

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

**On Thursday 8<sup>th</sup> November 2018 6pm  
DRAFT**

**Attendees**

Sara Walsingham (SW)	James Gowland (JG)
Stephen Hall (SH)	Kay Richardson (KR)
Rachel Davie (RD)	Laura Theobald (LT)
Owen Puttock (OP)	

Clerk: Jabia Khatun

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**1. Apologies/Consent for Absence**

Apologies in advance from SH, SW and LT. Aimee Walker – AW (Curriculum DHT) present.

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

**2. Governing Body Organisation**

**2.1 Election of Chair and Vice Chair**

JG elected and to continue to be Chair. KR elected as Vice Chair.

**2.2 Membership**

No changes to the membership of the committee.

**2.3 Declarations of interest in items on the agenda & register of pecuniary interest for 2017/18**

**Action:** OP to be added as Associate Vice Principal at Mossbourne Victoria Park.

**2.4 Acknowledgement of TOR & Code of Conduct**

No changes.

**2.4 Governing Body Annual Calendar 2018/19**

The next Orchard Sub Committee meeting is scheduled for 28<sup>th</sup> February 2019, at 6pm.

**Document pack entails the Governors Body Annual Calendar for 2018/19 of which was distributed to all attendees prior to the meeting.**

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

*KR asked about progress regarding the gap in Year 1 reading noted in the last meeting.*

RD explained that this data refers to the in-house data accumulated in May/June 2018. The next data round is in November in which this will be assessed. The Year 1 phonics check took place in June 2018. The outcomes show that 83% of pupils passed the check, in line with Hackney and in line with national averages. RD further explained that this would be evidenced in the section on data outcomes.

*KR asked about the persistent absenteeism outcomes which were discussed in the last meeting.*

RD explained that there continues to be ongoing monitoring and engagement of external professionals to support key families. A number of professionals are involved in high need cases including the Attendance Officer from Hackney Learning Trust. The local authority have recently made changes to the way in which fines are issued. A Fixed Penalty Notice (FPN) is no longer required prior to a fine being issued.

Minutes agreed.

#### **4. Headteacher's Report:**

**Page 27**

##### **Table 1: Key Stage 2 Outcomes at Expected Standard 2018**

RD explained that the table demonstrates outcomes for KS2 comparable with national averages. In 2018, all subject areas reflect results significantly above the national average which is very positive. Disadvantaged pupils achieved broadly in-line with their peers across Reading, Writing and Maths.

##### **Table 2: Key Stage 2 Outcomes at Greater Depth 2018**

41% of all pupils were working at greater depth in Reading, 34% in Writing, 41% in Maths and 66% in Grammar, Spelling and Punctuation. Disadvantaged pupils achieved at least national expectation at greater depth.

*KR inputted from her visit to a recent coffee morning in which parents/carers expressed a positive change in the new reading diaries and suggested that the KS1 diary is altered to enable more input from parents/cars on a daily basis rather than the one small box currently available.*

RD added that the diaries were used previously and although others trialled, the current ones are considered the better versions.

##### **Table 3: Key Stage 1 Outcomes at Expected Standard 2018**

The national expected standard is presented on the top row, demonstrating that all pupils are above the national average for all pupils across Reading, Writing and Maths. It also shows disadvantaged pupils are above or at least in-line with the national average.

##### **Table 4: Key Stage 1 Outcomes at Greater Depth 2018**

RD explained that the main area of focus is the KS1 greater depth standard for disadvantaged pupils. The process of identified greater depth is from pupils who have attained the higher standard at the end of EYFS in specific areas and ensuring that this maintained across Key Stage 1 to ensure expected progress. It is also important to focus on the pupils who are not at greater depth at the end of EYFS and have the potential to, particularly those classified as disadvantaged to enable progress across to KS1.

The number of pupils achieving greater depth at the end of Key Stage 1 was at least in line with national averages.

## Table 5: EYFS Outcomes at a Good Level of Development

The number of pupils achieving Good Level of Development at the end of Reception year was above the national average with 73% which pupils making strong progress from low starting points. The Good Level of Development is comprised from speaking & listening, relationships, communication and physical developments, along with Literacy and Maths, all of which forms a Good Level of Development.

*OP referred to page 60 – Hackney KS2 results 2018 and declared that Orchard Primary School remains one of the best primary schools in Hackney in Reading and Writing which is exceptional. Consistency is difficult to achieve in reference to outcomes. OP states that he feels the progress is outstanding.*

### 4.1: Teaching Profile

#### Page 27

RD explained that further reviews of the leadership structure has been undertaken in order to provide sufficient capacity and sustainability in growth to a fully 3 form school. The Assistant Headteacher from Hoxton Garden has taken up post as Interim Deputy Headteacher for Inclusion to cover maternity leave.

Two Assistant Headteachers are working under the Curriculum Deputy Headteacher and a SENCO is working under the Inclusion Deputy Headteacher to ensure robust monitoring and development opportunity. Other members of the teaching team have been identified for personalised professional development plans to develop excellent practice and increase overall percentage of outstanding teaching.

There are 9 Teachers new to the school including 7 experienced Class Teachers. Two NQT's have been recruited, both of which have been allocated individual mentors and have NQT support plans in place.

The Maths, ICT, Art and Design & Technology curriculums have been revised for the new academic year. This is an additional focus to support expected pupils outcomes.

*OW questions how many teachers currently?*

RD confirmed 21 teachers at present. The 9 new Class Teachers this academic year also includes the one additional teacher as a result of the additional year 4 class.

*JG stated that the structure of the staff is so important, particularly whilst the school continues to grow with over 600 pupils currently on roll. Another two more classes to be added before fully 3 form.*

RD explained that this is why getting it right is so important. The school has invested in the Apprentice Teachers Scheme of which is going well. The new school website plays a role in how the school advertises and markets itself. Each school has its own website along with the Viridis Schools website, now up and running which publicises the local support offers, outreach projects and advertising the school as a professional organisation that is able to develop new teachers.

A School Experience Day took place recently, before the half term in which 17 individuals who are interested in teaching visited the school and spent time in class. A volunteer program is offered in response to this in which 11 out of 17 of the individuals have expressed they would like to return and volunteer at the school.

*KR expressed that this is fantastic.*

*JG questioned how the NQTs are settling in?*

Both NQT's are working with experienced mentors of whom are supporting their training and development. CPD is offered to them along with weekly staff meetings, mentor meetings weekly, in class support, team teaching and observation of experienced teachers across the Federation. Specific targets are set for them individually also. The Apprentice Teacher is also getting on very successfully.

#### **4.2: Behaviour & Safety**

##### **Page 27**

RD explained that there have been no fixed term exclusions this half term. Continued personalised support plans are in place for high need vulnerable pupils and now two Learning Mentors are working to support pupils in each year group who have been identified as needing additional social and emotional support. One Learning Mentor left last academic year, this position has been filled and the new Learning Mentor has settled in brilliantly. They are both precise in the way that execute their time across the school, identifying pupils and taking account of the work they are doing which is very supportive to the children.

Changes to the lunchtime structure have resulted in split playtimes for KS1 and KS2. Initial assessment has shown a reduction of playtime behavior incidents due to the increased ratio of space to children.

RD shared that the Anti-Bullying Quality Mark Award has been successfully achieved.

Pupils have also elected new school council members following a pupil election in October. The School has also selected new Art Ambassadors, ASC Ambassadors, Digital Leaders, Green Team Head Gardeners, \*JRSO's, Debate Teams, Peer Mediators, Peer Mentors, Lunchtime Ambassadors and Language Captions. The school website has now gone live and showcases this and a clearer line of communication about learning within school with parents/carers and the community.

\*JRSO – Junior Road Safety Officer

#### **4.3: Operational Data**

##### **Page 27**

RD explained that there were 602 pupils on roll at the time this data was accumulated, however presently 612 pupils on roll. The number of children who are accessing FSM is 33.6% and disadvantaged pupils (pupils receiving FSM in the last 6 years) equate to 41.2%. It is important to consider that there are a number of children in Reception who are yet to be identified as pupil premium.

*JG questions that the percentage of SEN pupils seems to move around a lot.*

RD explained that there were 23 pupils in the last year 6 cohort who were classified as SEN however they have now left for Secondary School. Therefore there has been a percentage decrease of SEN pupils. It is important to also consider that there are a number of pupils in Reception who are yet to be identified as SEND. This should balance out by the end of the academic year.

RD stated that the Whole School Attendance is currently 97.7% which is above national averages.

*JG queried whether the school is doing anything differently for the persistent absentees?*

The Federation previously undertook cross site attendance panel meetings however this structure was changed a year ago to enable on site attendance meetings which allow for focus on individual schools and the School Attendance Officer from the HLT moves between the sites as required. All pupils who fall under the 90% bracket become a concern and persistent absences are identified quickly through that. Furthermore, if pupils miss a second day of absence this is tracked and any child below 90% is identified on the 'Critical List' of which is circulated daily to the Senior Leadership Team.

#### **4.3: Current Risks & Priorities**

- To effectively induct new members of staff so that the teaching profile reflects an increasing % of excellence in teaching outcomes across the year.
- To continue to reflect on and develop the quality and effectiveness of questioning, marking and feedback to ensure that it maximises direct impact upon outcomes for children.
- To embed curriculum development (Maths, Art, Design & Technology and ICT) to ensure that the received learning increases challenge through the pitch of skills, knowledge and opportunity to reason and explain.
- To ensure effective operational leadership is sustained with enough capacity to facilitate excellent outcomes for pupils.

*JG echoed OP in relation to the Hackney KS2 results 2018 – absolutely phenomenal. KR also.*

#### **4.4: School Self-Evaluation**

##### **Page 28 – 29**

RD explained that the self-evaluation is updated at key points throughout the year so once the assessment data was attained, this was updated. It is also available on the school website. RD also explained that the texts highlighted in green are areas which are focused upon to sustain high quality provision.

*JG questioned when Orchard is due their next Ofsted inspection?*

RD explained that Orchard would not be a priority currently because it is an *Outstanding* school and explains that because of this it is important to seek outreach opportunities. RD states that she is undertaking SIP work for the local authority in which she is evaluating different settings.

A local authority review was invited and took place at the end of the last academic year in which the experience has proven positive. Key lines of enquiry were agreed and followed on the day. Leaders were given the opportunity to verbalise their work and impact.

**Action: RD to add to the Self-Evaluation and share with Governors.**

*JG also questioned about fixed term exclusions in relation to the reduction of these.*

RD attended the Head's briefing last month; the new Head of Director of Education is setting up an Exclusions Review Panel of which RD has put herself forward for (awaiting dates). A number of different professionals will form a core group of which will provide an opportunity to unpick the reasons why exclusions occur, what is in place, what is the impact in different settings and perhaps why some things may not be working. RD is confident in the systems in place at Orchard, when decisions are made they are justified. RD confirms that there have been no exclusions this half term.

#### 4.5: SIP Annual Report 2017-2018

##### Page 30

The SIP Annual Report for the end of the last academic year, again very similar to the Head's report and the Self-Evaluation. RD explains that what should be noticeable is a triangulation between the three different documentations.

#### 5. **Headline Data Presented in Comparison to National Position:**

##### Page 31 - 75

Page 36 refers to where Orchard sits in terms of National data in comparison to all the other schools across Hackney.

Page 37 presents the groupings data.. RD recommends reading page 38 and 39. The graphs demonstrate that boys are doing slightly less well in Reading in comparison to girls for KS1. The PPG pupils are performing slightly above the non PPG pupils in Reading. It also presents a gap between English as an additional language and English as a first language in Reading. The graphs enable a visual representation of the data.

RD welcomed any questions.

*JG referred to page 33 and enquires about the pupils with SEN by their primary need.*

RD explained that the data analyses what has already been identified in terms of the Speech, Language and Communication Needs. This is why the school implements the screening process at EYFS in which all individual pupils are assessed. There are a high volume of pupils who have from Speech, Language and Communication across the setting but across other schools also.

This mirrors with the need surrounding Social, Emotional and Mental Health. RD states that the school is well aware of this and ensures that careful consideration takes place with the allocation of speech and language hours.

*JG referred to page 37 and enquires about the breakdown of ethnicity and what this informs.*

RD explained that overall the key and biggest groups across Orchard are the Bangladeshi pupils, Caribbean, White English and the TKC\* pupils. These groups are focused upon from KS1 and KS2 in addition to their early starting points in EYFS when analysing data.

\*TKC – Turkish, Kurdish and Cypriot

Page 60 refers to the KS2 expected standard.of which again follows a similar standard. RD explained that the data booklets are provisional, two drafts are issued before it is finalised. RD has appealed two results for Orchard of which she hopes will prove successful but she is yet to receive an outcome.

Page 70 refers to KS2 pupil groups, RD more particularly refers to the first row (all pupils) and the last three columns (progress KS1-KS2). Orchard attained 4.4 in Reading, 2.3 in Writing and 3.8 in Maths of which defines the value added between KS1 and KS2. Page 71 refers to the KS2 groupings in the

form of a table. Page 72 refers to the scaled scores. RD presents the SEN table as an example of which details that pupils without SEN attained 110, pupils with SEN attained 106, pupils with an EHCP attained 108 and pupils with SEN Support attained 106. A scaled score of 100 is the expected standard.

*OP questioned that anything other than 110 is greater depth which means that all pupils with SEN are at the expected?*

RD confirmed yes.

## 6. Target Setting

### Page 76

RD referred to page 76 of which presents the 2018 predictions for Year 6 and Year 2. There are 59 pupils in year 6 and 40 disadvantaged pupils. Targets are set based on the knowledge surrounding the individual pupils, end of Year 5 data, KS1 data and the Fisher Family Trust data set.

*OP questioned that the prediction for this year is 84.7% (at least national standards) however last academic Year 6 pupils attained 95% in Reading?*

RD explained that she expects pupils to attain above the targets. Realistic targets are accumulated from the data but this does not take into consideration the intervention throughout the year such as boosters, Easter School and the regular tracking and analysis of data.

*JG added that this topic of conversation occurs every year and targets are realistic supported by aspirational provision.*

## 7. The School Development Plan: Key Area of Improvement

### Page 77 - 82

RD explained that this has been put together in correspondence with the SEF and then broken down into key four areas of which are detailed on the following pages. The focuses remain around the Leadership and Management, along with Teaching, Learning and Standards, Personal Development and Well Being and Outcomes for pupils.

There is a Teacher training focus, the website is growing and the Eco Flag requires renewing in April. The quality and teaching of learning overall is essential. The PHSE and RE curriculum requires reviewing, the school playground structure also and a core focus on Attendance for EYFS.

## 8. Impact Statement for PPG, Sports Premium and CLA

### Page 83 - 89

The Pupil Premium report is reviewed every year of which is based on the availability of funding. This is compared to what was done the previous year. The initial page details principles and barriers faced by disadvantaged pupils. Pupils are supported generally as well and specifically depending on their need.

Page 84 refers to the Impact Statement 2017-2018, including the current achievement of PPG pupils (2018 KS2 outcomes).

*KR questioned about Kench Hill and whether it would be affected by the 3 form entry?*

RD stated no. Last year 3 weeks were booked across the 3 schools and places are allocated in according to the number of pupils on roll.

Page 86 refers to the use of the funding for 2018-2019.

Page 88 refers to the Sports and PE Funding 2018-2019.

A specialist teacher is based at Southwold Primary School however works across the Federation. He works with all the teachers, the NQTs also in which he will support with modeling, observations, Team Teaching etc.

Cycling and Keeping Healthy Week is another aspect incorporated into the Sports and PE funding.

## **9. Consideration of Communication Strategies with Parents, Website and Yearly Calendar of Events**

### **Page 90 – 95**

Page 90 refers to the Staff Development & Training Timetable of which highlights two areas; one of which are key dates across the year in terms of enrichment such as World Week, International Evening etc. RD explains that Parent Key Dates are also shared with parents/carers every half term. Coffee mornings and Parent Reading sessions dates also.

In terms of office communication, there has been a change of office staff in which they continue to have training and development. The school Newsletter and the website is another element of communication, along with attaining feedback from the Parent Survey and Suggestion Box.

## **10. Any Other Business**

None

## **11. Glossary of Common Terms**

JRSO – Junior Road Safety Officer

TKC – Turkish, Kurdish and Cypriot

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Meeting finished at 7:25pm