

**FINAL Minutes Standards & Performance: Orchard and Shepherdswell**  
**21<sup>st</sup> June 2021 17.30**  
**Meeting held virtually via Microsoft teams**  
**The third S&P meeting of the academic year 2020-2021**

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

Agenda item	Discussion	Action / Information
1. Present.	<p><b>Callum Brown</b> (Headteacher Orchard)  <b>Ruth Ryan</b> (Headteacher Shepherdswell)  <b>Emma Mundy</b> (Staff Governor Orchard)  <b>Colbie Robinson</b> (Staff Governor Shepherdswell)  <b>Julie Stevens</b> (TB appointed governor)  <b>Emma Ruffles</b> (TB appointed governor) *  <b>Chris Akpakwu</b> (Elected parent)  <b>Chloe Nelson</b> (Associate Member)  <b>Claudia Wade</b> (Chair TB appointed member)  <b>Shibli Miah</b> (Prospective governor)  <b>Monica Juan</b> (EMAT Compliance / Governance)  <b>Giles Osborne</b> (Head of School Improvement)  <b>Joshua Coleman</b> (CEO: EMAT)  <b>Fiona Wheeler</b> (EMAT Trustee observing)  <b>Paul Osborne</b> (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>	* ER joined at 18.10
2. Apologies.	Apologies received and accepted from <b>Femi Okeya</b> (TB appointed governor)	
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.	The minutes of the meeting held on the 10 <sup>th</sup> of March 2021 were agreed to be an accurate representation. CW signed these electronically on GovernorHub.	
6. Action Log from the meeting held on the 10 <sup>th</sup> March 2021.	i. CW to meet with Headteachers and Chairs of the LAB to gather feedback regarding the S&P agenda. <b>Done.</b>	

	<p>ii. Governors to see if they can visit the schools during deep dives. Ongoing due to Covid-19 (CV-19). Ongoing. iv. RR to compile data for tracking where there is quality first teaching and if there are PP pupils in these classes. Ongoing. v. CB to add to GovernorHub the AIP what they will look at for each visit and when list.in collating a list of what a visit will look at and when. <b>ii. CA advised that he had conducted a visit on the 15<sup>th</sup> June at Orchard and on the 17<sup>th</sup> of June at Shepherdswell. Both of these revolved around safeguarding. Full reports on GovernorHub. iv. Ongoing to be added to the first LAB meeting of 2021-22. v. Action closed no longer required from CB.</b></p> <p>iii. PO to give an update at the next LAB meeting regarding new governor recruitment. <b>PO advised that two new governors have joined the board and additional recruiting will continue.</b></p> <p>iv. RR to give an update reference staff governor. <b>Done with CR in situ.</b></p> <p>v. CW to arrange a meeting with RR and CB reference helping governors have a very clear narrative to support the SEF. <b>CW advised that a meeting is planned for the 5<sup>th</sup> of July with an update planned for the next LAB meeting. PO to check at the first LAB of 2021-22 if this action is still required.</b></p> <p>vi. RR/CB to add to the “in order to improve further we need to” a column informing how this fits into the academy improvement plan. <b>Done.</b></p> <p>vii. CB to rectify the typo on page 5 bullet point 5 the sentence is incomplete. <b>Done.</b></p> <p>viii. O/CW/CB/MJ to meet and discuss the possibility of linking governors to other school priorities listed in the AIP. Done.</p> <p>ix. Orchard’s AIP to be added to GovernorHub. <b>Please see action ii-point iv for more information.</b></p> <p>x. CA to report back reference the impact being made from the CV-19 catch up fund. <b>Is on the agenda, the owner of this action is FO. PO to update this on the minutes from the 10<sup>th</sup> of March. Post-meeting note, actioned on the 21<sup>st</sup> of July.</b></p> <p>xi. MJ to supply login and priority training details for Smartlog along with information when the training needs to be completed. <b>EMAT address should be sent to governors by the end of the month then the</b></p>	<p>iv. PO</p> <p>v. PO</p>
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	<p><b>required training courses to complete will be sent by the end of August.</b></p> <p>xii. MJ to share the safeguarding review and CA to report back at the next LAB with an update on the progress for Orchard and Shepherdswell. <b>CA advised that in his visits he went through the safeguarding audit. Ongoing with CA to arrange a meeting SJ/CB and RR to discuss in more detail.</b></p> <p><b>CW asked for this item to be added to the next LAB agenda. Ongoing PO to add to the September LAB agenda.</b></p> <p>xiii. PO to add GDPR committee request onto the next LAB agenda. <b>Done.</b></p>	<p>CA</p> <p>PO</p>
<p>7. Performance Data and Monitoring Reports.</p> <p>i. To receive and raise questions on the Attainment and Progress report.</p> <p>ii. To consider the format and subject area for the Exception Report for the next S&amp;P (Autumn Term). See draft template for discussion.</p>	<p><u>Shepherdswell.</u></p> <p>RR highlighted the following from the Contextual Information, Attendance and Assessments report;</p> <ul style="list-style-type: none"> <li>7 pupils attend the social communication department. 3 of these pupils also access mainstream education.</li> </ul> <p><u>Phonics. Read Write Inc.</u></p> <p>EYFS.</p> <ul style="list-style-type: none"> <li>52% of pupils in EYFS are at or above the expected level.</li> <li>11% of pupils are on the Ditty.</li> <li>34% of pupils in EYFS are above the expected level.</li> <li>The consistency of the phonics teaching in EYFS and in particular handwriting was commented on during an AIP review in March 2021.</li> </ul> <p>Year 1.</p> <ul style="list-style-type: none"> <li>57% scored 21+ and would be considered to be on track.</li> <li>Phonics screening to be conducted W.C 21<sup>st</sup> of June.</li> <li>67% of PP pupils scored 21+.</li> <li>63% of EAL pupils scored 21+</li> <li>58% of White British pupils scored 21+. English lead is monitoring the teaching and learning and is supporting where required and ensuring consistency.</li> </ul> <p>Actions include.</p>	<p><i>On Teams / GovernorHub</i></p>

	<ul style="list-style-type: none"> <li>• For pupils achieving between 10-32 to be targeted during daily phonics teaching sessions</li> <li>• For identified pupils achieving 20 or below to have the most experienced teachers teaching the daily phonics teaching sessions</li> <li>• For pupils achieving below 10+ to receive the 1:1 Fast Track intervention – 3 times a week. An experienced teacher has been moved to teach this group and the pupils have moved at least three levels.</li> </ul> <p>Year 2.</p> <ul style="list-style-type: none"> <li>• 67% of pupils achieved 32+ (national score for June 2021).</li> <li>• 81% scored 21+ and would be considered to be on track.</li> <li>• 89% of girls scored 21+</li> <li>• 77% of boys scored 21+</li> <li>• 71% of PP pupils scored 21+</li> </ul> <p>Actions.</p> <ul style="list-style-type: none"> <li>• For pupils achieving below 10+ to receive the 1:1 Fast Track intervention – 3 times a week.</li> </ul> <p><u>NTS Assessment Data Spring Term.</u></p> <p>Year 1.</p> <ul style="list-style-type: none"> <li>• 68% of pupils attainment was at the expected or above in Maths.</li> <li>• 41% of pupils attainment was at the expected or above in Reading.</li> <li>• 1% increase in Maths since the autumn term</li> <li>• 10% decrease in Reading since the autumn term.</li> <li>• Girls are outperforming boys in Maths.</li> <li>• Boys are outperforming girls in Reading.</li> <li>• EAL pupils are outperforming non-EAL pupils in Maths.</li> <li>• PP pupils are outperforming non-PP pupils in Maths and Reading.</li> </ul> <p><b>A governor asked if the data indicates a large number of PP don't have any other vulnerabilities.</b> RR noted that there is a mix but most of the PP pupils accessed school during lockdown and this will be one</p>	
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	<p>of the primary reasons for the data. There are 19 PP pupils who are also EAL.</p> <p><u>Year 1 actions.</u></p> <ul style="list-style-type: none"> <li>• Raise the profile of reading, in particular fluency and comprehension, across the school, within English lessons and RWI lessons, providing more opportunities for the pupils to practice and develop fluency and answer a range of 'find it' and 'prove it' questions.</li> <li>• Promoting a love of reading and reading at home, through the termly reading challenge, reinforced in class and in weekly celebration assemblies.</li> <li>• Displays and environments to prompt reading, including creating an outdoor reading den.</li> <li>• Redefine reading books for home into phonics readers (prompting fluency and understanding) and read with me books (providing challenge and an opportunity to read with parents).</li> <li>• AIP and Headteacher to support the English lead to create a short term focused reading improvement plan to implement and measure impact against, alongside the existing English Improvement Plan.</li> <li>• English lead and SLT to provide support for staff to improve knowledge and skills in teaching reading, through learning drop-ins and coaching/mentoring conversations.</li> <li>• Consultant Ruth Baker-Leask to complete a reading review alongside the Headteacher and English Lead.</li> <li>• 1:1 Fast Track RWI phonics interventions and 1:1 Switched On reading and writing sessions for identified pupils (newly appointed HLTS to complete Switched on reading interventions using Catch-Up funding).</li> </ul> <p>Year 2 NMM (No More Marking) Assessment Data.</p> <ul style="list-style-type: none"> <li>• 62% of pupils writing was of the expected standard+ national is 69%.</li> <li>• 12% of those were at the great depth standard. National is 15%</li> <li>• With the scaled score distribution there was a wider range in Badgers than Foxes.</li> </ul>	
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	<p><b>A governor noted that the average writing age is 7.3 months and asked what is the national writing age.</b> RR advised that it is 7.7 months.</p> <p><b>A governor asked if there was any feedback regarding the staff judgments.</b> RR advised they were broadly in line but is waiting for more detailed feedback.</p> <p><b>A governor asked if there was any data for Maths.</b> CR advised that calculation was completed shortly after the pupils returned post lockdown. Arithmetic and NTS are being done now. Year 2 have just completed arithmetic. Initial investigations indicate focus areas include fluency and calculation. More data is due over the coming weeks and will help guide the next steps.</p> <p><b>The governors asked for a report on the upcoming data to be presented to the board at the first or second S&amp;P meeting of 2021-22.</b> PO to add this to the agenda. <i>Post-meeting note, actioned on the 22<sup>nd</sup> of July.</i></p> <p><b>A governor asked if relative to Phonics and Writing is Maths a strength of the school or a priority area.</b> CR advised that as it's a core subject it's a priority but doesn't seem to be greatly affected by lockdown. RR advised that through monitoring cycles pupils can't always elaborate on how they got the answer. Work is ongoing to assist pupils with this.</p> <p><u>Orchard.</u> CB highlighted the following from the Contextual Information and Attendance Summer 2020-2021.</p> <ul style="list-style-type: none"> <li>• SEN higher than the national average.</li> <li>• Female 46%, boys 54%.</li> <li>• EAL 47%</li> <li>• PP 40%</li> </ul> <p>CB highlighted the following from the NTS Assessments Years 3, 4 &amp; 5. Data from March post lockdown.</p> <p>Year 3. Reading.</p>	
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	<ul style="list-style-type: none"> <li>• Reading Test. 64% of pupils were able to meet or exceed. This is an increase from the Autumn term and is a strength.</li> <li>• Out of the children who are working below, has had intervention and support put in place, including the running of daily Read Write Inc lessons led by AR (TA with RWI responsibility). All of these children have made progress within RWI. We now need to be monitoring whether these skills and being transferred into other lessons.</li> </ul> <p>Maths.</p> <ul style="list-style-type: none"> <li>• 60% of pupils were able to meet or exceed are in the Maths test.</li> <li>• The test results show that children have made progress in Maths since the baseline assessments at the start of the year. Progress has been significantly less between the Autumn and Spring term and this is due to school closures.</li> </ul> <p><b>A governor noted that greater depth numbers have decreased since the Autumn term and asked if there is a reason for this.</b></p> <p>EM noted that some of the subjects covered in the post lockdown test were covered during lockdown and it was difficult upon pupils return to ensure this learning was embedded before the test.</p> <p>EM advised that the current year 3 arithmetic data predicts low 70% to achieve expected and the school used the governments prioritisation Maths document which is due to run through to Christmas when all gaps should have closed.</p> <p><b>A governor asked if there is a danger of teachers naturally drifting back to normal teaching and not continue with the prioritisation work.</b></p> <p>EM advised that monitoring systems have been built in along with learning walks to ensure this doesn't happen. The prioritisation document is constantly under review.</p> <p><b>A governor asked if the Read Write Inc teaching is outside of the curriculum.</b></p> <p>CB advise it is and is an intervention programme.</p>	
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	<p>Year 3–Vulnerable Groups.</p> <ul style="list-style-type: none"> <li>• Pupils with English as an additional language are performing strongly compared with non EAL pupils in reading and maths. EAL pupils have made more progress in reading since the start of the year than non EAL pupils too.</li> </ul> <p><b>A governor asked for the non EAL pupils/parents what support/interventions are used.</b> CB highlighted that Flash academy and Learning village are open to non EAL pupils. For certain parents who for various reasons didn't fully engage with remote learning or homework were supported. When the pupils returned assessments were conducted to see what support was required.</p> <p><b>A governor asked CB to elaborate on the support.</b> CB advised that the primary step is to identify the parents and with the advent of Teams this was easier. This was followed by work packs, IT equipment, WIFI and constant communication.</p> <ul style="list-style-type: none"> <li>• Pupil Premium (PP) children are performing below non-PP children. Only 8% of PP children have SEND in Year 3. Through our Pupil Progress meetings, these children have been identified and additional support is being put into place to support them to close the gap to their peers, particularly in maths. This additional support includes a session each week where the three classes are split into four groups, with each group having a specific, focused intervention tailored to their gaps. Year 3 staff have carried out a question-level analysis of the assessments for the highlighted pupils, which has allowed them to support the children with learning activities specifically targeting identified gaps.</li> <li>• Baseline testing showed that boys and girls were broadly in line with their maths results, but the boys are now out-performing the girls with the gender gap growing in this subject. In reading, the gap between boys and girls is beginning to narrow but girls are still performing higher than boys.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Through our Pupil Progress meetings, the Year 3 staff team were looking at ways to support pupils' reading and get more children engaged with reading, particularly at home with parents. They are seeking to do this by setting up a lunchtime reading club and inviting specific children. We are also preparing to implement an online reading-record system for parents. This will enable easier monitoring for teachers, and we hope will also be easier for parents to use.</li> </ul> <p>Year 4. Reading.</p> <ul style="list-style-type: none"> <li>• 70% of pupils were able to meet or exceed are in the Reading test.</li> <li>• Despite school closure during the Spring Term, the percentage of children achieving Expected or Greater Depth has increased since the Baseline testing in September.</li> <li>• Out of the children who are working below, intervention and support has been put in place, including the running of daily Read Write Inc. (RWI) lessons led by a Teaching Assistant with RWI responsibility. Read Write Inc. is our main phonics intervention. All of these children have made progress within Read Write Inc. We now need to be monitoring whether these skills and being transferred into other lessons.</li> <li>• Reading remains this cohort's particular strength and is something we will continue to monitor to ensure this remains the case</li> </ul> <p>Maths.</p> <ul style="list-style-type: none"> <li>• 53% of pupils were able to meet or exceed are in the maths test.</li> <li>• There has been some progress since the Baseline tests in September, but maths remains a priority area for this cohort.</li> <li>• Teachers have identified priority areas to focus on during the Summer Term and redrawn the maths curriculum to ensure the most important aspects of maths are taught and gaps in knowledge are filled by the end of the school year.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• The half-termly arithmetic tests completed show that arithmetic skills are improving and that daily practice is helping to embed these skills.</li> <li>• Arithmetic has progressed with two of the classes making a 76% increase, one making a 59% increase and one making a 23% increase on the percentage of correct answers compared to the previous test.</li> </ul> <p>Vulnerable groups.</p> <ul style="list-style-type: none"> <li>• Pupils with English as an additional language are performing strongly compared with non EAL pupils in maths and are broadly in line in Reading. EAL pupils have made more progress in reading since the start of the year than non EAL pupils too. An EAL reading group has been running all academic year, and we are confident that the positive impact of this is showing in assessment data.</li> <li>• We have identified that our Pupil Premium children are performing below our non-PP children. The gap is starting to widen in maths. Through our Pupil Progress meetings, these children have been identified and additional support is being put into place to support these children to close the gaps, particularly in maths. Year 4 now spend one lesson per week working in four ability groups to offer targeted support to children focusing on particular gaps identified through assessments.</li> </ul> <p><b>A governor asked regarding the SEND pupils can CB elaborate on why he thinks the percentage is lower.</b> CB advised that the reasons are mobility and some pupils joining during the first or second lockdown.</p> <p><b>A governor asked why the gap for PP and non PP pupils for Maths is 38% while for Reading it's only 18%.</b> CB advised that the Maths test was done just after partial school closure had finished. EM highlighted that in year 4 fractions are taught in Spring terms 1 and 2 and in the Summer term in year 3. The current year 4 cohort have had no fractions teaching since year 2. The decision was made not to</p>	
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	<p>cover this during lockdown due to concerns that the learning wouldn't be embedded. The assessments completed by the pupils was heavily fractioned based. EM noted that non-PP pupils performed well in the test and will investigate why the PP didn't.</p> <p>Progress from KS1.</p> <p>Reading.</p> <ul style="list-style-type: none"> <li>• There are 19 children currently assessed as below their target who should be EXP+.</li> <li>• Teachers have identified who these children are and they are providing support in class for these children. The summer term has seen more teacher-led/class-based intervention.</li> </ul> <p>Year 5 Attainment– Baseline to Spring Term.</p> <p>Reading.</p> <ul style="list-style-type: none"> <li>• 66% of pupils were able to meet or exceed ARE in the Reading test.</li> </ul> <p>Maths.</p> <ul style="list-style-type: none"> <li>• The half-termly arithmetic tests completed show that arithmetic skills are improving and that daily practice is helping to embed these skills.</li> <li>• Year 5 are currently working in 4 ability groups for maths every day. This will continue through into next year.</li> </ul> <p>Areas for development/actions.</p> <p>Reading.</p> <ul style="list-style-type: none"> <li>• Reading is specifically taught 3 times a week in all year groups using high-quality texts.</li> <li>• Year 5 are trialling an online reading record to better monitor and track reading at home and in school with a view to launching next year.</li> <li>• Adapting Reading lessons to include teaching children things such as 'test technique.'</li> <li>• Greater emphasis on teaching Tier 2 vocabulary. This is vocabulary specific to the subject being taught.</li> </ul> <p>Maths</p> <ul style="list-style-type: none"> <li>• Provide a weekly lesson with children arranged into smaller groups for a focussed lesson in</li> </ul>	EM
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	<p>ability groups to help address gaps in learning across Years 3 and 4.</p> <ul style="list-style-type: none"> <li>• Introduce a 4th maths group into Year 5 each day.</li> <li>• Ensure there is reasoning and problem-solving opportunities in each lesson.</li> <li>• ‘Power Maths’ (a government subsidised maths resource/scheme of work) trialled across the school.</li> <li>• Maths prioritisation documents (created following full return to school in March) have been produced in each Year Group to address key areas to be taught.</li> <li>• Daily arithmetic, times tables and retrieval quizzing are forming part of maths lessons.</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• Writing Revolution’ writing starters will provide discrete teaching of sentence structure in all year groups every lesson.</li> <li>• The English Lead has reviewed and checked all of the English planning for the Summer Term to support with the planning and delivery of teaching writing.</li> <li>• Greater emphasis on Grammar teaching is linked to the key texts.</li> <li>• Year 6 and Year 4 to complete a ‘No More Marking’ assessment in Summer Term.</li> </ul> <p><b>ii.</b> CW advised that for future S&amp;P meetings she would like an additional report which would focus on a small number of priority areas enabling the board to scrutinise these in more detail. The reports would only need to be short in nature giving a brief update. The report is from the DFE who have encouraged its use.</p> <p><b>GO asked how this document would fit in with a schools SIP.</b></p> <p>CW advised that this document enables the governors to demonstrate they have prioritised specific areas and allows for an in depth report to be produced and scrutinised. AIP visits could be used to aid this report if relevant. This report does not interfere/effect the SIP.</p>	
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	<p>CW highlighted this report will be under constant review and if it not working it will not continue.</p> <p>GO noted the sentence in the report “the most problematic, serious or persistent issues to be prioritised for discussion with the trust senior leadership team” is relevant.</p> <p><b>A discussion followed regarding the focus areas and for Orchard it was agreed to be Maths and for Shepherdswell it will be Reading. Post- meeting note PO added this to the first S&amp;P agenda of 2021-22.</b></p>	
<p>8. i. To Update the LAB on the impact of Catch up funding</p> <p>ii. To Update/ report external PP review (Feedback from PP review)</p>	<p><b>i. Shepherdswell</b></p> <p>RR highlighted that the impact will be added by the end of July once more detail is known although Phonics is already showing an impact.</p> <p>The governors asked if the CV-19 catch-up funding can be added to the second S&amp;P of 2021-22 for a more detailed discussion focusing on impact. PO to add to the agenda.</p> <p>FO agreed to complete a monitoring visit before the second S&amp;P meeting of 2021-22 and report back at that meeting.</p> <p><b>Orchard.</b></p> <p>CB advised he has some anecdotal evidence i.e. the learning village although there is limited data to back this up at the moment. More data will be available at the second S&amp;P meeting of 2021-22.</p> <p>ii. CW advised that PP governor reports are due in the Autumn term via the schools AIP. These reports enable a third party to feedback on spend and the impact of the strategies.</p> <p>PO to add the PP review to the second S&amp;P meeting of 2021-22</p> <p>CB advised that following a recent review with DS the PP reports will be altered to show the great work the school does. The PP area of the website has been updated to take DS feedback into account.</p>	<p>On Teams</p> <p><b>PO</b></p> <p><b>FO</b></p> <p><b>PO</b></p>

<p>9. To receive feedback from AIP visits.</p>	<p>CW gave an update on the role of AIPs and advised that future reports will be shared with the board.</p> <p>GO advised that any information which identifies a particular staff member or pupil will be extrapolated from the reports prior to them being shared. All reports are shared/ checked with the Headteacher prior to being shared.</p> <p>GO advised that AIPs roles include offering a second opinion on the performance of the school, whilst supporting the Headteacher with school improvement.</p> <p><b>The governors thanked GO for the information and understood the benefit of having a second opinion.</b></p> <p>MJ advised that once the transition to Teams is complete all AIP visits reports will be added to Teams and governors will receive a notification. The expectation is for governors to read these reports.</p>	
<p>10. Governor to supply an update regarding their lead areas inc any visits;</p> <p>A. PP, EAL, vulnerable groups and CV-19 catch up. FO</p> <p>B. RSE, SEND (Orchard). CN</p> <p>C. Safeguarding lead governor. CA.</p> <p>D. SEND (Shepherdswell). EM.</p> <p>E. Teaching and Learning, Staffing and leadership, Reading. CW.</p> <p>ii. Priority link governor job description</p>	<p>B. CN gave an update on her recent visit from the 24<sup>th</sup> of May and the 4<sup>th</sup> of March. The focus of these visits was RSE and EYFS including the use of Jigsaw, value assembly. CN noted she wishes to complete another visit before the Summer break.</p> <p>C. CA had given an update earlier in the meeting.</p> <p>D. EM gave an update on her visit to Shepherdswell which focussed on SEND including a learning walk. EM noted that she along with CN attended the recent SEN forum which included how governors can support SEN school leads and explained the 6 pillars of SEND.</p> <p>ii. MJ advised that from September governors will be allocated to link governor roles which align to the schools AIP. These will be in addition to the priority lead areas i.e. safeguarding which will continue. There will be a n induction training session for the link governor roles in the new academic year.</p>	<p>Reports on GovernorHub/ Teams</p>
<p>11. Any other business</p> <p>i. Microsoft Teams migration update</p>	<p>i. MJ advised that EMAT is moving from GovernorHub to Microsoft Teams over the Summer break with one of the primary reasons revolves around GDPR compliance.</p>	

	<p>Governors will be sent EMAT emails and passwords over the coming weeks.</p> <p>li. CB gave an update on transition highlighting the following;</p> <ul style="list-style-type: none"> <li>• Parents of new year 2 pupils were written to advising them of the planned full transition date for the 9<sup>th</sup> of July. Due to CV-19 Government guideline, this has been cancelled.</li> <li>• Orchard is closely working with year 2 feeder schools and has invited parents to bring their children into Orchard after the school day. The option has also been offered for whole school bubbles to visit after school to meet their new teacher also. In September a transition day is planned for the new year 3 before the rest of the school starts.</li> <li>• Year 6 transition has been affected as all secondary schools cancelled their transition days. There is a mix of transition plans for these schools some have arranged a virtual transition day, some have cancelled them all together and are planning to complete them over the summer holiday, and some are planning to bring pupils back earlier. Orchard will fully support the year 6 transition.</li> </ul> <p><b>The governors thanked the staff for all of the work they are doing regarding transition.</b> PO asked SM if she wanted to continue as a governor. SM confirmed she does. <b>SM left the meeting and the governors unanimously voted SM onto the board.</b></p>	
12. Dates of meetings for the year:	14/07/21 LAB 10:00	Calendar appointments have been sent.

The meeting closed at 20.07

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

### Actions from the virtual meeting for Orchard and Shepherdsweil held 21/07/21

Action	Owner
1. 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 there are PP pupils in these classes. Page 2.	PO
2. 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. Page 2.	PO
3. CA to feedback at the first LAB meeting of 2021-22 regarding his safeguarding visit with SJ/CB and RR conducted after the 21 <sup>st</sup> of June. PO to add this to the agenda. Page 3.	PO/CA
4. 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. Page 11.	EM
5. PO to add to the second S&P of 2021-22 the CV-19 catch up funding. Page 13.	PO
6. FO agreed to complete a monitoring visit before the second S&P meeting of 2021-22 and report back at that meeting regarding CV-19 catch up. Page 13.	FO
7. PO to add the PP review to the second S&P meeting of 2021-22. Page 13.	PO