

**The Viridis Schools Federation of Orchard, Southwold and Hoxton Garden Schools
Governing Body Sub-committee at Orchard School**

On Thursday 5th November 2020 at 6pm

Members

Sara Walsingham (SW)
Rachel Davie (RD)
Owen Puttock (OP)
Aimee Walker (AW)

James Gowland (JG)
Kay Richardson (KR)

Clerk: Jabia Khatun

1. Apologies/Consent for Absence

Meeting was held virtually.

OP sent his apologies. A recording will be sent to JK for the purpose of minute taking. All remaining members present.

Document pack distributed to attendees prior to the meeting.

2. Governing Body Organisation

2.1 Membership

LT is no longer a member of the Orchard sub-committee. She is now a member of the Hoxton Garden sub-committee. A new Governor is to be elected in due course.

JG nominated a Chair and KR nominated as Vice Chair.

2.2 Acknowledgment of TOR

Terms of reference presented in the document pack distributed prior to the meeting.

2.3 Declaration of interest in items on the Agenda & Register of pecuniary interests for 2020/21.

Action: SW no longer works for Hackney Council. RD to amend and re-distribute in Spring Term meeting packs.

No further changes to the declaration of interest or pecuniary interests.

2.4 Code of Conduct

Code of Conduct presented in the document pack distributed prior to the meeting.

2.5 Governing Body Annual Calendar 2020/21

The next Orchard sub-committee meeting is scheduled for Thursday 25th February 2021 at 6pm.

3. Agreements of the meeting from the last meeting and any actions arising

No changes or additions. Minutes accurate.

Minutes agreed.

4. Headteacher's Report:

AW presented. Due to Covid-19 there was no testing across the year groups. As a result the report presents slightly differently.

All pupils returned to learning on the 7th September 2020. A recovery curriculum policy clearly sets out how the curriculum will be adapted to meet the needs of pupils across the academic year. All children are accessing their full curriculum entitlement including Music, Spanish and PE. This has been adapted to reflect Government guidance i.e. the Music and Spanish teachers are moving around the school rather than the children and PE units have been altered to enable lessons to take place outside.

Class timetables have protected time each day to focus on key skills learning. This is a structured session with a focus on teaching core missed content from partial closure including rusty knowledge and identified gaps in learning. Clear processes have been put in place for the monitoring and evaluation of the impact of this work.

Last half term all teachers have attended class context meetings, where the needs of each class are discussed and specific interventions mapped for the term. This will occur again in the Spring term.

Key Stage 2

Key Stage 2 SATs are expected to go ahead in May 2021. Year 6 are following the typical assessment processes to track progress from baseline. Baseline data is in line with that of previous years. Initial analysis shows a slight drop in arithmetic scores however interventions have been put in place to support this. In all other year groups, teacher assessment is in place following typical assessment processes.

National timetable testing is expected to go ahead in June 2021 for Year 4. Timetable teaching takes place daily through a two minute timetable rehearsal at the start of maths lessons to develop recall. Data is tracked fortnightly resulting in additional intervention for pupils who are falling behind. This includes the range of timetables pupils know and the speed in which they can recall the timetables. There has been some steady progress so far across all year groups which is really positive.

Key Stage 1

Key Stage 1 assessments are expected to go ahead in May 2021 for Year 2 pupils. Year 2 meetings are held each half term to track pupil progress and moderate teacher judgements.

In line with the Government guidelines in Autumn 2, the school are expected to administer the phonics check to Year 2 pupils since this was not feasible in the Summer term. Currently 67% of Year 2 pupils are at the expected level however the aim is to achieve 83% by mid-Autumn. Year 1 pupils will undertake this in June 2021. Additional phonics sessions are taking place daily in Year 2 and Year 1 to ensure pupils cover missed content and catch up quickly.

EYFS

In response to the 2017 primary assessment consultation, the government announced plans to introduce a statutory Reception Baseline Assessment (RBA) in Autumn 2020. Due to the challenging circumstances faced by schools in the context of the covid-19 pandemic, statutory introduction has been postponed to Autumn 2021. However, the school has signed up for the second year as an early adopter and will be completing the process in Autumn 2 in addition to school based baseline assessment.

The school based assessments have informed an early years' action plan which addresses the priorities identified. This academic year 66 pupils from the Nursery joined the Reception cohort of which is significantly higher than the previous academic year. Currently 31% of pupils are on track to achieve their GLD. This proves to be nearly 10% higher compared to this time last year. Leaders have plans in place to ensure that adults working in the early years' setting are prepared for the curriculum reforms due to be implemented in September 2021.

4.2 Quality of Teaching & Learning

Teaching Profile:

Within the teaching profile, there are three NQTs. There are three apprentice teachers working in the school. Four teachers were new to the school at the start of the academic year. New members of staff have induction support from experienced year group partners and NQTs have a middle leader as a mentor. The apprentice teachers are working in class alongside experienced mentors.

As a result of the partial closure, NQTs are accessing additional release time to focus on development targets. This includes team teaching, informal observations and feedback, planning support and modelling marking sessions.

CPD is currently being undertaken locally to limit cross site travel. However, leaders are continuing to undertake study visits across sites looking at particular curriculum subjects in order to evaluate outcomes. Once again in line with Government guidelines, where feasible staff are splitting away and working in smaller groups.

The school have successfully achieved the Science Guild Quality Mark and the Arts Mark Gold in Summer 2020.

Behaviour:

There have been 4.5 days of exclusion linking to one child since the last report. Careful tracking and adjustment to personalised provision is in place for the identified pupil. A placement is currently being undertaken at the Pupil Referral Unit for 4 weeks. External support has been accessed from the Educational Psychologist and CAMHs. The school is also in the process of applying for an EHCP.

There have been no bullying investigations undertaken since the last report. The school have been accredited the ABQM Silver Award

4.3 Operational Data

AW referred to the number of pupils on roll. The school is now at full capacity in terms of the potential number of classes to reflect the three form entry. As of the Autumn term there are 669 pupils on roll.

Attendance:

The whole school attendance for the academic year 2019/20 was 96.2% of which is in line with the national average of 96%.

Year 2 and Year 6 Targets/Predictions for 2021

Year 6 pupils are targeted to achieve 88% of the expected standard in Reading, Writing and Maths. Additionally, a combined target of 85%.

Year 2 pupils are targeted to achieve 80% in Reading, 77% in Writing and 80% in Maths.

Current Risks & Priorities:

- To maintain the approach of quality first teaching through a focus on modelling, questioning, marking and feedback to ensure that it maximises direct impact upon 'recovery' outcomes for children.
- To ensure rigour in timetables teaching and learning in order to accelerate progress.
- To embed the teaching of phonics and early reading in EYFS and KS1 with rigour in assessment and moderation so that phonic attainment is sustained above national averages.
- To further develop teacher knowledge and understanding around curriculum bias to ensure a confident and balanced delivery.
- To ensure sustained attendance rates with a particular focus on those whose attendance falls below 95% and persistently late pupils.
- To effectively implement the Wellbeing Framework to support the mental health of all pupils and staff.

Governors were given the opportunity to ask questions.

JG queried about the attendance figures since September 2020. He expressed how incredible this is in the context of the current climate and queried what occurred to achieve this.

AW explained that a lot take places to ensure clear communication with parents in terms of providing clarity on what symptoms define children being monitored whilst at school and which symptoms mean professional medical advice is required – the admin team have done a lot to support around this. Parents/carers are also keen for children to return back to school.

RD added that the core system of half termly Attendance Panel Meetings continue to take place with follow up Attendance Surgery Meetings held alongside the SAO. First Day Calling also occurs on a daily basis for any child who is absent and a pupil absence email is circulated to the Senior Team daily. If there are any children who are self-isolating, home learning packs are provided across the two weeks period.

Currently the Hackney Education (no longer titled Hackney Learning Trust) are not issuing fines for unauthorised absences, however this will commence from January 2021.

AW further added that attendance relating data is submitted to the DFE daily.

KR asked how attendance is challenged with the impact of Covid-19. It is typical at this time of the year for children to catch coughs, colds, flu etc.

RD explained that it is essential for the system to be rigorous i.e. symptoms identified, the correct advice given to parents/carers and if positive the relevant action taken.

Hygiene briefings with staff take place every week in which guidance is made clear and reminders of expectations are given. Additional cleaning takes place across the whole school including steam cleaning chairs, additional staff at lunch time to empty bins etc. All of these things make a significant difference.

SW queried about the Recovery Curriculum. Is there any concern about anything that may need to be missed this term as a result of the period of school missed since March 2020.

RD stated no. There have been adjustments to the timetable to take into account the staggered start and end of the day to enable risks in the playground at break times and lunchtimes. As a result time for Key Skills has been allocated around that which relieves time for catch up within the day without affecting the remaining Curriculum.

KR queried if there has been any effect on the children from Corona Virus, the lockdown and if this has been noticeable.

Academically there are gaps in children's learning, spelling and handwriting also need more additional support than usual. Key skills in essential to support these areas and some concepts in Maths.

AW referred to the recent SIP visit in which a number of year 6 children articulated very well about how happy and safe they feel to be back at school.

RD explained that a Well-Being Policy was created of which was shared at the Full Governing Body meeting. More so this term, children have been given the space and opportunity to talk. A 'problem & praise' system exists in each class for example. World week also takes every year which promotes specifically to belonging.

AW added that the Unlocking Potential (UP) provision is ensuring therapeutic support for children. Class Context meetings allow for children to be identified through observation in first half term. Additional support is there for those children who are struggling with the process however on the whole children have returned to school successfully.

JG queried how teaching staff are feeling about the return with the new routine.

AW explained that across Autumn Term 1 she undertook brief meetings with all Teaching Staff in relation to the Risk Assessment and their own personal circumstances. Everybody was really positive and happy to return back. Any questions or concerns individuals had were addressed straight away, mostly this was to do with the logistics of the new system.

RD added that the transparency and openness is key. For example, when the Risk Assessment is updated this is shared with staff and feedback is obtained. Every classroom has a hygiene box of which is checked daily to see if there is anything needed.

KR queried how lunchtime is managed?

A routine has been structured to allow staggered lunch times for year groups. This has been adapted and improved as required. Year 1 and Year 2 have returned to an hour lunch rather than

a short lunch and break in the afternoon. Year 3 and Year 4 have lunch next, followed by Year 5 and Year 5. EYFS are self-contained in a separate hall which prevents younger children from rushing to eat their food.

KR applauded and thanked the school for the huge effort.

JG queried about the recent Ofsted Visit regarding Covid-19 measures. Did the school receive an outcome letter?

RD confirmed that a draft letter has been received consisting of 250 words relating to the school. Reading, Writing, Maths, the wider curriculum and Attendance is reported on of which consists of a sentence each. Feedback has been sent to clarify some factual inaccuracies. The process was positive in terms of reflecting on current systems and policies.

KR asked RD and AW what Ofsted would be looking for should there be a full inspection from their experience and what Governors can do in preparation for this.

JG inputted that notes were made from the last inspection within the Federation which took place at Southwold.

RD to share these notes at the next Orchard sub-committee meeting. RD stated that Orchard is due an Ofsted inspection. This could occur from January 2021 as Ofsted are expected to resume to full inspections from them.

Many thanks expressed to AW for the report.

No further questions.

5. SIP 3 Report

Orchard ascertains a new SIP by the name of Hilary Ryan. She works for the Hackney Learning Trust (now Hackney Education) for a long term and is a well-established member of the Senior Team. Additionally she works for Ofsted.

The purpose of the change in SIP is because the LA recommend a change every 3 years. RD expressed that this is important to allow for a renewed view on systems.

A SIP visit has taken place since this September however the report hasn't been finalised in time to present. This will be presented at the next sub-committee meeting.

The report presented in the pack is SIP visit 3 which took place remotely due to the partial closure at the end of the last academic year by Caroline Tyson.

Core systems and procedures in place as part of the partial closure was discussed with the SIP. The home learning was a particular point of discussion along with how individual and vulnerable children were supported. RD referred to the report for detail on school and staff well-being and school actions to support home learning during school closure period.

The school plans for recovery and restart was discussed in addition to the remote learning plan. This includes what would happen across year groups or individual pupils should be absent of isolating from school.

The school was very fortunate in terms of staffing at the end of the last academic year. Individuals are less likely to make ambitious moves at the moment i.e. moving out of London or career changes at the time of the year which has resulted in staffing being stable.

All the areas of relating to developing the quality of education have all been addressed as the school moves into the Autumn term.

JG expressed that he thought it was quite interesting that the reports have significant content surrounding Governance. He doesn't recall seeing this previously.

RD explained that usually this occurs in the second SIP visit during the academic year of which includes checking systems for Governance is taking place in the way that they should.

JG stated that it is great that Hilary Ryan is the new SIP. She knows the schools system very well it seems and this will be very helpful.

No further comments.

6. School Development and Evaluation

AW presented and referred all to the document. The statutory data returns is of 2019 and this is due to the partial closure towards the end of the academic year. However the internal assessment information is from March 2020.

There are a number of areas of focus that are consistent from previous years. Presented below.

The Quality of Education

- To effectively induct new members of staff so that the teaching profile reflects an increasing % of excellence in teaching and outcomes across the year.
- To embed the teaching of phonics and early reading in EYFS and KS1 with rigour in assessment and moderation so that phonic attainment is sustained above national averages.
- To raise the number of disadvantaged pupils and boys achieving GDS in reading, writing and maths at the end of KS1.
- To maintain the approach of quality first teaching through a focus on modelling, questioning, marking and feedback to ensure that it maximises direct impact upon 'recovery' outcomes for children.
- To ensure continued rigour in assessment so that all groups achieve above national averages at the end of KS2 and the percentage of pupils achieving GDS is above national averages.
- To further develop high quality oracy skills to support enquiry, critical thinking and social communication across the curriculum.
- To ensure that effective strategies are embedded through teaching technique that enable pupils to articulate learning over the long term.
- To ensure rigour in timetables teaching and learning in order to accelerate progress.
- To prepare for the accreditation and reaccreditation of identified awards to ensure reflection on the school provision.
- To further develop teacher knowledge and understanding around unconscious bias to ensure a confident and balanced curriculum delivery.

Behaviour & Attitudes

- To ensure sustained attendance rates with a particular focus on those whose attendance falls below 95% and persistently late pupils.
- To reinforce current school systems to ensure the very highest standards of behaviour in transition back to full time education for all pupils.
- To further embed a community wide understanding of bullying and the systems in place to maintain zero tolerance.

Personal Development

- To further develop pupils as leaders to enable contribution to the wider curriculum.
- To provide continued opportunities for children to develop healthier and more active lifestyle choices so that obesity levels within the school continue to decrease.
- To further develop pupil and parental oracy of online and technological safety.
- To embed the revised PSHCE curriculum with a focus on community understanding.
- To ensure pupil mental health is high profile in order to support an effective transition back to full time schooling post COVID.

Leadership and Management

- To ensure effective operational leadership is sustained with enough capacity to facilitate excellent outcomes for pupils.
- To maintain the public profile of the Viridis school to school support offer and action research projects.
- To ensure that teacher workload is managed and ensure policies offer efficiencies whilst maximising impact on pupil learning.
- To ensure the success of the Teacher Apprenticeship programme and the Schools Direct programme, and maintain a higher rate of teacher retention.
- To ensure that the curriculum offer demonstrates a clear progression of knowledge and skills over time responsive to on-going pupil need and articulation of retention of essential knowledge is clearly communicated by leaders.
- To ensure that high standards provision for PPG, SEND and vulnerable pupils are maintained and that achievement gaps are minimised.
- To ensure that Safeguarding arrangements remain fully compliant and that all staff are aware of their role and vigilant to risks.
- To ensure that statutory health & safety responsibilities are effectively managed and that the school estate is maintained to a high standard.
- Governor terms of office and successful succession strategies established and enacted.
- To minimise potential financial risks and ensure continued financial stability.
- To build on the increased use of technology as a result of school closures and forward plan for a blending learning model to ensure consistency in accessible learning opportunities.

The Quality of Early Years Education

- To maintain attendance rates of pupils across EYFS with a particular focus on those whose attendance falls below 95%.
- To ensure that the pitch and access to independent learning for key groups, including disadvantaged pupils and boys in EYFS.
- To prepare for the new Profile and Baseline Assessment so EYFS is compliant by 2021.
- To develop independent and outside learning opportunities in EYFS through effective facilitation.

SW queried in relation to Ofsted. It's great to have lots of targets but how to do Governors measure that these targets have been met, particularly concerning PPG and vulnerable pupils.

RD added that all the answers are deposited across all the sub-committee meetings. However the information requires unlocking and clarity. A strategy will be established in upcoming meetings to support Ofsted readiness.

JG expressed thanks. The content was very thorough.

7. Consideration of strategy for communication with parents, website and enrichment in light of COVID 19 context

RD stated that whilst taking into consideration the current climate relating to Covid-19 the strategy for communication has been re-evaluated.

During the lockdown the website has been utilised much more robustly than usual as a form of communication to parents/carers. Sending a text to parents with a link to the webpage has been effective.

Coffee Morning sessions continue to take place however they are virtual. The presentations and supporting documents are being uploaded onto the website.

Virtual welcome tours took place for new admissions in September 2020.

Community videos were created since the International Evening could not take place.

Signs have been displayed on school gates and around the building as reminders of safety measures. Staggered start and finish times were introduced.

Parents evening meetings will go ahead but in the form of a telephone call.

After half-term parents/carer will be asked to wear face masks when on school site.

JG queried whether the volume of users who view the website is tracked.

RD confirmed yes.

KR queried if the school has considered creating an Instagram page.

The Instagram page that exists is EYFS based. Pictures relate to the provision and not of pictures of children @OrchardofImagination

8. Any Other Business

None

9.. Glossary of Common Terms

None

Meeting finished at 7:10pm