



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

Held on 15 June 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	3/3
Chisara Nwabara (CN)	Co-opted Governor	08/25 (T1)	N	2/3
Samson Brough (SB)	Co-opted Governor	08/26 (T1)	Y	3/3
Kay Richardson (KR)	Parent Governor	08/24 (T2)	Y	3/3
Rachel Davie (RD)	Executive Head Teacher	n/a	Y	3/3
Others in attendance				
Stephen O'Brien (SOB)	Headteacher, Orchard School	n/a	Y	3/3
Clerk				
Jane Ware	Hackney Education	n/a	Y	3/3
Governor attendance at this meeting			93%	
Governor attendance year to date			93%	

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 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	No declarations of interest were made.
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 23 February 2023 , which governors APPROVED as an accurate record.
4.0	Headteacher's Report - SOB (tabled at the meeting)
4.1	Quality of teaching and learning, quality of education and current risks and priorities
4.1.1	The target for outstanding was 35% and is currently at 33% so this is broadly in line with the target and all teaching is good or better.
4.1.2	Teachers are on track to pass apprenticeship and typically they get a distinction.
4.1.3	There is excellent retention, meaning a very settled staffing profile for autumn term.
4.1.4	Vacancies have been filled through a Federation recruitment drive.
4.1.5	Pupil roll is good although there are nursery places vacant 64 reception children so 3 classes will be open and it is hoped that numbers will rise as this is an expensive decision as class sizes will be smaller and similar

	decision in Southwold and Hoxton so mindful of this in the long term.
4.1.6	There is a PR focus on promoting nursery spaces.
4.1.7	In terms of study visits, there was a best practice visit from school leaders from Southend who came to see the high quality provision.
4.1.8	There was KS1 moderation at Orchard with three external moderators from Hackney Education to look at KS1 outcome judgements which they agreed with.
4.1.9	Presentation in books was some of the best that the external moderators had seen and children demonstrated a real pleasure in reading.
4.2	<u>Behaviour, safeguarding and well-being</u>
4.2.1	Re behaviour, one child has received a further two suspensions totalling five days and is currently at New Regents College (NRC) accessing therapeutic placement, alongside the child discussed last time, and both will be transitioning back into the school before going to secondary school.
4.2.2	QUESTION: Where is NRC? ANSWER: In Old Street but run by Hackney Education
4.2.3	One child is provided with a taxi daily and the other child is taken by their parent.
4.2.4	The children still wear their Orchard School uniform so that they still feel part of the school.
4.2.5	The NRC executive headteacher is also the headteacher of Urswick.
4.2.6	NRC was rated good by Ofsted.
4.2.7	Families Week was held and the tea event was attended by 150 parents and grandparents which was spread over two days and there was really positive feedback.
4.2.8	The PE Quality Mark re-accreditation review went well.
4.2.9	Year 5s are going to a PGL residential for 3 days as part of enrichment provision.
4.2.10	Pupils on pupil premium and free school meals have increased and pupil premium is at 53.4%, mobility is by higher socio economic backgrounds and incoming pupils are lower income or families new to the UK.
4.2.11	Attendance is at 93.9% however higher than national 92.6% but we want this to increase to 96-97%.
4.2.12	Years 2 and 6 data shows teacher assessments which we hope will be higher, outcomes will be received on 11 July 2023. 80% based on data just submitted to the local authority (LA) following moderation which is comfortably above national based on last year.
4.2.13	Many year 2s missed out on reception due to covid, so these results are really positive.
4.2.14	Emphasis on oracy in the school is very robust and explicit allowing many opportunities for children to close gaps quickly.

4.3	<u>Data Outcomes</u>
4.3.1	Most pupils at 75%, curriculum is so embedded that children are working at expected standard or greater depth.
4.3.2	15% or more in each group at greater depth.
4.3.3	Value added shows the children making more than expected progress.
4.3.4	The progress measures are really positive.
4.3.5	QUESTION: On suspension scenario, that is a positive outcome for the two children who have been suspended, an alternative provision (AP) has been provided and they are being reintegrated. ANSWER: Yes, it is very expensive so it is a last resort. Typically these are six week placements that are reviewed. The children do two placements of six weeks, with the second one being a transition block with one additional day per week back at school.
4.3.6	QUESTION: There is zero requiring improvement, so how are the teaching profiles graded? ANSWER: The bandings are rough guides. Four strands are considered to make a broad judgement and identify any areas for improvement. Moderation and discussion encourages sharing evidence of the judgements for the teaching profiles and the overview is updated half termly in terms of various strands. The national set of standards form the baseline for all of this. Observations are linked back to Teacher Standards. This presents an accurate picture of teaching in the Federation's schools.
4.3.7	QUESTION: How is this fluctuation managed when teachers go on leave, in terms of handovers? ANSWER: Induction, two week transition period for handover and the new staff induction plan which includes sessional observations.
5.0	Consideration of School Improvement Partner (SIP) 2 Report - SO
5.1	The report refers to the SIP visit in March 2023.
5.2	The SIP programme is a way of upskilling middle leaders.
5.3	First area identified in the autumn SIP visit was consistency - and this was addressed in the March visit in terms of progress and next steps.
5.4	Second area was provision for high needs pupils, predominantly in lower school and discussions reflected the deputy heads' good understanding of the needs of the children.
5.5	A review of planning SEND provision, such as applications for education health care plans (EHCPs) has given opportunity for an external review by the SIP of systems and processes, with positive acknowledgement of both.
5.6	The third area was articulation of the progress of disadvantaged children. Leaders have high aspirations for pupil premium children and this is reflected by the data.
5.7	No more than 5% outcomes gap between disadvantage and other pupils as the enrichment offer is available to all children and this incorporates exposure,

	experience, oracy and vocabulary.
5.8	QUESTION: How many EHCPs are there? ANSWER: 18 and 3 in process.
5.9	QUESTION: Is 5% difference average over all years? ANSWER: Yes but it is higher in lower year groups and as children have curriculum experience, they catch up and the gap decreases over time.
5.10	QUESTION: Regarding section 7 school self evaluation, why is the quality of education good? ANSWER: Next year it will be a 1 but we have to be reflective in terms of Ofsted. Next year we anticipate self evaluation as being outstanding.
6.0	<u>Pupil Survey 2023</u> and <u>Headlines and Analysis</u>
6.1	The largest increase in agreement was around teachers giving children more challenging work, learning new things, feeling safe at school, behaviour and respectful treatment no matter what their background.
6.2	Only one response remained in line with last year which was around perceptions of bullying.
6.3	Continued focus is around reinforcing systems of high standard behaviour and zero tolerance to bullying and the language around this and this will be a continuous focus at coffee mornings.
6.4	RD explored and considered three year trends across all schools in the Federation.
6.5	15% more children than last year said that they felt safe at school. This shows an upward trend.
6.6	Termly insets have been about wellbeing and the culture of kindness.
6.7	QUESTION: Has the morning welcome and encouragement of interactions between children and teachers supported this? ANSWER: Yes, people are far more friendly and this has been noticed. The focus is on slowing down, and staff and children asking each other how they are. This is about soft skills around culture, rather than unkindness, the importance of the nuances.
6.8	Lots of children have challenging lives and kindness is an important skill at school to ensure a solid and safe environment for children.
6.9	Good manners are emphasised and stickers are rewarded to children.
6.10	The increases around physical, emotional and mental health are really positive, which is around healthy eating and fitness.
7.0	Any Other Business
7.1	No other business was raised.
8.0	Any Confidential Business
8.1	The Chair or Clerk were not notified in advance of any Confidential Business.

9.0	Glossary of Common Terms
9.1	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