



**The Viridis Federation
Orchard Primary School
Minutes of the Sub Committee Meeting**

Held on 7 March 2024 from 6pm to 7.15pm at Orchard Primary School

Governor	Role	Term End	Present	Attendance
Kay Richardson (KR)	Parent Governor and Chair of Committee	08/24 (T2)	Y	2/2
James Gowland (JG)	Co-opted Governor and Chair of the Governing Body	08/26 (T2)	Y	2/2
Samson Brough (SB)	Co-opted Governor	08/26 (T1)	Y	2/2
Caroline English	New Co-opted Governor	03/28	Y	1/1
Rachel Davie (RD)	Executive Head Teacher	n/a	N	1/2
Others in attendance				
Stephen O'Brien (SOB)	Headteacher, Orchard School	n/a	Y	2/2
Clerk				
Jane Ware	Hackney Education	n/a	Y	2/2
Governor attendance at this meeting			80%	
Governor attendance year to date			90%	

PART ONE: Non-Confidential – Main Business

1.0	Welcome, Apologies and Consent for Absence
1.1	The Chair welcomed all to this meeting of the Sub Committee for Orchard School.
1.2	No apologies were received as all governors were present.
1.3	The meeting was confirmed as quorate.
1.4	The Chair confirmed that Chisara Nwabara would be leaving the Full Governing Body as she was moving abroad.
1.5	The Chair welcomed CE to the sub committee and explained the collective responsibilities of governors to the federation, link governors related to skill set, quoracy, how the sub committees fit together within the wider federation and share updates at the full governing body meetings.
2.0	Governing Body Organisation
2.1	Membership
2.1.1	Membership of the Governing Body was acknowledged.
2.2	Viridis Terms of Reference
2.2.1	Governors acknowledged that they had read the Terms of Reference.
2.3	Viridis Register of Business Interests
2.3.1	There were no declarations of interest.
2.4	Code of Conduct
2.4.1	Governors confirmed that they had read the Code of Conduct.
2.5	Governing Body Annual Calendar 2023
2.5.1	2023-2024 dates were revisited with governors.
3.0	Agreement of minutes from the last meeting and any actions arising
3.1	There were no actions.
3.3	There were no comments on the minutes of the last meeting of 23 November 2023 which governors APPROVED as an accurate record.
4.0	Headteacher's Report - SOB (tabled at the meeting)
4.1	Data Outcomes
4.1.1	Data is based on testing information and teacher assessment from the December round of assessments, when Years 3, 4 and 5 took tests and Year 6 did a past

	statutory assessment test (SAT) paper. The data is broadly in line with the end of last year.
4.1.2	Progress is more than expected in all areas which is positive.
4.1.3	Year 1 data is not available because progress cannot be measured from the end of EYFS, but progress will be available in the summer (from autumn).
4.1.4	Disadvantaged and Black African are the largest ethnic groups in school and they are attaining very well, breaking the national trend.
4.1.5	Education health care plan (EHCP) progress is measured differently and governors will see the progress of this group when intervention analysis is shared.
4.1.6	QUESTION: Why was writing not as strong as reading and maths? Is it a concern? ANSWER: Year 6 are working where we would expect them to be for the time of year (when compared with previous years) and there is typically a jump in summer term as the focus will shift from testing to writing after the May SATs.
4.1.7	QUESTION: Do you see changes in patterns or is it a cohort thing? ANSWER: Year 5 might start the year lower in writing as they access the new year group curriculum, but it would be anticipated that they will catch up. Children at the school perform well at every stage.
4.1.8	Following Covid, basic skills was a focus with daily sessions on spelling, punctuation and grammar (SPaG), and arithmetic. The fundamentals children may have missed out on were taught through key skill sessions which remained on the daily timetable for two years after the pandemic.
4.2	<u>Quality of education</u>
4.2.1	All teaching in the school is graded as 'Good or Better' and therefore we would expect the % of outstanding teachers to be around 40%.
4.2.2	SOB and RD have shared and learned about best practice from visits to Hackney and Essex schools in terms of their school improvement partner (SIP) work.
4.2.3	The school recently hosted a visit from school leaders from Vancouver and the following points were featured/discussed: <ul style="list-style-type: none"> ● Vancouver leaders were incredibly impressed with their visit to Orchard. ● RD and SOB will go to Vancouver in the Easter holiday. ● The focus is on diversity and integration because the indigenous people in the province perform really well. ● Vancouver has the same issues and challenges that Hackney has, including falling rolls and increasing numbers of SEND pupils. ● UCL will be publishing the research from the visit, where SOB and RD will be visiting schools daily. ● Vancouver leaders were keen to see how Black African and Black Caribbean children are doing as this is a target group in Vancouver. ● In terms of falling rolls, they capped primary class size to 23 in order to share the children out. ● Budgets are held differently in Vancouver, similarly to Australia, where the government holds the budget and allocates children and teaching staff out to schools.

4.2.4	Results of the mid-year teaching staff survey reflected 80% said they will stay next year and 92% feel that they are well supported and agree with the wellbeing statement. This is a positive picture for the time of year.
4.2.5	A lot of work has been done on marking and assessment policy and this is ongoing, reviewed at the SLT away day.
4.2.6	Pedagogy (including adaptive teaching, modelling language and questioning) are a focus for staff training/development.
4.2.7	There are also subject specific insets such as geography, PE, covering the whole curriculum.
4.2.8	The school is applying for a number of awards/accreditations including the IQM flagship and Artsmark Platinum.
4.2.9	The leading parent partnership award which is renewable three yearly is being applied for in autumn.
4.2.10	The school is proactive in its approach to recruitment and is currently looking at teacher recruitment for September.
4.3	<u>Behaviour, safeguarding and well-being</u>
4.3.1	There have been no exclusions since the last committee meeting.
4.3.2	QUESTION: Is this down to the school's approach to avoid exclusions? ANSWER: Yes, and because leaders have worked to re-embed the culture and ethos of high expectations. There were six suspensions last year, so this represents a significant decrease. The fire drill took place today and the children's behaviour was excellent.
4.3.3	There were 271 responses to the parent survey and the results are positive.
4.3.4	100% of parents say that the school provides a good education.
4.3.5	Pupil roll increased from 581 to 587, but ideally there would be a bigger jump which would present the need for a second nursery class. The lack of a demand for a second nursery class at this point in the academic year will impact reception numbers.
4.3.6	The percentage of disadvantaged pupils and special educational needs and disabilities (SEND) has slightly increased.
4.3.7	Attendance is above the current national figure, however national figures continue to be low (following Covid).
4.3.8	QUESTION: What is persistent absence? ANSWER: Pupils whose attendee is 90% or below.
4.3.9	Year 2 and 6 data is a combination of teacher scores and assessment and the school is on track to exceed national expectations.
4.4	<u>Current risks and priorities</u>
4.4.1	Leadership priorities were highlighted as follows:

	<ul style="list-style-type: none"> ● To ensure effective operational leadership is sustained with enough capacity to facilitate excellent outcomes for pupils. ● To ensure assessment for learning is used systematically to monitor understanding, identify misconceptions and provide clear, direct feedback in order that teaching is responsive and adapted to children's needs. ● To ensure sustained attendance rates with a particular focus on those whose attendance falls below 96% and persistently late pupils. ● To enhance the competition and teams offer to pupils through the development of a competition lead role that results in enhanced advocacy in the school and representation in the borough.
4.4.2	<p>QUESTION: In terms of progress between boys and girls, boys seem to be doing better in terms of progress compared with previous years.</p> <p>ANSWER: Typically by the end of Year 6 they have evened out as any underperforming groups catch up as they go through the school. There has been a shift in key groups across the schools such as Turkish.</p>
5.0	Consideration of SIP report
5.1	The first SIP visit was in November 2023, and a learning walk identified areas of focus for spring and summer visits.
5.2	Leadership and Management, the Quality of Early Years Education, Behaviour and Attitudes and Personal Development objectives from the SIP report were highlighted.
5.5	Developing middle leaders is often a focus in SIP visits.
5.6	The SIP noted that pupils demonstrated excellent learning behaviours across the school which was really positive.
5.7	<p>QUESTION: When you do SIP visits do you recognise things to bring back to the school?</p> <p>ANSWER: When visiting outstanding schools you often 'magpie' things and bring them back. For instance the newly introduced 'Big Six Reading List' was inspired by excellent practice seen in another school.</p>
5.8	The SIP recognised an increase in staff wellbeing.
5.9	<p>QUESTION: Does the school have a strategic vision at the start of year or is it developed over the year?</p> <p>ANSWER: The school development plan (SDP) is written at the beginning of year was informed by: internal scrutinies, past SIP visits, surveys, the Ofsted framework. All of this is drawn together which informs the forward planning. The SIP is a critical friend. If the school were preparing for Ofsted then a one day review (which is an external, practise Ofsted) would be planned in.</p>
6.0	IDSR and Pupil Numbers Case Study <ul style="list-style-type: none"> ● KS2 Headline Measures
6.1	<p>Key highlights/discussion points were:</p> <ul style="list-style-type: none"> ● School roll is high compared to schools nationally. ● The number of children on free school meals (FSM) and those with English as additional language (EAL) are high. ● The largest ethnic group at the school is Black British.

	<ul style="list-style-type: none"> ● The high numbers of staff in the school results in the high pupil spending. ● There is a general teaching assistant (TA) in every class, and level 4 and 5 EHCP children will generally have one to one support. ● The first round of allocations of school places was in March with final numbers in April ● In the case study Orchard has been considered alongside the closest 10 schools (all with one mile). ● A large number of schools local to Orchard are outstanding which will impact first choices. There are 50 first preferences, 43 second preferences. ● There were very few schools oversubscribed so first choices are more likely. The school may receive some children from Lauriston if they chose Orchard as their second choice. ● Lauriston benefits from applications from Tower Hamlets families as it is located close to Victoria Park. ● The Hackney pictures shows that church schools are not typically attracting families anymore. ● All primary schools in Hackney are graded good or outstanding by Ofsted which means families have a great choice. ● The low numbers of pupils entering reception in September 2024 means that the likelihood is that more schools will need to close, in addition to those already closing: Randal Cremer, Colvestone, Baden Powell and De Beauvoir. ● Nine years ago Orchard was oversubscribed, but the picture is very different in Hackney now. The opening of new free schools also impacted on the intake of the existing community schools. ● In close succession, the pandemic with families leaving London, austerity, cost of housing and Brexit have been hugely impactful. ● Housing and lack of has also impacted on pupils numbers. The wait for a two bedroom flat is 12 years. 1% of private rentals go to housing benefit families. ● All these factors mean that talking about the academy agenda is pertinent.
6.2	<p>QUESTION: What are the comparisons? ANSWER: A similar school in Hackney would be Woodberry Down. Ofsted use the IDSR to inform their visit, they would look at attainment and progress and the data, which is held by the government. Data is gleaned from national test/reported data, pupil and staff census information.</p>
6.3	<p>QUESTION: What does mobility capture? ANSWER: Mobility is children coming in and out of the school during the school year.</p>
6.4	<p>QUESTION: Did the school previously have three classes? ANSWER: We anticipated that we would not receive 90 pupils so a temporary PAN has been put in place. This year the school took 68 children in reception, and the number had been declining over time. There are currently 68 children spread across three small classes. This impacts on the school budget negatively. Ideally it would go down to 60 and have two classes, which is more financially viable. The reception allocations list shows that none of the three form entry forms have been allocated 90 children for September 2024, the exception being The Olive (an Islamic faith school).</p>
6.5	<p>QUESTION: Is there a way of triggering an Ofsted inspection so that the school might be graded as Outstanding again?</p>

	ANSWER: No, although school leaders would welcome an early inspection.
6.6	QUESTION: Is there anything that governors can do in relation to the PAN? ANSWER: A temporary PAN could be done possibly for two years, then the school would need to look to permanently reduce. A temporary PAN is a non-legally binding agreement, and the school could be forced to go over numbers in year groups with temporary PAN reductions.
6.7	QUESTION: Is there anything happening in Tower Hamlets which is why residents are applying for Hackney schools? ANSWER: It is simply down to the proximity of their homes.
6.8	QUESTION: Is the picture similar to the other two schools? ANSWER: Hoxton has taken in 45 additional children this year as Randal Cremer is local and closing. Reception numbers indicate an intake of 30 which would result in a temporary PAN of 30. To protect your school in the long term you have to have children coming in at the bottom of the school (in Reception).
7.0	Outcomes and actions from parent survey
7.1	The parent survey is paper because online surveys have in the past typically not been filled out as well as paper. It also makes it accessible to all parents.
7.2	The number dipped slightly from last year from 285 to 271, but pupil roll has slightly decreased so there is still a good number of parents completing.
7.3	There were three actions from last year which were around perception of how the school deals with bullying, coffee mornings being useful and how well the school is led and managed.
7.4	An analysis of the responses for this year shows an increase of 4% to 98% in parents agreeing that the school is led and managed well.
7.5	Coffee mornings have increased by 1% to 94% and positive responses to how the school addresses bullying increased by 3% which is also positive.
7.6	The focus areas continue to be parents' perception of how school deals with bullying, whether coffee mornings are useful, homework and whether the school website is useful.
7.7	QUESTION: Is there qualitative feedback too? ANSWER: Yes, comments are grouped together where possible. There were six comments about homework - some wanted more, some less. Five comments about home-school communication, and enrichment trips. There are six trips per year group per year and there are enrichment weeks every half term and lots of workshops. So it was disappointing that some parents commented negatively regarding this aspect of the school offer. Some parents asked for more social events, but this would not be within the remits of the school's purpose.
8.0	Any Other Business
8.1	Turkish classes take place at the school.
8.2	Action: Wellbeing meeting to be arranged with Chair and Stephen.

8.3	A World Book Day career online event was held today which focused on being an agent, editor and marketing manager career and there is a livery company event at Guildhall about linking children to different careers with various activities.
8.4	<i>Action: The Chair to forward links to SOB for livery company event at Guildhall.</i>
9.0	Any Confidential Business
9.1	The Chair or Clerk were not notified in advance of any Confidential Business.
10.0	<u>Glossary of Common Terms</u>
10.1	Governors acknowledged the glossary of terms.

The meeting finished at 7:05pm.

Signed: _____ **Date:** _____

James Gowland

Chair of the Full Governing Body (FGB)
The Viridis Federation