

## **Orchard Governing Body Subcommittee Meeting Minutes**

**Date:** Thursday 24<sup>th</sup> February 2022

**Time:** 6pm

**Location:** Remote via Zoom

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**Attendees:** James Gowland (JG) - Co-opted Governor  
Sara Walsingham (SW) - Co-opted Governor  
Chisara Nwabara (CN) - Co-opted Governor  
Kay Richardson (KR) - Parent Governor  
Rachel Davie (RD) - Executive Headteacher Governor  
Aimee Walker (AW) - Associate Governor  
Samson Brough (SB) - Associate Governor

**Apologies:** None recorded. All in attendance.

**Electronic Pack:**

1. Agenda for Orchard Sub-Committee Meeting 24<sup>th</sup> Feb 2022
- 2b. Viridis Terms of Reference 2021-2022
- 2c. Viridis Register of Business Interests 2021 - 2022
- 2e. Viridis Governing Body Calendar 2021-2022
3. Orchard Sub Committee Governing Body Meeting 4th November 2021 Minutes
4. HT Report Orchard 24th February 2022
6. Orchard Primary School Ofsted Report Nov 21
9. Glossary of Common Terms for Governors 2021 - 2022

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## Minutes

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### Agenda item: 2. Governing Body Organisation

#### Discussion:

##### a. Declarations of interest in items on the agenda

KR requested confirmation from CN if there are any interests that needed to be declared. CN confirmed that they have none to declare.

##### b. Membership

No changes or comments.

##### c. Acknowledgement of Terms of Reference (TOR)

KR requested if Terms of Reference (TOR) can be added to the Glossary of Common Terms for Governors document. RD confirmed this can be done.

##### d. Register of pecuniary interests for 2021/22

No changes or comments.

##### e. Code of Conduct

No changes or comments.

##### f. Governing Body Annual Calendar

KR revisited calendar for future meetings and events:

- Full Governing Body Meeting on Thursday 19<sup>th</sup> May 2022, 6pm at Hoxton Garden.
- Orchard Subcommittee Meeting on 2<sup>nd</sup> June 2022, 6pm at Orchard.
- Governor Visit Morning on Friday 6<sup>th</sup> May 2022 at Orchard.

KR asks if it is a 9am start for the Governor Visit Morning. RD confirms this is correct, 9am start for next Governor Visit Morning.

#### Conclusions:

All in agreement of Governing Body Organisation documents and items.

#### Action items

TOR to be added in Glossary of Terms document

#### Person responsible

RD

#### Deadline

23/06/2022

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**Agenda item: 3. Agreements of minutes from the last meeting  
(ref: 3. Orchard Sub Committee Governing Body  
Meeting 4th November 2021 Minutes)**

**Discussion:**

KR asked if everyone had received and read the documents from the previous Orchard Subcommittee meeting and if any clarifications are to be made. All in agreement that the documents had been received and nothing is to be added.

**Conclusions:**

All in agreement of Orchard Subcommittee documents and items from previous meeting.

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**Agenda item: 4. Headteacher's Report (ref: HT Report Orchard  
24<sup>th</sup> February 2022)**

**Discussion:**

**a. Data Outcomes**

**Top left-hand side of report 'Table 1 - % at age expected: December 2021' data.** High standards are set across Years 1 to 6 with at least 75% or more working at expected in reading, writing and maths. This is in line with the summer term 2021 data. At the time of data collection (autumn term 2021), Years 2 and 6 were assessed as being on track to exceed national averages at the end of 2021-22 academic year.

**Middle left-hand side of report 'Table 2 - Value Added Progress: December 2021' data.** All pupils in all year groups have made significantly better than expected progress in reading, writing and maths. Data for Year 1 is not included in progress measures as it is their first term of formal teaching under the national curriculum, having just transitioned from EYFS.

**Lower left-hand side of report 'Table 3 - Value Added Progress of key groups (including disadvantaged and SEND): December 2021 data.** Pupils have made significantly more than expected progress in reading, writing and maths, including children with an EHCP. TKC pupils have made less progress overall than other key groups due to a small number of TKC pupils in Years 3 and 5 who have *only* made expected progress in maths.

AW asks if anyone has any questions.

JG identified that the educational progress for the EHCP cohort is good.

AW confirms it is.

JG identified that the strength of the group progress data is a testament to the extra focus and investment that the EHCP cohort receive.

AW identified the structure and system for SEND and EHCP pupil provision supports this as well as leadership of key provision and meticulous progress tracking.

KR states during previous meeting, year 2 pupil progress data was a concern so current data is looking promising as the data suggests there is an improvement.

AW explained the context and progress. In the previous meeting there was discussion about the recovery curriculum to close gaps for children. The recovery curriculum has been successful. Key groups are constantly and

carefully monitored, for example, the Years 3 and 5 pupils in the TKC group in this data collection round and provision for said pupils will be adjusted accordingly based on progress made.

KR wants clarification around text on **lower left-hand side of report 'table 3.'**

RD explained there are two children in Year 2 with high needs who are making more than expected progress due to the intervention that has been put in place.

KR thanks RD as confirmation of clarity around queried text.

## **b. Quality of Education**

**Top-centre of report 'Quality of Teaching and Learning' data.** There have been some changes to staffing in autumn term 2021. AW confirmed all experienced in the teaching profile are graded as 'good' or 'better'.

AW highlights that an ECT and an experienced teacher joined at the start of January to replace two long term staff sickness absences. This is expected to stabilise the staffing structure.

AW informs that the deputy head for the lower school left at Christmas and the role has now been split into two - two assistant headteachers (one responsible for KS1 and the other for EYFS). Both are in receipt of mentoring support from the EHT and HT to enable them an efficient and effective transition into the roles. This has been working well over the term.

There are continuous personalised support and CPD plans in place for ECTs and apprentice teachers. One apprentice teacher in Year 3 is being supported directly by an Assistant Headteacher.

The recent Ofsted inspection identified a positive result from the review of the teaching of reading as this was identified as a particular strength in the school. This included the early reading structures and phonics provision in place across EYFS, KS1 and non-passers in KS2.

The current focus for staff development this term is around how children are able to articulate their understanding of math (reasoning), geography subject knowledge (for staff) and the facilitation of effective discussions in PSHE and RE, teaching of reading and supporting pupils with SEND and effective teaching of history.

There is a continuous recruitment process in place which RD can explain further re staff reflecting on intentions for next academic year to ensure staff are supported in best way possible and identifying any gaps.

AW asks if anyone has any questions.

No further questions or comments.

## **c. Behaviour, safeguarding and well-being**

**Bottom-centre of report 'Well Being, Behaviour and Safety' data.** AW says there have been 14.5 days of exclusions since the last HT report – four in KS1 and one in KS2. Data is high however the school are working with external services including the Exclusions Team at Hackney Education and pastoral support services to ensure clear systems are in place to reduce the exclusion rate.

Pupils at risk of exclusion have a personalised support plan in place with external partnership support.

AW asks if there are any questions around this section of the HT report.

JG asks for AW to expand on what is meant by 'external services' and exclusions.

AW clarified that where a child is at risk of perhaps a permanent exclusion, HE's Exclusion Team, the local authority and the parent ensure a team around the child approach to support.

RD gave context to the level of need. A decision to undertake a fixed term exclusion is not one taken lightly. There is significant intervention before this point. However, escalating behaviours of severe physical violence put staff and

other pupils at risk. The reasons for a high level of challenging behaviour are specific to an individual child and are not a typicality. At this point in time Orchard School has a higher than average level of need with five children displaying significant challenging behaviour which manifests through physical violence. In these cases, there is no boundary of understanding about authority, so those behaviours are displayed toward everybody (staff or other pupils) and the school have a duty to the safety and welfare of the child, other children and the staff. A fixed-term exclusion allows the space and time to adapt provision, hold relevant meetings and ensure the appropriate next steps of support are in place which in turn allows a safe re-entry for the child.

RD further explained this is a highly unusual situation and it is not typical that there would be pupils with high levels of need at the same time. The school is proactively engaging with external services because the needs being presented by the children are high.

RD acknowledges that the disproportionately high exclusion rate is not acceptable and careful steps are being undertaken to ensure reduction, which will happen when the correct provision is in place for those children.

KR questions how, the well-being of both teachers and the other pupils in the classroom is supported when there are classrooms with children of extreme behaviour.

RD explained the term 'extreme behaviour' as 'extreme escalation.' Clear strategies will be implemented to support the child with clear adults identified as lead support who have had training. In the classroom setting, the child would typically be proactively engaging in an individualised and personalised learning timetable.

RD highlighted that typically in school personalised strategies are effective. However, in some cases, more robust measures would need to be implemented such as a fixed-term reduced timetable. This is currently the case for one child at risk of exclusion.

RD clarified that there has been a reduction, with no exclusions this half term. All exclusion data is related to before Christmas, apart from one.

KR asks how this system is managed with the teachers.

RD informs that teachers are never on the forefront of personalised support delivery, for example, they are never the key point of contact for de-escalation at crisis point as their responsibility is to other children in the classroom. Key, identified members of staff support de-escalation, including a leader who's had positive handling training and has a clear script of process in order for absolute consistency in structure for the child.

KR asks if Orchard is a 'trauma-informed school'.

RD confirmed staff training incorporates this. Alongside Hackney Exclusions, Unlocking Potential (UP), Children with Well-Being and Mental Health Team at Hackney Education and Speech and Language Therapists (SaLT) there is a strong professional network of experienced trauma-informed practitioners.

AW mentions that out of the exclusions, the work the school has done in collaboration with external agencies and their adaption to provision, we have been really successful in reducing any further internal or fixed-term exclusion for those children, thus seeing rapid improvement in the situation.

#### **d. Operational Data**

**Top-right of report 'Operational Data'.** AW mentions there has been an increase in pupil roll, partially due to the nursery intake that happens throughout the year. Free School Meal (FSM) percentage is at 48.4% and disadvantage to PPG at 49.3% and SEN at 19.7%. Overall attendance at 95.2% which is currently above national and local authority average.

The attendance panel meeting showed that the school is carefully tracking all of those children with really clear next steps for the Attendance Officer around and communicating with parents or escalating absences.

AW mentions that Years 2 and 6 data projections with the Year 6 December data shows the school is on track.

## e. Current Risks & Priorities

### Bottom-right of report 'Current Risks & Priorities' data.

Reducing the number of fixed-term exclusions, continuation of teaching profile development across the school, outcomes for EYFS, KS1 and KS2 are key priorities. Teacher well-being remains a core agenda focus ensuring the school's policies support teachers whilst maximising their impact on pupil learning.

KR asks about the impact of COVID on the school – how it's been managed and how it has impacted on challenges with attendance.

The school has continued clear systems - daily attendance checks by admin team. If a family isolating due to COVID, remote learning will be arranged for the child. Although the school has had pockets of higher self-isolation rates (particularly in the last month or two) it has overall reduced. If parents unable to bring children to school due to self-isolating, learning mentors will make home visits to bring the children in.

The biggest challenge has been staffing, particularly availability and quality of agency staff.

KR acknowledges the complexities of the situation and appreciates how the school continues to thrive.

JG asks when the key stage exams will take place - April or May? RD confirmed it is May.

JG asks when they were last held - two years ago? AW confirmed 2019.

Data will not be measured nationally against data this year, but the school is on track to meet 2019 national benchmarks and ambition targets which were set.

KR asks if anyone has any questions.

CN asks if the schools gets penalised for having exclusions or is it more about how the exclusions are managed and handled?

RD confirms the data is reportable. In the school's IDSR (Inspection Data Dashboard) exclusions is one of the reporting items.

### Conclusions:

All clear on items under the Orchard HT's Report.

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## Agenda item: 5. Provision for SEND/disadvantaged/vulnerable pupils (ref: n/a)

### Discussion:

*Wave 1 - 'Pupils identified as working **less** than one year behind expected attainment'* - There is an expectation that the provision for every child in every classroom is pitched appropriately for them, so that what they're receiving with their teacher and their teaching assistant in those sessions is well pitched for their starting points so that the grouping they're in that they are being supported, or they are being challenged appropriately.

*Wave 2 - 'Pupils identified as working **more** than one year behind expected attainment'* - The provision for children with SEND. Historically children with an Individual Education Plan (IEP), who may be slightly behind their cohort or a couple of terms behind, will have key targets to help them close the attainment. Children with SEND may have particular resources to support and enable closing the gap in attainment such as a 'caddy' (small storage container)

with resources inside that enable them to have those scaffolds and that support that they need. There are regular observations of key children and progression is always tracked.

*Wave 3 - 'Children with an EHCP'* - Children who have personalised targets that have been agreed by professionals i.e. personalised timetables that might include bespoke adult support; one to one or one to two support in the classroom, specialist and external supports, or whether that is SaLT, specialist teacher support and/or anything else identified in their EHCP.

AW mentions that for all children, the school has its external partnership meeting which is held termly and includes all professionals - Speech and Language Therapists (SaLT), specialist teachers, the school's UP therapeutic support and the school's senior leaders to identify the children within these waves, focusing particularly on those children in waves two and three, focusing on bespoke provision for them and how the school is accessing the support in the right way. The targets will be reviewed as a collective with all identified internal and external professionals and school's senior leaders.

The school has a consistent focus on ensuring the leadership teams working within inclusion roles across the school have the right amount of provision around challenging interventions and quality assurance, ensuring timely intervention for children. This is important because allocation of funding is quite a significant to SaLT, specialist teachers and educational psychologists beyond the remit of the EHCP children. Training that's been undertaken this year has really supported that process.

KR asks if anyone has any further questions.

JG suggest that as a possible theme for the Governor visit in Summer term, there can be examples of this practise.

### **Conclusions:**

All clear on provision for SEND/disadvantaged/vulnerable pupils.

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## **Agenda item: 6. Orchard Ofsted Report (ref: Orchard Primary School Ofsted Report Nov 21)**

### **Discussion:**

The inspection took place in November 2021. Report had been discussed in most recent full governing body meeting but as a sub committee the additional discussion opportunity is being presented.

RD highlights strengths from the report:

1. *Bullying and how children keep safe online* - Ofsted identifies that children and staff were able to articulate that and how that's embedded across the school through the 'Pupil Voice' Digital Leaders and how children support themselves with that within the class.
2. *Pupil Voice profile* - the way the embedded expectation of Pupil Voice across the school is recognised.
3. *Teaching of Reading* – strong focus across the school in terms of progress and provision.
4. *The school's safeguarding structure* - very effective, particularly the embedded approach to the culture of safeguarding across the school.

RD highlights the next steps from the report:

1. *Ensuring that the consistency of assessment opportunities in all subjects and ICT flagged as main area where this wasn't widely identified during the inspection* - though the school's curriculum is very robust,



what's important is the articulation of leaders at all levels. This is a quick fix to ensure there's an embedded ability to articulate assessment across all subjects including ICT.

2. *Wellbeing and the challenges it presents within the three form entry school* – action needs to be taken by the onsite leadership team to ensure all individual members of staff need is responded to rapidly. RD highlights the staffing profile - Early Career Teachers (ECTs) make up over a third of the teaching staff profile (7 ECTs out of 23 total teaching staff). Being in a new context (profession and environment), particularly during staff absences due to COVID presents a greater level of challenge. The school has increased the survey response opportunities for staff throughout the year from September 2021 to support this.

RD asks if anyone has any further questions.

KR wants to know how governors could improve and act more swiftly in response to the section of the report stating 'governors also need to act more quickly to implement support for individuals where need is identified'. KR also wants to know if anyone has had any reflections on this.

RD revisited a two point system during the year where staff feedback is collected. A more careful evaluation of staff survey responses to be reviewed in sub committee meetings will be presented going forward.

SB asks about COVID and ECTs – if those factors were excluded, is the current framework around staff wellbeing efficient enough, how big are the changes required over a period of time?

RD clarified that this a problem isolated to Orchard School and not cross federation. We will always strive to ensure the wellbeing of our staff is met and we need to continue to consider, evaluate and review regularly. The typicality is not that staff are unhappy or not having wellbeing needs met.

JG asks if there has been any outcome to the report from the school community and if it is available to view on the school's website.

RD confirms the links were sent out to all of the community at the same time the letter was sent to governors. There has been no direct feedback from the local community to date.

JG mentions that the same point was picked up that governors also have a role to play, addressing what's in the report so the outcomes and actions taken by the school are great to hear.

KR asks for governors to think of ways that support can be implemented to support teachers, SLT and the wider school community around wellbeing.

CN asks if we know what 'support' looks like as governors – what type of structure would be in mind to implement this? KR confirms shared learning and experiences of what success as individuals from different background looks like and sharing these in meetings. CN expresses willingness to have a separate conversation around potential wellbeing support techniques.

### **Conclusions:**

All clear on Orchard Ofsted Report November 2021.



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**Agenda item: 7. Outcomes and actions from parent survey  
(ref: 7. Parent Survey Action Plan OR Spring  
2022)**

**Discussion:**

AW confirms there was a record response of 343 participate in the Autumn Term Parent Survey, a significant increase from previously.

**Areas identified 2020-21 v 2021-22:**

- Coffee Mornings were useful? 26% agree.
- Parents felt the school listened to views and suggestions? Increase in agreement.
- Staff explain how to help children at home, parents kept informed about how my child's progress. 86% agree.
- The school deals effectively with bullying. 47% unsure and 30% disagree (same data as previous year).

**Questions with highest positive response:**

- The school provides a good education for my child. 96% agree.
- My child feels that their teachers work hard and teach well. 92% agree.
- My child likes school. 93% agree.
- The termly reports are useful. 91% agree.
- The school provides suitable homework. 91% agree.
- The office staff are friendly & welcoming. 90% agree.
- I am happy with the progress that my child is making. 89% agree.
- The school is led and managed well. 89% agree.

**Questions with the smallest percentage at strongly agree and agree:**

- The coffee mornings are useful. 75% agree.
- I find the school website a useful source of information. 79% agree.
- The school listens to my views and suggestions. 79% agree.
- The school deals effectively with bullying. 74% agree.

AW highlighted that the school is working to really support pupil understanding, articulation and opportunities to feedback to parents about what anti-bullying is at the school and making that link to the anti-bullying quality mark.

KR asks when the school last had a bullying incident.

AW says there have been a number of years since a confirmed incident has taken place but where there has been an allegation, a robust system of investigation has taken place (including observations, utilising Pupil Voice, and

linking families involved), identifying that there have been no cases, rather there have been one-off incidents based on language used.

SW mentions that it is interesting that the Ofsted report says the amounts of bullying was very minimal throughout the school yet for two years running, the school focused on the parents' interaction to bullying at the school, which does not match.

AW confirms that there is often a misconception and misunderstanding or articulation of what constitutes as bullying. More often, where a bullying allegation has been made, after calling a meeting with the family the parents then identify that bullying had not taken place, rather that this has been isolated incidents of behaviour interactions between pupils which has been below age-related expectation of social skills.

KR mentions that as a parent governor, it is important to work on identifying and tackling the issue of parents' misconception of bullying, especially where they feel like it takes place but the school is adamant that it's unfound.

KR confirms this will clarify many challenging perceptions and incidents.

JG asks if the ABQM is the Anti-Bullying Quality Mark and what the school has to demonstrate in order to achieve this.

A number of case studies, steering group meetings, policy review, parental engagement, pupil voice are all core components. It also looks at how effectively it's embedded in the curriculum. Orchard, Southwold and Hoxton Garden have a really strong structure and all three schools have achieved ABQM Silver Awards.

JG asks what the school did differently to gain a higher survey response rate.

All staff played a part in its promotion – senior leaders and staff promoting the survey throughout the autumn parents' evening and in the playgrounds and at gates, really encouraging those who hadn't been able to attend parents' evenings and to complete them.

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**Agenda item:** 8. Any Other Business

**Presenter:** KR

**Discussion:**

KR thanks AW for all hard work contributed to the school as the email regarding change of Headship was received.

KR acknowledges that it has been a challenging time for AW to have taken over and so best wishes are given for the move.

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**Other Information**

**Next meeting:**

Thursday 23rd June 2022 at 6pm

**Special notes:**

None