

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

On Thursday 27th June 2019 at 5pm

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, JG and LT. KR acted as Chair in the absence of JG.

Document pack distributed to attendees prior to the meeting

2. Governing Body Organisation

2.1 Membership

Action: Children Arts Business to be removed for KR in reference to relevant business interests.

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

Document pack entails the Governors Body Annual Calendar for 2019/20 of which was distributed to all attendees prior to the meeting.

SW queried why Orchard dates for the Governors morning visits were particularly on a Friday, where as dates for Southwold and Hoxton Garden are varied.

RD explained that there was most likely no intention & this could be changed. For further discussion.

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

KR requested for an update from the SENDCo whom shared her findings as part of a project she is implementing this year for SEND – point no 6.

RD explained that the project has reached its final stages. As part of the SENCO's CPD program there are two projects, one of which is carried out internally and another at a local school. The focus around the project was around developing teacher confidence with SEND pupils. The SENDCO supported three members of staff of variant experience across the school. For pupils specifically planning has improved overall in terms of the selection of differentiated activities by teachers of which is sustained through

scrutiny outcomes and being monitored across the Summer term. The next wave of this is to re-implement this in other teaching staff by those teachers who have been part of the initial project and then moving on to sharing with the year group.

No further comments.

Minutes agreed.

4. Headteacher's Report including:

4.1: Headline Data presented and analysed for key trend in content of overall National position:

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Table 1: % at age expected: June 2019

RD explained that the June Assessment has taken place of which continues to be based on teacher assessments, using the expectations for each pupil through assessment grids in the back of their exercise books. Dates evidence is collated to build a picture that each pupil has met their individual end of year expectations.

Moderation takes place in each year group in which outcomes are reviewed and checked against the evidence collated in books. Moderation takes place internally and cross-site. Orchard is being externally moderated for Early Years of which is part of the standard LA review process.

Table 1 demonstrates the percentage of pupils who are at the age expected level across the year group. Year groups are stable in terms of percentage of age expectation. RD highlighted that in most cases Maths is slightly higher than Reading and with the changes made to the Maths curriculum this is interesting. RD referred to table 2 in which Maths is demonstrated in green bars. Again progress is higher in Maths too.

SW highlights that Maths has always been a strong area of achievement and therefore there wouldn't be an expectation to achieve further.

RD explained that there has been a shift in the pedagogy of the curriculum and this has had a positive impact in relation to data sets across all three sites within the Summer term which shows progression from the initial standing point.

The percentage across Reading, Writing and Maths are consistent and this is good to see – there is nothing particularly highlighting as an area of concern.

Table 2: Value Added Progress: June 2018

Table 2 suggests that there is progress of which amounts to all above expected across all year groups. In some cases the progress has been higher and in some cases slightly less.

Year 1 proved less as they are bench marked from the Autumn term rather than at the end of their previous year – the data from Early Years (Reception) is recorded slightly differently, hence bench marked from their first term of Year 1.

All other year groups are measured from the end of their previous year.

Table 3: Value Added Progress of Key Groups: June 2019

Table 3 shows that all pupils in Reading, Writing and Maths in all groups are above expected.

RD stated that there is a good consistency of progress across all groups but it is noticeable that the progress for Maths across all groups is higher also, again this is interesting.

One of the areas of focus for the Autumn term consisted of Turkish, Kurdish and Cypriot pupils in Reading. These pupils had made less than expected progress however this gap has now closed. Progress is now in line with the Writing and Maths outcomes.

The Senior Team carried out an internal project in which key pupils within the group were identified and the year groups specifically who were perhaps struggling more so than others. The Inclusion Team have invested in a number of strategies to support this:

- Questions structured in the home-reading diaries were translated into Turkish in the form of bookmarks.
- Focussed coffee mornings were run twice, in which TAC families were targeted and invited were sent.
- Senior Leaders were checking home-reading diaries, supporting with dialogue to ensure that Reading was taking place at home.

Disadvantaged pupils have made progress in line with all pupils.

RD queried if there were any questions about the data presented.

KR declares no, but expressed how impressive it all appears.

4.2: Teaching Profile and Strategic CPD actions

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All teachers across the school are either consistently good or better than good.

Five teaching staff (in class) judged as outstanding. At Easter, an experienced teacher was recruited to replace a teacher leaving.

The NQT who was underperforming in the Spring Term has made great progress over the Summer Term with closing gaps and being on track to achieve end of term expectations. Intensive coaching and mentoring has enabled this.

Orchard has hosted a number of best practice visits.

RD has presented once more at the National Apprentice Conference.

A creative Curriculum 'Teach Meet' also took place of which was located at the British Film Institute. The Arts Co-Ordinator is leading on this.

The LA review/health check also took place, of which is bought into as part of analysing key lines of enquiries.

The school debating team attended the Debate Mate National Final in Oxford and Orchard came 5th nationally, this is a huge achievement.

Families week was successful of which included the annual Afternoon Tea with Grandparents, this year amounting to 146 Grandparents attending.

Based on Parent Feedback, additional Early Years Coffee Mornings have taken place this year to encourage additional engagement. The experience enables parents to learn key skills and then adapting these in class with their child – the session was split in two parts.

Orchard has been re-accredited with the Inclusion Flagship. This is assessed every year.

Operations Data:

The current pupil roll remains the same as the Spring with 636 pupils. The school has a few gaps across the year groups only.

SW queried why the pupils roll was lower in the Autumn term.

RD explained that the Nursery intake increased throughout the year with an intake in January and April.

Behaviour & Safety:

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One pupil has incurred an 8 days fixed term exclusion within the Spring/Summer terms. The pupil is currently at a placement at New Regents and will remain there for the next couple of weeks with a view to return before the end of term

An application has been made for an EHCP of which is based on his social and emotional needs.

SW queried whether there is a large cohort of primary pupils at New Regents?

RD explained that there is a fairly consistent cohort at New Regents of which typically comprises of pupils on placement rather than the result of permanent exclusion.

KR queried how easy it was to access the PRU as a service?

RD stated that it is fairly easy but not particularly a cheap service.

OP added that there remains a charge despite children not attending.

RD further added that it is a carefully considered decision and one that is a last resort.

Continuation of ABQM steering group – please review key documentation on the website – action and review

4.3: Review of Attendance Targets & Strategies

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RD explained that the overall school Attendance is 96.6%. The Attendance Challenge has commenced again this year, for each week (for 3 weeks) that each child is present they attain a wrist band. At the end a class prize and family prize is awarded.

4.4: Progress Towards End of Year Targets

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Year 2 and 6 data was presented, this comprises of Teacher Assessment data as SATs results have not been announced as yet. Year 2 is in line with the national, and the year 6 Teacher Assessment results have been moderated on 3 occasions.

Risks & Priorities:

- Implementation of revised humanities and science curriculum with a focus on pupil application of skills and knowledge.
- Further focus on embedded leadership of personalised CDP plans to ensure a higher overall percentage of outstanding teaching.
- Revised NQT CDP offer to take account of apprentice starting points.
- Revising staffing structure for 2019/20 to take account of the full growth to three form model,
- Review of home reading genres across the school to ensure a breath and pitch of available texts for all year groups with a focus on the home reading texts provided for EYFS and KS1.

4.5 Strategic planning for new academic year:

A shift occurs again to make adjustments to the final years of 3 form entry. Year 6 will be split into 3 classes next year, with the current year 5.

The structure for Orchard will change slightly, currently there is a DHT for Inclusion and Curriculum working across the whole school in which the focus will exist across key stages instead. This will fit into the model of split play times also.

No questions.

5. Consideration of SIP Report

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The SIP report in the pack is the second visit from the Spring term. The final SIP report was presented to attendees by RD.

The focus was assessing leadership and management of the school so there were lots of opportunities for the middle leaders and senior leaders to meet with the SIP.

SW queried what SEN wave two is meant?

RD explained that it is an in-house model which allows for pupils to be categorised. SEND is special, educational needs pupils, now only consisting of SEN support or EHCP.

Wave one pupils are defined as those who are on the SEND register but who are accessing in class support and making progress.

Wave two consists of pupils who are accessing interventions outside the classroom, or pupils being considered for an EHCP.

Year 1 and Year 5 and also being focused upon because they become Year 2 and Year 6 the following academic year.

Outcomes were reviewed from the actions that were identified in the SIP (2) visit. Maths and Science in KS1 and the attainments for disadvantaged pupils.

All verified as ones again which is great.

6. Orchard School Development Plan & Strategic Planning for 2018/19 Review

Page 25 – 35:

The green points are areas which have been embedded and are already in progress.

The red points are areas which are being actively embedded or focused upon.

OP queried about the cost of the school website being a Federation cost.

RD clarified that this was a Federation cost, including a website for each school and a Viridis website.

OP stated that this was great and cost effective.

7. Any Other Business

None

11. Glossary of Common Terms

None

Meeting finished at 6:15pm