

FINAL Minutes Local Advisory Board: Orchard & Shepherdswell
13th January 2022 18.00

The meeting was hybrid held at Orchard and via Microsoft teams
The second LAB meeting of the academic year 2021-2022

These minutes reflect the order of the agenda and not necessarily the order of discussion

Agenda item	Discussion	Action / Information
1. Present.	<p>Callum Brown (Headteacher Orchard) <i>In-person</i></p> <p>Ruth Ryan (Headteacher Shepherdswell) <i>In person</i></p> <p>Colbie Robinson (Staff Governor Shepherdswell) <i>In-person</i></p> <p>Chris Akpakwu (Elected parent) <i>Virtual</i></p> <p>Chloe Nelson (Associate Member) <i>In-person</i></p> <p>Shibli Miah (TB appointed governor) <i>In-person</i></p> <p>Julie Stevens (TB appointed governor) <i>In-person</i></p> <p>Femi Okeya (TB appointed governor/ Chair) <i>In-person</i></p> <p>Emma Mundy (Staff Governor Orchard) <i>In-person</i></p> <p>Monica Juan (EMAT Compliance / Governance) <i>In-person</i></p> <p>John Lawson (EMAT Head of Education) <i>Virtual</i></p> <p>Joshua Coleman (CEO: EMAT) <i>In-person</i></p> <p>Paul Wheeler (Chief Operating Officer) <i>Virtual</i></p> <p>Paul Osborne (Clerk – Minutes) <i>Virtual</i></p> <p>FO reminded the board that all items discussed at this meeting remain confidential until the minutes are approved and signed off.</p>	
2. Apologies.	Not applicable.	
3. Quoracy.	The meeting was quorate.	
4. Declarations of interest.	There were no declarations of interest pertaining to this agenda that had not already been declared on the annual register of interests.	
5. Minutes from the last meeting.	<p>i. Meeting held on 14th of July 2021 matters arising not appearing under Actions. The minutes were agreed to be an accurate account and will be signed once in-person meetings recommence.</p> <p>ii. Meeting held on 23rd of September 2021 matters arising not appearing under Actions. The minutes were agreed to be an accurate account and will be signed once in-person meetings recommence</p>	
6. Action Log from the meeting held on	<p>i. PO to present the 14th of July minutes at the next LAB meeting. Done.</p> <p>ii. PO to check the governor visit report from the Safeguarding leads has been uploaded onto Teams. Done.</p>	

<p>the 23rd of September.</p>	<p>iii. MJ to share the EMAT training hub list of the training. Done.</p> <p>iv. CB/RR to give an update on parent elections. CB advised that information had been sent out and one parent showed an interest. CB to chase up if the parent has completed all of the required paperwork.</p> <p>RR advised that information had been sent out but there was no interest.</p> <p>v. CB to investigate if there is any information on the National online safety website that can be shared with parents. CB advised that advice had been sent out and a visit has been booked to the Milton Keynes safety centre for upper key stage 2 focussing on online safety.</p> <p>vi. RR to give an update regarding the zones of regulation at Shepherdswell at the next LAB meeting. RR advised that they have all been Implemented.</p>	<p>CB</p>
<p>7. EMAT update</p> <p>i. Management Accounts for information.</p> <p>ii. Health & Safety update.</p>	<p>i. PW gave an update highlighting the following; <u>Shepherdswell.</u></p> <ul style="list-style-type: none"> • Currently, running with a planned deficit primarily due to low pupil numbers. The year to date performance is better than budgeted for. • There has been investment made in the school including painting and decorating to improve the overall pupil experience. Some of this spending came out of the central budget. <p>A governor noted the sentence “Overall, our staffing costs are as per budget, we have had savings for two months for the operations manager position that will be filled in November”. The governor asked for some more information regarding this.</p> <p>CB advised that this post had now been filled.</p> <p>PW noted that this is a shared cost across the two schools and members of the central team supported the school during this time.</p> <p>PW gave an overview of the operations manger’s role.</p> <p>A governor asked for an update regarding the SEND budget now the new department is in place.</p> <p>PW advised that from a budgeting perspective the pupils remain on role at either Orchard or Shepherdswell with the budget remaining in the school. There are discussions ongoing to ascertain the best way to manage this budget for next year which will be partly determined by the number of applicable pupils at Orchard and Shepherdswell</p> <p><u>Orchard.</u></p> <ul style="list-style-type: none"> • Currently, the budget is due to break even and is currently running with a small surplus. 	<p>Full report on Teams</p>

	<ul style="list-style-type: none"> The next steps include investigations into trying to place less reliance on the central grant, which is partly achieved by after school clubs generating additional income. CV-19 has had an impact on this. Overall, the budget is in a strong position and is well managed. <p>ii. There was no Health and Safety update to give.</p>	
<p>8. Headteachers performance report to include;</p> <p>Safeguarding</p> <p>Curriculum</p> <p>Attendance / Behaviour Staffing</p>	<p>Orchard updates unless stated provided by CB. Shepherdswell updates unless stated provided by RR.</p> <p><u>Pupil numbers/absence.</u></p> <p>Orchard.</p> <ul style="list-style-type: none"> Pupil numbers are strong with year 3 now full. Absence remains high but is better than national. 3½ days of absence = ‘persistent absence (PA)’ for this half term which is a good figure with some of these pupils abroad at the start of the term or isolating. <p>A governor asked why there is a pupil on a part-time timetable. CB noted that they are no longer on a part-time timetable.</p> <p>Shepherdswell.</p> <ul style="list-style-type: none"> Pupil numbers were slightly lower currently 144. Attendance this term is slightly lower than last term. Persistent absence is high in percentages due to the number of days we have been currently in school. Most has been due to illness; one was for a parent going home for a dental procedure and then the isolation when returning to England. Due to CV-19, several parents have not returned from abroad post-Christmas. Fines issued where appropriate. <p>JL asked why their absence figure at Shepherdswell is higher than at Orchard. RR highlighted that most of the sickness was with the younger pupils and could be them having a lack of close contact due to CV-19 and then seeing friends and family over Christmas.</p> <p>A governor asked what the primary reason for the PA figure was. RR advised it is predominately illness, but some have involved safeguarding and the relevant departments are involved.</p> <p><u>Staff numbers.</u></p> <p>Orchard.</p>	

	<ul style="list-style-type: none"> • Midday supervisor post now filled. • Lead teacher for department started in January. <p>JL asked if the two early career teachers have/will receive training via government-approved programmes. CB advised that are and are being supported in school especially when their mentors are absent resulting in no disruption to their development.</p> <p>A governor asked if Teach First is used. CB advised it is when required and applicable.</p> <p>Shepherdswell.</p> <ul style="list-style-type: none"> • NCT has joined in year 1 and has settled in well. • One teacher on a job share left, the other teacher took on the extra hours so there was no disruption in learning. • In autumn 2 four staff, members left. <p>A governor asked what the reasons were for these four staff members leaving and if this amount of leavers was high. RR advised that the reasons included personal circumstances, temporary contract and personal choice. Four is quite high but the school is in a good place going forward. Staff progression and movement are natural and one of the key priorities for the school is consistency across all years.</p> <p>A governor asked if the replacements are on a permanent contract. RR advised they are.</p> <p><u>Staff absence.</u> Orchard.</p> <ul style="list-style-type: none"> • Remains high primarily due to CV-19. <p>Shepherdswell</p> <ul style="list-style-type: none"> • Two staff tested positive for COVID-19 and having too self-isolate. The other reason for staff absence has been the cold/flu and sickness bugs that have been continuous. <p><u>Exclusions.</u> Orchard.</p> <ul style="list-style-type: none"> • The school asked a carer to collect their child in the afternoon as they were behaving unsafely <p>A governor asked if pupil behaviour has been affected by the absence levels.</p>	
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	<p>CB noted that there has been a slight decrease in behaviour levels, which has been primarily due to the high levels of staff absence including support staff.</p> <p>Observations show that some pupils are struggling with their social skills, mental health post lockdown and the school is offering as much support as possible.</p> <p>A governor asked if there has been any additional help from external agencies regarding interventions.</p> <p>CB noted that often support staff are the first line regarding interventions. The situation has not been helped due to the increased number of support staff absent as they often work 121 with pupils along with the difficulty in obtaining agency staff. The school is supporting pupils as much as possible.</p> <p>A governor asked if the behaviour of pupils could affect staff and if so how are they being supported.</p> <p>CB advised he expects to see a gradual improvement. The staff are a close-knit team who have proven themselves to be resilient and have/are supporting each other. The situation remains challenging.</p> <p>A governor asked what support does EMAT offer on top of that provided by the school.</p> <p>JC advised that there is an abundance of support which includes;</p> <ul style="list-style-type: none"> • A confidential 24-hour Employee Assistance Programme. • Education Phycologist. • Welfare support. • Risk assessments have been reviewed to allow pregnant staff to start their leave before government recommendations. • There are more mitigations in place than government recommendations. <p>Shepherdswell.</p> <ul style="list-style-type: none"> • Zero exclusions. <p><u>Personal Development, Behaviour and Welfare.</u></p> <p>Orchard.</p> <ul style="list-style-type: none"> • Single Central Register checked mid-November and was compliant. • The number of Pupils Registered as Child in Need x 10. Several of these are open cases from the pupil's previous school. • The number of racist incidents x two. The incidents had been fully investigated and support, guidance was given. 	
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	<ul style="list-style-type: none"> • The number of Homophobic Incidents x one. The parents were spoken to and a restorative meeting was held there have not been any similar issues since. • The number of Peer-on-Peer Abuse Incidents x two. This figure is from incidents recorded as ‘potential bullying’ concerns and was acted on swiftly, through meetings with parents, the children and relevant staff. <p>Shepherdswell.</p> <ul style="list-style-type: none"> • Single Central Register checked in autumn two and was compliant. • One referral to MASH, MASH spoke to the family and we are monitoring. • The number of Pupils Registered as Child in Need x three. • The number of Pupils Registered on Child Protection Plans x one. • The number of Children Missing in Education x one. Their whereabouts is known and there are no concerns. <p><u>Health and Safety.</u></p> <p>Orchard.</p> <ul style="list-style-type: none"> • The fire drill was very successful with the building evacuated and all accounted for in a time, which is well within tolerances. • Accidents at Work (Children) x one. This was a broken wrist and was dealt with appropriately. <p>A governor asked who first reported the incident. CB advised that a pupil reported it to a first aider and the parents were quickly informed.</p> <p>Shepherdswell.</p> <ul style="list-style-type: none"> • The fire drill was unplanned, and all went well. • Accidents at Work (Adults) x one with no further action required. <p>A governor asked if the lockdown planned for autumn 2 took place. RR advised that it did not and was due to staffing issues. The staff know the procedures and a lockdown is planned.</p> <p><u>Community and Parental Engagement/Feedback.</u></p> <p>Orchard.</p> <ul style="list-style-type: none"> • A visit from Marilyn Okoro, Olympic bronze medalist, who came to talk to the children about her journey and hopefully inspire them to “Dream it, Believe it, Build it.” She ran several 	
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	<p>sports workshops throughout the day and did a fantastic assembly to all the children.</p> <ul style="list-style-type: none"> • Team-building activity day for Year 6 Children at the Caldecotte Xperience. This involved things like climbing, raft building etc. and was the first-day trip the children had had for a long time. • Craft afternoons and work showcases for our parents in Years 3 and 4. Feedback from the craft afternoons (which started with a story from the teacher and led into craft activities based on the story) was phenomenal, Feedback forms in Year 4 were equally positive. • Saturday 16th October, we took part in the Milton Keynes County Cross Country. • As part of EMAT's Inclusion Festival, we welcomed Ryan Raghoo (para-athlete) to Orchard to talk about his journey to becoming an athlete. Ryan delivered workshops to the children and taught them the message that people are not "Disabled," but can make themselves "Enabled" with positive thought and perseverance <p>Shepherdswell.</p> <ul style="list-style-type: none"> • We held a book sale and raised £140 for the library and the parents were supportive. • Parents are also able to access the community fridge 	
9. Pupil Premium & CV-19 strategic plan	<p>Orchard. CB highlighted</p> <ul style="list-style-type: none"> • Statement of intent. We set high expectations and have high aspirations for all our pupils. • More information online with images/stories showing what the pupils have done. • The intended outcomes are in line with the school development plan. • The current focuses are Reading and Phonics. • Positive visit from Ruth Baker Leask focussing on year 3 and noted the progress seen since her last visit in October. The vast majority of pupils are off the Phonics intervention programme. • Disadvantaged pupils are encouraged and given opportunities to use 'Sumdog' to increase mental fluency in mathematics. Pupil progress is tracked in learning of multiplication tables. Increased use will see an increase in scores. The use of 'TT Rockstars Soundcheck' will let us track how well the children are doing in their timetables and familiarise them with the format of the MTC. 	

- Children’s knowledge of the world and cultural capital is improved. An opportunity to develop social skills, new skills and develop teamwork.
- Guidance was given on how the activity in this academic year will be implemented, evidenced and the challenges faced. Including external Staff CPD, collaborative learning opportunities, SALT, Catch-Up Tuition and Interventions, Peripatetic Music Programme.
- Links provided take you to the education endowment fund, which has evidence on how effective the areas are compared to their cost value.
- Targeted academic support (for example, tutoring, one-to-one support structured interventions).
- Wider strategies (for example, related to attendance, behaviour, wellbeing. These include Ride High and Basil’s Farm / funded school uniform and dedicated school transport for disadvantaged families and pupils/breakfast club/bereavement groups and social groups.

Shepherdswell.

- The five challenges are;
 1. Lower attainment and progress rates, including lower starting point in EYFS.
 2. Reading progress and the development of early reading skills and phonological knowledge.
 3. Poor language skills, including the early acquisition of language and development of oral language skills and vocabulary.
 4. Lower attendance and higher rates of persistent absences and lateness.
 5. Pupils have limited life experiences beyond their home and immediate community. They may also have limited access to books, libraries and technology.
- The intended outcomes. This explains the outcomes we are aiming for by the end of our current strategic plan, and how we will measure whether they have been achieved.
- Teaching (for example, CPD, recruitment and retention). This includes improving the consistency in the quality of phonics teaching and learning, through CPD, observing good practice and team teaching.
- Targeted academic support (for example, tutoring, one-to-one support structured interventions). This includes;
 1. Use of the WELLCOMM speech and language programme to identify and provide targeted interventions for identified pupils and use of the NELI programme to develop an

	<p>understanding of the acquisition of early language and strategies to support this.</p> <p>2. Develop the role of the reading ambassador and English Subject lead to ensure identified pupils are read with regularly 1:1.</p> <ul style="list-style-type: none"> • Saints Rugby Club outreach interventions to support reluctant writers and develop self-esteem. • Wider strategies (for example, related to attendance, behaviour, wellbeing) include; <ol style="list-style-type: none"> 1. Continue to improve engagement of parents, through workshops and increased communication. 2. Signpost identified parents to relevant support services and develop working relationships with other agencies and services. 3. Provide wow moments linked to the curriculum across the year to enhance learning and opportunities, including visits and visitors. 4. Sports coach to continue to develop active play, including during breakfast club. 5. Enrolled in the National Breakfast scheme, so all pupils that need it will receive breakfast. • Achieve the wellbeing and mental health quality assurance mark, including 5 CPD sessions to develop staff understanding. <p>A governor asked for some examples of how the success of the CV-19 catch up fund is evidenced.</p> <p>CB advised that monitoring cycles, pupil progress meetings, impact in the data would be the evidence and presented in S&P meetings.</p>	
10. Review of the school improvement plan.	<p>JL advised that there are two documents crucial to the governors these being the SEF and from that derives the SIP. The SIP sets out the areas the school seeks to improve and the objectives the school is aiming for during the academic year.</p> <p>It is crucial governors monitor these documents during visits and in governor meetings. Governors need to be aware of any barriers that are stopping these be achieved and report these. Governor training is planned on the 7th and the 21st February to go through SEF and SIP in detail. <i>Post-meeting note PO sent invites to governors on the 19th of January.</i></p> <p>PO to add SIP and SEF on the next S&P agenda. <i>Post-meeting note done.</i></p>	Full reports on Teams

	CN noted that she is attending parent engagement training and will feedback to the board.	CN
11. Feedback from AIP visits on SEF priorities Questions only	<p>A governor asked how the governors link into the AIP visits. MJ/JL noted that the EMAT support plan is derived from the SIP. More information will be shared during the 7th and 21st February training. The AIP visits are part of the triangulation process.</p> <p>The governors had no further questions at this time.</p>	
12. Governors to highlight any questions / comments from their recent visits.	<p>CN asked for an update around the SEN unit and the transition into this as this will be a big change for the pupils at both Orchard and Shepherdswell. CB noted that the building work was due for completion prior to Christmas but supply chain issues delayed this. Handover took place on Friday 7th January. This delay meant the plan of spending a week transitioning with the pupils had to be shortened to keep the project on track. The pupils adapted to this change very well. The delivery of the furniture has been delayed and is now due on the 23rd January. Shepherdswell pupils visited the unit yesterday with additional transition work planned for the next two weeks.</p> <p>CB/RR thanked the staff in both departments for the hard work they have done to get this space ready.</p> <p>SM noted that the website queries/questions she mentioned in her report had been rectified/answered.</p> <p>JS visit reports were shared with the board.</p>	
<p>12. Policies. Statutory policies. Governors to be aware of the school's personalisation appendix. Shepherdswell.</p> <p>i. Anti-Bullying Policy Trust.</p> <p>ii. Calculation policy for both schools.</p>	<p>Anti-bullying.</p> <p>i. MJ advised that the Anti-Bullying policy is a statutory policy and is shared for governor information. RR noted the review dates on this policy are incorrect and she will update and send it back to PO. <i>Post-meeting note actioned 4th of March.</i></p> <p>ii. Calculation policy. Trust-wide policy for information only.</p> <p>A governor asked for more information regarding this policy. EM advised that all of EMAT's Maths leads has had an input into this policy. Historical information/data has been used when devising this policy.</p> <p>Shepherdswell.</p> <p>i. Learning & Teaching Policy and Assessment Policy. Unanimously ratified.</p>	

<p>Policies with school personalisation. Governors to ratify.</p> <p><u>Shepherdswell</u></p> <p>i. Learning & Teaching Policy and Assessment Policy. ii. Feedback & Marking Policy. iii. Physical Intervention / Positive handling.</p> <p><u>Orchard.</u></p> <p>i. Attendance Policy ii. Mental Health & Wellbeing Policy</p>	<p>ii. Feedback & Marking Policy. Unanimously ratified. iii. Physical Intervention / Positive handling. Unanimously ratified.</p> <p><u>Orchard.</u></p> <p>i. Attendance policy Unanimously ratified once the review date has been changed to 2023. <i>Post-meeting note actioned 4th of March.</i> ii. Mental Health & Wellbeing Policy. Unanimously ratified.</p>	
<p>13. Scheme of delegation for info only</p>	<p>PO advised governors to be aware of the scheme of delegation as it highlights the accountability across the trust and advised governors he will host in the Ofsted summary folder on Teams, which includes a lot of information governors would require for an Ofsted visit.</p>	
<p>14. Any other business.</p> <p>i. Ofsted summary folder in Teams ii. Vice-Chair required.</p>	<p>i. Covered in agenda item 13.</p> <p>ii. PO advised that there is still a vacancy for Vice-Chair and asked for nominations. CA asked if PO could send him information about the role. <i>Post-meeting note CA did not want to pursue the Vice-Chair role. SM nominated herself to be Vice-Chair. A vote will take place at the 10th of March S&P meeting.</i></p>	
<p>15. Date of the next meetings.</p>	<p>Dates of meetings for the year 2021-2022 all 18.00 hrs. start. 10/03/22 S&P Via Teams 26/05/22 LAB Location TBC 30/06/22 LAB Location TBC 18/07/22 S&P Via Teams</p>	<p>Calendar appointment have been sent.</p>

The meeting closed at 20.03

Minutes agreed as a true representation and signed
Signature
Print Name
Date

Actions from the virtual meeting for Orchard & Shepherdswell Academies held 13/01/22

Action	Owner
1. CB to update regarding the parent governor elections. Page 2.	CB
2. CN to feedback to the relevant stakeholders an update regarding her parent engagement training Page 10.	CN