

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

**On Thursday 4<sup>th</sup> November 2021 at 6pm**

**Voting Members**

Kay Richardson (KR)  
James Gowland (JG)  
Sara Walsingham (SW)  
Chisara Nwabara (CN)  
Rachel Davie (RD)

**Associate Governors**

Aimee Walker (AW)  
Samson Brough (SB)

Clerk: Jabia Khatun (JK)

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**1. Apologies/Consent for Absence**

JG welcomed all attendees. Meeting was held face-to-face.

SR joined virtually on a trial of which is under review by RD and JG.

All members present, including Clerk.

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

**2. Governing Body Organisation**

**a. Membership**

JG welcomed Samson Brough (SB), whom has joined as Young Governor.

KR unanimously voted as Chair of the sub-committee.

JG appointed as Vice Chair.

No further changes to the membership.

**b. Terms of Reference**

KR read through the overview responsibilities and recommended all, in particular new Governors to read over this in more detail.

*Pages 2-21.*

JG echoed this. He finds it incredibly helpful at the beginning of the academic year to read over the established purpose of the committee, role and responsibilities etc.

KR also stated that the Young Governors were welcome to approach herself and the other Governors in addition to RD and AW.

No further changes to the Terms of Reference.

**c. Declaration of interest in items on the Agenda & Register of pecuniary interests for 2021/22.**

RD explained that should there be anything that requires declaring, she should be informed so that these can be added to the declaration of interest.

**d. Code of Conduct**

No changes to the Code of Conduct.

**e. Governing Body Annual Calendar 2020/21 and 2021/21**

KR refers Governors to page 19-21.

The next Orchard sub-committee meeting is scheduled for Thursday 24<sup>th</sup> November 2022 at 6pm – please check – the next meeting is in the spring term.

**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:**

**a. Curriculum and Standards**

RD referred to page 31 and contextualised the data.

The data outcomes presented to Governors in the summer sub-committee meeting included a breakdown of all pupils and key groupings. The data presented today compares data between disadvantaged and all pupils. The data presented is from July 2021.

Headteacher's report for Autumn Term 21 led by AW as follows.

**Table 1: % of disadvantaged pupils' vs all pupils at age expected in reading: June 2021**

In reading, disadvantaged pupils achieved broadly in line with all pupils. The largest gap was in Year 2 and attributed, in part, to school partial closures and the interruptions to the consistent pace of teaching of early reading.

Robust systems have been put in place, including adult reading interventions. The incremental progress is closely being monitored within the current year 3 cohort.

**Table 2: % of disadvantaged pupils' vs all pupils at age expected in writing: June 2021**

In writing, disadvantaged pupils achieved broadly in line with all pupils. The largest gap was in Year 2 largely due to school partial closures and the interruption to the pace and consistency of writing in and across contexts.

**Table 3: % of disadvantaged pupils' vs all pupils at age expected in maths: June 2021**

In Maths, the attainment gap has closed between disadvantaged pupils and all pupils in Year 4 and Year 6. The largest gap remains in Year 1. The gap links largely to vocabulary acquisition and application in reasoning and problem solving.

In EYFS, 67% of disadvantaged pupils achieved a good level of development compared to all pupils at 72%.

*Governors were given the opportunity to ask questions.*

*JG queried what the numbers in brackets defined.*

RD explained that they are the number of disadvantaged pupils in each year group. Typically each year group has 90 pupils.

*CN queried if there were other reasons instead of the partial closure contributing towards the outcome.*

AW explained that there are a number of children who have SEND who may be making smaller steps of incremental progress. Additionally there are a higher than average number of pupils with an EHCP within the current year 3 cohort.

*CN stated she wasn't familiar with all the acronyms.*

AW directed CN to the Glossary of Common Terms on pages 51-55.

*SB queried about a trend he noticed in the progress in Maths against the progress made in Reading and Writing. Despite the partial closure the attainment gap has closed between disadvantaged groups.*

RD explained that in early Reading and Writing, there are a number of complex skills in which younger children are required to develop. In maths being the predominant element is 'number', this proves to be easier, accessible and more tangible, particularly for parents.

Writing involves fluency and comprehension which is a much more difficult skill. Having a lack of books at home can also impact of this. Despite there being a national impact in Literacy across the partial closure, due to the lack of writing children have undertaken at home, this is not reflected significantly in the data at Orchard.

*KR added that older children have access to Timetable Rockstars and Mathletics which are online based resources which are easier to access for parents.*

RD further added that across Hackney, the biggest barrier with young children upon admission is speech and language. RD also highlighted that the gap closes improves and there is an increase in the number of pupils at the expected target by the time pupils leave in year 6. This proves to be healthy and links with the 3 year trend of reported data prior to COVID 19.

**b. Quality of Teaching & Learning**

Within the teaching profile, there are seven ECT (Early Career Teachers), previously known as NQT.

There are two apprentice teachers working in the school alongside experienced teachers.

Four teachers were new to the school at the start of the academic year. New members of staff have induction support from experienced senior leaders and ECTs have a designated mentor supporting development.

Currently the new Year 2 teacher is absent from work due to long-term sickness.

A new DHT was recruited to the Upper School at the start of this academic year. A bespoke induction plan is in place and this is led by the Headteacher.

Year group bubbles have been dissolved this academic year (in line with government guidance) and as a result, break times have been adjusted and full assembly provision (including singing assemblies) has been reinstated.

Community events have also been relaunched this academic year with a successful Significant Male Morning in which 221 attended and an International Evening.

*Governors agreed that 221 attendees for the Significant Male morning was incredible.*

AW added that the International Evening took place between the two halls, including outside playground space. This enabled attendees to be socially distant and provided them with an option to be indoors or outdoors depending on their preference.

*CN queried about the fact the family structures are more typically different and how is this catered for in events such as Significant Male.*

RD stated as well as significant males, mums and other significant roles attend key events across the year. Historically, the event was created to encourage and support male role models to participate and attend school events and give them a voice and clear role within the education of children. There is flexibility in key role models attending – it could be a brother, uncle, father or female family member attending in the absence of a male role model. Other events such as significant female or Grandparents Tea Party also take place throughout the year but there is no limitation of who can attend.

### **c. Behaviour & Safety**

There have been 9.5 days of exclusion since the last report, presented in the Summer term of the last academic year.

Careful tracking and adjustment to personalised provision is in place for four pupils.

External support has been accessed from the Educational Psychologist, SaLT, UP, CAMHs, SENDIAGs and all four pupils access learning mentor support.

There were no incidents of bullying in Summer 2. There were three bullying investigations undertaken across the school during this term and all were unfounded.

*JG queried if there was an increased trend of exclusions since pupils returned from the partial lockdown.*

RD stated no. One pupil is an anomaly however three of the pupils are known cases with high level behavioural needs. Existing support is in place to ensure that all pupils are safeguarded and

one of these pupils have undertaken a partnership placement at the PRU which occurred last academic year.

*JG additionally queried what the terms SaLT, UP, CAMHs, SENDIAGs meant.*

AW explained that these are external agencies whom support children and families. SaLT is Speech and Language, UP is Unlocking Potential, CAMHs is Child, Adolescent Mental Health Service and SENDIAGs is an organisation that supports families with Special Needs.

RD added that SENDIAGs also have legal training in supporting parents about their rights and ensuring secure knowledge to inform decisions.

*KR queried if there have been extra provisions put in place in the playground.*

AW confirmed yes. Two Learning Mentors have been recruited whom were not in position last academic year. One is appointed to the Lower School and the other assigned to Upper School. They are very present in the playground and have key groups of children who they work closely with.

RD added that Peer Mediators support in the lunch halls.

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

Current pupil number on roll is 639. This is a slight decrease but not significant.

At the beginning of the year it is typical for Nursery intake to be less, with gradual increase by the end of Autumn term and the beginning of the Spring term in January.

Hackney Education also process in-year allocations and this ensures that once an application has been made in Reception to Year 6, pupils are admitted into the school as soon as the process allows.

RD added that currently there are discussions taking place about the falling pupil role across the Hackney Borough. Fortunately there is no significant concern for schools across the Viridis Federation.

Last academic year there were 44 in-years admissions and 53 leavers across the academic years. This demonstrates that as pupil's leaves, new pupils are admitted and this is balanced.

*SB queried if it is expected for Nursery pupils on roll to return back to normal.*

RD confirmed yes. This is closely being monitored and there is a marketing plan to support this. The process for any child on the waiting list who is due to turn three years old begins two months prior to ensure that the preference for the place remains and these systems require effectiveness to ensure interest is not lost.

*CN asked what the full capacity of the school is.*

RD confirmed 702, including Nursery.

AW continued with whole school attendance of which is current 96.2% which is above expected. The target for the end of year is 96%.

At the end of the last academic year the whole school attendance was 96.3%.

Attendance panel meetings continue to be held half-termly to track pupil absences. The Hackney Education School Attendance Officer is supporting the school through parental engagement surgeries for pupils who have reached the threshold of persistent absence.

KR queried about the persistent absence in the Summer term at 81 pupils and if there is anything to be alarmed about.

RD explained that persistent absences are defined as consistent absences over a threshold of 10% or above. All children are tracked in panel meetings and intervention in place are usually shorter with quick impact.

AW presented the Year 2 and Year 6 targets/predictions for 2022 and stated that the percentage is at age expected overall. See page 31 for full information.

#### **e. Current Risks & Priorities:**

- Ensure sustained attendance rates with a particular focus on individual attendance below 95% and persistently late pupils.
- Effective implementation of the Early Career Framework.
- Ensure effective induction of new staff, including trainees through personalised training and support.
- Effective embedding of new humanities planning across all year groups.
- Ensure clear communication and promotion of the curriculum to all stakeholders and rebuild parent partnerships structures.

No further questions or comments.

### **5. School Development and Evaluation**

#### **a. School Development Plan**

AW presented the School Development Plan. See page 32.

The right hand side demonstrates the four areas or targets which are being developed.

#### **Leadership and Management**

- To ensure effective operational leadership is sustained with enough capacity to facilitate excellent outcomes for pupils.
- To effectively implement the Early Career Framework and maintain the Apprentice Teacher programme to ensure continued higher rates of teacher retention.
- To ensure that teacher workload is managed and ensure policies offer efficiencies whilst maximising impact on pupil learning.
- To ensure that the curriculum offer demonstrates a clear progression of knowledge and skills over time responsive to on-going pupil need and articulation of retention of essential knowledge is clearly communicated by leaders.
- To ensure that high standards provision for PPG, SEND and vulnerable pupils are maintained and that achievement gaps are minimised.
- To maintain the public profile of the Viridis school to school support offer and action research projects.

- To ensure that safeguarding arrangements remain fully compliant and that all staff are aware of their role and vigilant to risks.
- To ensure that statutory health & safety responsibilities are effectively managed and that the school estate is maintained to a high standard.
- To ensure governor induction successfully completed and terms of office revised to establish strength in succession planning.
- To minimise potential financial risks and ensure continued financial stability.

#### **The Quality of Education**

- To effectively induct new members of staff, so that the teaching profile reflects an increasing % of excellence in teaching and outcomes across the year.
- To maintain the approach of quality first teaching through a focus on modelling, questioning, assessment, marking and feedback to ensure that it maximises direct impact upon outcomes for children.
- To ensure that rapid rates of progress for all groups of pupils ensures that outcomes at the end of EYFS, KS1 and KS2 are at least in line with national averages from 2019.
- To ensure pupils identified with SEND have precise received provision that ensures strong progress from starting points.
- To ensure that effective strategies enable pupils to remember more over the longer term.
- To ensure refined provision in phonics and reading for identified groups which enables pupils to catch up quickly.
- To further develop teacher knowledge and understanding around curriculum bias to ensure a confident and balanced delivery.
- To ensure rigour in timetables teaching and learning in order to accelerate progress.
- To prepare for the accreditation and reaccreditation of identified awards to ensure reflection on the school provision.

#### **The Quality of Early Years Education**

- To ensure the new Profile and Baseline Assessment is successfully embedded to ensure compliance with national change.
- To ensure that the pitch and access to independent learning for key groups, including disadvantaged pupils in EYFS both inside and outside.

#### **Behaviour & Attitudes**

- To ensure sustained attendance rates with a particular focus on those whose attendance falls below 95% and persistently late pupils.
- To reinforce current school systems to ensure the very highest standards of behaviour for all pupils, including transitions.
- To further embed a community wide understanding of bullying and the systems in place to maintain zero tolerance.
- To ensure clear communication and promotion of the curriculum to all stake holders and rebuild parent partnership structures.
- To continue to reduce the number of fixed term exclusions over time through tailored interventions and external agency support.

#### **Personal Development**

- To ensure pupils, as leaders, effectively contribute to the curriculum enhancement and community.
- To provide continued opportunities for children to develop healthier and more active lifestyle choices so that obesity levels within the school continue to decrease.
- To further develop pupil and parental oracy of online and technological safety.

No further questions or comments.

## **b. Self-Evaluation Form**

RD explained that the Self Evaluation Form is in part a replication of the School Development Plan.

The boxes in green define the targets on the School Development Plan. Should an Ofsted Inspection take place this document would be requested for to assess how the school is evaluating itself.

Both documents are available on the school website and this is transparent for all to view.

## **6. Statements**

### **a. PPG Strategy and Recovery Funding**

This statement details the school's use of pupil premium (including recovery premium for the 2021/2022 academic year) funding to help improve the attainment of disadvantaged pupils. The proforma is now uniform.

It outlines the pupil premium strategy, how it is intended to be spent in this academic year and the effect that last year's spending of pupil premium had within the school.

On page 39, the School Overview and Funding Overview was discussed. The recovery premium funding has been allocated is for year only.

The following page presents the principles and the detail of challenge. This identified 8 key challenges to achievement that have been identified among disadvantaged pupils.

On page 41, the Intended Outcomes explains what is being aimed for by the end of the current strategy plan, and how this is measured in terms of achievement.

From pages 42 to 44, details how the pupil premium is intended to be spent this academic year to address the challenges listed.

*CN queried if the success criteria were smart goals and measured against.*

RD stated that this occurs later as part of the evaluation.

*KR queried if all laptops that were funded by the Government have been distributed to disadvantaged pupils.*

RD confirmed that all disadvantaged families received a laptop. However the Government has set up a time limited safeguarding software which meant that all laptops had to be recalled to reset to factory settings. Over 200 laptops were distributed at Orchard and over 400 across the Federation.

Further notification has been received by the DfE that additional laptops will be provided. Amendments have been made to the software so the same issue should not arise.

*CN queried whether the Federation has an IT department.*

RD confirmed there is an IT technician whom works across the three schools.  
No further questions and comments to note.



## **b. Sports Statement**

As a legacy of the 2012 Olympic Games, the Government provides additional PE and Sports funding directly to schools. The PE and Sports Premium is designed to help children get an active start in life, supporting primary schools to improve the quality of PE and Sport provision so that pupils experience the benefits of regular exercise – from becoming healthier both mentally and physically to improve behavior and better academic achievement.

Schools must spend the additional funding on improving their provision of PE and Sport, but they have the freedom to choose how they do this.

The statement outlines how Orchard has invested the funding and the impact of the previous experience.

Orchard is committed to ensuring that all children understand the importance of being active, having a healthy lifestyle and enjoying sports and games activities.

In 2021 - 2022 the school will continue to invest this money in:

- Providing continuing professional development for our teaching staff by giving them the opportunity to work alongside a specialist PE teacher, developing their skills and subject knowledge.
- Utilising a specialist PE teacher to oversee participation in borough competitions, the structure of school teams and the annual programme of events.
- Employing a cycling manager, maintaining a set of bicycles, continuing our bicycle loan scheme and investing in a competition programme to ensure that all our pupils are able to cycle safely and take part in borough events.
- Providing pupils with opportunities to take part in a wider variety of sports and outdoor activities which would not usually form part of a primary curriculum, inspiring interest and aptitude in a range of disciplines.
- Supporting targeted pupils to improve nutritional understanding to promote a healthy lifestyle.

The school will measure the impact of the sports fund grant spending at the end of 2021 – 2022 through pupil interviews, evaluations completed by the specialist PE teacher, analysis of attendance at clubs / activities, percentage increase in attendance at sporting events and CPD focus reviews.

No further questions and comments to note.

## **7. Consideration of Staff Wellbeing: Staff Survey Headlines**

AW explained that every year a staff survey takes place.

An action plan is in place to develop how identified areas can be improved and to ensure that staff feel heard. This is something that will be constantly reviewed.

### **Key headlines from the last academic year and actions as follows;**

- 56 staff participated in the survey of which included 21 experienced teachers, 18 support staff, 1 newly qualified teacher and 3 apprentice teachers.
- 100% of staff agree that the schools' approach to ongoing assessment gives an accurate evaluation of children's progress and attainment.
- 100% of staff found the pupil progress meetings on Inset Days were supportive.
- 100% of staff feel the curriculum document is well balanced to pupil needs.
- 100% of staff feel that the office and admin team effectively support teachers.

- 100% of staff feel supported by their colleagues.
- 100% of staff feel that the school works very effectively with parents.

#### **Staff Survey Action Plan 2020/21**

- To provide effective use of PPA for core planning and resource preparation.
- To ensure continued refinement of communication expectations within a distributive leadership model.
- To ensure that staff knowledge of the feedback and marking policy and how this can be completed effectively.
- Continued promotion of staff wellbeing.
- Developing staff understanding and application of SEND provision.

*CN queried how many staff are they in total.*

AW confirmed there are 73 members of staff.

RD explained that a staff exit survey is also completed and discussed with Chair of Governors each July.

Often the significant reason for leaving is change of circumstance.

#### **8. Any Other Business**

CN requested for electronic invites to Governor meetings and events. RD stated she would arrange for this to happen.

#### **9. Glossary of Common Terms**

Add ECT (Early Career Teachers)

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*Meeting closed at 7:37pm.*