportunities for cross site evaluation, monitoring and review.
10.2.11	The children take ownership of their targets through a systematic approach to setting these, teaching through these and review.
10.2.12	QUESTION: Are the study guides differentiated for children according to their needs? ANSWER: Adaptive teaching is part of the core teaching standards.
10.2.13	QUESTION: Do teachers develop the packs? ANSWER: The teacher is responsible for ensuring adaptive teaching in the classroom. Leaders check, monitor and support teacher development in this area.
10.2.14	QUESTION: Is the federation expecting trans guidance at school soon? ANSWER: There is a non statutory guidance document from the DFE.
11.0	Any Confidential Business
11.1	The Chair or Clerk were not notified in advance of any Confidential Business.
12.0	Other Supporting Papers
12.1	<u>Glossary of Common Terms</u>

The meeting finished at 7:45pm.

Signed: _____ **Date:** _____

James Gowland
Chair of the Full Governing Body
The Viridis Federation