

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

**On Thursday 18<sup>th</sup> June 2020 at 5pm**

**Members**

Sara Walsingham (SW)  
Rachel Davie (RD)  
Owen Puttock (OP)  
Aimee Walker (AW)

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

Clerk: Jabia Khatun

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**1. Apologies/Consent for Absence**

Meeting was held virtually. All attendees present.

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

**2. Governing Body Organisation**

**2.1 Membership**

No changes to the membership.

**2.2 Acknowledgment of TOR**

No changes to the terms of reference

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

OP's role to be amended from Vice Principle at Mossbourne Victoria Park Academy Secondary to Assistant Vice Principle at Parkside Primary.

**2.4 Code of Conduct**

No changes to the Code of Conduct.

**2.5 Governing Body Annual Calendar 2020/21**

The next Orchard sub-committee meeting is scheduled for Thursday 5<sup>th</sup> November 2020 at 6pm.

RD stated that these are provisional dates and so should there be any dates that are inconvenient, alternative dates can be suggested.

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

LT queried if the data for White British Boys who are disadvantaged would be shared today.

RD explained that this was intended however the data collection for this year is not complete and therefore would not reflect an accurate representation.

*Minutes agreed.*

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

##### **4.1 Headline Data presented (projected Teacher Assessment)**

AW presented. Governors were given the opportunity for questions at the end of the presentation. The DFE have stated that it is vital, at this time, that schools are able to focus on the impact of Coronavirus (Covid-19), providing for pupils and looking after the well being of staff. Therefore, the school will not be held to account on the basis of exams and assessment data from Summer 2020. This data will not be used by other bodies such as Ofsted or local authorities.

At the point of school closure, before the lockdown, data was collated for all year groups in order to ensure that teacher assessment was captured for the purpose to project end of year percentages.

Refer to the headline data report for the full breakdown.

The data for the end of EYFS, KS1 and KS2 is broadly in line with targets set at the start of the academic year and national indicators from the previous academic year. Data for all other year groups demonstrates a sustained picture. Phase Leaders will use data to underpin discussions during class handover meetings in July.

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

Due to the partial closure percentages were not possible for the Summer term. Throughout the period of school closure, staff have continued to access professional development, opportunities through video presentations and remote meetings.

Newly Qualified Teachers and Apprentice Teachers have been set half termly targets and attend weekly meetings remotely with their mentors. All are on track to pass their final assessment points.

Staffing is stable for the next academic year as a result of a continued Federation recruitment drive. There have been three resignations this term.

Home learning has been in place for all year groups via the school website throughout the partial closure from March 2020. All home learning tasks are quality assured by the Leadership Team to ensure pitch and expectation is consistent with year group expectations.

In KS2, children also have access to online learning through Google Classroom. Where pupils do not have access to the internet or a device, paper packs are prepared weekly for parents to collect and in some cases these have been posted home.

A home learning email address has also been created to enable parents to send through pictures, videos etc to Teachers. The school has continued to celebrate enrichment events such as Families' Week through social media. Keeping Healthy Week is planned for this week.

##### **4.3 Recovery & Restart**

Currently there are 131 pupils attending school, consisting of year groups from Nursery, Reception, Year 1 and Year 6.

A comprehensive risk assessment process was undertaken to ensure the school could meet the expectation of Government guidance. Staggered entry across a two week period was put in place for returning year groups in order to ensure effective transition.

All staff undertook remote health & safety training to prepare for children returning. A number of staff who have come forward with individual needs or as a result of Covid-19 symptoms. All of which have had individual risk assessments to adapt to their safety within their roles or duties.

The process for new starters in Nursery and Reception from September 2020 will be undertaken through one to one meetings and video induction links.

#### **4.4 Operational Data**

RD states that from the Autumn Term through to the Summer Term, the FSM entitlement has increased to 42% and PPG has increased to 47%. During the partial closure the school has been providing children with FSM food hampers. More families have registered in order to access this provision.

The current attendance for the whole school is 96% which is in line with national but below what the school would expect at this time of the year. The week leading up to the school closure on 23<sup>rd</sup> March significantly impacted on the attendance.

The attendance is not expected to be reported however 96% is a strong result despite the circumstance and comparatively. Attendance continues to be recorded for the DFE however this is being done as a daily report to identify key groups attending including vulnerable pupils and key worker pupils.

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

- To implement a robust 'recovery and restart' which enables all pupils to catch up quickly.
- To ensure continued focus on well-being for pupils, parents and staff in response to the impact of Covid-19.
- To implement a revised training program for current NQTs and Apprentice Teachers that ensure on-going high quality mentoring support throughout the Autumn Term 2020.
- To establish baseline assessments early in the Autumn Term for all pupils.

*Governors were given the opportunity to ask questions.*

*LT queried about the assessment data. Reading attainment for June 2020 for Year 6 on the right hand side is different to what is on the table presented on the left hand side.*

AW apologised for the error on her part. The correct attainment result is 96.6%.

*LT stated that the results look very good considering the fact that children have not been attending school for a considerable amount of time.*

RD explained that the details is a projection which is based on the tracking throughout the year. Year 6 is tracked every 3 weeks to allow consistency and this enables data predictions from the time of school closure.

*LT queried about the handover for Year 6 transfer to secondary school and how this will take place.*

AW explained that this process occurs every year and began in March. A transition document is completed taking account of academic attainment and attitudes to learning / behavior. At this stage, the key focus in school is around supporting pupils emotionally to help them prepare for the transition to secondary school. This data is used by secondary school amongst various other indicators, for example CATs Testing which takes places to the beginning of the year and the social and emotional data submitted.

*LT queried if there was a risk of a greater gap once baseline assessments are done.*

RD explained that there will certainly be a gap, some more than others. However the data between the actual baseline and the predictions will be compared within key year groups. This will allow for an indication on how much pupils will need to catch up.

AW adds that year 6 pupils are one of the year groups who have returned back to school with nearly 50% of pupils on site.

*LT queried whether there is any intention to provide an opportunity to catch up during the 6 weeks Summer holiday.*

RD explained that the school is waiting for further Government guidance on what will be expected.

*KR queried if there is an expectation for the current year 5 to reach as predicted by the end of year 6.*

RD stated that we are ambitious for our pupils and will ensure aspirational targets are set. It is not yet known whether schools will be accountable for pupil outcomes in the 2021 assessment round.

*KR asked if there has been thought about introducing a Mental Health and Well Being Policy.*

RD confirmed that this has been drafted. These elements are covered across the current Behaviour Policy and the PHSCE policy but in light of recent events are being extracted to ensure clarity and transparency of school approach.

*KR also asked about how home learning resources are being assessed and how is this being managed?*

AW explained that a home learning tracker has been put in place which has been a useful tool in monitoring individual pupils during the lockdown. Electronic feedback has been given to KS2 pupils via Google Classroom in which there are various methods available for example summative feedback, an identifier which allows for correction of spelling & grammar and words can be highlighted. It is not a typicality for pupils to not receive feedback.

*KR also queried how many children have had access to the internet or devices.*

RD to present this is the following point of the agenda.

*KR expressed the online home learning webpages and resources are an excellent resource. As a working parent herself the access to this has been so helpful.*

*JQ queried about the attendance data that is submitted daily to the DFE. What proportion of pupils are in fact attending school across the key groups and key workers/vulnerable group.*

RD explained that to date 131 pupils are attending and the capacity to increase this is being looked at.

AW stated that should all year 6, year 1, Reception, Nursery, identified vulnerable pupils and key worker children (of whom are subject to change) will result in 330 pupils potentially eligible to attend.

*JG asked if the number of pupils attending is increasing or if this remains static.*

AW confirmed that numbers are increasing. There is cap on how many pupils can be facilitated since the number of teaching staff and classrooms have to be taken into consideration. The maximum number of pupils in one pod is 15 and currently there are 12 learning pods.

*KR queried about how realistic the risk assessment has been, if staff have been required to wear PPE and if social distancing rules have been manageable.*

RD explained that a comprehensive risk assessment was already in place prior to June 2020 as key worker's children and vulnerable children have been attending school since the lockdown. The risk assessment was adapted with reference to the Government guidelines on more children returning to school. Healthy & safety training was scheduled for all staff including teaching staff, site managers and office staff prior to re-opening to a wider number of pupils on the 1<sup>st</sup> June.

Once the developed risk assessment was drafted it was approved by the Health & Safety department at the HLT. There is no requirement to wear PPE and a deep clean takes place every Friday afternoon. Schools are duty bound to report any cases of Covid-19.

*JG queried how safeguarding is being monitored during the lockdown.*

RD explained that the safeguarding policy in place still remain and staff are expected to adhere to this. Should a teacher make a call and there was a safeguarding concern identified, a 'cause for concern' form would be completed and this would be picked up by a DSL. Additions, support remains from speech and language therapists, along with UP whom provide therapeutic support.

Vulnerable pupils are identified as pupils who have a social worker, identified as child protection or CIN but also include pupils who have an EHCP.

*JG queried about the well being of the teaching staff and office staff.*

RD explained that essential communication is key. An open door policy remains for all staff and individual needs have been taken into consideration through staff risk assessments and individual risk assessments where appropriate.

## **5. Website Data (Google Analytics)**

The Google analytics have been extracted from the school websites. RD refers to the graph presented on the left hand side of which demonstrates the number of users across the last 90 days. There has been an increased pattern from the 23<sup>rd</sup> March onwards during week days in response to new home learning content uploads.

In total, 16,826 visits to the website have taken place across the past 90 days. The number of new visitors increased on the 23<sup>rd</sup> March as a result of the particular closure, the start-up of home learning web pages and the publicising of the page through social media and letters.

The access from a mobile device was 44.6% and access from a laptop or desktop pc was 56.4%. Social media has resulted in 98 visits. 45 via Twitter and 53 via Facebook.

16,463 website access sessions were from the United Kingdom. 140 were from the USA and 63 from Brazil. For visitors who accessed the Orchard website through a search, 93.6% used Google as the search engine and 6.4% used Bing.

## **6. Draft policy discussion: Relationships and Sex Education**

The Relationship and Sex Education Policy has been drafted and the final version will be presented in September 2020 to reflect the Government statutory requirement concerning sex education in schools.

Consultation with parents is yet to take place and has not been scheduled due to the partial closure. Coffee mornings would have been scheduled for the Summer term to allow parents to engage in the matter as this is essential.

The policy has been completely re-organised to take into account the statutory changes and the areas that are scheduled to be taught over time. This links very closely to the PHSCE policy and the content of the PHSCE curriculum.

RD refers to page 6 of the policy, 'point 8. Parents Right to Withdraw'. Parents do not have the right to withdraw their children from any part of the Relationship Education as this now forms part of the basic curriculum and is a requirement of the Government's statutory guidance.

However parents do have the right to withdraw their children from the non-statutory/non-scientific components of Sex Education within RSE. Requests for withdrawal should be put in writing and be addressed to the Headteacher.

**8. Any Other Business**

None

**9.. Glossary of Common Terms**

None

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*Meeting finished at 6:15pm.*