

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

Held on 23 February 2023 from 6pm to 7.15pm
at Orchard Primary School

Governor	Role	Term End	Present	Attendance
James Gowland (JG)	Co-opted Governor and Chair	08/26 (T2)	Y	2/2
Chisara Nwabara (CN)	Co-opted Governor	08/25 (T1)	N	1/2
Samson Brough (SB)	Co-opted Governor	08/26 (T1)	Y	2/2
Kay Richardson (KR)	Parent Governor	08/24 (T2)	Y	2/2
Rachel Davie (RD)	Executive Head Teacher	n/a	Y	2/2
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.
1.3	The meeting was confirmed as quorate.
2.0	Governing Body Organisation
2.1	Membership
2.1.1	Membership of the Governing Body was acknowledged.
2.2	Viridis Register of Business Interests
2.2.1	No declarations of interest were made.
2.3	Viridis Terms of Reference
2.3.1	Governors acknowledged that they had read the Terms of Reference.
2.4	Code of Conduct
2.4.1	Governors confirmed that they had read the Code of Conduct.
2.5	Governing Body Annual Calendar 2022
2.5.1	2022-2023 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 3 November 2022 , which governors APPROVED as an accurate record.
4.0	Headteacher's Report (Spring Term 2022) - SOB
4.1	Outcomes Data
4.1.1	There has been testing and teacher assessment with 75% or more reaching expected levels across school, all children are expected to be accessing the curriculum, and this is in line with summer 2022 data.
4.1.2	The progress is from the summer assessment to December but there is no progress measure for year 1 due to EYFS measures being different and not comparable..
4.1.3	There is a positive picture with groupings data in terms of progress in reading, writing and maths.

4.1.4	Progress is measured differently, for example in education health care plan (EHCP) which is against individual targets.
4.1.5	There have been some Turkish, Kurdish and Cypriot new starter children with little English. A case study has been undertaken to track individual progress.
4.1.6	The tracker identifies children in the group that supports identification and this could be reviewed across sites.
4.1.7	Last week, a Turkish case study was considered and across the schools in the cross site meeting, looking at specific children in the cohorts. This supports best practice analysis.
4.1.8	This supports in terms of making sure the gaps do not grow in reading within our school. In Hackney and nationally the TKC group do not perform well, so the dataset is both a Hackney and national trend.
4.1.9	The data for Black Caribbean bucks national trend and children perform well.
4.1.10	Year 3 has been impacted by covid (from EYFS) yet their attainment is in line with other year groups.
4.1.11	White Rose is embedded as a principle in terms of maths curriculum.
4.1.12	The local authority review identified maths as a strength.
4.2	<u>Quality of Education</u>
4.2.1	In the autumn term, 20% of teachers were outstanding, 70% were good and 10% required improvement and this has since changed due to staff development and is now 100% good or outstanding.
4.2.2	The apprentice teacher in year 1 is doing an alternate placement at Southwold School and likewise the same is the case with Orchard School who have Southwold School's apprentice teacher.
4.2.3	Results of the mid year staff survey reflect that 84% of staff intend to stay on for the next academic year, however some may wish to move site.
4.2.4	A section about wellbeing was included in the survey, and 86% agreed that they felt well supported which is an increase of 65% on the same question last year and reflects the hard work that has been done around this.
4.2.5	There has been a focus on reading and effective delivery of the computer curriculum, and an inset on delivering modern languages which went down well with practical ideas about this.
4.2.6	The school is applying for the eco schools green flag, and the flagship Inclusion Quality Mark (IQM) reaccreditation is coming up.
4.2.7	Further to the report there has been a third suspension, the school has been working with the re engagement unit (REU) and the child concerned has now moved to New Regents pupil referral unit (PRU).
4.2.8	The most recent behaviour report shows that there were 69 behaviour incidents, which is a decrease of 8 on last term and 32 on the same time last year.

4.2.9	<p>QUESTION: What is the threshold of the blue form?</p> <p>ANSWER: It is a way of logging, which could be due to a child being unkind in the playground, use of appropriate language or inappropriate behaviour in class. Blue forms are not sanctions but a school system of recording.</p>
4.2.10	Recruitment continues throughout the year and the challenges are addressed through the inhouse development programme to ensure that there is a large enough pool of staff to provide cover as required.
4.3	<u>Behaviour, safeguarding and well-being</u>
4.3.1	In terms of operational data, pupil roll is stable at 630 today.
4.3.2	Pupil premium and free school meals are stable.
4.3.3	Attendance dipped just before Christmas, due to families going away early or coming back late.
4.3.4	93% is a concern, whilst national is 92.3% high levels of work continue. Post-covid school attendance is not as high as it was pre-covid.
4.3.5	National attendance data is published weekly.
4.3.6	<p>QUESTION: What is the impact of attendance slipping below national average?</p> <p>ANSWER: As far as Ofsted are concerned, outstanding attendance is required to gain an outstanding result. Attendance is tracked with persistent absences addressed. Robust school systems are the priority to ensure a child's right to education is maintained.</p>
4.3.7	<p>QUESTION: What is defined as persistent absence?</p> <p>ANSWER: Anyone whose attendance drops below 10%. 10% is half a day a week which is significant. This is addressed with letters, attendance surgery and potentially fines. Persistently late children are also tracked alongside attendance to fully understand the picture, in line with the school's key values and to ensure that support is in place where required.</p>
4.4	<u>Current risks and priorities</u>
4.4.1	Attendance, behaviour and reducing suspensions are the foci.
5.0	Orchard Supportive Review
5.1	This is a reflective review, where a local authority officer carries out a review across the day identifying four areas, which include two from the last Ofsted report and two school priorities, such as early reading and the bottom 20% achievers in maths in terms of SEND children.
5.2	The review into Maths included a learning walk and book review and explored how work is adjusted to ensure that it is matched to suit abilities and address learning gaps.
5.3	There were meetings with subject leaders for computer science and humanities who were able to articulate the implementation and impact of their subjects, and a book look was felt to be excellent.
5.4	Key concepts were identified, such as mapping through year groups.

5.5	Reading was an area to focus on to ensure that expectations match teacher delivery in all sessions across year groups.
5.6	A subsequent change is that the weekly Friday reading meeting is now alternate with phonics.
5.7	Teachers were spoken to and were very positive about the school, in terms of support from SLT and they understood their safeguarding duties.
5.8	It is important for developing understanding for all staff in terms of learning and CPD and an Ofsted inspection would require them to be able to talk to officers.
5.9	QUESTION: When will the Ofsted inspection take place? ANSWER: It could be any day, and whilst Ofsted are 2000 inspections behind, when it happens it should be in the order of Hoxton, Southwold and then Orchard.
6.0	Outcomes and actions from parent survey
6.1	How the school deals with bullying was identified as a positive, in terms of comments in the parent survey.
6.2	There has been an increase across all three schools in parents agreeing that the school deals with bullying effectively and a lot less parents saying they do not know.
6.3	There was a slight dip in responses but across five years it has been around high 200s which is positive.
6.4	Results are grouped in most positives, for example anything above 95, then there are comparisons in agreeing and disagreeing on last year and for every box there has been a positive increase.
6.5	In terms of the improvement to responses to how the school deals with bullying, there has been a shift in language, such as acknowledging the difference between unkindness and bullying, and this has been the case across all three schools which is positive proof of the effectiveness of the changes made.
6.6	Three areas were questions with the lowest agreement or general comments.
6.7	Bullying, coffee mornings, with possible changes to the model, and listening to parents and suggestions will come through adapting the school offer.
6.8	There are always parents commenting on communication and the school continue to strive to meet parent expectation of balance.
6.9	Positive parent comments and areas of focus are on the website and are representative of the schools.
6.10	QUESTION: How is the school dealing with the issues regarding the one less class completing their survey? Is there no way that it could be sent out? ANSWER: Two classes had to cancel parents' evenings due to sickness so their parent surveys would not have submitted their surveys. These were gathered post analysis. Parents' evening is the best way to do it.
6.11	The parent survey response is significant enough to draw data from.
7.0	Any Other Business

7.1	<u>Book day</u>
7.1.1	There have been lots of positive comments about world book day leaflets and the amount of activities happening.
7.1.2	The date of book day was changed to ensure that it was not on the same day as one of the teacher strikes.
7.2	<u>Strikes</u>
7.2.1	The letter for strikes goes out tomorrow so preparations can be made over the weekend.
7.2.2	It is hoped that more year groups will be open as less people are expected to strike this time.
7.2.3	There are three strikes in March.
7.2.4	The DfE stated very recently that they will go into talks if strike action next Thursday 2 March is withdrawn.
7.2.5	QUESTION: What happened on the last strike day? ANSWER: The school had year 6 in.
7.2.6	QUESTION: Does it present a learning opportunity for children to find out about strikes? ANSWER: Strikes are discussed in terms of topical news in assemblies e.g.transport, Amazon and postal strikes
8.0	Any Confidential Business
8.1	The Chair or Clerk were not notified in advance of any Confidential Business.
9.0	<u>Glossary of Common Terms</u>
9.1	Governors were advised of the glossary of terms.
9.2	Amendments were suggested by the Chair in terms of Lower KS1.

The meeting finished at 7:15pm.

Signed: _____ **Date:** _____

James Gowland

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