

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

**On Thursday 27<sup>th</sup> February 2020 at 6pm**

**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**

Apologies in advance OP.

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

**2. Governing Body Organisation**

**2.1 Membership**

No changes to the membership.

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

No changes to the declaration of interest items on the agenda and register of pecuniary interest 2019/20.

**2.3. Acknowledgement of Terms of Reference**

Governors to acknowledge the terms of reference for the Full Governing Body and Sub-committee.

**2.4 Code of Conduct**

No changes to the Code of Conduct.

**2.5 Governing Body Annual Calendar 2019/20**

The next Orchard sub-committee meeting is scheduled for 18<sup>th</sup> June 2020 at 5pm. Please note change in normal time. Time was agreed as suitable.

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

RD to add the term LAC to the Glossary.

*Minutes agreed.*

**4. Headteacher's Report:**

Warm welcome to Aimee Walker (AW) – appointed Acting Headteacher for Orchard Primary School.

RD explained that she will be presenting the Headteachers report on behalf of Orchard to allow AW to transition into her new role. The data set consists of the Orchard data set for December 2019 and is collated twice in an academic year, once in December and again in June.

**Table 1: % at age expected: December 2019**

All pupils from Years 1 to 6 are assessed through Teacher Assessments in Reading, Writing and Maths. Overall, the percentage of pupils on track shows consistently in attainment across subject areas as school tracking data shows that at least 77% of pupils in all year groups are working at expected levels with the exception of Year 3, Reading.

The gap in Year 3 Reading has been explored and a small group have not made expected progress through the book bands. The book bands are broken down into smaller steps but they also slightly overlap. Targeted support is in place and reassessment will take place at half term.

**Table 2: Value Added Progress: December 2019**

The table presents the Value Added Progress across each year group in Reading, Writing and Maths. RD explained that 10 is the expected level of progress and anything above this defines the Value Added Progress.

RD highlighted that Year 3 made 0.0 progress in Reading which is expected progress but there is no value added progress. The aim is to do better than achieving the expected level of progress.

RD further highlighted that the value added progress for Year 2 is broadly in line in all subject areas however this fluctuates in other year groups, particularly in Year 4 and Year 5. This is further explored to identify the possibly route cause.

**Table 3: Value Added Progress of Key Groups: December 2019**

School progress measure suggests that all year groups and significant groups of pupils are making more than expected progress in Reading, Writing and Maths.

SEN and Disadvantaged pupils continue to make secure progress from their starting points and their progress is in line with that of all pupils.

RD stated that White British and Bangladeshi children have made significantly more than expected progress. The White British group required further breaking down as the demographic alters, particularly at Orchard with families classified as disadvantaged – this is tracked separated.

*JG queried if the trend of these groups are tracked as he recalls a time where the TKC cohort were attaining more than expected progress.*

RD explained that the TKC cohort at Orchard prove to be interesting. The TKC cohort are community led, resulting in a large number of families at the school a few years ago. This high intensity of the TKC families is no longer present of which impacts on the number of pupils overall. Also RD pointed out that nationally TKC pupils are a concern in terms of their progress however within Hackney the cohort always does well. Despite this, Turkish remain a core ethnic group and extra curricular clubs remain in place with most Turkish pupils attending.

*JG praised the progress of Bangladeshi pupils.*

RD stated that the Bangladeshi community focus on home learning with additional tutoring or Saturday school in most cases.

*SW expressed that she is aware that historically White British Boys who are disadvantaged were a concern.*

RD stated this is tracked separately and that this could be an item on the agenda for the next meeting to evaluate numbers and provision in more detail.

*LT states that with reference to the Ofsted questions this will be useful for Governors to know.*

**Action: RD to prepare this.**

The Hackney agenda, particularly around Baf and Crb Boys is very prominent at the moment. There is a focus around mental health, social & emotional awareness and as a result Hackney are running a program called Young Black Men's Project in which the main focus is underperforming pupils and their school journey particularly in secondary school.

#### **4.1: Teaching Profile**

Aimee Walker has taken the Acting Headteacher role at Orchard in order to allow for greater capacity. The DHT from Southwold Primary School has joined the Orchard team and recruitment of a SENCO to cover a maternity absence has been successful. A second SENCO has been recruited and starts in April 2020 and the idea is that long term there will be a SENCO for Upper Phase and Lower Phase.

The Year 2 Teacher has had to take early maternity following a long period of illness. The Assistant Headteacher who has been working closely with the class has stepped into the role to ensure consistency in provision for pupils. Parents/carers have been kept updated with carefully written letters.

At October half term there were four resignations. Adaptations to provisions through setting in Year 5 and collapsing the three structure class model in Year 6 has minimised impact and has aided effective transition.

In Year 1, an experienced teacher has been appointed and in Year 3 the Phase Leader is training a newly qualified apprentice teacher. Exit surveys were undertaken with all leaving staff.

*KR stated to all Governors that her own child is in Year 5 and she cannot express how fabulously the transition was handled – not only as a Governor but as a parent forth most. Between herself and her peers at the school the setting in Year 5, the behaviour mixes and the focus on work has been a credit to the school throughout what has been a tricky time. The matter was dealt with professionally.*

RD expressed her thanks. She also explained that through her experience over the years at Orchard, the parents/carers have different expectations and require reassurance compared to the other school communities. The way in which letters are written to parents/carers are thought about carefully.

*LT stated that she feels it is great that this level of standard exists.*

RD stated that staff retention is incredibly important. Staff preference forms for next academic year allow teachers to identify what works well for individuals and perhaps what doesn't. These have taken place already.

Key areas of focus from Autumn observation analysis have been ensuring effective modeling and questioning within lessons to enable maximum progress for all pupils from starting points.

## 4.2 Behaviour & Safety

There have been 5 fixed term exclusions since September, involving 3 pupils. Two of the exclusions involve one child who has just finished a second placement at New Regents College Pupil Referral Unit.

Every possible resource and structure of support has been exhausted, internally and externally; an application has been made for an EHCP of which will additionally support with the transition to Secondary School. The school has also funded for two placements at the PRU and the pupil has returned to school under a well structured plan in which he is being taught in a small group of 6 in the morning, there is 1:1 support in the afternoon and additional support from the school Learning Mentors.

There has been 3 bullying investigations carried out since the start of the academic year, the outcome of which were unsubstantiated. Sometimes allegations do not arise directly from the children, they sometimes arise from parents/carers. Most cases it is not a case of substantiated bullying and rather that an investigation that requires unpicking. Interventions are put in place for children involved by the Learning Mentors to support peer relationships.

*KR asked when the school finds out about the Anti-Bullying Quality Mark.*

RD stated that the Silver Award has been accredited.

The Eco team have continued to have a high profile and Orchard have successfully been re-accredited the Eco Schools Green Flag, remaining the only school in Hackney to have this award.

## 4.3 Operational Data

The number of pupils on roll for the Autumn term is 634 and 654 in the Spring term. This is due to the Nursery; as pupils on the waiting list turn 3 years by the end of the Autumn term, places can be allocated.

FSM has moved by 2% with now 38% of pupils entitled. The number of pupils classified as SEN is 22%.

The number of pupils who are persistently absent has increased with 41 pupils in the Autumn term to 74 in the Spring term. RD explained that this is typical rise as the year progresses.

*JG queried what defines persistent absenteeism.*

RD explained that the threshold is 10%.

Attendance is currently 96.2% of which is broadly in line with the National average. The target for the end of the year is 97%.

Children in Year 2 and year 6 are on track to meet the ambitious targets.

### Current Risk & Priorities:

- To ensure that high standards provisions for PPG and SEND pupils are maintained and that achievement gaps are minimised.
- To embed a revised provision for phonics and the teaching of early reading in EYFS and Year 1.
- To continue to raise the profile of timetables teaching and learning in order to ensure that children are ready to take the Timetable Check in Year 4.
- To embed learning from Ofsted inspections into practice – knowing more, remembering more, deep dive methodology.

*JG expresses thanks for the very rich update.*

## 5. Consideration of the Inspection Data Summary Report

RD presented the report to all and explained that this was previously referred to as RAISE online and that she would like to make Governors aware that this document exists.

RD further explained that prior to an Ofsted Inspection this is one of the documents that will analyse and it will help to decide what questions are asked via telephone, prior to the visit. There are lots of text displayed in grey across various areas within the document of which informs readers that there is no trigger for a statement in that particular area.

RD referred to page 4 specifically, which details the school and local context.

### School Level Guidance:

Orchard is in the highest quintile for the number on roll and percentage of FSM/PPG in comparison to the National which means there are a high volume of pupil on roll. Orchard is in the second highest quintile for children with SEND support and within the highest quintile for percentage of SEND with a EHCP plan. The National average for 2019 in relation to SEND support is 12.6, whilst Orchard attains 16.1. The percentage of pupils with EAL is exactly doubled with 42%.

RD expressed that based on the data presented, the school results were significantly more than the national average. RD further referred to page 6 of the document of which presents the Reading, Writing and Mathematics attainment across a three-year trend. The green shaded boxes indicate areas in which there has been progress significantly above National. Grey shaded boxes define areas of no significance.

## 6. Outcomes/Actions from the Parent Survey

RD explained that this year Parent Surveys were distributed through Parent Evening. 316 responses were obtained which has more than doubled in comparison to the previous year.

Areas such as bullying and homework have always shown higher negative responses however since the survey is now broken down further by key stages this enables targeting specifically and allows a structured action plan to tackle this.

Page 3 of the Parent Survey document presents an action plan for the previous year and the page prior to that presents common parent comments along with the action plan for the current year 2019/20.

Another area that comes up typically is finding the website a useful source of information. This proves interesting as a lot of resource has gone into improving this with a new and bespoke website for each school of which is maintained weekly and most often enough every day with news and photo content. The user perception is key to comprehend.

*LT suggested arranging a focus group to establish what the potential users may like or dislike about it. How they find it easy to navigate etc.*

RD expressed that this is a really nice idea. Professionally, the website caters for those who come in for interviews as they speak very highly about the websites.

## 7. Consideration of Provision for SEN/PPG & Vulnerable Pupils

AW presented the following. AW explained that currently there are 20 pupils who have a EHCP at Orchard however this will change as there are some applications are in process. From start to finish it takes approximately 26 weeks for an application to be finalised once sufficient evidence is gathered.

AW distributed a number of pupil books to Governors and explained that each child who has an EHCP will also have an IEP (Individual Educational Plan). IEPs are pupils on the SEND register who are set individual small targets of whom ideally should come off the SEND Register eventually. Currently, there are 50 pupils on the SEND Register at Orchard and these also include pupils who have a EHCP.

Each pupil who has an IEP has their own caddy, each of which is personalised to their own needs. AW presented Governors with an example and stated that older children should be able to identify their own targets and may be able to sub select what they may need from the caddy. A task plan helps individual pupils to break down the steps within each lesson for example.

*LT expresses her amazement. She also asked if this was standard practice and would this be seen in other schools.*

RD explained that other schools do have other strategies. No child should be left behind particularly those with SEND, it is expected that all children achieve the national standard and therefore that extra effort is required for those pupils.

*SW queried if the task plan was for use for one lesson or for the whole school day?*

AW confirmed yes. RD added that it allows a child to have a sense of independence. The velcro also allows for tasks to be altered as required easily.

AW distributed additional books of a child who has a EHCP since September. There is a real focus around recording oracy and use of vocabulary of which is also a huge focus across the whole school.

AW presented another book of a child in Year 1 whom has very bespoke planning under the Early Years framework. The pupil book presents lots of Pupil Voice, as well as progress in counting from groups or 3 to 4 in a matter of weeks.

AW presented an example of W SMSC special book of a Year 2 class of which presents further evidence of developing oracy, use of vocabulary and enrichment.

*JG queried what the process was for applying for an EHCP.*

RD explained that Headteacher are invited to a panel to make a decision based on the evidence gathered and provided by the school. AW added that targets set by IEP's of which are not met consecutively is an example of the evidence provided.

AW presented an example of the enrichment that he captured for Enterprise Week. The DHT who has moved over from Southwold Primary School has compiled a pack of evidence of everything that took place during that week, including various pictures from each year group, work outcomes, pupil voice and evaluations.

*LT queried if such profiles are used as resources.*

RD explained that this is added to year on year, allowing each year group to do a different topic every year.

*SW and JG expressed that this is amazing.*

*LT expressed that this is great evidence.*

*Governors expressed further thanks for the presentation.*

**8. Any Other Business**

**Action: LAC (Looked After Child to be updated on the Glossary**

**9.. Glossary of Common Terms**

**Action: LAC (Looked After Child to be updated on the Glossary**

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*Meeting finished at 7:25pm.*