

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

**On Thursday 25<sup>th</sup> February 2021 at 6pm**

**Members**

Sara Walsingham (SW)  
Rachel Davie (RD)  
Aimee Walker (AW)

James Gowland (JG)  
Kay Richardson (KR)

Clerk: Jabia Khatun

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**1. Apologies/Consent for Absence**

Meeting was held virtually.

A recording will be sent to JK for the purpose of minute taking.

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

**2. Governing Body Organisation**

**2.1 Membership**

OP has stepped down as Associate Governor due to work commitments and is therefore no longer a member of this committee.

**2.2 Declaration of interest in items on the Agenda & Register of pecuniary interests for 2020/21.**

No changes to the declaration of interest or pecuniary interests.

**2.3 Acknowledgment of TOR**

No changes to the Terms of Reference.

**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 17<sup>th</sup> June at 6pm.

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

No changes or additions. Minutes accurate.

*Minutes agreed.*

#### 4. Headteacher's Report:

##### 4.1 Data Outcomes

Presented by AW.

##### **Table 1: % at age expected: December 2020**

Standards are typically high across the school with tracking data evidencing the majority of pupils (70%) in all year groups are working at age expected in Reading, Writing and Maths.

At the time the data was collected, Year 2 and 6 were on track to exceed national averages at the end of the academic year.

##### **Table 2: Value Added Progress: December 2020**

School progress measures show that Year 2 and 6 have made more than expected progress in Reading, Writing & Maths (more than 15 points progress) from the last assessment point in March 2020.

Year 1 progress measures are not tracked in the Autumn Term as the children are in their first term of formal teaching under the national curriculum.

##### **Table 3: Value Added Progress of Key Groups: December 2020**

All key groups across the school, including disadvantaged pupils and SEN pupils, have made significantly more than expected progress in Reading, Writing and Maths except for EHC pupils in Maths who have made more than expected progress. This is a result of two pupils in the Year 2 cohort with significant need.

##### 4.2 Quality of Teaching & Learning

###### Teaching Profile:

Teaching continues to be typically good or better across the school. Individual CPD plans remain in place for NQTs and Apprentice Teachers.

Prior to the current partial school closure, two of the three Apprentice Teachers completed their alternative key stage placement with the third due to complete this in the Summer Term. All Apprentice Teachers are on track to meet the Teaching Standards by the end of the year.

There were two teacher resignations at the end of the Autumn Term due to relocations to other parts of the UK.

One teacher continues to be absent from work due to long term illness.

A new teacher has been recruited and Middle Leaders have been redeployed to maximise continuity in classroom teaching for children.

Since January 4<sup>th</sup> 2021, the majority of pupils have accessed learning remotely with only critical worker and vulnerable pupils attending school.

All pupils continue to access a full curriculum offer including key skills, Music and Spanish.

The current focus for staff development (CPD) include: unconscious bias, effective scaffolding, Key Skills teaching in Literacy and Maths, effective online teaching (including use of Google Classroom, online safety and ensuring that teaching caters for all groups of children).

#### **4.3 Behaviour, Safeguarding and Well-Being**

There have been no exclusions since the last Headteacher's report.

The KS1 pupil at risk of repeat exclusion completed a placement at the Pupil Referral Unit during the second half of the Autumn Term and reintegrated successfully before the Christmas holidays. Support from CAMs and Unlocking Potential continue and the school have applied for an Educational Health Care Plan to ensure sustainable levels of support.

Weekly parent coffee mornings continue remotely on themes such as Online Safety, and Mental Well-Being. Videos are uploaded to the website weekly for parents to access.

Unlocking Potential (UP) continue to offer support to vulnerable pupils through weekly therapy sessions and parent touch base meetings. This is supported by the school WAHMs worker who is undertaking well-being support through weekly sessions with identified members of staff.

The school have engaged in Safer Internet Day to support pupil understanding of 'reliability' online.

#### **Attendance:**

The whole school Attendance is currently 95.3% of which is above the current national figure of 88%. The target for the end of the year is 96%.

#### **4.4 Covid Context**

The school has opened to 100 vulnerable and critical worker pupils since the 4<sup>th</sup> January 2021.

93% of pupils are accessing home learning in line with the Remote Learning Policy.

98 Government allocated Laptops have been provided to disadvantaged families.

100% of families entitled to Free School Meals have received vouchers to spend since 18<sup>th</sup> December 2020.

9 members of staff have included risk assessments to ensure reasonable adjustments in line with National Guidance.

Weekly Health & Safety briefings continue to take place to ensure a priority focus on the Covid risk assessment measures.

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

- Upon full school opening to re-establish the robust recovery curriculum put in place in the Autumn term to ensure that children continue to catch up quickly.
- To implement a restructured training programme for NQT and Apprentice Teachers that ensure high quality mentoring support.
- To continue to review the school's curriculum and ensure that planned CPD supports teacher knowledge and understanding of curriculum bias.
- To ensure a continued focus on well-being for pupils, parents, staff in response to the impact of Covid-19.

*Governors were given the opportunity to ask questions.*

JG asked for clarification regarding national assessments this school year.

AW confirmed there will be no national testing. It was confirmed that dates for end of KS2 assessments have been shared for 2022.

JG queried how December data compares to this time last year.

AW stated that this is in line with data from the previous year. This is as a result of the impact of delivering key skills sessions daily to pupils (in line with the recovery curriculum roadmap).

RD added that it is essential to consider that pupils were in March 2020 'developing' within the year group band just as the first partial closure began. At the next assessment point in December 2020 pupils are expected to be emerging into their new year group. The challenge will be how the assessment data will present at the end of this academic year as the expectation is that pupils should be 'secure' within the current year group. This is where it is possible a dip in data could present in comparison to previous years as a 'secure' judgement relies on evidence building over time.

KR queried the Government announcement regarding possible school opening during the summer and what this would mean for Year 6 pupils.

RD explained that summer 'school' maybe more likely for secondary schools than primary schools. Hackney have just issued proposals for what summer provision might look like across the borough and how schools might be asked to support this. It was noted that primary and secondary schools will undertake shared responsibility in relation to the transition of Year 6 pupils.

KR expressed concerns about what impact a possible summer school would have on teachers and their well-being.

RD explained that utilising the time effectively across the academic year is crucial. For example during the Autumn Term Homework Clubs took place for year groups and identified pupils. This will be re-implemented from the 8<sup>th</sup> March to ensure that identified vulnerable pupils have additional support quickly. If holiday provision is necessary this will be evaluated with care.

RD expressed confidence that there will not be a huge dip in data at the end of the academic year due to the robust systems that proved to be effective in the Autumn Term for closing the attainment gap.

SW queried about how language and social skills will be effected once pupils return to school after the partial lockdown.

RD stated that social skills will most certainly be effected. When pupils return on 8<sup>th</sup> March they will remain in their year group bubbles and with this challenges arise particularly for EYFS and Year 1 pupils. Strategies are in place to prioritise opportunities for applying communication skills both in learning and play through staff training, collaborative working and PSHE.

JG expressed interest in the Safer Internet Day and whether this occurred as a result of a particular incident in the school perhaps.

AW stated that Safer Internet Day occurs annually (and nationally) as part of the typical school calendar.

RD added that the Safer Internet Day has always been a core part of the ICT and PHSCE Curriculum with the additional context of Covid-19 this is being reviewed entirely.

The ICT and PHSCE Curriculum are being evaluated to support embedded and progressive teaching of online safety themes.

KR queried about the school enrichment activities with children accessing educational visits and after school club activities.

RD stated that once there is a better understanding of the road map to recovery nationally, the risk assessment will be refined accordingly to incorporate trips once it is safe to do so. The risk assessment is reviewed fortnightly or in line with the National Guidance.

JG stated that the attendance figures appear strong and well ahead of national averages. What is driving this?

AW explained that there is a very robust system which includes Senior Leaders actively supporting vulnerable families who require tracking and encouragement to attend school.

Senior Leaders are assigned to families in some cases and they are called everyday if absent. In some cases home visits have been carried out and where necessary FAST referrals have been processed where contact has been unsuccessful with families.

JG queried about the laptops that were funded by the Government to disadvantaged pupils and whether these need to be returned once no longer required.

AW confirmed no. AW added that 98 laptops were issued initially and amazingly 50 more were delivered in the last week of Spring term 1 which is fantastic.

JG echoed how fantastic this is.

AW further added that when she checks the home learning tracker it is visible that the progression of access has increased significantly. In some cases children have gone from completing paper work packs to 100% access to online learning once the laptops had been issued.

KR queried about the mental well-being of not just vulnerable pupils but all pupils when they return to school. How will children be supported with this to overcome the trauma they may have experienced?

RD explained that schools have done this once before (when pupils returned in September 2020 after the initial lockdown) and the return proved successful. The systems and the security of structure plays a huge role to achieve this. Assemblies, forums and PHSCE lessons present opportunities for children to talk about these things.

The schools across the Federation work closely with WAMHS (Well-being and Mental Health Service) who are doing amazing work by actively supporting children, carrying out staff training and supporting individual teachers who may have anxiety or concerns. Unlocking Potential (UP) also continue to support a number of children.

RD stated that there is a Hackney focus supporting Well-being and Mental Health across all levels.

KR expressed a huge thank you and well done for the structure and security that has been provided during these challenging times, whilst also considering the vast number of pupils currently on roll.

No further questions.

## 5. SIP 1 Report

A SIP visit took place on 15<sup>th</sup> October 2020 in the Autumn term. AW presented the headlines and welcomed any questions.

A lot of discussion took place around the Recovery Curriculum. A draft Remote Learning Policy was shared.

The Technology Survey was also discussed which enabled the opportunity to identify families with availability of Technology at home.

The school took part in the Reception baseline assessment pilot at the start of the 2019-20 academic year. This will be repeated this year.

At the time of the visit pupils were broadly in line with the he National Average.

Two pupils who are in the care of the LA joined the school at the start of October 2020. They are both receiving daily targeted support and neither are at risk of exclusion.

A Learning Walk was undertaken with the SIP to review the learning and environment in all the classrooms.

The SIP also met with some Year 6 pupils who presented themselves articulately, describing their experience about the initial lockdown and returning to school in September 2020.

Some targets were set for a review visit which took place recently. There are three areas of focus;

1. The impact and effectiveness of the Wave 2 provision.
2. The impact and effectiveness of phonics and teaching for Reception and Year 1 pupils.
3. The consistency of learning environments around the school.

JG queried what the Wave 2 provision meant.

AW explained that Wave 1 defines as the teaching that takes place for all pupils in the classroom. Wave 2 is the specific teaching for key or identified pupils who require that extra layer of support.

JG stated how incredibly useful it was to carry out a Technology Survey.

SW queried if any of the children who were allocated a Government funded laptop have Internet access or broadband to enable access to the online learning.

AW stated that dongles can be applied for via the Government website. There were no families in this predicament at Orchard but across the Federation there has been one family in which the school applied directly on behalf of the family.

JG queried about the exclusion that is referenced in the SIP report. He believes this was covered in the previous Headteachers report.

AW confirmed this. The child in question has now re-integrated back to school and the provision is closely monitored.

No further comments.

## **6. Outcomes and actions from Parent Survey**

AW explained that she would begin by reviewing the previous Parent Survey outcomes. AW detailed the actions and impact against the six areas of focus.

Please refer to the Orchard Parent Survey Review document of 2019-20.

AW detailed the actions and expected impact of the Parent Survey Action Plan for 2020-21.

211 parents participated in the survey this academic year.

Typically parents are given the opportunity to complete the survey whilst on site for their child's Parent Consultation Meeting. However with the Government guidelines in place this has not been feasible.

Instead parents were given the survey to complete and return to the school office. Hence this took more promoting.

Please refer to the Parent Survey Review document of 2020-21 for more information.

JG expressed the depth of detail presented. It was noted as pleasing that so many completed the survey this year considering the context of social distancing. JG recognised the comparison of the cohort of responses including the different context.

JG queried if the outcome of the survey is published.

RD confirmed that headlines are published in the school newsletters. The outcome is not published on the website however this is something that could be looked into.

KR added that this would be a good idea. It is important parents see the proactive approach of the school and publishing these actions may mean even more parents complete the survey.

No further comments to note.

## **7. Website Analysis Autumn 2020**

RD presented the website access analysis to attendees.

The data is presented from 1<sup>st</sup> September to 31<sup>st</sup> December 2020.

The first table presented on the document shared prior to the meeting details the number of users, number of sessions, number of page views and the average session duration.

Orchard clearly presents a higher volume of traffic as a result of the number of pupils on roll. However it does suggest that there is a better consistency of parents at Orchard accessing the website.

The most popular day of web access is Monday, this is typical across all three school sites. This may be because there is typically new content to view at this time.

The top 10 most page visits for each school are identified. Orchard is identifiable in green. The most visited page across all three schools is 'Meet the Staff'.

Page visits have typically been as a result of direct sharing with the parent community or parent retrieval of specific information.

The page most accessed by international users was from the 'About Us' page.

Desktop and laptop use was the most common way of accessing the website across the free schools in the autumn term.

The next step is to carry out the same analysis for the period of the second partial closure.

Governors agreed how fantastic this information is.

**8. Any Other Business**

None

**9. Glossary of Common Terms**

None

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*Meeting finished at 7:17pm.*