

KS1 children have achieved the school's predicted outcomes of in line or slightly above 2017 national averages (this year's results are not yet available). This is despite a high level of mobility and the school is pleased overall with achievement at KS1.

KS2 results were very good with combined reading, writing and maths at 84% which is well above the national figures, reading at 84%, writing and maths at 97% and grammar, punctuation and spelling at 97%. Reading came in slightly lower than predicted however, still 10% above national score and overall the results show excellent progress. The school was visited by an external moderator during the mathematics test and the school was also moderated by the Local Authority for KS1 and EYFS.

The focus for next year will be looking at children achieving 'exceeding' in maths especially, as this came in at slightly less with 16% for 'greater depth' in comparison with the national average at 23%. Next year there will be two Yr6 classes rather than one. This will enable children to be streamed with a 'top set' to support this.

EYFS achieved 74% at a Good Level of Development (GLD) from a low baseline, slightly above the national average. The moderator agreed with all of the school judgements and no changes were made.

Table 2 shows the value added progress children are making; again it shows that in all year groups they are making more than expected progress in Reading, Writing and Mathematics.

(SF) requested a clarification on which years are together and if there were any significant differences in performance when comparing the split years and the full year groups.

This was confirmed as being a split class in Yr1/2 and Yr3&4. All are looked at as single cohorts. Pupil progress gives light to the performance and although there was a slight difference with the split cohort it was primarily due to a change in teachers rather than the level of achievement from the pupils.

(SF) suggested that next year would be useful to look at the difference in achievement and attainment between a split and whole class setting.

Teaching Profile

- The school self-evaluate the teaching provision in all classes to be either good or better with many teachers reaching outstanding in their standards of teaching.
- There is some movement in the staffing profile in September 2018, as one of the Assistant Headteachers (AHT) is moving to Orchard with a new AHT being recruited from outside of the Federation.
- There will be two new Yr6 teachers, one being the new AHT and one who is moving from Southwold as an experienced Yr6 teacher. He will also be taking a Phase Leader role.
- Both NQT teachers have successfully passed their NQT year and both staying at the school.
- The student teacher has progressed to being an NQT into next year.

(SF) questioned if there are going to be any teacher apprentices at Hoxton Garden

This was confirmed with the apprentice being a current Teaching Assistant who has been supporting in Yr6. Mr Hall confirmed that there may be the possibility of acquiring some grant funding towards the apprentices' salaries which the school was not aware of, in the region of £11,000 each apprentice. This makes the whole scheme much more affordable for the school.

- There will be two Reception classes maintaining the two form entry and Nursery will be almost full

Behaviour & Safety

There have been no fixed term exclusions, no reported incidents of bullying and a continual push for attendance, with three fixed term penalties to two families.

(SF) questioned whether the unauthorised absences indicated where due to the same two mentioned families

It was clarified as actually being one particular family with a high level of need and safeguarding issues of a vulnerable child.

There have also been some concerns about persistent absences and the school is adapting its processes so that they are in line with those undertaken at Southwold. Persistent absentees are children who have less than 90% attendance and there has been an increasing trend at Hoxton Garden over the last year which needs to be addressed.

(HL) questioned the trend in increase and to what it is attributed to

The main reason lies with more vulnerable families, safeguarding issues and complicated domestic arrangements. The school has been working with the Educational Welfare Officer to engage the parents more and ensure that this is being tackled as ultimately it is the children's entitlement to come to school and their right to have schooling.

(AK) queried if any teachers were leaving

Confirmed two teachers leaving to teach in private settings.

5. Consideration of SIP2 Report

The SIP visit takes place three times a year and both the SIP2 and SIP3 reports were shared with governors. It was noted that the content confirmed the school's self-evaluation and priorities.

Since this last visit (14/06/18) and the spring visit there have not been any major changes. There has been a continued focus on:

- recruitment which is now completed for the new academic year ahead
- the school's website which is being updated to reflect the Viridis Federation with the three schools under that umbrella to be launched at the end of August 18
- The school is a calm place for children and the quality of teaching has been consistently good or better, with much outstanding.
- The school has maintained high standards and strong outcomes for the children despite a change in staffing as a result of thorough the monitoring of assessment and supporting the teachers with lesser experience to maintain those standards.
- supporting staff by looking at different plans and developing more teachers to help them reach outstanding which is done through the curriculum Deputy Head.

ACTION: Mr Hall to email governors to inform them once the website is live

Pupil Premium Strategy

Outcomes for disadvantaged pupils suggest that the school deploys this spending effectively and KS2 disadvantaged children do better at the end of Yr6 than those nationally. EYFS disadvantaged children are doing much better than in previous years too because of the focus on this group.

PPG data is regularly looked at to monitor how the disadvantaged pupils are doing compared to other pupils and the PPG action plan will be reviewed and drafted now that outcomes at KS2 are known.

ACTION: The PPG action plan and data will be shown in the next meeting.

Although the data in the pack sent out is only a month old, the school now has the most up-to-date national figures and overall it has been a very positive and successful year.

(SF) noted how very positively things have turned around in a short time for the school and is extremely pleased with the outcomes.

Mr Hall confirmed that it has been a challenge but that the team have worked exceptionally hard to create a very positive school ethos. The support from the two other Federation schools and sharing of expertise has been a key factor in the rapid turnaround of the school.

The joint Music Festival was very successful and children from the three partner schools had met each other over the year due to several cross site meetings and the Kench Hill residential trip.

Assessment for non-core subjects is continuously being reviewed and this year a process was put in place to ensure that pupils were being assessed in subject areas other than mathematics and English.

There is a very thorough CPD plan. The staff survey has now been returned and focus will be looking at their needs. It is anonymous and is extremely useful in planning for CPD per site.

(SF) noted that the school is currently in a good position.

6. Hoxton Garden School Development Plan & Strategic Planning for 2018/19

The school development plan for 2018/19 will be drafted prior to the next meeting and shared. Current risks and priorities include:

- Reducing persistent absence
- To increase the percentage of pupils working at greater depth, particularly in mathematics
- To review the phonics provision to ensure outcomes above national averages.
- To increase the role of Pupil Voice at HG which is happening already but needs more focus
- The induction of new staff to ensure that standards are maintained
- To ensure effective middle leadership and that subject leaders maintain their high standards with in-house training to support their continued CPD.
- A leadership programme has also been planned across the three schools in order to cater better for the schools' needs.

7. AOB

Meeting Finished: 5.47pm

8. Glossary of Common Terms

No new additions