

The Viridis Schools Federation of Orchard, Southwold and Hoxton Garden Schools

Governing Body Sub-committee at Orchard School

On Thursday 28th June at 5pm

Attendees

Sara Walsingham (SW)
Stephen Hall (SH)
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 from KR

Document pack distributed to attendees prior to the meeting

2. Governing Body Organisation

2.1 Membership

SW highlights that SH has not been identified as a member who can vote.

SH refers to the Term of Reference (bullet point four of *Rules for Membership*). This states that *the Executive Headteacher, as a member of the full Governing Body, is entitled to attend any meeting of the committee and holds voting rights.*

SW questions why SH's name is not presented?

SH explains that he is not attached to a particular sub-committee and it is not expected to attend all meetings. This highlights the difference.

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

No interests declared.

Action: SH stated that the new register of pecuniary will be circulated in September.

2.3 Terms of reference

No changes.

2.4 Governing Body Annual Calendar 2018/19

The next Orchard Sub Committee meeting is scheduled for 1st November 2018 at 4:30pm.

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

Four items discussed in the previous meeting have been added to the glossary.

Document pack entails the Glossary of which was distributed to all attendees prior to the meeting.

JG states that in preparation for year 6 transitioning to secondary school it was previously discussed that pupils would have the opportunity to visit schools such as Cardinal Pole.

JG questions if there has been any progress with this?

RD explains that Orchard is part of a Cluster Group (formally known as Cluster F) which enables primary and secondary schools to integrate and meetings are held three times a year. Cardinal Pole is very active in terms of organising a range of different opportunities for children.

20 pupils from year 5 attended Cardinal Pole for a drama workshop today of which took place afterschool. A science workshop is to follow. Cardinal Pole additionally continues to run classes in greater depth for Maths of which approximately 5 year 6 pupils attended prior to their SATs exams and our year 5 pupils have been attending following this.

Minutes agreed

4. Headteacher's Report including:

4.1 Self Evaluation

Page 18

RD explains that pupil progress meeting for all year groups and classes have taken place in the past 3 weeks. This establishes the progression and needs of individual pupils in each class and it helps to identify the overall progressions for all pupils in the year groups across different subject areas.

Table 1:

RD explains that the table demonstrates the percentage of pupils working at the expected level in Reading, Writing and Maths with majority on track. A range of moderation processes have occurred including internal moderation in which pupil progress meeting for all year groups has taken place. Cross site moderation has also taken place in which year group teachers get together to moderate outcomes and benchmark.

RD further explains that KS2 external moderation has taken place by the HLT to validate the KS2 writing outcomes. The key areas of focus are around Year 1 Reading with one class in particular pulling down the group slightly to 73% on track. All pupils have made progress from their starting points however it is key to identify that all pupils are making expected progress or better than expected progress. Orchard runs a daily supportive reading for year 1 which enables groups of children with one adult resulting in five adults being present in one class. RD is not overly concerned about this as this group of children have been identified.

Table 2:

This table represents Value Added for Progress in which there should be 25 points of progress to this point in the year. However 15 points of progress for year 1 because they are tracked in the Autumn term rather than the end of the previous year which is done for all the other year groups. The Value Added Progress is defined by anything above 25 points in years 2-6. All year groups have made better than expected progress from their starting points.

JG identifies the spike in writing for year 4.

RD explains that she is not aware that there is no particular reason for this. The year 3 and 4 Literacy curriculum is combined whereas the Maths is more discrete. There is a lot of repetition in year 3 and 4 which could be a potential factor.

Table 3:

RD explains that table 3 of page 18 demonstrates that all groups have made better than expected progress. RD details the meanings of the groups presented on the table. There has been a greater focus on oracy and vocabulary exploration for certain pupils which has impacted on Writing across the school for certain groups of children. The progress of disadvantaged pupils is broadly in line with progress of other pupils across all three subject areas.

SW questions if the Maths is low because they are attaining well anyway so there is no value added?

RD refers to Table 3 and explains that this table shows a clearer overall of value added across year groups. In some groups it is lower than others however there is no overall concern about this since all year groups are above the expected level of progress.

LT states that the Writing across table 2 looks very strong in comparison to the other two subject areas but year 6 for example Reading and Writing present stronger.

RD explains that the focus on vocabulary and oracy with the addition of speaking before you write and the rehearsal or writing does impact.

SW asks if comics are used across the school?

RD explains that Graphic Novels are used much less so. SH added that there are now many more engaging books available for boys. RD also added that the school stores a box of bespoke books for boys who are disengaging with reading, which represent text with action stories etc.

JG states it is interesting to see the progress between EAL and non EAL as broadly identical across Reading and Maths.

RD explains that essentially this is about effective teaching strategies and that the balance of vocabulary is threaded through.

4.2 Teaching profile and strategic CPD actions

The quality of teaching and learning continues to be typically good across the school with 35% being outstanding in the Summer Term and 65% good. RD explains that one NQT has successfully completed their induction in April 2018 with the addition of two other NQT on track to finish their NQT year this term. The school has been looking carefully in terms of planning for next year.

LT questions if the school has managed to retain its NQTs.

One has completed their NQT year in April, another this month and the other has not completed their NQT year. SH adds that it is unusual that NQT's are not offered employment by the school. SH further explains that five Apprentice Class Teachers have also been recruited across the Federation as part of a new Government Scheme.

This is a training program which involves them training on-site and a one day a fortnight release at London Metropolitan University. The idea is that the Apprentices will be in a position to lead in a class, alongside an experienced class teacher for a term or longer depending on their development. The Federation is working very closely with the London Metropolitan University and the scheme enables the organisation to potentially employ five experienced NQT's who will be aware of the school systems, the expectations and the children etc. RD expresses that she is very confident in the NQT/training program and that it has a strong track record of success.

LT questions if the five Apprentice Class Teachers are for Orchard?

RD explains that the five Apprentice Class Teachers due to start in September will be placed across the Federation with two each at Orchard and Southwold and one at Hoxton Garden.

OP questions if the scheme leads to the NQT year?

RD confirms this and adds that the second year will be their NQT year. SH further adds that it is similar to a PGCE but more on the job. The attraction is that the fees are not incurred by the apprentices and they also receive a salary.

OP expresses that the only concern that he has first-hand experienced is where a student teacher or apprentice teacher is limited to their capacity in terms of training and supporting them of which can be quite overwhelming for some staff.

RD states that this is why the interviewing process has been thorough in terms of establishing which areas of weakness are workable. However the caliber of candidates was high. SH added that the London Metropolitan University commented on the quality of recruits and additionally that this risk appears with any member of staff that is recruited.

OP asks if the Apprentice Class Teachers have to be kept on by the schools towards the end.

RD explains that the schools are not compelled to the NQT year.

RD adds that planning for 2018/19 has been carefully considered including leadership structures, staffing and recruitment to take account of three form growth.

Page 18 states that the school has hosted two best practice visits from other schools in Hackney however as of today Orchard has hosted three best practice visits. The visits have been undertaken to benchmark standards and reflect on in house practice. Orchard has also hosted the Inclusion Quality Mark Flagship (IQM) Cluster Meeting in which 14 leaders attended from various parts of the country. This reflects our high standards as well as an opportunity to share best practice. The school has also been assessed and successfully reaccredited the Flagship Inclusion Quality Mark Award and Leading Parent Partnership Award (LPPA) which is now the third accreditation for both awards.

JG questions if this must be done annually?

RD explains that that IQM Flagship Award is assessed every eleven months and the LPPA is assessed every three years. RD further adds that Orchard has been involved in the linking sustainable schools and Green Schools Project in which the school was approached directly because Orchard remains the only Green Flag Award school in Hackney. Their aspiration is to have more schools with the Green Flag Award however they asked Orchard to support that initial drive in supporting other schools who have starting the journey with smaller scale projects. RD states that she has offered Orchard forward as a partner to support those they have identified as not having the capacity to support themselves. The aspiration is to have half termly hub meetings. Local Authority Review also took place today.

Behaviour & Safety

RD explains that there has been ten days of fixed term exclusions across four separate incidents relating to three individual pupils since the last report. Two exclusions were extreme but isolated incidents and two relate to a pupil who has complex behavioral needs. Additional support had be ascertained from external agencies including an application for a partnership placement to a Pupil Referral Unit at New Regents College of whom have confirmed today that the child can begin with them in September 2018.

The school continues to work in close collaboration with the parent and external agencies and behavior is tracked through a chronology ensuring rigorous assessment and review of intervention. Strategies have been moderated to allow a different approach for example RD has taken over lead of the child's behavior

chart to support this process, boundaries have been re-established, the school is working with the Re-integration Team and Inclusion Team.

These are the first exclusions since Autumn term 1 in September 2017.

SH questions how this compares to last year.

RD explains that it is significantly less, with half the number of exclusions in comparison to last year.

JD questions if there have been any permanent exclusions.

RD confirms that there have been no permanent exclusions.

Planning is being undertaken for the re-organisation of the playground to be implemented from September 2018 which will allow better playground accessibility in response to school growth. This will result in a split of lunch time for KS1 and KS2 completely which will allow a greater amount of playground space for less children.

4.3 Review of impact of current attendance strategies

Attendance 96.3% which is in line with National however the school's target is 97%

There are a number of families of concern who are persistent absentees, fines have been issued and one court case which is ongoing at the moment.

School's Priorities

The school's current priorities are:

- To review the curriculum map with focus on Maths, Computing and Art/DT.
- The development of middle leaders and senior leaders and ensuring effective quality assurance.
- To continue to embed the marking and assessment systems.
- The development of oracy across all areas of the curriculum to enable confident communication for all pupils.

4.4 Headline data presented in comparison to National position & progress toward end of year targets

RD details the year 6 targets or predictions for 2018 of which equate to 90% across the board for Reading, Writing and Maths with 88% combined. SATs results for year 6 will be accessible for schools in less than two weeks. SH states that once the data has been collated for all three schools they will be shared with the Governors.

RD presents the year 2 targets or predictions for 2018 as 82% in Reading, 78% in Writing and 80% in Maths of which is all above the national benchmark from last year.

5. Consideration of SIP2 Report

Document pack entails the SIP report of which was distributed to all attendees prior to the meeting.

Governors confirmed that they had read the SIP report which entails a lot of the topics that have been discussed in previous agenda points from today's meeting. A Learning Walk of the school was carried out which notes areas that work well. The Yr6 and Yr2 data was also evaluated. It was noted that the commentary matches that of the school.

LT questions about the grading of outstanding teaching and how this is measured.

RD explains that there is a teaching profile which measures the lesson outcome, the learning environment, the behaviour and safety. Pupil progress is another measure.

SH states that there should be another SIP report at the next meeting.

6. Orchard School Development Plan & Strategic Planning for 2017/18

Document pack entails the School Development Plan & Strategic Planning for 2017/18 of which was distributed to all attendees prior to the meeting.

A new strategic plan for 2018-19 will be distributed to Governors at the next subcommittee meeting.

Pages 22 to 26.

7. Any other Business

LT asks about the notes from the Ofsted session that she couldn't attend.

SH stated that another session will be arranged. There are no minutes from this session, in retrospect this may have been helpful however there was a pack of which will be re-run in the Autumn term. Ofsted is due to visit Southwold.

LT sends her apologies as she is unable to attend the Federation Festival of Music on Wednesday 11th July. JG will be attending.

SW questions if the feedback from the Pupil Survey was due to be presented today.

There is typical data across a five year period resulting in similar points being raised by pupils in relation to not liking homework and the ICT equipment etc. There is nothing substantial in terms of pupils feeling unsafe at school or not enjoying their learning experience. Pupils want to work hard for their teachers. SH explained that a new format was being agreed which would allow for a simpler analysis.

Meeting finished at 18.17pm