

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

On Thursday 31st October 2019 at 6pm

Members

Sara Walsingham (SW)
Rachel Davie (RD)
Owen Puttock (OP)

James Gowland (JG)
Kay Richardson (KR)
Laura Theobald (LT)

Clerk: Jabia Khatun

1. Apologies/Consent for Absence

Apologies in advance OP and KR.

Document pack distributed to attendees prior to the meeting

2. Governing Body Organisation

2.1 Election of Chair and Vice Chair

JG nominated as Chair and KR nominated by JG in her absence. All in agreement.

2.2 Membership

No changes to the membership.

2.3 Declaration of interest in items on the Agenda & Register of pecuniary interests for 2019/20.

No changes to the declaration of interest items on the agenda and register of pecuniary interest 2019/20.

2.4. Acknowledgement of Terms of Reference

Governors to acknowledge the terms of reference for the Full Governing Body and Subcommittee.

2.5 Code of Conduct

Acknowledgement of the Code of Conduct for the School Governing Body.

2.6 Governing Body Annual Calendar 2018/19

Document pack entails the Governors Body Annual Calendar for 2019/20.

The next Orchard sub-committee meeting is scheduled for 27th February 2020 at 6pm.

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

Minutes agreed.

4. Headteacher's Report:

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Table 1: % Key Stage 2 Outcomes at Expected Standard 2019

Orchard Headteacher's Autumn Term Report: 31st October 2019. The data presented is of the end of the last academic year (Summer term 2019) of which is statutory data returns from the local authority compared to the National average. In Reading, all pupils in Year 6 minus 2 were successful of which equates to 97%.

JG expresses that this is phenomenal.

Pupils in Year 6 achieved 93% in Writing, Maths and Grammar, Spelling and Punctuality.

JG queried if this is the best data Orchard has ever achieved.

RD explained that this is not the best data Orchard has achieved but the data is very secure and at the expectation. The Reading, Writing and Maths combined at 92% is incredible. The National average is 65%, comparatively this is a huge difference.

JG further queried if the National average has remained that same.

RD stated that it has increased by 1%, 64% the previous academic year. Orchard is the second highest achieving primary school within Hackney.

Disadvantaged pupils have performed better than those nationally in Reading, Writing, Maths and GSP at the end of KS2. Data presents as 94% in Reading, 88% in Writing and Maths & 91% in GSP. Most importantly the combined results is also above the National expectation at 85% in comparison to 65%.

The Average Scaled Score that is expected is 100, anything additional to the 100 is Value Added Progress. The Score for Greater Depth is 110. The Average Scaled Score for GSP for example is 110 of which is equivalent to the Greater Depth (the National Average in all areas are presented in the Table 2).

The 0.8. value presented in Maths in relation to the Progress Score is justified by the number of children who achieved the Greater Depth standard. This is not a bigger difference than in previous years as a result. The Progress Score in Reading and Writing are as expected. This is comparable to the National progress once more.

RD is very happy with this data set. This has been developed through secured structures in the form of meeting the Year 6 Team every 3 weeks. Gap analysis also occurs by recording every mark of every test each child has completed and focus on the areas which require support. Children are attending Booster sessions, Easter School and Interventions first thing in the morning, every day.

Table 2: % Key Stage 2 Outcomes at Greater Depth 2019

The percentage of children working at greater depth is above National averages across all subjects for 'all pupils'. The percentage of children gaining greater depth in Reading, Writing and Maths combined is above the National average.

Table 3: % Key Stage 1 Outcomes at Expected Standard 2019

The percentage of children working at the expected standard is above national averages for all pupils and disadvantages pupils demonstrating good progress from their entry baseline. All pupils attained 84% in Reading, 77% in Writing, 80% in Maths and 74% combines. There is no National combined figure for KS1 but this is tracked and measured across previous years. Disadvantages pupils did better in Reading than all pupils, this trend echoes across all other subject areas.

Table 4: % Key Stage 1 Outcomes at Greater Depth 2019

The continued focus remains within the percentage of disadvantaged children who are achieving that greater depth standard. Children in Key Stage 1 have achieved greater depth at least in line with national figures. Disadvantaged children have performed less well at greater depth than 'all pupils'.

Discussed the issue that children in Reception who are entitled to Universal FSM, along with Year 1 and Year 2 children, it is a challenge to encourage parents to check their eligibility for FSM/Pupil Premium. This impacts on the data because the number of disadvantaged children is not a true reflection of those who fall in this criteria. The school continue to revise systems to ensure all families are checked.

SW stated that parents should be registering upon admission at the school as this status for Pupil Premium remains through to the end of Primary School.

RD agreed and explained that the information is in the welcome pack and reminders are given to parents regarding completion.

Table 5: % EYFS Outcomes at a Good Level of Development 2019

The EYFS Good Level of Development accounts for most but not all of the areas of learning in Early Years. The number of children achieving a Good Level of Development at the end of Reception year was above National averages with children making strong progress from their low starting points. Disadvantaged pupils achieved below the national percentages for 'all pupils' with 63%.

JG congratulated RD and the teaching staff on the attainment, and expresses that these are fantastic results across the board.

JG queried when Ofsted Inspection is due at Orchard. Orchard was last inspected 5 years ago.

RD explained Ofsted are inspecting 10% of schools in Hackney which is great news. RD also explains that the school buys into review days each year as well as engaging in the HLT SIP programme. All three schools will have two SIP visits rather than three, one visit in the Autumn Term and the other in the Summer Term.

4.1: Teaching Profile 2019

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RD explained that there are five NQTs. Seven teachers were new to the school at the start of the academic year including two of the NQTs. There are three teachers who at this point are receiving personalized CPD of which is led by a designated Senior Leader. Support entails team teaching, informal observations and feedback, planning feedback and modelling marking.

There has been a shift in continues professional development planning to ensure a core focus on pedagogy and subject knowledge delivered by senior leaders, with curriculum leaders supporting.

There continues to be a focus on the teaching of early reading with a new system for home readers implemented in Reception and Year 1.

In the Summer 2019, the school took part in the DFE timetable check pilot, this has helped the leadership team to form a strategic action plan to ensure that the majority of pupils reach the expected standard in Summer 2020. Year 4 will also be required to sit a multiplication test.

4.2 Behaviour & Safety:

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Since the last subcommittee meeting there have been 8.5 days of exclusions. 4.5 days are as a result of one child, 2 days from a child in Year 3 and another two days are as a result of a children in Reception.

An EHCP has been successfully secured for the Year 6 pupil and a placement was undertaken at the Pupil Referral Unit for 4 weeks in the Summer term. RD explained that the child is at risk of permanent exclusion, the child has a bespoke provision, working with a group of 6 in the morning, a full-time 1:1 in the afternoon, along with full time therapeutic support and this access has been provided for a number of years.

The child in Year 3 was excluded for two days for continuous disruption behavior of whom is also a Young Carer. The older sibling was excluded from his primary school last academic year.

JG queried how the child is identified as a Young Carer.

RD explained that the child's mother has a disability and a life long illness. There are 9 identified Young Carers across Orchard. The child in Reception was excluded as a result of setting of the Fire Alarm.

There have been no bullying investigations undertaken since the last report.

4.3 Operational Data

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RD presented the pupil roll data of which currently is 634 pupils on roll. This has reduced by two as the Nursery is not yet at capacity. By January 2020 this should be full. Most schools are one form entry but at Orchard there are two classes of Nursery to fill.

The percentages of disadvantaged pupils is broadly in line. The loss of Year 6 and the introduction of the new Reception pupils results in the data fluctuating.

Presented below (page 27) is the Attendance Data. An additional row about persistent absences has been added. The threshold for persistent absenteeism is 10%.

Attendance for 2018/19 academic year was 96.7%. This was above the National average at 96.1%.

RD presents the Year 2 and Year 6 target predictions at age expected overall.

JG queried if pupils at Orchard are 'off rolled'. This is a term used by Ofsted.

RD explained that there are circumstances in which this does occur. If a child has been absent for 21 continuous days or more, schools have the right to remove the child from roll. This cannot be done however without the authorisation of the School Attendance Officer of whom is based at the HLT.

SW queried if there was a charge for holidays during term time.

RD explained that the HLT have changed their policy. Before there was a warning letter issued however there is no prior warning required now and fines of up to £60 per child can be automatically issued.

5. Impact statements for PPG and Sports Premium

Page 28-34

Pupil Premium report has been evaluated for 2019-20. Barriers for learning and continually faced by children are investigated, not only for those children who fall under the PPG criteria.

JG expressed that the content is abundant.

RD stated that this is evaluated annually.

One of the aspects of the primary sports and PE funding 2019/20 that is being done differently is breaking down the way specialist time is need i.e. more about the competitive representation.

The pupil action research project carried out last year identified that there should be research on how competition impacts positively on learning. RD stated that the sports profile in place is not so clear, so there will be a focus around this.

6. HLT Data Booklets 2019 (EYFS, KS1 and KS2)

The data booklet presented (in pack). RD highlighted that Holmleigh Primary School is the school achieving highest academically with 20 pupils in their year 6 cohort.

The data booklet supports with an initial analysis in terms of formulating a School Development Plan.

7. Ambition Targets 2019/2020

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RD explained that this has been presented to give Governors an idea about the format. This documents is requested for completed by the HLT.

Disadvantaged pupils and all pupils are tracked.

If targets are unrealistic then the HLT would raise questions and this would become part of the SIP visit.

The main focus is that all key targets are above national, aspirational targets are set for children and looking for areas where there are risks.

JG queried what LAC meant?

RD explained that LAC is a Looked After Child.

Action: LAC (Looked After Child to be updated on the Glossary.

8. School Self Evaluation and School Development Plan

RD explained that these documents are available on the website.

The boxes in green are linked directly to the School Development Plan. The content has been changed to fit under the new Ofsted framework. The reason for doing so in additional to being very clear with any

external body is to enable new leaders to identify what the school aim is and the content surrounding that.

The key strengths include the focus around oracy, the buildup of key skills, the robustness of the curriculum and ensuring that all pupils who are disadvantaged & EAL make good and better progress from their starting points.

The School Development Plan presents the data from last year on the left hand side, along with the school's own in house monitoring which in turn helps to form the targets presented on the right hand side.

Part of the new Ofsted framework focuses on teacher wellbeing. There are lots of things the school does to support this. Currently, teachers do not do playground duty, they do not attend every assembly, leadership time is allocated, a full-time TA is appointed to each class typically, phase meetings take place during the school day, teachers are consulted on policy and workload, an employee assistance helpline is offered by the school, report writing time is given, strategic CPD mapper, local staff meetings built in balance to cross site, all base planning is provided apart from literacy and numeracy, PPA is with partner teachers to ensure collaboration and sharing, assessment only twice a year, no expectation of running after school clubs.

9. Communication Strategies with parents, website and yearly calendar of events

Parent events are shared termly. The school continue to engage in external awards to evaluate practice.

JG queried if the annual parent survey will continues this year.

RD explained that it will be distributed during parents evening.

JD queried if there was anything as Governors in the individual school committees need to do differently in terms of engaging with parents.

RD explained that all three schools have a healthy communication system. As the schools have grown, the trust has grown. Governor representation is evident through visit mornings, Governor update newsletter and attendance at events.

9. Any Other Business

Resources before the sub-committee meeting suits all attendees and are better than after Full Governors Body Meetings. RD noted.

11. Glossary of Common Terms

LAC – Looked After Child

Meeting finished at 7:25pm.