

Orchard Governing Body Subcommittee Meeting Minutes

Date: Thursday 23rd June 2022

Time: 6pm

Location: Orchard Primary School, Holcroft Road, London, E9 7BB

Attendees: James Gowland (JG) - 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: Chisara Nwabara (CN) - Co-opted Governor / Sara Walsingham (SW) - Co-opted Governor

Electronic Pack:

1. Agenda for Orchard Sub-Committee Meeting 23rd June 2022
- 2a. Viridis Governing Body Membership 2021 - 2022
- 2b. Viridis Terms of Reference 2021 - 2022
- 2c. Viridis Register of Business Interests 2021 – 2022
- 2d. Viridis Code of Conducts for the School Governing Body 2021 - 2022
- 2e. Viridis Governing Body Calendar 2022 - 2023
3. Orchard Sub Committee Governing Body Meeting Minutes 24th February 2022
4. HT Report Orchard 23rd June 2022
5. Orchard SIP 2 Spring 2022
6. Orchard SDP 2021 - 2022 REVIEW
8. Glossary of Common Terms for Governors 2021 – 2022

Minutes

Agenda item: 2. Governing Body Organisation

Discussion:

a. Declarations of interest in items on the agenda

None to declare.

b. Membership

KR requested if the membership will need changing due to change of Headship. **RD** confirmed it will be updated next academic year.

c. Acknowledgement of Terms of Reference (TOR)

No changes or comments.

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 6th October 2022, 6pm at Hoxton Garden.
- Orchard Subcommittee Meeting on 3rd November 2022, 6pm at Orchard.

Conclusions:

All in agreement of Governing Body Organisation documents and items.

Action items	Person responsible	Deadline
None	n/a	n/a

Agenda item: 3. Agreements of minutes from the last meeting (ref: 3. Orchard Sub Committee Governing Body Meeting 24th February 2022 Minutes)

Discussion:

KR asked if everyone had looked through minutes and in agreement. Page by page review.

Conclusions:

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

Agenda item: 4. Headteacher's Report (ref: 4. HT Report Orchard 23rd June 2022)

Discussion:

a. Outcomes

Top left-hand side of report 'Table 1 - Table 1: % at age expected: June 2022' data. School tracking data shows that the majority of pupils in all year groups are working at expected levels in Reading, Writing and Maths. Internal moderation and pupil progress meetings have taken place for all year groups to quality assure the assessment process.

Middle left-hand side of report 'Table 2 - Value Added Progress: June 2022' data. Y2 - Y6 all pupils have made more than expected progress in Reading, Writing and Maths (more than 25 points progress from the end of last year.) Year 1 progress data shows more than expected progress in Reading, expected progress in Writing and less than expected progress in Maths. Moderation of pupil outcomes shows a group of 9 less able pupils in Maths were not showing sufficient evidence of end of year standards and are receiving targeted support to close the attainment gap by the end of this academic year. This is already in progress though extra support and resources.

Lower left-hand side of report 'Table 3 - Value Added Progress of key groups: June 2022 data. All significant groups of pupils are making more than expected progress in Reading Writing and Maths. 2 EHCP pupils have made significant progress in Writing due to 1:1 intervention. The largest ethnicity group is Black African who are making progress in line with all pupils. Disadvantaged pupils continue to make comparable progress with all pupils across all three subjects.

AW asks if anyone has any questions.

KR identified that Y2 pupil progress was a concern during the last meeting due to lockdown but the data reflects how beneficial interventions have been as the pupils are on track.

RD highlighted Y2 data was comparable to pre COVID 19 data. This cohort do not have end of EYFS data because of school partial closures.

JG asks when KS2 results will be released.

AW confirms Tuesday 5th July.

JG asks what writing intervention is in place for the EHCP cohort as there has been significant progress.

AW explained that emphasis on language and oracy are rigorous to ensure children are able to effectively articulate and communicate knowledge and understanding. SEND monitoring and quality first teaching support progress of all groups.

AW adds that in-class staff: pupil ration supports intervention and response to maximise progress.

JG asks which areas of outcomes the school is satisfied with and which need further work.

AW clarified Y3 as a focus group to ensure progress is consistent for all key groups. Y5 pupils are being prepared for Y6 through setting.

b. Quality of Teaching and Learning

Top-centre of report 'Teaching Profile' data. The teaching profile shows an increase in percentage of outstanding practitioners however remains below the 40% target. There have continued to be staffing challenges for the school across the year which have impact capacity to move the profile forward rapidly. Since the last HT report there has been one mid-year resignation due to relocation abroad. In addition to the two long term absences in the Autumn Term, two additional teaching staff have also had periods of absence due to a newly diagnosed medical condition and an accident. Two members of staff have also started maternity leave. An experienced teacher was recruited in KS1 and senior leaders have been moved to support teaching in KS2.

AW further adds that the young people in university during the pandemic were disadvantaged in terms of not receiving the in-school experience one would usually receive under normal circumstances on a pre-ECT programme. We were at an advantage with our Apprentice Teachers receiving on-site experience with children who are fitting.

SB adds that it is hard for ECTs coming out of studying straight into the profession and often leave the profession within a few years. SB asks what the school does to cushion this support.

RD The availability of the Apprenticeship Programme which is heavily oversubscribed as it is a salaried route into teaching; we had 4, potentially 5 submissions of interest, 3 of which are current staff in various roles such as HLTAs or TAs. 2 external staff came in and experienced a half-term into the route to enable them to be equipped before the start of the new academic year. The implementation of a Graduate Teaching Assistant recruitment programme is also an active thread for recruitment which will be re-run in the new academic year.

KR asks how the existing team are kept motivated if they are having to step in when staff leave, making job satisfaction not as expected. Additionally, with extra government strategies being implemented.

AW mentions that the breadth of senior leaders is to maintain stability and ensure capacity for teacher development.

Bottom-centre of report 'Behaviour & Safety' data. One child had two foxed term exclusions and will start external alternative provision at the pupil referral unit on a six week intervention. The school is working in a multi agency capacity to ensure full wrap-round support is provided for the child.

AW highlights that there have been no bullying investigations since the last report.

AW mentions that there were 101 grandparents/significant older person in attendance for the 'tea party' families' week event which was more than anticipated.

AW shared that the school retains its IQM flagship status.

JG asks to revisit the exclusion data to confirm if the child just required a different setting.

AW confirms yes, it is not a typicality. Every avenue had been explored, considered, changed and adapted and all escalation steps in line with the schools behaviour policy had been adhered to as well as support being put in place yet there was no reduction in behaviour improvement.

KR asks if the policy and intervention has been exhausted.

RD confirms this is a case of the responsiveness to behaviour support intervention of a child displaying extreme behaviour and that in this case, alternative provision as the last resort yet best suited to the child's needs at this stage.

JG asks what year group the child is in.

RD and **AW** confirm Y3.

c. Operational Data

Top-right of report 'Operational Data'. There has been an increase in pupil roll, partially due to the nursery intake that happens throughout the year.

RD highlights that although there is an overall pupil roll rise at Orchard due to nursery intake, there is little increase in other year groups with gaps in pupil roll which will widen.

JG highlights that this is mentioned in the SIP report.

KR asks what the lowest class size is if a typical class is 30.

AW confirms 25.

KR asks if the work of the Comms Manager will make an impact in raising the school's profile via social media.

RD mentions that the Marketing Analysis document has a core strategy on pupil and staff mobility.

RD also highlights that many schools are in a significantly worse position and some a decline in pupil roll could result in bigger consequences over time regarding finance and sustainability of small school models.

AW moves on to attendance data - the attendance panel meeting showed that the school is carefully tracking all of those children with 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.

d. Current Risks & Priorities

Bottom-right of report 'Current Risks & Priorities' data. **AW** mentions that Y6's have been having primary to secondary transition meetings and events. Other year groups have been having 'move up' transition; meeting their new academic year class teachers.

JG asks how the Y6 transition is going.

AW says many schools are having Y6 – Y7 transition days on 7th July. Some SEND children had another transition in smaller groups accompanied by TAs.

Additional transition has been taking place for identified children requiring scaffolding support.

Conclusions:

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

Agenda item: 5. Consideration of SIP 2 Report (ref: 5. Orchard SIP 2 Spring 2022)

Discussion:

AW mentions the SIP visit took place in March with the SIP 3 visit due next week.

***AW** highlights key points of the SIP feedback report*

Under the focus area 'Review provision in Year 5 in reading, writing and mathematics', **JG** asks was the mention of 'etiquette' was in relation to. **JG** asks if it is less about behaviour.

AW explained the relationship between etiquette and learning behaviours –listening, attention and self disciplined focus.

KR asks if it is notable that post-pandemic behaviour differs from pre-pandemic.

AW mentions that the pandemic cannot be used as an excuse but not being in a consistent educational setting for a year can have an impact. **AW** asks if there are any further questions.

JG noted the section of the report linking to attendance. Are any reactions received from unauthorised absence fines and if it is effective. **JG** also asks if it is a borough or school decision.

RD explained that the school buys into the School Attendance Officer service and have an assigned School Attendance Officer who attends half-termly attendance meetings across the school looking at every child's attendance, particularly those falling behind / at risk of persistent absence. There is a wave of support - an initial letter, exploratory meetings and second reminders. If no improvement and persistent absence continues, families are issued with a Fixed Penalty Notice Warning and then fined as a final resort.

KR mentions the complexity in the process.

RD mentions that the government has updated guidance coming into practice from September 2022 and that this will be shared with the FGB in the Autumn Term.

Conclusions:

All clear on SIP Spring 2 report.

**Agenda item: 6. Orchard School Development Plan & Strategic Planning for 2021/22 review
(ref: 6. Orchard SDP 2021 - 2022 REVIEW)**

Discussion:

The SDP has been reviewed. Green means evidenced action. Amber means growing evidence. Key threads:

Wellbeing

AW mentions that work has been implemented since the last OFSTED inspection, including a mid point staff survey in addition to end point survey. HT presence has been actioned through touch base with key phases and key staff to support school culture.

JG asks if the outcomes were covered from the staff survey.

AW confirmed they were. **AW** further confirms it will be revisited to see what gaps have closed in the outcomes from the July survey.

JG asks if the school receives feedback on the 'Employee Assistance Helpline'.

RD confirms that it is only numeric data which is received due to it being a confidential service.

The curriculum

AW highlighted the importance of teacher knowledge around curriculum delivery and action taken to make this accessible through the humanities curriculum being reviewed and adapted this academic year.

JG asks how this builds on the positives identified in the OFSTED report and how it addresses the focus –the ICT curriculum.

AW explains that the Deputy Headteacher and ICT Subject Leader have worked to improve the articulation of the ICT curriculum and assessment. The ICT strategy meetings have supported this process through cross site dialogue. This is identified through monitoring, feedback and the end of year presentation from subject leaders.

SB asks if the 6-7 months following the OFSTED report has made an impact on the staff ambition to make a significant improvement in every aspect of inspection, resulting in a better OFSTED grade during the next visit.

AW mentions that the OFSTED grade was secure with specific development identified, staff have continued to maintain morale, drive and high expectations as reflected in the SIP, data sets and best practice visits. With the move of Southwold's Headteacher and select staff to Orchard, this should further improve outcomes, complimenting the hard work already displayed by current Orchard staff.

Conclusions: All clear on items under the School Development Plan Review.

Agenda item: 7. Any other business

Discussion:

KR mentions being approached by a parent about no children being allowed on site during the last parents' evening and how this poses a difficulty for parents. **KR** asks what the reason was for this.

RD explained that any parental concerns should always be addressed directly with the school and not communicated in a strategic forum such as a subcommittee meeting in line with the terms of reference and code of conduct.

KR asks about having a communication tool via an app.

RD mentions there are longer term plans to implement this but for now, paper, text communication and digital and social media mediums are working effectively.

Conclusion:

All mention a special thanks and well wishes to **AW** who will be leaving the federation at the end of the academic year.

Other Information

Next meeting:

Thursday 3rd November 2022, 6pm at Orchard