

Governing Body Sub-committee
at Orchard School

On Thursday 8th March at 6pm

INITIAL DRAFT

Attendees

Sara Walsingham (SW)
Stephen Hall (SH)
Rachel Davie (RD)
Owen Puttock (OP)

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

Clerk: Sandra Rodrigues

1. Apologies /Consent for Absence

Apologies from Owen Puttock who is unwell.

Document pack sent via post

2. Governing Body Organisation

2.1 Membership

2.2 Declarations of interest – pecuniary interest 2017/18

(KR) has changed role from Project Manager of Well Street Market and is now advisor of London Market Stalls to the Major of London and Director of Space and Breaks community. An email has been sent Mr. Hall who will update the register of interests.

Action: (SH) to update of the Pecuniary Register.

2.3 Terms of reference

No changes

2.4 Governing Body Annual Calendar

Next meeting scheduled for 28th June. Apologies in advance Kay will not be able to attend.

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

Minutes agreed

Action: items to add to the Glossary:

EXS – Expected Standard

GDS – Greater Depth Standard

ASC – After School Club

BAFT – Black African

4. Headteacher's Report including:

4.1 Self Evaluation

Page 15

Table 1: shows the percentage of pupils working at age expected levels in the assessment which took place in December 2017 and is due to be tracked again in June 2018. Class data as well as cohort data was analysed and overall, 76%+ of pupils are making expected progress with Yr6 making more than expected progress, a reflection of the high intervention of support in place. They have been placed into sets for numeracy, literacy and writing.

Table 2: Reading is better than expected and provisions were made to move reading to the beginning of the day proving beneficial as children have better concentration, this has been seen in the analysis. The figures show the difference of above national e.g. Yr2 scored 13.3 points added progress, 10 points above is good but the pupils have achieved 3.3 points above that which is very positive.

One area which is below attainment is the Yr1 reading at 72.7% although not a concern, a change in system between EYFS to Yr1 to a fast accelerated reading program based on the ability bands the children are in; this is a continuous measure and the acceleration of the bands sees them move out of the early year readers to the better streamed bands.

(KR) questioned why Yr3 had made less progress.

It was confirmed there is no cause for concern as they left Yr2 secure, however they are dealing with different genres and writing styles and the leap from KS1 to KS2 essentially means that the school will be focused on it and other measures are in place to keep a track on the progress.

(LT) impressed that at this stage Yr6 are doing really well

Yr6 are put into sets (1, 2 & 3) the differentiation in the set is not as wide and the gap closing is more precise. There are boosters/interventions/lunch time boosters to support the progress as well as children's cognitive change. Some children are attending Saturday booster school. A local secondary school has confirmed they will be offering booster classes before the SATS. Cardinal Pole has agreed to take some of the Viridis children concentrating on the hardest to reach /engage families.

(KR) questioned if the schools know what assessment level the children go in at Yr7

Although the school is informed of the assessment levels, in Yr7 the tests are CAT (Cognitive Ability Tests) which are mainly useful for secondary schools to plan

(JG) queried if the Yr6 children received their 1st choices

It was confirmed that for the first time in 4 years (since the current management) every child was allocated a place at secondary school whether their preferred choice or not.

Table 3: shows the group data. All groups are making more than the expected 10 points progress or more.

Boys (174) progress in writing although above the national is slightly below their peers and the same for PP & non PP children this is just a gap that needs to be closed and will be focused on during the spring term to equal out this progress. Rachel noted after looking at the data over the last three years there is a pattern that from the autumn term data to the June data and then there is an acceleration in progress by the June.

(JG) questioned the difference between boys and girls and is this a trend nationally and the attainment of Yr5

This is more of a difference between the writing rather than the numeracy and that the equity between attainment is no different.

Yr5 the key is to set children as early as possible, it is not necessarily the pupils that are the concern but the quality of teaching this year that has proved a challenge. The children in the summer term are put into sets for the whole term ensuring the provision is tailored to the Yr5 cohort. Note: that nationally the government has changed the order of tests and put the grammar test on the Monday and reading to a Tuesday to help children focus better in their SATS.

4.2 Teaching profile and strategic CPD actions

There is a shift between the autumn to spring term with the provision and quality of teaching from RI to Good, moving the teaching up for new teachers to the school. The Leadership structure is already being put together for September 2018, looking at those leaders who are equipped for the change.

The school has recruited:

- Deputy Head in January who is picking up systems quickly and effective in role
- Assistant Headteacher to start in April 2018
- EYFS Leader to also start in April 2018
- NQTs are making good progress working towards to Good
- Currently only 1 teacher is RI, there is clear support in place and is making the progress and consistency needed
- The focus for summer term will be to look at raising the higher level teaching target to 40% from good to outstanding.
- Learning Mentor started in January and has settled in well and filled the gap for the social and emotional support for children and parents.

Behaviour & Safety

Noted: there have been no fixed term exclusions this term which shows the ongoing communication with HLT and SEN. Only one child has been given a reduced timetable and the school is in discussions to find an appropriate setting and exhausting every avenue to not permanently exclude the child, however the borough have not yet been able to find a suitable placement as the child's needs are very high. There is the prospect of having to permanently exclude the child as there are persistent, serious breaches of the behavior policy despite many adjustments to provision. This would be very much the last resort.

This year alone there have been eight consultations for new pupils with Education Healthcare plans which is extremely difficult as there is a lack of spaces in specialist provisions and lack of funds.

The school has focused on effective transitions and timings when children are moving from one place to another within the building and ensuring there are secure systems in place which the children have made very good progress.

Noted that the Mayor of Hackney will be coming to meet the school council in the coming week

(JG) questioned a recent concern about bullying

This was confirmed that the concern was reported by a child, it was investigated, all children in question were spoken to and what actually happened, what took place including speaking to the parents, the appropriate

sanctions and restorative justice was addressed. It was clarified as not bullying and was all cleared up effectively. The children were supported in how to rebuild relationships which is essential for moving forward. The school works hard to make children more aware of the actual meaning of bullying and hence lesser reports of bullying.

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 going at the moment.

School's Priorities

The school's current priorities are to raise standards in Yr5 setting, continue CPD development for teachers and a focus on the Destination Reader program to challenge the most able children and a review of some aspects of the curriculum. The Viridis Schools is also supporting Berger school with their reading program.

In April the re-accreditation of the Flagship Inclusion Status and LPPA is due. As part of the Cluster group Mrs Douglas (DHT) visited one of the cluster schools in Surrey. In addition a school from Sussex visited as they contacted the school directly and conducted a 'best practice' visit which was useful to their needs.

The School Experience Day was successful and one of the attendees has just completed two weeks of volunteering at Orchard.

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

Discussed in 4.1 above

5. SIP Report

Report handed out:

Overall it was a very positive visit and all the criteria were confirmed as well as looking at the quality of teaching and outcomes for pupils following a learning walk around the school. SIP picked up on the Yr5 sets and was a line of discussion.

In the summer term there is a LA visit planned in order to give the school a 'Peer review' with prior key lines of enquiry agreed. It proved successful for Southwold last year.

(JG) questioned the meaning of "purposeful making"

This was confirmed as marking for impact e.g. something that will support the child's next learning step. It is useful to the child as they have a purpose and can refocus on their answer, it has be manageable and is of consistent focus and was discussed in the SIP visit along with Assessment Grids and what progress has been made.

6. Consideration of provision for SEN/PPG & vulnerable pupils

Discussed in point 4 above.

The school is reviewing the system used for categorising need and changing documentation to reflect this this will bring it more in line with Hackney proposals.

SLT away day was focused on SEN books and their outcomes particularly looking at what the school is doing; is it good enough and where it can be bettered.

(KR) noted that 23% of children with SEN in the school

This was confirmed as very high but a typicality in other schools in the area too, mobility for this group is high however part of the Flagship is that as a school it provides very well for SEN children and the school is known for that and with that a higher number of SEN are coming in. This percentage will change again next year as a high number of SEN are in Yr6 and as they leave the cohorts change.

7. Evaluation of outcomes from parent survey

Page 17: reading the columns from right to left shows the last five years as the school has been using the same company which provides an archive of data to be able to collate the information. The survey represents approximately 122 out of 600 parents; Orchard having the highest response out of all the schools. It is a challenge to engage parents to respond.

Q19: The amount and frequency of homework is appropriate 2017 – 2016 13% disagree, this is subjective and in response to this last year the school introduced practical home work in literacy and numeracy for holiday homework tasks.

Another outcome from last year's survey was communication from the school being timely and useful. In response to this the school produced a half term table of events on A5 sized paper which comes out every half term and clearly shows when things are happening e.g.: coffee mornings/assemblies which has had positive feedback.

Q5: The school provides healthy food options this has gone up by 12% although 10% still feel it is not good. The school has held a coffee morning 'keeping healthy', healthy pack lunches which forms part of the school's obesity/keeping healthy plan essentially it is keeping up awareness with parents/career's around this subject.

(KR) questioned if the school is happy with Cater Link (catering provider)

In general Cater Link is good and they cater for the school's needs although it is not easy to cater for children. Tendering is every three years. There is currently a new kitchen chef at Orchard and Rachel confirmed that there is always a senior member of staff during lunch time and she regularly eats school dinners too and quality assures them.

(KR) questioned if Governors could come and visit and have lunch with the kids and taste the food

This was confirmed as feasible and Governors would need to let the Headteacher have a couple days' notice in order to book a lunch. It would be a valid way of interacting with the pupils and experiencing lunches directly. Possibly make the next Governors visit incorporate the lunch.

To conclude the survey is very positive with 90% of children want to be at school and this is the same across over all three schools.

Student Survey has been sent out and returned with a higher response rate awaiting the final report which will be out shortly and will be discussed in the next meeting.

8. Any other Business

None

9. Orchard School Development Plan

Not applicable to this meeting

10. Glossary of Common Terms

Items to be added as mentioned in point 3.

Meeting finished: 7.17pm