

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

Held on 3 November 2022 from 6pm to 7.15pm at Orchard Primary School

<b>Governor</b>	<b>Role</b>	<b>Term End</b>	<b>Present</b>	<b>Attendance</b>
James Gowland (JG)	Co-opted Governor and Chair	08/26 (T2)	Y	1/1
Chisara Nwabara (CN)	Co-opted Governor	08/25 (T1)	Y	1/1
Samson Brough (SB)	Co-opted Governor	08/26 (T1)	Y	1/1
Kay Richardson (KR)	Parent Governor	08/24 (T2)	Y	1/1
Rachel Davie (RD)	Executive Head Teacher	n/a	Y	1/1
<b>Others in attendance</b>				
Stephen O'Brien (SOB)	Headteacher, Orchard School	n/a	Y	1/1
<b>Clerk</b>				
Jane Ware	Hackney Education	n/a	Y	1/1
Governor attendance at this meeting			100%	
Governor attendance year to date			100%	

**PART ONE: Non-Confidential – Main Business**

<b>1.0</b>	<b>Welcome, Apologies and Consent for Absence</b>
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1.1	The Chair welcomed all to this meeting of the Sub Committee for Orchard School.
1.2	No apologies were received but it was noted that CN was running late.
1.3	The meeting was confirmed as quorate.
<b>2.0</b>	<b>Governing Body Organisation</b>
2.1	<a href="#">Membership</a>
2.1.1	Membership of the Governing Body was acknowledged.
2.2	<a href="#">Viridis Register of Business Interests</a>
2.2.1	No declarations of interest were made.
2.3	<a href="#">Viridis Terms of Reference</a>
2.3.1	Governors acknowledged that they had read the Terms of Reference.
2.4	<a href="#">Code of Conduct</a>
2.4.1	Governors confirmed that they had read the Code of Conduct.
2.5	<a href="#">Governing Body Annual Calendar 2022</a>
2.5.1	2022-2023 dates were revisited with governors.
2.6	<a href="#">Election of Chair / Vice Chair</a>
2.6.1	KR was nominated as <b>Chair</b> by IR and seconded by RD.
2.6.2	Governors unanimously AGREED and APPROVED KR's election as Chair.
2.6.3	SB was nominated to be <b>Vice Chair</b> by KR and seconded unanimously.
2.6.4	Governors unanimously AGREED and APPROVED SB's election as Vice Chair.
2.6.5	It was confirmed that both posts would be twelve months in duration.
<b>3.0</b>	<b>Agreement of minutes from the last meeting and any actions arising</b>
3.1	There were no actions.
3.3	There were no comments on the <a href="#">minutes of the last meeting of 23 June 2022</a> , which governors APPROVED as an accurate record.
<b>4.0</b>	<b><a href="#">Headteacher's Report (Autumn Term 2022)</a> - SOB</b>
4.1	<a href="#">Outcomes Data</a>

4.1.1	This is a positive data set with good results in reading, writing and maths, and grammar, spelling and punctuation.
4.1.2	The progress measures are in line for reading and above for writing and maths.
4.1.3	The percentage of children working at greater depth is above national averages across all subjects for all age groups.
4.1.4	Disadvantaged pupils performed less well at greater depth than other pupils so they will remain a focus.
4.1.5	Around 70% of Year 6 are pupil premium so they are the largest group within that cohort and will be carefully and closely measured, monitored and tracked via half termly reviews and gap analysis.
4.1.6	In terms of outcomes, the numbers working at expected levels is above national averages for all pupils who show good progress on the entry base line.
4.1.7	In KS1 the children have achieved greater depth consistently above the national average but disadvantaged pupils perform less well, as was the case with KS2.
4.1.8	This group will be reviewed closely in year 2 meetings following a similar format to year 6 meetings.
4.1.9	In terms of EYFS and phonics outcomes, the year 1 phonics score was 93% and national was 76% so this is considerable.
4.1.10	The percentage of children with a good level of development at the end of reception at Orchard was 73% which is above national which was 65%.
4.1.11	Disadvantaged was at 63% which is broadly in line with the national figure.
4.1.12	It was noted that the table should say 2022.
4.1.13	QUESTION: Is KS2 writing getting better due to a specific intervention or investment? ANSWER: There should be a strong correlation between the grammar, spelling and punctuation outcomes at KS2 and writing outcomes. If there was a disproportionate gap between them, this would be a discussion point, but for all children in KS2 data shows that strong correlation in this robust assessment.
4.1.14	The data for greater depth, considering the impact of covid, is very good.
4.1.15	Year 2 has been most impacted by covid but has made a strong recovery across the data set in terms of progress and gap closure.
4.1.16	Last year the focus was the get to expected standard and this year it is to get to greater depth.
4.1.17	In contrast to national figures which have declined with reading, writing and maths combined at 58%, the school position is strong.

4.2	<u>Quality of Education</u>
4.2.1	The majority of teachers in the school are within this profile, all are good or better which is a strong place to be in autumn term, this is a good baseline.
4.2.2	A third deputy head has been recruited who will have inclusion responsibilities. In KS1 there are a number of high needs children so this will benefit them.
4.2.3	This was an internal appointment after an external recruitment process.
4.2.4	There are two level one early careers teachers (ECT1s) and four level two early careers teachers (ECT2s) and all are graded good.
4.2.5	There is a blended model of weekly continuous professionals development (CPD) across the Federation, local insets, there is a particular focus on maths, investigation skills and writing.
4.2.6	The outstanding figure normally drops in autumn as staff leave but the school has an ambitious plan to achieve 40% outstanding.
4.2.7	Starting with a good baseline is a springboard, the plan is to identify teachers who can be developed to the next band of teaching expertise.
4.2.8	This is achieved through knowing teaching strengths. The senior leadership team (SLT) meet and discuss development and use senior leaders to model best practice and support those teachers.
4.2.9	There are regular opportunities to engage in professionally dialogue for excellent practitioners through a specific Federation programme led by a teaching and learning consultant.
4.2.10	There have been four suspensions, previously known as fixed term exclusions, since autumn 1 term started, which is in line with 2021.
4.2.11	Suspensions are a continued focus with the school, the Federation and Hackney but extreme behaviour cannot be accepted because of the safety risk to other pupils, staff and the child experiencing high levels of dysregulation.
4.2.12	The use of the engagement unit is now universally free to use for all Hackney schools and this was previously a paid for service; using this service has proven the school already has a strong provision in place which includes zones of regulation, visual timetables and trigger points.
4.2.13	The school has always used learning mentors, the special educational needs coordinator (SENCO) and the Hackney inclusion team as a support mechanism.
4.2.14	Each child at risk receives a bespoke plan which may include a mentor provided by the engagement unit so there is additional package support which can be

	really effective, however school based strategies need to be exhausted first, to avoid devaluing the systems already in the school.
4.2.15	Behaviour high need is an ongoing process due to the number of pupil within the main stream setting. Inclusive provision, reasonable adjustments and careful quality assurance are in place.
4.2.16	<p>QUESTION: How have school strategies been effective?</p> <p>ANSWER: There have been a reduced number of incidents and parent forms. Some high needs children are going to need more support with behaviour and needs. There is a significant variation of behaviours within special educational needs and disabilities (SEND) which can include children with autistic spectrum disorder (ASD) over sensitised by their environment which subsequently leads to dysregulation and sometimes physical behaviour. Hackney does not have enough specialist settings for children with SEND. Hackney has the second highest number of EHCPs in the country and the ambition is to lower the number of children sent out of the borough to placements over time however at the moment there are limited specialist settings and places. An alternative resource provision (ARP) can be effective but places are limited. There is only one Hackney school with a social emotional mental health (SEMH) base which is excellent for children who need to access a specific provision but has limited number capacity. The local SEND offer on the website is reevaluated every year in terms of the inclusive provision on offer.</p>
4.2.17	Orchard is a popular school for children and aims to provide an inclusive provision where the children can be educated together in the classroom.
4.2.18	Reduced timetables are being utilised in the short term to allow provision to be altered to avoid recurring triggers of behaviour.
4.2.19	The school engages with the Hackney inclusion team as well as the SEND team who review the school's systems in terms of evaluation and tracking.
4.3	<u>Operational data</u>
4.3.1	Nursery children go up to reception which impacts the figures this time of year but the nursery class will fill up.
4.3.	Years 3 and 6 are full so there is still a positive pupil role figure.
4.3.	SEND and pupil premium are still broadly in line with summer.
4.3.	Attendance is slightly higher than at the end of last year.
4.3.	The number of persistent absences is broadly in line with summer and this is normally impacted by children taking holidays during school term time.
4.3.	Upcoming assessment data targets for this year's years 2 and 6 will be available in due course, but outcomes are in line with this time last year which is a good start.

4.3.	QUESTION: How do you work out the targets? ANSWER: Targets are based at KS1 and where they leave in year 5, and are always ambitious and aim high.
4.3.	Environment and behaviour generally in class are strong with a positive feeling present when walking around the building and polite language and behaviour evident in the children.
<b>5.0</b>	<b>School Development and Evaluation</b> a) <a href="#">School Development Plan</a> b) <a href="#">Self-Evaluation Form</a>
5.1	In terms of leadership and management the school is introducing a third deputy, there is succession planning related to who the next leaders and heads will be, efficiencies whilst maximising impact on learning, tied to wellbeing, the survey and action plan.
5.2	SEND pupils have been covered in the headteacher's report.
5.3	The ECT programme is run across all three schools by SOB and all ECT1s and ECT2s are graded as good.
5.4	In terms of the Quality of Education, the children's remembered learning is an ongoing focus and there are questions about previous learning and knowledge.
5.5	In terms of early years, there is an excellent indoor learning environment and it is now planned to be reflected in their external environment too.
5.6	In early years, Literacy is a focus area.
5.7	In terms of personal development and behaviour, systems around behaviour and attitude are all applied consistently across the school.
5.8	The school is focusing on reducing suspensions, developing oracy with parents about online safety.
5.9	Kindness and bullying is a half termly focus in assemblies and this includes clarifying the difference between bullying and being unkind.
5.10	QUESTION: How is bullying and being unkind differentiated? ANSWER: Bullying is repeated with intent, and unkindness is one off and unintentional. The school aims for kindness as a culture within the school.
5.11	There is a focus in ensuring a wider variety in after school clubs provision.
<b>6.0</b>	<b>Statements</b>
6.1	<a href="#">PPG Strategy Statement and Recovery Funding</a>

6.1.1	Last year there was an expectation for a standardised pupil premium strategy statement, whilst this is reviewed annually, the main content should not change across the three years too greatly.
6.1.2	Core data is on the front page, including the percentage of pupil premium children.
6.1.3	Recovery premium funding continues this year from the government linked to covid period.
6.1.4	There is a recovery statement on the website which is not statutory but because the funding is being used specifically for speech and language therapy (SALT) ensuring that interventions are consistent in classrooms.
6.1.5	This has been working well across the Federation and is now into its third year and the plan is for this to continue regardless of funding.
6.1.6	Core principals and a research base underpin the rationale for activities being undertaken.
6.1.7	There is a review of the strategy from last academic year and an evaluation of how it worked.
6.1.8	There is not a significant difference between disadvantaged and all children which is important but there is a gap which is enough for this to remain a continued focus.
6.1.9	The teaching element takes account of the data analysis and teacher assessment data which was looked at in the June meeting in this forum.
6.1.10	Targeted support relates to the speech and language and use of online programmes such as Symphony, Times Tables Rockstars and Mathletics and there are small group interventions such as booster groups.
6.1.11	Wider strategies are used for unlocking potential provision which offers additional therapeutic support to children.
6.1.12	The Children and Adolescents Mental Health Service (CAMHS) are oversubscribed with long waiting lists for therapy and the school allows holding therapy for vulnerable children to remove barriers from education and whilst these costs are increasing, it is critical that these services are continued.
6.1.13	This is still heavily subsidised by the charity sector so the remaining cost has to be met.
6.2	<a href="#">Sports Statement</a>
6.2.1	The statement is about physical education (PE) quality assurance to ensure robust provision of the PE curriculum.

6.2.2	Wider enrichment opportunities include keeping healthy week, nutritional understanding and a member of staff is being supported to enter a competition.
6.2.3	Swimming is reported annually within the sports statement regarding year 6 but the school does swimming in year 4, however there was no swimming due to covid so there is no information about this in the report.
6.2.4	There are not adequate swimming facilities in Hackney so not many slots available and this is really challenging.
6.2.5	QUESTION: Has the school used Badoo sports? They could provide a good after school provision as they have become a really well established charity that contributes significantly to the local community sport offer. ANSWER: The school is aware of them but uses another company.
<b>7.0</b>	<b><u><a href="#">Consideration of staff wellbeing: staff survey headlines</a></u></b>
7.1	75% were around curriculum, assessment and teaching, and learning responses were positive.
7.2	87% of teachers found marking policy worked well for them, they feel it gave accurate results of attainment and achievement of children.
7.3	The staff feedback informs the action plan some of which includes action required around timeframes.
7.4	Morning briefings include the mention of assessment grids.
7.5	Fans have been replaced across the entire federation which was partially in response to requests for staff room.
7.6	Staff breakfast started in autumn term.
7.7	There have not been any resignations at October half term, which is really positive and this has been the case across the whole federation.
7.8	Staff feedback suggests no systemic concerns across the Federation in terms of wellbeing.
7.9	QUESTION: Does the number 73 concern you? ANSWER: This is not typical. This year this is being addressed through consistency in a wellbeing focus across the school.
7.10	QUESTION: When will the next survey be? ANSWER: Christmas.
7.11	QUESTION: How does the survey go out? ANSWER: By QR code, email, it is promoted at briefings, staff allocated time to do it and ipads are offered to complete it. The survey asks what can be done to make things better, and the responses are acted on. The foci come from teacher



	comments so they are co-designers and the collaborations are really important. Anecdotal comments have to be filtered and common trends identified.
<b>8.0</b>	<b>Any Other Business</b>
8.1	No other business was raised.
<b>9.0</b>	<b>Any Confidential Business</b>
9.1	The Chair or Clerk were not notified in advance of any Confidential Business.
<b>10.0</b>	<a href="#"><u>Glossary of Common Terms</u></a>
10.1	Governors were advised of the glossary of terms.

The meeting finished at 7:15pm.

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**James Gowland**

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