



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

Held on 20 June 2024 from 6pm to 7.05pm at Orchard Primary School

<b>Governor</b>	<b>Role</b>	<b>Term End</b>	<b>Present</b>	<b>Attendance</b>
Kay Richardson (KR)	Parent Governor and Chair of Committee	08/24 (T2)	Y	3/3
James Gowland (JG)	Co-opted Governor and Chair of the Governing Body	08/26 (T2)	Y	3/3
Samson Brough (SB)	Co-opted Governor	08/26 (T1)	Y	2/3
Caroline English	New Co-opted Governor	03/28	Y	2/3
Rachel Davie (RD)	Executive Head Teacher	n/a	N	2/3
<b>Others in attendance</b>				
Stephen O'Brien (SOB)	Headteacher, Orchard School	n/a	Y	3/3
<b>Clerk</b>				
Jane Ware	Hackney Education	n/a	Y	3/3
Governor attendance at this meeting			80%	
Governor attendance year to date			86%	



## PART ONE: Non-Confidential – Main Business

1.0	<b>Welcome, Apologies and Consent for Absence</b>
1.1	The Chair welcomed all to this meeting of the Sub Committee for Orchard School.
1.2	No apologies were received as all governors were present.
1.3	The meeting was confirmed as quorate.
1.4	The Chair confirmed that she would be leaving the Full Governing Body as this was the end of her term and her last meeting.
1.5	The Chair advised that upcoming meetings were as follows: <ul style="list-style-type: none"><li>● Southwold School Sub Committee - 8 July 2024</li><li>● Hoxton Garden Sub Committee - 11 July 2024</li><li>● Governor Visit Morning - 2 October 2024</li><li>● Full Governing Body Meeting at Orchard School - 24 October 2024</li><li>● Orchard Sub Committee - 28 November 2024</li></ul>
1.5.1	<b><i>Action: RD to move Sub Committee meeting on 28 November as CE cannot make it due to thanksgiving.</i></b>
2.0	<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 Terms of Reference</a>
2.2.1	Governors acknowledged that they had read the Terms of Reference.
2.3	<a href="#">Viridis Register of Business Interests</a>
2.3.1	There were no declarations of interest.
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 2024-25</a>
2.5.1	2024-2025 dates were revisited with governors.
3.0	<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 7 March 2024</a> which governors APPROVED as an accurate record.

4.0	<p><b><u>Headteacher's Report</u></b> - SOB (tabled at the meeting)</p> <ul style="list-style-type: none"> <li>● Data Outcomes</li> <li>● Quality of education</li> <li>● Behaviour, safeguarding and well-being</li> <li>● Current risks and priorities</li> </ul>
4.1	<p>Highlights were noted as follows:</p> <ul style="list-style-type: none"> <li>● Following assessment week and data harvest, there was a slightly higher number than at the beginning of the year in terms of pupils reaching or exceeding expected standards.</li> <li>● 20% are working at greater depth in reading, writing and maths across the school.</li> <li>● There is more than expected progress across all year groups and all subjects.</li> <li>● Quality of teaching - all is good or better across the year, the percentage of outstanding teachers has remained stable, it is hoped to move this to 40% next year.</li> <li>● Early career teachers (ECTs) are all on track to pass.</li> <li>● 76% staff retention is respectable for a three form entry school; there are three vacancies which are being recruited and relocation is the key reason for teachers moving on.</li> <li>● The temporary cap is at 60 in reception, and there were 56 first choice places taken however this has gone up to 60.</li> <li>● The concern is that there is no place for three form entry schools in Hackney any more, as many local schools are not full.</li> <li>● Church school numbers have dropped in popularity compared with community schools.</li> <li>● Secondary schools are starting to see the impact of low student numbers.</li> <li>● Best practice visits continue.</li> <li>● There have been no exclusions or suspensions this term.</li> <li>● Parents and grandparents have been invited for events in the school.</li> <li>● Pupil roll has not increased, it remains at 587 which is a little concerning.</li> <li>● Pupil premium grant (PPG) continues to rise at 54.8% and 24.2% of pupils have special educational needs and disabilities (SEND).</li> <li>● Attendance shows as 95.7% in the report, but it is 95.9% now.</li> <li>● Absence continues to be a focus.</li> <li>● Based on teacher assessment, there is a positive picture.</li> <li>● There was a governor invigilating the statutory assessment tests (SATs).</li> <li>● Year 2 is broadly in line with targets, in terms of the optional SAT results.</li> <li>● 87% passed phonics in year 1, which is above last year's national and Hackney figures.</li> <li>● To ensure effective leadership is sustained, there are some moves planned.</li> <li>● The extended day provision has been evaluated, the school already meets the expectations of the government but is always aiming to improve it.</li> </ul>
4.2	<p>QUESTION: Has work around kindness been the reason why there has been an improvement in behaviour?</p>

	ANSWER: Yes, I think so. The culture of the school is an ongoing feature. Parents are rarely complaining.
4.3	QUESTION: Regarding the percentage of children who aren't at age expected standards, is there a correlation with those students and SEND? ANSWER: Typically they are children on education health care plans (EHCPs) or the SEND register. Some have personal learning goals, provisions and interventions, and this is on the whole school provision map, it could be additional teaching, reading, etc. the children not at the expected standard will have something in place.
4.4	QUESTION: Does the cohort maintain its profile? For example, has year 5 been lower in the last few years too? ANSWER: When we do the data harvest we look at the previous year. Even if there is a slight lag, children catch up at the end of the year. There are boosters and lunchtime interventions.
4.5	QUESTION: The amount of SEND is significantly higher than national, is it the same with Hackney? ANSWER: Yes. Hackney is double the national average. A significant number have EHCPs too.
4.6	QUESTION: Does year 6 compare to previous years? ANSWER: Yes, on average. There is natural migration too. Typically teachers in London stay in a school for three years, but lots of leaders have been there for longer but there are limited opportunities for leadership roles. Expectations are different - such as travel distance. The exit survey reviews underlying reasons for leaving. The trend since exit surveys began four years ago, is that there isn't a typical trend for moving on other than moving out of London, family circumstances changing or wanting something different such as a shorter commute, for example. The number of people going into teacher training has declined.
4.7	QUESTION: Do teacher trained teachers have to stay on? ANSWER: They used to have to stay on for a year, but not any more. Apprentices that stay tend to be support staff like higher level teaching assistants (HLTAs) who train to be teachers and end up staying at the school. General teaching assistants are planned for next year. An additional adult will be provided for level 5 funded children but that is only £15k.
<b>5.0</b>	<b>Review of <a href="#">School Development Plan (SDP)</a> - SOB</b>
5.1	Highlights were noted as follows: <ul style="list-style-type: none"> <li>• The evaluation is based on monitoring but also surveys, parents, pupils and staff, SIP visits and external validation such as quality mark.</li> <li>• Outcomes for the quality of education are not available yet but on track to exceed national averages on every point.</li> <li>• The SDP is written at the start of the year, based on the previous year's data and it is evaluated in the summer term.</li> </ul>

	<ul style="list-style-type: none"> <li>• There is no typicality of strategic priorities changing as they are headline areas.</li> <li>• Early years section has a target for early writing and word reading, so this could be an area for focus and review, this 76% reached this so it would not be a focus for next year as it has been successful.</li> </ul>
<b>6.0</b>	<b>Consideration of <a href="#">School Improvement Partner (SIP) report (Spring)</a> - SOB</b>
6.1	<p>Highlights were noted as follows:</p> <ul style="list-style-type: none"> <li>• There are three SIP visits across the year and two to three focus areas are decided on the first visit.</li> <li>• These related to embedding consistent feedback within years 3 and 5, and assessment goals for pupils with SEND, KS2 reading, writing and maths outcomes, with the goal for the combined result to be higher than last year, even though they were still higher than national.</li> <li>• Books showed a mixture of pupil and teacher feedback and an improvement in the provision of next step commentary.</li> <li>• Leaders have a robust overview of how to review practice.</li> <li>• The plan is to close this down.</li> <li>• There is an increase in confidence in the personal assessment grids for children with SEND.</li> <li>• The special educational needs coordinator (SENCO) was involved in this and reported increased confidence in teachers, from one to ones with teachers and outcomes in books.</li> <li>• The embedding was the change of focus and about ensuring that consistency, articulation and evidence was present, which was why the assessment grids were used, and this is being implemented across the federation and has led to visible improvements.</li> <li>• Children with the highest numbers of EHCPs are year 3 who have six EHCPs, and there are another two coming in.</li> <li>• Recently a presentation was made by closing school Randal Cremer's headteacher, who highlighted the spiral in low pupil roll for closing schools, where they have low numbers so more spaces, subsequently they receive more SEND children, then children without SEND are removed, numbers fall further and numbers of SEND children continue to rise, and this is a pattern affecting all schools.</li> <li>• The final area of focus in the SIP visit was on combined reading, writing and maths, data was reviewed and practice test results were positive.</li> <li>• Actual SATs combined were 82% which is 20% above national average for last year.</li> <li>• Last time the moderators were moderated and they agreed with all the schools' self evaluations.</li> </ul>
6.2	<p>QUESTION: Is the 60 pupil intake next year secure? ANSWER: Yes.</p>
6.3	<p>QUESTION: So rolling forward, there isn't the risk that it would fall to one form entry?</p>

	ANSWER: Yes there is a risk, which is why the school estates strategy needs to start moving forward. It is about sustainability in terms of having schools running that are empty.
6.4	QUESTION: Is it a Hackney thing? ANSWER: Hackney is a bit behind. The school closures have had a knock on effect. There are no plans to close any further schools at this stage. Sme schools are in quite significant difficulties with deficit budgets and falling rolls. Lots of people are advocating moving the agenda forwards. It is a slow process. Nurseries are not full either, or children’s centre nurseries. To not have a nursery class means that there are no children for reception, so part time nurseries are being opened by schools in the hope of positively impacting reception numbers. All the schools local to Orchard are outstanding.
6.5	QUESTION: What is the definition of persistent absence? ANSWER: More than 10% absence. The national figure for persistent absence is 20.8% and it is one of the biggest repercussions of covid. Before covid, it was 8.9-9.6% persistent absence.
<b>7.0</b>	<b><a href="#">Pupil Survey 2024 and Analysis</a> - SOB</b>
7.1	Highlights were: <ul style="list-style-type: none"> <li>• The spring pupil survey had good take up of completion, all children apart from early years are expected to complete it and the majority did.</li> <li>• Compared with last year, and the federation average, every single question has increased in pupils agreeing or strongly agreeing.</li> <li>• Some of the highest results include the statement “I enjoy learning at school”, which has increased by 11%, and “school encourages me to look after my physical and mental health” by 41%; this is about children being happy and impacts on behaviour.</li> <li>• These are the questions from the Ofsted questionnaire.</li> <li>• Averages are higher at Orchard than other schools in the federation.</li> </ul>
7.2	QUESTION: How do you conduct the survey? ANSWER: Pupil surveys are online. Parent surveys are on paper as it is easiest to share this on parents evening. The teacher reads the questions out and the children answer them.
7.3	QUESTION: What do you think has been the reason for the better response regarding physical and mental health? ANSWER: Profiling is different, and this is a post covid shift. Now there is emotional and mental health week, a new policy, a core offer of support, a speech and language teaching assistant (TA) supporting articulation which is a cost effective way of early oracy and exploring emotions. Additionally, assembly structure is reviewed in terms of quality, focus and content. There are also a variety of workshops. The covid time was a significant disruption of life and there is more predictability now, comparatively, which is much easier for the children.
<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>	<b><u><a href="#">Glossary of Common Terms</a></u></b>
10.1	Governors acknowledged the glossary of terms.

The meeting finished at 7:05pm.

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

**James Gowland**

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