

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

**On Thursday 17<sup>th</sup> June 2021 at 6pm**

**Members**

Sara Walsingham (SW)

Rachel Davie (RD)

Aimee Walker (AW)

James Gowland (JG)

Kay Richardson (KR)

Clerk: Jabia Khatun

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**1. Apologies/Consent for Absence**

No apologies. All members present.

Meeting was held virtually.

A recording will be sent to JK for the purpose of minute taking.

**Document pack distributed to attendees prior to the meeting.**

**2. Governing Body Organisation**

**2.1 Membership**

No changes to the membership.

The Federation is taking part in the Hackney Young Governors pilot which should commence from September 2021. There is adequate room to accommodate a Young Governor at each sub-committee. RD to update once there is further information.

Induction to take place in September 2021 for the newly recruited school Governors.

*JG looking forward to mentoring the Young Governors and supporting new Governors in the Autumn term, in the next academic year.*

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

No changes to the declaration of interest or pecuniary interests.

**2.3 Acknowledgment of TOR**

No changes to the Terms of Reference.

**2.4 Code of Conduct**

No changes to the Code of Conduct.

## **2.5 Governing Body Annual Calendar 2020/21 and 2021/21**

Draft calendar shared for the following academic year 2021/22.

The next Orchard sub-committee meeting is scheduled for Thursday 4<sup>th</sup> November 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:**

#### **4.1 Data Outcomes**

Data outcomes presented by AW.

##### **Table 1: % at age expected: June 2021**

School tracking data shows that the large majority of pupils in all year groups are working at the expected levels in Reading, Writing and Maths. Year 2 and 6 are on track to exceed national averages (2019) and make strong progress from their previous data assessment point (Spring 2020).

##### **Table 2: Value Added Progress: June 2021**

School progress measures show that all year groups have made more than expected progress in Reading, Writing and Maths (more than 30 points progress from last March). Year 1 does not have a value added measure as these pupils were in Reception in March 2019.

##### **Table 3: Value Added Progress of Key Groups: June 2021**

Progress for key groups (table 3) show that most groups of pupils across the school are making better than expected progress. EHCP pupils have made less than expected progress in Reading and Maths as a result of specific pupils making incremental but not expected progress as a result of interruptions to provision across the partial closure. Annual reviews have taken place and provision adjustments made.

#### **4.2 Quality of Teaching & Learning**

##### **Teaching Profile:**

Teaching across the school is good or better across the school.

The Apprentice Teachers in Years 1, 5 and 6 are progressing well and on track to pass. Two of the three NQTs in the profile are graded as 'Good' and on track to pass their induction. The third has had significant absence due to personal circumstances and has not been able to complete the induction process as yet.

Staffing remains stable for the next academic year with four class teachers leaving. The NQT is taking some time away from teaching, two are relocating outside of London and one teacher has taken a post closer to home.

Deputy Headteachers from across the federation carried out a subject study visit with a focus on standards and leadership within Science. Classroom environments and pupil outcomes demonstrate a consistency of high expectation.

Local site 'deep dives' have been undertaken in Reading, Maths and in the Early Years assessing provision against the Ofsted Framework. This has supported in building Middle Leader articulation of provision and standards and to answer challenging questions confidently.

#### **4.3 Behaviour & Safety**

There have been no fixed term exclusions since the last Headteacher report in the Spring Term.

Since fully reopening, the school have implemented a range of well-being in school support. This includes prioritising PSHE discussion, lunchtime focus groups, and revised playground provision, the relaunch of pupil voice groups, SEMH support for focus pupils, as well as the continued use of WAHMs and other external networks.

There have been 4 bullying investigations carried out since the last report (three in Year 4 and one in Year 5). Outcomes of these were unfounded and an identified Senior Leader has been allocated to support pupils and families with weekly reviews taking place.

The phase leaders are undertaking year group focus sessions to ensure sustained relationships between pupils.

Year 6 pupils have taken part in a variety of online and face to face workshops to prepare them for secondary school.

#### **Operational Data:**

Current pupil number on roll has increased to 688.

FSM entitlement has increased to 49.6%. There are a number of different reasons as to why this has occurred. The induction process lead by the office staff is robust in ensuring that Nursery and Reception families register. During the partial closure, circumstances for some families changed and other families who were not previously registered became keen to register in order to ensure their entitlement to food vouchers or food hampers.

Attendance is currently 96.3% of which is significantly above the current national figure of 88%. The target for the end of year is 96.5%.

Nationally Covid-19 related pupil absence has remained low since the start of the Summer Term. Approximately 1% of pupils have been absent from state-funded schools for Covid-19 related reasons each day since 21<sup>st</sup> April. There have been no cases of Covid-19 at Orchard since the return on the 8th March.

Attendance panel meetings continue to be held half-termly to track pupil absences. The Hackney Education School Attendance Officer is supporting the school through parental engagement surgeries for pupils who have reached the threshold of persistent absence.

#### **4.5 Current Risks & Priorities:**

- To implement a restructured training programme for NQTs and Apprentice Teachers that ensures continued high quality mentoring support.
- To ensure effective transition for all pupils to new year groups in September, including pupils moving to secondary school and new starters in EYFS.

- To continue to review and develop wider curriculum documents to support teachers in delivering a rich and progressive curriculum.
- To ensure that planned CPD supports teacher knowledge and understanding of implicit bias.
- To ensure that Summer 2022 outcomes at the end of the year in EYFS, Key Stage 1 and 2 are on track to be in line with national figures through moderation, target setting and review.
- To develop community communication of key initiatives through further website development.

*Governors were given the opportunity to ask questions.*

*JG queried about the sudden increase in pupil numbers on roll for the Summer term.*

AW explained that as children on the waiting list for Nursery turn 3 years old, they are admitted throughout the academic year.

*JG queried if the remaining year groups were at full capacity.*

AW explained that there are small gaps in some year groups and pupils are admitted as soon as the Hackney Education allocate them. Predominantly this is due to the increase in families migrating outside London. There is currently no concern however it is essential to monitor admissions closely. 90 pupils are expected to join Reception in September 2021 and a waiting list exists for this.

*SW asked about the Value Added Progress Outcomes for pupils with an EHCP and why the lack of progress occurred.*

AW explained that during the partial lockdown, pupils of Key Workers and Vulnerable pupils are given the opportunity to attend school. Some parents chose not to send their child into school however alternative provisions took place; the school SENCo contacted weekly and individual resources were made available.

SW queried if there was anything the school could learn from this.

AW explained that the Covid-19 risk assessment was shared and discussed with key parents if anxieties presented, including the opportunity to see the provision order to provide reassurance of the safety. Majority of pupils with an EHCP attending school during the partial lockdown however some key individuals didn't.

*KR queried about the organized workshops to support year 6 with their transitions to Secondary School.*

AW explained that firstly bespoke transitional support will be taking place for identified pupils. A range of different resources are being utilised; Unlocking Potential (UP) are assisting in this, staff from individual secondary schools visit the children transferring to their school or remote meetings are taking place.

RD added that last year secondary schools did a really good job bridging the gap between the partial lockdown and the transition into Year 7. They are expected to be even more prepared this year in the anticipation that the same restrictions might be in place again.

Secondary school transition data collected by primary schools is also submitted to the relevant schools. This includes academic data, as well as content about social and emotional aspects of learning.

*JG queried about the data outcome in table 1 and asked for clarity of whether this shows that despite the various lockdowns throughout last year, the data remains as expected levels.*

Both RD and AW confirmed and stated that they remain on track.

*KR queried about the current enrichment for pupils.*

RD detailed two elements of enrichment. Curriculum enrichment has remained the same planned offer, in fact an additional event took place. Work Week was the only event which proved not feasible, at its usual time of the academic year, (Spring Term) in order to accommodate other Enrichment activities throughout the remaining year. World Week took place this term and Keeping Healthy Week is scheduled to take place.

It has been great to see so many organisations adapt their enrichment provision to accommodate the learning i.e. online workshops have taken place and key organisations such as Apollo have lead sessions as usual on site. The Federation is also participating in the online Hackney Music Festival.

Due to the Government guidelines, afterschool club activities has not restarted since pupils are expected to remain in their year group bubbles. With 688 pupils on roll, this would not be feasible. Priority after school activities have been in place i.e. Homework Club, Booster Sessions, Music Clubs and Cycling Lessons.

*JG highlighted the Value Added Progress Outcomes for SEN Support group and stated how pleasing this was to see.*

RD stated that this group would fall into the vulnerable category and therefore these children has the opportunity to attend school during the partial closure. The success of these outcomes is as a consequence of the robust system in place, refining the inclusion provision and establishing IEP's targets.

*JG queried about 1% of pupils who have absent from state-funded schools for Covid-19 related reasons since 2<sup>1st</sup> April 2021.*

RD this figure refers to all state-funded schools. There have been no cases of Covid-19 at Orchard which is better individually.

The National average for whole school attendance is between 88-89% this academic year. Usually this would be 96%. Currently, the attendance is 96.3% despite the partial closure.

*JG queried what the abbreviation SEMH defined as.*

RD confirmed Social, Emotional and Mental Health.

**Action: To be added to the Glossary.**

No further questions or comments.

## 5. SIP Report 2

The SIP visit with Hilary Ryan took place in February 2021 and it occurred remotely.

The visit involved AW presenting the content through pictures and relating evidence linking to the focused targets.

### **1/ School & Staff Well-Being:**

The well-being of children and staff was discussed, along with staffing changes that occurred at the end of the Autumn term.

The SIP noted that an overview of the recently revised risk assessment was shared and staff were currently working in school and at home, on a rota basis. Key messages shared at weekly health and safety briefings were reinforced at daily staff briefing. Forty-six lateral flow tests had been distributed and used by staff at the point of the visit.

Staff had access to the range of therapists working in school. WAMHS led an online cross-federation staff meeting focused on wellbeing.

The SIP was notified about the systems which were in place to check on the welfare of every pupil and to support their wellbeing. Pupils identified as particularly vulnerable were monitored by members of the senior leadership team and any necessary action is taken.

There were 114 pupils attending school. This compared with 56 during the first partial closure.

During the first national lockdown only eleven of the twenty nine pupils who were supported by child-in-need, child protection or by education, health and care plans were attending school. During the second lockdown that number has increased so that eighteen of the twenty-eight pupils supported by these plans are now attending school on a daily basis. Systems were in place to ensure that staff were trained to give these pupils the support they need.

All these pupils were engaged in home-learning, receive at least twice weekly welfare calls, including one each week from the Designated Safeguarding Lead, and benefitted from online therapeutic support. Every education, health and care plan was reviewed and risk assessed.

There was a reduction in the number of behaviour incidents logged during the Autumn Term. The impact of the segregation of pupils into bubbles was discussed. Pupils will have the opportunity to meet with pupils from other year group once restrictions are no longer in place.

The school website is up-to-date and contains a vast amount of information to support pupils and their parents with remote-learning.

### **2/ School Actions to Support Remote Education/Home Learning during School Closure period:**

The school Remote Learning Policy was presented to the SIP. This made clear the expectations of daily learning to both staff and families. Ninety-eight government funded laptops were distributed to ensure that all KS2 disadvantaged pupils had access to an appropriate device.

The DfE's recently published framework for reviewing remote education was used to assess the school offer and to ensure the highest quality possible. A tracking tool ensured that teachers monitored pupils' learning and gave feedback. This was helpful in reviewing the proportion of pupils in each year group who were engaging with home-learning and to make any necessary changes to provision.

On the first day of the Spring Term this number ranged from 26%–60%. However once the laptops has been issued this increased to 92% of pupils completing at least half of the learning in all year groups.

Twenty-three pupils did not have sufficient access to learning. The Deputy Headteachers for each phase were tasked with monitoring the learning of these pupils and adjusting provision / accessing technology for them.

Learning materials were quality assured by members of the senior team before being uploaded onto the website. The work for each subject was sequenced to ensure that skills were taught progressively.

### **3/ School Recovery & Restart**

The end of Autumn Term data was shared to the SIP of which demonstrated the success of the recovery curriculum delivered during the Autumn Term.

All year groups except for year 4 had recovered the learning lost from March to September and the proportions working at the expected standard at the end of the Autumn Term were broadly in line with those in previous years.

Teachers' assessment of pupils' learning during the most recent lockdown will be used to inform pupil progress meetings.

### **4/ School Priorities Related to Developing the Quality of Education in 2021-22**

- Impact and effectiveness of Wave 2 provision
- Impact and effectiveness of phonics' teaching in Reception and Year 1
- Consistency of learning environments

### **5 / Any Reported Issues in Relation to Governance, Safeguarding, Buildings or Finance:**

All meetings with the Governing Body and with sub-committees have taken place remotely and have had full attendance.

The financial year finished with a significant surplus. Plans for spending the carry forward surplus will be discussed and agreed with Governors.

Systems for budget management have been revised to ensure that revenue resources are spent in the year in which they are allocated.

Plans are in place to re-surface the playground.

*Governors were given the opportunity to ask questions.*

*JG queried if it was fair to state that although the SIP visit occurred remotely it appears this was not detrimental to the thoroughness of the content.*

AW stated absolutely. The SIP would have appreciated visiting the school in person however the shared presentation on view proved effective.

*JG queried if the SIP visit 3 is scheduled to take place on site.*

AW confirmed yes. This is due to occur next week.

*JG further queried about how often the Covid-19 risk assessment was updated.*

RD confirmed this is updated every two weeks, and against any Government Guideline updates.

No further questions or comments.

## **6. Implicit Bias Action Plan (reviewed)**

RD stated that there has been a focus to develop an embedded federation approach to implicit bias to ensure a confident and balanced curriculum delivery.

Hackney Education have introduced a Cultural Competence Continuum as a consistent guidance of articulation in reference to implicit bias. The Graph is demonstrated on the top right hand corner of the referred document presented to Governors.

The school's level of competence has been reviewed over a period of time and a breakdown has been provided from Autumn 2020, Spring 2021 and Summer 2021.

The rationale includes valuing diversity, Viridis ongoing self-assessment of organisational culture and its impact on experience and outcomes, attention to the dynamics of difference, expansion and adaption.

**Teaching & Learning:** Action has been taken to develop teacher knowledge and understanding around unconscious bias to ensure a confident and balanced curriculum delivery and their role as agents of change or perpetuate existing systematic inequalities. This has been delivered over the year through staff meeting focus sessions.

### **Curriculum:**

A number of actions have taken place to diversify the curriculum through assessment and review of inclusive content. This includes reading books, curriculum planning in humanities and EYFS reviews with other local schools / settings.

**Assessment:** A focus on making robust and reliable judgements through systematic approaches to moderation and assessment has been scaffold through Hackney Education assessment forums and the dissemination of thinking back to school teaching teams. Two particular foci have been around marking and talking about pupil attainment.

**Recruitment:** Recruitment packs have been reviewed and Governor recruitment has focused on diversifying the FGB through considered advertising.

**Parents and Community:** All three schools participated in the HSGB parent community forum meetings to talk about race and identity with key foci areas fed back.

Refer to the table in the document presented to Governors for detailed content relating to core tasks, monitoring, review & impacts and next steps.

*JG expressed this wealth of information is excellent. This is above and beyond the Hackney expectations.*

RD expressed that it is important that the Federation is consistently re-evaluated against the wider context.

*SW stated the knowledge shared is very comprehensive.*

*JG expressed thanks for the update to both AW and RD. It is mind-blowing to consider the content in which the school has been required to operate and has done so this past academic year. It is hoped that with the wider National context and the vaccines schools are not placed in this position once again. Despite this, it is wonderful to see the data outcomes that have been achieved and with the attendance particularly. JG expressed thanks on behalf of all the Governors.*

No further questions and comments to note.

#### **8. Any Other Business**

None

#### **9. Glossary of Common Terms**

SEMH - Social, Emotional and Mental Health

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*Meeting closed at 7:21pm.*