

FINAL Minutes Standards & Performance: Orchard and Shepherdswell
16th September 2021 18.00
Meeting held virtually via Microsoft teams
The first S&P 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) Ruth Ryan (Headteacher Shepherdswell) Emma Mundy (Staff Governor Orchard) Colbie Robinson (Staff Governor Shepherdswell) + Chloe Nelson (Associate Member) Claudia Wade (Chair TB appointed member) Shibli Miah (TB appointed governor) John Lawson (EMAT Head of Education) Joshua Coleman (CEO: EMAT) Monica Juan (EMAT Compliance / Governance) Paul Osborne (Clerk – Minutes)</p> <p>Introductions were made. CW reminded the board that all items discussed at this meeting remain confidential until such time as the minutes are approved and signed off.</p>	+ CR joined the meeting at 18.20
2. Apologies.	<p>Apologies received and accepted from Chris Akpakwu (Elected parent) Femi Okeya (TB appointed governor) Julie Stevens (TB appointed governor) Emma Ruffles (TB appointed governor)</p>	
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 or governors highlighted verbally.	
5. Minutes from the last meeting.	<p>The minutes of the meeting held on the 21st of June 2021 are still to be finalised. PO to present the 21st of June minutes at the next S&P meeting.</p>	PO
6. Action Log from the meeting held on the 21st June 2021.	i. PO to add to the first LAB meeting of 2021-22 an item for RR to feedback regarding compiling data for tracking where there is quality first teaching and if	

	<p>there are PP pupils in these classes. Done. RR advised that going forward this will be included in the monitoring structure.</p> <p>ii. PO to clarify if the action “CW to arrange a meeting with RR and CB reference helping governors have a very clear narrative to support the SEF”. Is this still required during the first LAB meeting of 2021-22. Done.</p> <p>iii. CA to feedback at the first LAB meeting of 2021- 22 regarding his safeguarding visit with SJ/CB and RR conducted after the 21st of June. PO to add this to the agenda. Ongoing.</p> <p>iv. EM to feedback from her investigations into why the gap for PP and non PP pupils for Maths is 38% while for Reading it’s only 18% in year 4. EM advised that the gap was primarily due to online learning used during CV-19 and also down to some new systems introduced into Maths last year. There is an action plan in place to close the gap going forward.</p> <p>v. PO to add to the second S&P of 2021-22 CV-19 catch up funding. Diaried.</p> <p>vi. FO agreed to complete a monitoring visit before the second S&P meeting of 2021-22 and report back at that meeting regarding the CV-19 catch up. Ongoing.</p> <p>vii. PO to add the PP review to the second S&P meeting of 2021-22. Diaried.</p>	<p>iii. CA</p> <p>vi. FO</p>
<p>7. Performance data to include;</p> <ul style="list-style-type: none"> • EYFS • Phonics • Key Stage 1 • Key Stage 2 	<p><u>Orchard.</u></p> <p>CB highlighted the following from the Contextual Information and Attendance Summer 2020-2021; <u>Year 6.</u></p> <p>Key data observations.</p> <ul style="list-style-type: none"> • Teacher Assessments are slightly higher than the results from the tests completed, but not significantly higher. • Test results show no SEND children have achieved age related expectations, which is supported by Teacher Assessments too. Progress amongst SEND is also considerably less within the cohort than other groups. SEND children have made some progress in Reading and Writing. • Pupil Premium children have made less progress and attained lower than their peers. However, both attainment and progress have 	<p><i>Reports on Teams</i></p>

	<p>increased throughout the year in all areas. Progress in SPAG and writing continue to be slower compared to maths and reading.</p> <ul style="list-style-type: none"> • White British children have been assessed as performing lower than ethnic minority children across the board. • Writing is an area of concern across the school. Amongst this cohort, only 39% are working at or above the expected standard. This is up from 19% at the start of the year. <p>Year 6 Attainment (EOY) – Baseline (September 20) to EOY (June 21). Key data observations.</p> <ul style="list-style-type: none"> • As highlighted, throughout the year good progress can be seen in all areas from the initial Baseline in September. • Good progress has been made in Reading throughout the year, but evidence of ‘lost learning’ is clear when we look at progress from KS1 to the end of KS2. • Reading continues to be a priority area across the school for 2021/2022 and there are lots of initiatives in place to ensure greater progress this year. • While there has been progress made in maths, this has not allowed us to get as many children to ‘Greater Depth’ as we would have hoped for – again due to lost learning time. • All staff are attending a day of maths CPD to look at continuing to develop maths teaching across the school in September 2021. • As predicted, Writing has been heavily impacted across the school and remains an area of concern going forward into this academic year. <p>A governor noted the 10% difference between SPAG, Reading and Maths at GD and asked if there are any concerns around Maths GD.</p> <p>CB noted that traditionally Maths GD has been stronger than Reading and SPAG and this is supported with AIP and Ofsted feedback. Over the last 18 months, this has flipped and is primarily down to the challenges of teaching Maths online compared to</p>	
--	--	--

	<p>Reading and SPAG. Maths is a focus area for 2021-22 along with all of the core subjects.</p> <p>A discussion followed about the importance of the Reading data and CB highlighted that Reading was a focus area in 2019 with the introduction of a reading room for parents to use with their children. A recent AIP visit confirms the teaching of Reading is strong.</p> <p>CB noted that with restrictions lifted parental engagement in school especially will be revisited along with the quality of teaching.</p> <p>Year 6 Attainment in the Summer Assessments – Progress from Autumn term to Summer term.</p> <ul style="list-style-type: none"> • Progress in year observed. • Two academic years of disruption in school has had a noticeable effect on the children’s academic progress, with around 50% of the cohort below their KS1 calculated target. Results suggest a stronger performance in SPAG but no direct comparison can be gleaned on its own. • This is something we will be refocusing on in 2021/22 to make sure we improve on the progress scores from KS1 to the end of KS2. <p>Year 6 ‘Reading, Writing and Maths (RWM) Combined.</p> <ul style="list-style-type: none"> • An increase was observed between the Autumn and Summer terms. The data shared is similar to that for the new year 3’s through to the new year 6’s. The school and staff are ready to support these pupils. <p>Fischer Family Trust (FFT) Report July 2021.</p> <ul style="list-style-type: none"> • With no official KS2 SATs, we have used our test scores and teacher assessments to grade all children. FFT has then used this data to give us estimated reports. <p>Areas of development/actions and current impact whole school.</p> <p>Reading.</p> <ul style="list-style-type: none"> • Reading to be taught specifically at least 3 x week using ‘The Power of Reading’ to provide all children with high-quality texts. • Daily Reading for Pleasure sessions every day (15 mins). 	
--	---	--

	<ul style="list-style-type: none"> • All children to have a ‘banded’ reading book and library book. • All classrooms now have newly improved book corners and new reading books, developed in conjunction with Trust consultant Ruth Baker-Leask. <p>Maths.</p> <ul style="list-style-type: none"> • All teachers attending a day of maths professional development. This is focusing on teaching maths, varied fluency and tackling misconceptions. • Years 5 and 6 are working in focused ability groups for maths every day. • Year 6 are working in four maths groups. All Year 6 maths teaching delivered by senior/middle leaders. <p><u>Shepherdswell.</u></p> <p>RR highlighted the following;</p> <p>EYFS.</p> <p>End of Year – Good Level of Development (GLD) Overview.</p> <ul style="list-style-type: none"> • Broadly in line with EMAT average. Focus areas are Literacy and Communication and Language. • On Entry, 9% of pupils were on track to achieve a GLD. • At the end of the year, 48% of pupils achieved a GLD. <p>A governor asked for pre lockdown what was the GLD.</p> <p>RR advised that it was 63%.</p> <p>End of Year – Good Level of Development (GLD) identified vulnerable groups.</p> <ul style="list-style-type: none"> • Pupils with EAL are outperforming non-EAL. • Ethnic minority pupils are outperforming White British pupils. • There is a 6% gap between boys and girls achieving a GLD. • There is a 15% gap between pupils eligible for pupil premium and non-pupil premium. • White British pupils are underperforming, in particular in reading, writing and number. 	
--	--	--

	<p>Areas of development/actions.</p> <ul style="list-style-type: none"> • WELCOMM screening and toolkit has been introduced and all current reception and new intake pupils will be screened and then appropriate language support can be deployed. • We have signed up to the NELI programme to provide additional CPD, targeted teaching and interventions to support early language development. • Development of the provision and strategies, including an inclusive, vocabulary rich provision, interactive and purposeful displays, purposeful language-rich learning opportunities and effective role modelling of language with an expectation that pupils are encouraged to communicate using these supports. • Additional HLTA support (when not covering) to support targeted teaching and developing reading. • EYFS and reading are priorities on the School Improvement Plan, to ensure it is a consistent focus. <p>Phonics Screening Data 2020-2021.</p> <p>Year 1 – End of Year Phonics Screening Check.</p> <ul style="list-style-type: none"> • At the beginning of the year, 18% of pupils were on track to achieve the phonics screening check. • At the end of the year, 66% of pupils achieved the phonics screening check, an increase of 48%. • Pupils eligible for pupil premium, outperformed non-pp by 6%. • Girls outperformed boys with a 9% gap. • Pupils with EAL performed in line with non-EAL pupils with a 2% gap. • 70% of White British pupils achieved the check, outperforming ethnic minority pupils by 7%. • No pupils with SEN achieved the check (2 pupils, one with EHCP in department). All pupils achieved progress. • All pupils on red ditties, moved at least 3 groups up, except a SEND pupils and one pupil 	
--	---	--

	<p>new to country and school in the summer term.</p> <p>A governor asked what support pupils in year 3 receive upon arriving at Orchard who haven't acquired the check standard. ER advised that all of the cohorts have been assessed and allocated into 6 different phonics groups according to the required colour bands. There are 5 x 1 hour Read Write Inc. (RWI) sessions a week. During the October half term, progress will be assessed and those ready to come off RWI will do so and move onto the Power of Reading to continue to develop their understanding and comprehension.</p> <p>A governor asked if the staff have had the required training to deliver RWI effectively. ER advised they have, with support from the Ruth Miskin website and they have shared best practices and observed high-quality phonics lessons.</p> <p>Year 2 – End of Year Phonics Screening Check.</p> <ul style="list-style-type: none"> • In the official December check, 60% of pupils were on track to achieve the phonics screening check. • At the end of the year, 85% of pupils achieved the phonics screening check, an increase of 25%. • 75% of pupils eligible for pupil premium achieved the check, but were outperformed by non-pp with a gap of 14%. • 100% of girls achieved the check and outperformed boys with an 11% gap. • 57% of White British pupils achieved the check and were outperformed by ethnic minority pupils who achieved 90% • 56% of pupils with SEND achieved the check. <p>Areas of development/actions.</p> <ul style="list-style-type: none"> • Ensure that the year 2 pupils taking the national phonics screening check in December achieve in link with national expectations of 83%. • The appointment of a new Assistant Headteacher will add capacity and they will be the new English subject lead. 	
--	--	--

	<ul style="list-style-type: none"> • Continue with regular refresher CPD, and CPD/team teaching with new staff. • Provide parents with an information leaflet, each time they move on in an RWI group to be able to support learning at home. • Develop the website to include additional support for parents. <p>A governor asked if the Assistant Headteacher will monitor RWI. RR advised they will.</p> <p>End of Year KS1 National Curriculum Data. Key Data Observation:</p> <ul style="list-style-type: none"> • Progress made but not as hoped. • From their starting points most groups of pupils have made progress, with an increase of pupils achieving expected+ in reading 56%, writing 50%, Maths 63% and SPAG 52% and is a focus area. • Boys are outperforming girls in Maths by 4% • Girls are outperforming boys in reading with a gap of 25%, writing 25% and SPAG 22% • Pupils eligible for PP are outperforming non-PP in SPAG by 8% and are working broadly in line in writing. • Pupils eligible for PP are underachieving in Maths and reading • Pupils with EAL are outperforming non-EAL in reading with a gap of 14%, writing 6% and SPAG 9%. <p>Context:</p> <ul style="list-style-type: none"> • At the end of EYFS, 63% of the base cohort achieved a (GLD) Good Level of Development • There is a high level of additional need with 13 pupils with SEND needs, or which 3 have EHCPs in department, 2 we are seeking EHCPs for, in addition to 12 pupils eligible for PP, 37 are boys and 33 pupils have EAL. <p>KS1 End of Year Combined Teacher Assessment – Pupils working at the expected level or above.</p> <ul style="list-style-type: none"> • 19 pupils achieved this in reading, writing and Maths. • 8 only achieved the expected+ standard in 1 subject. 	
--	--	--

	<ul style="list-style-type: none"> • The why for this data is the next steps with a drive on consistency, curriculum and teaching and learning. <p>Areas of development / actions.</p> <ul style="list-style-type: none"> • For pupils to achieve at least the national average or above in reading, writing and Maths. • Staff to know their class data, including targets to enable them to identified gaps and plan for targeted teaching during learning, ensuring all pupils make expected progress or above. • Staff to be clear on the end of KS1 expectations including pre-key stage levels and monitor and evaluate the pupils' knowledge against these regularly. The assistant Headteacher is a moderator. • Staff to moderate learning against outcomes and exemplifications and create a working document to support with teacher judgements and assessment. • SLT and staff to react strategically to a range of assessments to identify gaps and plan accordingly. • Improve the quality of teaching and learning and staff subject knowledge through, our professional improvement cycle, linking to appraisals, team teaching, coaching, observing good practice and setting clear goals and expectations. • Improve the profile of reading and reading opportunities, including reading for pleasure, inviting, well managed book corners and continuing to develop the staff knowledge of early reading. • All pupils to be read to the teachers 1:1 twice a term to support judgements and further planning, alongside daily reading in phonics sessions, the bottom 20% of pupils to read 1:1 weekly with an adult. • Staff CPD on meta-cognition, early reading and writing, handwriting and Maths. <p>A governor asked if the staffs subject knowledge could be impeding the development of the curriculum progress.</p>	
--	---	--

	<p>RR advised that a review has been completed looking at the staffs' strengths and training opportunities. There is a strong curriculum plan devised by EMAT and the subject leaders which encourages the subject leaders to seek out gaps in knowledge and then close these with support if required.</p>	
<p>8. School priorities.</p> <p>i. AIP priorities. School to present latest SIP highlighting current priorities.</p> <p>ii. Confirm areas for exception reports. Currently;</p> <p>Orchard. Maths</p> <p>Shepherdswell. Reading</p>	<p>i.</p> <p>Orchard.</p> <p>CB highlighted the following from the Orchard School Improvement Priorities 2021-22</p> <ol style="list-style-type: none"> 1. Further develop the profile and love of reading across the curriculum whole-school again, ensuring pupils read with fluency and understanding. Encouraging parents to be involved with their children's reading as much as possible and reengage with parental engagement. 2. Improve outcomes for mainstream pupils in disadvantaged and vulnerable groups through embedding quality-first teaching in every classroom and throughout the curriculum, using a coaching model to ensure opportunities for inclusive and reflective practice. 3. Ensure the impact of the COVID-19 pandemic on pupil progress across the school is minimised, with particular focus on pupils with SEND (developing teachers' understanding of strategies for inclusive, quality-first teaching). 4. Continue to develop the role of the subject leader across the school. Through coaching, and collaboration with other leaders in the Trust, empower middle to develop their curriculum area in school to ensure delivery of an outstanding curriculum in all areas at Orchard. <p>Shepherdswell.</p> <p>RR highlighted the following from the Shepherdswell Academy Priorities 2021 – 2022.</p> <ol style="list-style-type: none"> 1. Ensure that all pupils make good or better progress and achieve well, and this is in line with national expectations. 	

	<p>2. Continue to develop the curriculum and ensure all teachers have good subject knowledge, to enable a clear progression of learning across the school in order that pupils develop the knowledge and skills to support their next steps.</p> <p>3. Raise the profile of reading across the curriculum to enable pupils to develop the knowledge and skills to read with fluency and understanding, develop a love of reading.</p> <p>4. Ensure the new EYFS framework is fully implemented so the curriculum is coherently planned and accurately assessed, and the provision provides a range of effective learning opportunities.</p> <p>5. Improve outcomes for pupils with SEND in mainstream and those accessing department, to ensure opportunities for inclusive and reflective practice.</p> <p>6. Empower leadership at all levels to create a culture where all take ownership of our personal development to enable whole school change and improvement.</p> <p>7. Continue to build positive relationships with parents, governors and the wider community.</p> <p>8. Continue to develop our new governors' understanding of the school and their impact as leaders.</p> <p>ii. The AIP priorities were discussed and agreed that they will be; Orchard. Reading including transition. Shepherdswell. Reading including transition.</p>	
<p>9. Any other business</p> <p>i. Chair and Vice-Chair nomination update.</p> <p>ii. July Ofsted training attendees' clarification.</p>	<p>i. PO reminded the governors of the email he sent on the 13th of August asking for nominations for Chair and Vice-Chair and if anyone is interested in these roles to let him know as soon as possible.</p> <p>ii. PO asked the governors if any of them attended the Ofsted information/training session on the 7th of July 2021. EM confirmed she attended. PO updated GovernorHub.</p>	

iii. Governor visits from 2020-2021 all outstanding reports to be sent to clerk.	iii. PO reminded all governors who completed a monitoring visit in 2020-21 to send him their completed visit forms as soon as possible. iv. MJ advised that the exception report has been added to Teams.	
10. Dates of meetings for the year:	23/09/21 18.00 LAB Location TBC 25/11/21 18.00 S&P Location TBC 13/01/22 18.00 LAB Location TBC 10/03/22 18.00 S&P Location TBC 26/05/22 18.00 LAB Location TBC 30/06/22 18.00 LAB Location TBC 18/07/22 18.00 S&P Location TBC	Calendar appointments have been sent.

The meeting closed at 18.58

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

Actions from the virtual meeting for Orchard & Shepherdswell held 16/09/21

Action	Owner
1. PO to present the 21st of June minutes at the next S&P meeting. Page 1.	PO
2. CA to feedback at the next LAB meeting of 2021-22 regarding his safeguarding visit with SJ/CB and RR conducted after the 21st of June meeting. Page 2.	CA
3. FO agreed to complete a monitoring visit before the second S&P meeting of 2021-22 and report back at that meeting regarding the CV-19 catch up.	FO