

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

On Thursday 28th February 2019 at 6pm

Members

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 SH.

Sheila Baez – SB (SENCO) present for point 6 of the agenda.

Action: Clerk to amend the term *Attendees* to *Members* (see above) in order to avoid any confusion in reference to the *Apologies/Consent for Absence*.

Document pack distributed to attendees prior to the meeting

2. Governing Body Organisation

2.1 Membership

No changes to the membership of the committee.

2.2 Declarations of interest in items on the agenda & register of pecuniary interest for 2018/19

No changes to the declaration of interest items on the agenda and register of pecuniary interest 2018/2019.

2.3 Terms of reference

No changes to the terms of reference

2.4 Governing Body Annual Calendar 2018/19

The next Orchard Sub Committee meeting is scheduled for 27th June 2019 at 6pm.

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

Minutes agreed.

4. Headteacher's Report:

4.1: Self Evaluation:

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Table 1: % at age expected: December 2018

RD explained that there is a more detailed data set held in school but the data presented is a summary, very similarly to the intervention analysis.

The data was collated from teacher assessments in December 2018. School tracking data shows that at least 75% of pupils in all year groups are working at expected levels in Reading, Writing and Maths.

Overall, the percentage of pupils on track in Maths is 82% and in Reading and Writing 80% showing consistency in attainment across subject areas.

Year Two and Year Six outcomes continue to be reviewed at least half termly in which pupil progress is discussed, gap analysis is undertaken and actions identified. This review also includes Year 1 Phonics and Year 2 Phonics retakes.

RD explained that Orchard is on track for Year Two and Year Six.

Table 2: Value Added Progress: December 2018

The value added progress is the more than expected progress defined as any pupil achieving more than 10 progress points. 10 progress points is the expected level of progress for this time of the academic year.

School progress measure suggest that all year groups and significant groups of pupils are making more than expected progress in Reading, Writing and Maths. Overall, the highest progress is seen in Maths with an average of 3.0 value added, then Reading at 2.7 value added, and writing at 2.4 value added.

Table 3: Value Added Progress of Key Groups: December 2018

SEN and disadvantaged pupils continue to make good progress from starting points. TKC pupils in Reading are a focus for the Spring and Summer terms to ensure progress is in line with that made in Writing and Maths. For example, the focus entails identifying pupils, what else can be done or done differently to enable progress. Two pupils within the cohort are currently undergoing applications for EHCP. The cohort also includes pupils who are mobile.

Progress meeting have taken place for all classes in which individual pupils are discussed including class provision and interventions where necessary. A continued program of monitoring and review is in place to check progress for all pupils within and across the term.

LT stated that she finds the key group analysis very interesting. For pupils in the TKC groups, perhaps eliminate other groups that are doing well to help identify what could be done differently e.g. is there a higher number of SEND or disadvantaged in the group?

RD explained that a coffee morning focused on reading just for TKC families may prove helpful to understand parent involvement in reading for example. Parent input on home school diaries also.

RD explained that this trend is across Hackney, in which the LA have financed for particular schools who may have TKC pupils attaining lower in comparison to other groups.

JG questioned if non-PPG pupils are doing better than PPG pupils.

RD explained that the difference is small. Both cohorts are making more than expected progress. Overall there is no concern at this stage of the academic year.

4.2: Teaching Profile and Strategic CPD actions

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RD presented the results of teacher observations for Autumn and Spring Terms.

RD explained that in December, there were some staffing changes to allow for both the EYFS and Lower KS2 Phase Leaders to be released from class.

An NQT was recruited and the Apprentice Teacher has taken increased responsibility to allow for this whilst still receiving in class support and planning time – RD expresses that she is competent.

This has resulted in the overall percentage of teaching remaining the same.

LT questioned if there is any way the Apprentice Teacher model can be promoted to help drive recruitment?

RD explained that she spoke at a recruitment event in London. Other schools in Hackney have also approached the Federation to discuss the model that is being implemented for apprentice teachers / training.

Placement days also continue with one taking place in the Autumn Term and another in Spring Term this academic year. These prove to be successful with 30 individuals attending at each time.

Recruitment for Apprentice Teachers for September 2019 has already begun with the aim to recruit a number across the Federation.

The Assistant Headteacher and the Year 5 teacher both left at the end of the Autumn Term due to personal circumstances.

One of two NQT's recruited in September is receiving an increased level of support through team teaching and weekly reviews as progress is not yet deemed consistently good.

Staff have been consulted on their intentions for the next academic year, placement has been provisionally mapped out and recruitment has started in preparation for this.

Behaviour & Safety:

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RD explained that there have been no fixed term exclusions this half term however she was required to issue one today. This will appear on the next report.

There has been one bullying investigation this term which was unsubstantiated but additional measures have been put in place to support both parties including the use of learning mentors and therapeutic support.

The Digital Leaders have attended the National Safer Internet Day presenting interactive activities for peers and leaders of internet companies. The children were interviewed by the BBC and have held assemblies at school to share their work with the wider school.

The Green Team are preparing for Fair Trade Fortnight which the school are taking part in this year. This will involve a number of community and school based focus events.

4.3: Review of Impact of Current Attendance Strategies

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RD explained that the Attendance is currently 96.7% of which is above the National average. The target for the end of the academic year is 97%.

OP queried about the level of unauthorised absences and what reasons this usually comprises of.

RD explained that she is the Attendance Lead and would essentially decide if an absence is authorised or unauthorised. RD further explained that holidays would all be unauthorised and anything that is deemed not an emergency. For pupils who have reached a certain level of persistent absenteeism, any following absences become unauthorised unless sufficient evidence is provided.

85% becomes persistent absence by which time the attendance is a high level of concern. Attendance Panel Meetings (in-house) occur every 3 weeks and another every 6 weeks in which the Attendance Officer from the HLT attends. These enable close monitoring. The LA has changed the way in which parents/carers are fined for holidays. Warning are no longer required and fines can be issued directly.

JG queried the increase in number of pupils.

RD explained that this is as a result of the intake for Nursery in January 2019 resulting in Nursery now being full. 11 spaces were remaining from year Reception to Year 6 at the last time the operational data was presented and these have also been filled

The number of pupils on roll will amount to over 700 once the 3 form growth is complete.

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

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OP questioned why the Reading, Writing and Maths (combined) targets is lower than the average for Year 6

RD explained that this is because some of the children who are on track in Reading are not necessarily the same children who are on track to attain results in Writing.

OP queried that therefore the overall (average) is pulled down proportionately.

RD confirmed yes. However, it is expected that the combined at end of year will be above the national average.

5. Consideration of SIP Report

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The SIP visited Orchard in January 2019. The actions from the school priorities are for 2018/19 of which follow through from the previous year, set at the end of the academic year. Instead of three visits a year Orchard receives two SIP visits a year.

The learning walk outcome is presented in the Teaching Learning and Assessment section (3).

OP added that this is a wonderful paragraph of which embeds what the school is. OP commended the school.

RD explained that the Maths, Science and Technology Curriculums are being reviewed. The change of IT Curriculum has been really successful and now there has also been the addition of new equipment.

Attainment was also looked at in Reception.

Progress towards 2019 targets for Year 2 and Year 6.

JG questioned about the 9% mobility shift since EYFS for Year 2. This seems quite a lot, is this expected.

RD explained that since the end of Reception to Year 2 there have been 9 new entries for this cohort of which all are below expected levels. This does not impact drastically however the information is helpful and a formality in the report.

No further questions.

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

RD introduced SB as the SENDCo at Orchard of whom will be sharing her findings as part of a project she is implementing this year for SEND.

SB presented a summary for the Governors.



Improving Teacher
Confidence and Outc

SB explained that she is working on a project across all year groups in which she is focusing on teacher confidence as part of a course she is currently doing at the IOE (Institute of Education). The project particularly entails supporting SEND pupils with their progress.

In-school data for SEND pupils demonstrates that pupils are making more than expected progress in all years groups apart from year 3 and year 4 in which applications for additional funding have been submitted for individuals pupils.

The following school priorities (Inclusion focused) link really well with the project;

1. *To continue to reflect on and develop the quality and effectiveness of questioning, marking and feedback to ensure that it maximises direct impact upon outcomes for children.*

2. *To effectively induct new members of staff so that the teaching profile reflects an increasing % of excellence in teaching and outcomes across the year.*
3. *To ensure continued rigour in assessment and moderation to ensure that all groups achieve above national averages at the end of KS2*

Key actions set by SB in-line with the school priorities;

Priority 1 and 2 key actions;

- Analyse SEND pupil data, lesson observations, SEND observations of key pupils, monitoring outcomes in books, learning walks and pupil progress meetings, identifying focus teachers for development.
- Focus teachers identified for CPD.
- Focus teachers to complete SEND Survey and initial meeting with SENDCo to establish qualitative and quantitative evidence baselines.
- SENDCo to support effective assessment of high need pupils through written and verbal communication with staff.
- SENDCo to lead CPD for teachers on marking and differentiate for pupils with SEND.
- SENDCo to attend phase meetings to establish implementation of marking guidance for pupils with SEND.

SB presented a sample of what teachers have implemented to differentiate SEND pupils. The sample demonstrates the working outcomes of pupils working at the expected standard in comparison to the working outcomes of SEND pupils.

Priority 3 key actions;

- Implement marking guidance for pupils with SEND through phase meetings and focus CPD meetings.
- Attend phase meetings to share examples of best practice of marking for pupils with SEND.
- Support teachers with planning for SEND with a focus on differentiation.
- Lead CPD sessions on assessment for focus teachers.
- Lead CPD sessions for support staff with a focus on using appropriate resources for pupils with SEND.

SB aims to return in the Summer term to update Governors on how the project is progressing and what the next steps are.

JG enquired about how SB's role as SENDCo fits into the other schools in the Federation.

SB explained that all SENDCo's meet weekly for cross site meetings, share practice and stay in touch with each other all the time.

KR queried if this could be scaled up potentially.

SB explained that there is scope to scale up and support the other schools. RD explained that sharing practice is important and refining CPD from the initial stages is a focus.

JG questioned if this has been well received by the Teachers.

Yes, RD explained that this is part of standard practice and therefore essentially part of SB's role as SENDCo.

LT enquired about the measures taken to consider Teacher Confidence.

SB has carried out a specific survey for staff. Additionally, a staff evaluation sheet takes place weekly in which staff comment on wanting to know more about differentiation.

SB left the meeting room.

RD presented headlines for SEN/PPG & vulnerable pupils.

Orchard Intervention Impact Headlines – Autumn Term 2018

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71.2% of IEP Targets were fully met in the Autumn term.

86.4% of pupils fully met 2 or more IEP targets in the Autumn term.

New targets are set every 10 weeks of which are individual to them. Assessment Data along with progress is tracked.

Symphony and Lexia are both online interventions. Symphony is a Maths intervention in which selected pupils access this across the school at Lunchtime and Year 6 pupils attend at 8:30am every morning. The program assesses their starting points and develops their learning. Lexia is a Reading based intervention program, again this is a program that is tailored to the pupils needs.

82% of all pupils accessing Symphony have made expected progress (or more) in Maths.

100% of Year 6 pupils accessing Symphony made more than expected progress in Maths.

The Support Staff run Precision Teaching as part of an early morning intervention in which all Teaching Assistants are allocated three pupils per term. Across the terms, they work closely with the pupils and record their progress.

Following analysis of the interventions various other factors are reviewed. For example, CPD and what other additional training may be required. This enables refined procedures.

OP queried about Year 3's progress in Precision Teaching, with 0% of children making better than expected progress.

RD explained that pupils have made the expected progress however no children made better than expected progress. This is important to note and question to ensure provision is challenging pupils and the gap is closing for them. There are a number of pupils within the cohort who are currently under assessment for EHCP's.

OP further queried about the pupil mentioned as continuing to need a high level of support with a possible in-school transfer to The Garden School.

RD explained that second consultation is The Garden School, with the initial consultation being a direct no. The pupil is currently in admission in Reception, with significant needs and requires a

Specialist School placement. Mother is in agreement and is supporting the school. The Garden School currently have no spaces which is an issue.

OP questions if there are any contingencies.

The pupil would remain at Orchard, until a space becomes available at the Specialist School. Orchard will continue to review other options alongside Hackney Learning Trust.

7. Anti-Bullying Quality Mark

The school is aiming towards achieving the Anti-Bullying Mark Silver.

There are a number of elements being worked on to attain this award. This includes an embedded steering group model.

8. Evaluation of Outcomes from Parent Survey.

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JG stated on how amazing the comments from the Parent Survey are.

RD explained that the Parent Survey was done slightly differently this year in which they were given out on Parents' Evening and questions were specified.

The results highlighted that the involvement for EYFS parents/carers was lower than any other year groups. RD explained that much is done as part of the induction and with communication for new parents/carers. RD questioned what can be done differently within the induction process to change this.

LT questioned if the survey was completely anonymous.

RD confirmed yes.

JG queried if the school has considered sharing feedback with parents/carers, thanking them for completing the survey and explaining what will be changed.

RD explained that feedback is shared in the newsletter and the parent suggestion box is a consistent feature. Further considerations of how suggestions have been acted upon will be explored.

LT echoed that importance and stated that this will encourage more feedback.

10. Any Other Business

None

11. Glossary of Common Terms

MTE – More than expected

Meeting finished at 7:40pm.