



## Southwold Sub Committee Meeting Thursday 14th June 2018

### **Present:**

Stephen Hall  
Stephen O'Brien  
Cllr Ian Rathbone  
Richard Allen  
Noah Birksted Been  
Victoria Crawford  
Alberta Senyah  
Lenna Marsen

### **Minutes taken by Beverley Shore**

- 1. Apologies/Consent for Absence**
- 2. Governing Body Organisation**
  - Membership of the Governing Body
  - Declaration of interest in items on the agenda and register of pecuniary interests for 2017/18
  - Term of reference
  - Governing Body Annual Calendar
- 3. Agreements of minutes from last meeting and any actions arising**
- 4. Headteachers's Report including:**
  - Self-Evaluation
  - Teaching profile and strategic CPD actions
  - Review of impact of current attendance strategies
  - Headline data presented in comparison to National positions and progress toward end of year targets
- 5. Consideration of SIP2 Report**
- 6. Southwold School Development Plan & Strategic Planning for 2018/19**
- 7. AOB**
- 8. Glossary of common terms**

### **Apologies**

The Chair welcomed everyone and all members introduced themselves. No apologies were required.

### **Declaration of interest in items on the agenda**

None were declared. It was agreed that the advice and guidance on conflicts of interest was helpful.

### **Governing Body Organisation**

All Governors have received an information pack about school sub committees giving full details of how they work.

NBB asked about the diversity of the Governing Body, is the membership as diverse as the school is, for the main governing body and the school governing body. SH said that the governing body recruits on a skills basis and looks for certain sets of skills, which can limit the members. The governing body for the 3 schools is quite small. The reason for the sub committees is to have local representation for the 3 schools. Governors were keen that the sub committees were kept, with parent and staff representatives on all sub committees. SH said that there was a question about the diversity of our staff from the resources committee meeting based on a discussion about who are we representing. Feedback was given to the resources committee about the make-up of the staffing profile and how representative that it is.

### **Term of reference**

Nothing was raised.

### **Governing Body Annual Calendar**

The calendar for 2018/2019 was presented, SH asked Governors to plan ahead as much as possible. The meeting today started at 4pm which is a good time for all Governors. It was agreed that future meetings will start at 4pm when possible.

### **Agreements of minutes from last meeting and any actions arising**

IR asked that the minutes are changed in section 8, AOB it currently states that IR was hoping to stop the council from cutting funding. This should be changed to say IR is exploring the issues around funding for SEND children. IR said that there is going to be a new cabinet member whose portfolio is SEND and EYFS. There may be another consultation regarding SEND funding and an invitation has been sent out to try and form a working party to look at the funding issues. The schools are making more applications for EHIC plans for children with specific needs.

VC asked if the Viridis Schools are specialist in SEND children, SH said no but the schools are all accredited with Inclusion Quality Mark as a result of demonstrating best practice.

Orchard is an inclusion quality mark flagship school and receives a lot of applications for SEND children, but the school is over subscribed. There is a high level of need in Hackney. RA asked about the funding, SOB said that the amount depends on the level of the child's need and is reviewed annually. The schools spend far more than they are funded for to meet the children's needs.

RA asked if there have been any developments on the controlled parking zone issue, IR replied that it will be introduced in October 2018. IR is still negotiating about schools parking rights. VC asked if this will affect the staff who currently park in the local streets, IR said that it will be in effective from Monday to Saturday and will affect the staff that drive to school. IR responded to the consultation on behalf of the school. IR said that there are some local underground garages that are not being used and he is looking into the possibility of staff using these.

RA Asked if there had been any developments following on from the parent's survey. SH spoke to other local schools about parent surveys and has some ideas on how to improve the schools. The survey will now be shorter and based on the Ofsted parent view questionnaire, this is much simpler and more straightforward, the survey will be given to the parents at the parent evening meetings and they will be asked to complete them then. The expectation is that more surveys will be completed and the schools will have more useful feedback. RA asked if the staff could support parents in completing the survey. SH said that the survey will be much shorter and parents could be supported if needed. The section for qualitative comments will remain as there are often helpful comments. All schools also have parent comment boxes in the reception areas and SH checks them regularly.

### **Headteachers's Report**

SOB asked Governors to look at pupil outcomes, the first table is the % of children at the expected and this shows that 75% or more of the children are on track to reach the end of year objectives in very year group for reading, writing and maths, which is a strong picture. It is also consistent with the school's teaching profile, all teachers are currently graded as good or better. Year 5 shows 80% on track and the current year 5 cohort is stronger than the current year 6 cohort were at this point last year.

Table 2 shows value added, the school expects in terms of progress 25 points from the end of the previous year to June. Anything above that is counted as value added, table 2 shows in all year groups we have value added. This means that all year groups have made at least 25 points progress if not more. The year group that has made the most progress is year 6, this is because of the intensive support that has been put into that year group. This includes breakfast, lunch and holiday booster lessons. The children are also streamed by ability and taught by Deputies, Assistant Heads and the SENCO, there are four ability sets and this means the largest set only has 20 children.

VC asked about the 25 points, SOB said that 30 points are allocated to each year group but the reason progress scores use 25 and not 30 as a measure is because the data is taken in May. The school also has a high number of inwardly mobile children and this can impacts on achievement. SH said that there is no national way of measuring progress except for years 2 and 6, therefore all three Viridis Schools use this method. The school is now looking at the data in more depth, including achievement of pupil premium pupils, different groups of children, boys versus girls, and this is looked at in year groups. This data will be available for the next meeting.

VC asked is there a specific problem in years 2 or 1 or is this what you would expect to see. SOB said that assessments at the end of EYFS for children going into year 1 from EYFS are undertaken very differently which makes comparison problematic. To inform pupil tracking, the school has allocated a points system to tally up, 10 in autumn, 20 in spring and 30 in summer for reception. When they move to year 1 they go onto 40. However outcomes suggest that children in Key Stage 1 are achieving well.

School monitoring of the quality of teaching and learning at the school shows that all of the teaching in the school is good or better including the NQT's. 50% of the teachers are graded as outstanding, the target was 60%, but despite changes to staffing there has been a big shift in teachers moving to typically outstanding practice. There have been no changes to teaching staff since the last report and the leadership team will remain the same in September. There have been no unexpected resignations and in terms of staffing the school is fully recruited except for 1 more teacher. There is a spine of existing staff that are staying so that there will be at least 1 current experienced member of staff in each year group in September.

SOB has been raising the profile of the school via Facebook and Twitter and the new website will have live feeds, the new website is due to be live in August. IR asked if the school has a full role, SOB said this year we are not but we will be in September. We currently have 45 children in Reception classes but in September there will be 60, so the classes will be full. SOB will be making stronger links with Comberton Nursery.

The schools are currently reviewing the curriculum in order to improve numeracy and non core progression documents, and looking at humanities and RE, PHSE has recently been reviewed to give more support. The schools are trying to reduce the teachers workload by giving them more progression documents so they have the core planning that they can annotate.

Year 2 % on track is slightly lower than the target, this is due to mobility, however the outcomes are above last year's national averages, reading is at 77%, writing is 75% and maths is 77%, those are all above last year's national figures.

Year 6 outcomes from testing in June shows that reading, writing and maths are all at 89% which is well above national figures. Year 6 have been doing practice tests but the results from the statutory tests in May are not available until July. Children and staff were very positive about the SATS this year.

Pupil roll is currently 389 shows a slight drop from the spring but we do have a new admissions and the reception cohort next year will be 60.

The attendance panel continues to meet and fixed term penalty notices have been issued, and are in the process of issuing 2 families with fines.

Current risks and priorities have changed slightly since the last meeting; one of the priorities was about behaviour and ensuring the highest behaviour. This is now in a good place especially during transitions from classes to the playground, it is very calm. The teachers use a method which gives clear instructions. 1 is stand up, 2 is walk to the table, 3 is sit down, this works well and is consistent across the schools. Behaviour has now been removed from this list as it is in a good place.

The CPD programme continues in terms of developing our teachers, most teachers have a personal development plan including NQT's. Within the plans the teachers have

opportunities to visit the other schools and other sites. The schools are currently doing peer observations of each other.

Most able children will continue to be tracked. SLT recently looked at outcomes for children with Special Education Needs and a big improvement was noted in their recorded outcomes in terms of resourcing and stepping stones to support them.

NBB asked if last year's groups of children that were identified as struggling have been supported. There was 3 or 4 children possibly black Caribbean that needed support. 2 of these children now have a EHCP, this will not significantly help them in primary as they are in year 6 but the support will be put in place in secondary school. These children have also had the additional boosters in small groups and have 1-1 reading with an adult on a regular basis. The current year 6 are a concern and have been for many years, the school has given them lots of additional support. The year 6 cohort next year will be much more settled.

NBB said it all looks healthy and there doesn't appear to be any concerns. SH said that the school does not have the SATS results yet but will use the results to look at what support can be given next year. The children are tracked and tested all year and the school have a good idea of how the tests will go but it is all about how the 45 minute test goes on the day. Most able readers were a big focus this year and it will continue to be, all 3 schools struggle to get a greater depth of reading as the children come to school with a language deficit and many with a limited vocabulary. This can be caught up to get to the expected level but to get to greater depth is harder because they need to have greater life experiences to get the vocabulary. Children from disadvantaged backgrounds do not hear as many words being used. Part of the curriculum is to provide them with experiences and enrich their language.

NBB asked if there were any tricky year groups on the horizon, SOB said that the current year 5 cohort are smaller so the teaching sets will be smaller. NBB said he was impressed when he visited Orchard and saw the smaller year 6 groups, it is good to hear that it happens at Southwold as well. Streaming does not always work but the schools put the least able children with the most skilled teachers in the smallest groups and this works. The year 5 children are now receiving the streamed provision and booster lessons.

IR noted that maths was looking strong. SOB said that there had been a concern over problem solving being evident enough in books but now there has been a lot of work done on problem solving. Rachel Davie from Orchard has now rewritten the maths curriculum in order to better incorporate problem solving and the school expects to see more change next year.

### **Consideration of SIP2 Report**

This visit took place in February and the focus was teaching and learning. What came out of this visit was very similar to the one day review, focus on the wider curriculum this was identified as a real strength. The SIP discussed how the school were assessing a non-core subjects, which is something that is being developed this year. There was also a learning walk and what is shown on the SIP report supports the Headteachers report. It was a very positive visit and Caroline Tyson is a very experienced Headteacher with an outstanding school and is the SIP for the 3 schools. The next visit is about leadership and management,

next Tuesday the report will be available for the next meeting. The SIP visit is 3 times a year, if you are outstanding it is 2 visits. CT has challenged the schools on the wider curriculum and on maths over the last year.

NBB asked about the Teacher Apprentices, at Orchard they have training teachers doing reading with the children for additional support. SOB said it is Reading Champions and there are 2 volunteers at Southwold. SH said that the schools will be employing apprentice teachers, the training is paid for via the scheme and the teachers train on the job with regular days at the university.

Southwold will be doing a drive on parent volunteers in September. The school runs coffee mornings and workshops helping parents with how to support their child's reading and how to write in the reading diaries, the school will produce a booklet with ideas of how to complete the diary.

SOB noted that the Ofsted grading on the SIP report is incorrect and has been noted before. It should read 2 – good, with leadership and management as a 1 – outstanding, EYFS did not get a grade in the framework that was in operation in 2014. VC asked if the federation has an overall grade, SH said no this is not given, Southwold are expecting Ofsted imminently. The school is in a good place and it would be good to have the Ofsted before the summer. The school would say the provision is outstanding and the SIP verifies this. Ofsted will probably do a 1 day inspection and they can only give a letter with a recommendation that the next inspection is a two day inspection which could give a better (or worse) outcome. The school want a positive letter or report to help the numbers on roll as it is a good marketing device for the school and parents.

IR asked what the difference is between an NQT and an apprentice. SH said that NQT has QTS and been through a teacher training course. An apprentice has a degree but has not had any teacher training so will be training on the job with 1 day every 2 weeks at university. The schools are favouring applicants that have some school experience, they will be assigned to particular school sites.

### **Southwold School Development Plan & Strategic Planning for 2017/18**

There is a typing error, the plan is for 17/18 not 18/19.

The school will start the process of evaluating the current school development plan, some aspects will be carried over including looking at the greater depth reading provision. Ensuring that there is a greater % of outstanding teaching, this is tricky in the autumn term because the NQTS need to be moving towards good but the teachers that are staying need to be moving towards outstanding. The school is working on building a sense of community within the school and creating a sense of identity and ownership, as the behaviour is very good now so this is the next thing to move onto. A lot of the other actions will come out of the key stage assessments, looking at the outcomes for disadvantaged pupils, most able pupils and different groups, to see if there are any areas that need working on. It will be a triumph if the school gets a good % of KS2 children to greater depth this year, it has been a real push to get them to national standard. The next school development plan will be written in the summer holidays and will be presented to Governors in the autumn term. The

plan will follow the same format with a comparison of what the schools self-evaluation is showing.

In terms of governance and leadership and management, the main governing body talked about reviewing the governing body next year and this will feed into the school improvement plan. The national governing body association do a review process that the school should buy into, HLT did the last one.

NBB noted that KS1 and KS2 look excellent, on the report it shows that attendance was low for the group and persistent absence was high for the group on SEND support. There has been a drive on attendance this year and targeting specific groups. The children in that year group who are falling into the persistent absence bracket also fall into the SEND bracket. The EWO was sick for several weeks but is back now and has been supporting the school. There is another attendance panel in 2 weeks and the summer attendance challenge will start soon and all children who attend for 3 whole weeks will be given wristbands and entered into a draw for a family day out, Legoland or Thorpe Park. Attendance was dropping below national but it is back up again, the national average is 96.3% and the school is in line with that. The biggest challenge is at holiday time when the families leave early or get back later due to cheaper flights. The school also has some traveller families that have attendance issues. IR asked which traveller site they are on, SOB said they live in flats, IR said that Gainsborough has a special support team for travellers. IR asked how the school deals with the absences and SO'B replied that the school do home visits, issue fixed penalty warning letters and fines.

### **AOB**

SH said that the schools are getting an updated Viridis website to promote our teacher training offer and our CPD offer.

The school is also considering changing the school logo as it has been the same for a long time, the logo could be updated in line with Orchard and Hoxton Garden's logo. The school will have several logos and the parents will vote to choose a new one.

Southwold will be applying for the Anti Bullying Mark and there is a working party for this application.

### **Upcoming events.**

EID Bake Sale – Monday 18<sup>th</sup> June

School Sports Day Friday 29<sup>th</sup> June – Millfields Park from 10am

Federation Music Festival – Round Chapel – Wednesday 11<sup>th</sup> July

Summer Fayre – Friday 13<sup>th</sup> July

Year 6 leavers assembly – Thursday 19<sup>th</sup> July – 2pm followed by the disco.

Meeting closed at 5.05pm

