

FINAL Minutes Standards & Performance: Orchard and Shepherdswell
10th March 2021 17.30
Meeting held virtually via Microsoft teams
The second 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>Callum Brown (Headteacher Orchard) Emma Mundy (Staff Governor) Katy Russell (Head of Standards and Performance)</p> <p>Chris Akpakwu (Elected parent) Chloe Nelson (Associate Member) Femi Okeya (TB appointed governor) Claudia Wade (Chair TB appointed member) Monica Juan (EMAT Compliance / Governance) Giles Osborne (Head of School Improvement) + Joshua Coleman (CEO: EMAT) 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>	+ GO arrived 18.05
2. Apologies.	<p>Apologies received and accepted from Ruth Ryan (Headteacher Shepherdswell). Irfan Mohamed (Elected parent/ Chair) has stood down from the board.</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.	
5. Agenda update	<p>CW advised that the agenda is different from previous versions and will evolve to match the needs of the S&P board. The goal will be to demonstrate that the board understands all of the strategic tools it has to ensure it holds the school to account.</p> <p>CW highlighted that she will meet with Headteachers and Chairs of the LAB over the coming weeks to gather feedback regarding the agenda.</p>	CW

6. Minutes from the last meeting.	The minutes of the meeting held on the 7 th December 2019 were agreed to be an accurate representation. CW signed these electronically on GovernorHub.	
7. Action Log from the meeting held on the 7 th December 2020.	<p>i. CW to electronically sign the 11th November 2019 minutes. Done.</p> <p>ii. Governors to see if they can visit the schools during deep dives. Ongoing due to Covid-19 (CV-19). Ongoing.</p> <p>iii. RR /CB to use Venn diagrams showing crossover between PP/SEND and EAL for future presentations. Done.</p> <p>iv. RR to compile data for tracking where there is quality first teaching and if there are PP pupils in these classes. Ongoing.</p> <p>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. Ongoing.</p> <p>vi. PO/CN to update GovernorHub and future agendas with the new meeting date and time for the July 14th 10.00. Done.</p>	ii. iv. v. ongoing
8. Board update: i. New governor recruitment update ii. Shepherdswell staff governor update.	<p>i. PO advised the board that he is recruiting new governors to the board and will have an update at the next LAB meeting.</p> <p>ii. Due to the number of staff changes and Ruth's absence this will be revisited as soon as she returns.</p>	PO RR
9. SEF - Ofsted will request 'a summary of any self-evaluation or equivalent' from your school on the first morning of an inspection. HT and Trust explain SEF S&P Committee members to question / challenge	<p>The governors thanked RR and CB for collating the SEF information.</p> <p>CW reminded the governors that these are key strategic documents and are live receiving updates on a regular basis.</p> <p><u>Orchard.</u></p> <p>CB highlighted the following from the Orchard SEF;</p> <ul style="list-style-type: none"> • New SEF has more context and story of the school than the previous version. • Ofsted criteria used for each section. • Last updated February 2021. • EMAT template used apart from column 4 which will have updated information added to it. • Quality of education section includes intent, implementation, and impact. 	On GovernorHub

	<ul style="list-style-type: none"> • To improve the school now needs to: <ol style="list-style-type: none"> 1. Continue to improve the progress all pupils make from Key Stage 1 to Key Stage 2, particularly in reading. 2. Ensure best practice is shared with new teachers so that curriculum intent is consistently implemented. <p>A governor asked if Ofsted grade descriptors were used. CB advised they were.</p> <p>A governor asked if the SLT were involved in drawing up the SEF. EM advised that the SLT looked at the Ofsted criteria which had been approved by CB and the EMAT lead partner. The SLT discussed these and then helped write the implementations. This was shared with the subject leads ensuring whole school involvement. CB advised that the SEF is normally shared at a September staff meeting when feedback is sought. Due to CV-19 this was not possible but the SLT team have been heavily involved.</p> <p>MJ asked in regards to the grade for leadership and management (2) with a relatively new governing board is the grade ambitious and have the governors been involved in any way with the SEF. CB noted that he is confident the grade is accurate with evidence to support this and confirmed there hasn't been any governor involvement but would welcome this in the future.</p> <p>MJ advised that EMAT is looking to move away from GovernorHub and use Microsoft Teams which will help governor involvement with the SEF.</p> <p>The Chair noted that she is confident the SLT and the staff could provide a very clear narrative to support the SEF but it is important the governors can do the same and can demonstrate this to Ofsted. CW agreed to work with CB and RR to improve this area and will arrange a virtual meeting to discuss further.</p>	<p>CW</p>
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	<p>CW advised that to support governors it would be beneficial to add to the “in order to improve further we need to” column informing how this fits into the academy improvement plan. CB agreed and will action.</p> <p>CB reiterated his offer for governor involvement and noted that work on this is moving forward and gave the example of a recent governor visit looking at PHSE.</p> <p>A governor advised that from her virtual visit the focus on mental wellbeing was highlighted and asked for an update on this. CB advised that a staff member had created a little book of hopes for pupils who received these when they returned to school to help them focus on the positives. EM noted that pupils can use this book to record activities, events they are looking forward to. The safeguarding lead has shared with staff the “great dreams activities” to help pupils mental wellbeing and assist them settle back into school.</p> <p>CB asked if the governors had any questions/comments regarding the SEF. A governor pointed out that on page 5 bullet point 5 the sentence is incomplete. CB thanked the governors for the feedback and will rectify.</p> <p><u>Shepherdswell</u> Due to RR absence this item was not covered in depth but GO and KR highlighted the following;</p> <ul style="list-style-type: none"> • RR, GO, Lorna Beard and Shepherdswell’s AIP have worked together on the SEF. • SEF does not have the Ofsted judgements added which is primarily due to the fluid situation the school is in as it’s coming into an Ofsted window. This is common practice within EMAT. SEF is more around where the school is and where it needs to get to. • School is going through a rapid change and is fully aware of their areas of focus. 	<p>CB/RR</p> <p>CB</p>
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	<p>The governors asked if the Education experts at the meeting could give a verbal update on what grade they think the school is.</p> <p>JC gave an update on the grade he feels the school is from the feedback received from RR. In this discussion, RR noted that the school is improving but is aware of its weaknesses</p> <p>GO advised that the school is receiving full support from EMAT.</p> <p>The governors thanked JC for the update and asked if there is a plan in place during RR absence.</p> <p>GO/KR advised there is a plan and full support is in place.</p> <ul style="list-style-type: none"> • Focus areas are 1. Staff primarily the MLT to fully understand the context of the school so they understand the curriculum intent. Work on this is underway and has been discussed during recent staff meetings. 2. High-quality teaching. 3. Reading, Phonics and curriculum. 	
<p>10. Academy Improvement Plan: Priorities for 2020/21 Focus on Curriculum Development Governors visits linked to AIP priorities.</p>	<p><u>Orchard.</u></p> <p>CB highlighted the following using the Shepherdswell AIP (due to Orchards not being available at the meeting, it has been completed)</p> <ul style="list-style-type: none"> • AIP follows on from the SEF and is completed with support from the SLT and AIP partner. • Focus areas are Reading, MLT, Subject leadership with staff taking more of a role in staff meetings, EMAT working parties and be able to confidently talk about their subjects including to external agencies. • Governance to allow governors to have the information to challenge. <p>A governor asked if they can be linked to other school priorities listed in the AIP.</p> <p>CB welcomed the suggestion.</p> <p>FO/CW/CB/MJ will discuss this outside of the meeting.</p> <p>A governor asked if the AIP can be added to GovernorHub.</p> <p><u>Shepherdswell.</u></p> <p>Due to RR absence, this item was not covered in-depth and will be discussed at future meetings.</p>	<p>Full report on GovernorHub</p> <p>FO/CW/CB/MJ</p> <p>PO/CB</p>

<p>11. Exception reporting: Progress and achievement towards targets</p> <p>i. Groups not currently on target.</p> <p>ii. Strategies to accelerate progress</p>	<p>Orchard.</p> <p>CB /EM highlighted the following;</p> <ul style="list-style-type: none"> • Data in the reports are from pre-September 2020. • The heat maps reflect the amount of time the pupils had away from school up to September. • Year 6 in the Autumn term were showing progress assisted by the additional support. The initial observations from pupils returning in March seem to show that this work was not quite long enough for it to go into the pupil's long term memory. • A new calculations method was adopted in September and is proving successful • An arithmetic test is planned next week as this subject was identified early on a development need. On top of these quizzes, assessments are used to ascertain subject knowledge and adapt lessons/teaching if required. <p>A governor asked if there are any national benchmark test planned in the near future.</p> <p>EM advised that pre-Easter Years 3, 4 and 5. Year 6 are booked in for the Summer term.</p> <ul style="list-style-type: none"> • Engagement with Home Learning was strong but the upcoming test will help ascertain if this engagement translates into stronger data. <p>A governor asked why did a high number of SEN pupils (10%) choose to remain at home during lockdown.</p> <p>CB advised that the main reason was parents thinking the school was unsafe. The school did everything possible to convince them it was, including one to one teaching but despite everyone's best efforts some parents didn't send their children to school</p> <p>A governor asked what support was offered to the pupils who showed limited or no engagement.</p> <p>CB advised that a number of support tools were used including home visits where remote learning password were handed over, regular phone calls, IT equipment handed out including laptops and data dongles and paper packs printed including the offer to have these delivered.</p>	<p>Reports on GovernorHub</p>
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	<p>A governor asked what lessons have been learnt regarding remote learning. CB advised that having remote learning planned ready to go is key as it could be used outside of CV-19 and the systems the school used improved over time and will be ready to go if required in the future. CB noted the upskilling staff have done over the last year and they have taken this in their stride. EM highlighted the benefit of having a flexible approach for pupils currently shielding.</p> <p><u>Shepherdswell.</u> KR highlighted the following;</p> <ul style="list-style-type: none"> • Year 2 are a focus area and the SENCO is working with this year group. • RR has added additional context to the year 2 heat map. • Development/actions include employing an HLTA, who will provide additional capacity for interventions and targeted teaching. Interviews for this role will take place on the 17th March. • Year 2 TA's currently off, isolating. • Staffing update for year 2. <p>A governor asked if there are strategies in place to assist the pupils who need accelerated support. KR advised the key strategies are the use of the National tutoring programme, interventions and Phonics assistance aimed at year 2.</p> <p>A governor asked what plans Orchard has to support this year group when they transition from Shepherdswell. CB advised that there are three staff members who work across both schools and transition is a strength for both schools.</p>	
<p>12. i. School reopening to all pupils ii. Update on the planned strategy for the CV-19 catch up funding. iii. LAB to report on how they will monitor the impact of this spending.</p>	<p>i. CB highlighted that the first two days of the full reopening has gone very well and pupils are happy to be back.</p> <p>ii. <u>Orchard.</u> CB noted the extensive work that has gone into the strategy insuring it was not just a tick box exercise and wanted the plan to be as detailed as possible to help</p>	

	<p>governors hold the school to account. The plan demonstrates the overarching strategy and the approach that will be taken to get those pupils who need it back on track.</p> <p>CB advised that a part of the plan was based on the Education Endowment Foundation's Covid-19 guides for schools. The identified impact of partial school closures for each subject information was shared with the MLT who had input into it. The document was then split into</p> <ul style="list-style-type: none"> • Teaching and whole-school strategies. • Targeted academic support. • Wider strategies. <p>CB advised that a review of PP spending will take place to identify how vulnerable pupils can be better supported after lost school time due to partial school closures and thanked the governors for their support with this.</p> <p>The governors noted how detailed and well laid out the plan is.</p> <p>A governor asked how will the school monitor/measure the impact of the CV-19 catch up funding.</p> <p>CB advised that for the National tutoring programme they have their own robust monitoring system to capture data.</p> <p>The governors agreed to monitor this during their visits to ensure the fund has made a difference.</p> <p>FO offered to meet with the schools later this term and next term to ascertain the impact made and report back to the board at the next S&P meeting.</p> <p><u>Shepherdswell.</u></p> <p>KR advised that the SLT will complete the Power of Coaching Programme, to implement and create an effective coaching culture along with the Implementation of Numbots and Read Write Inc programmes. Staff training is ongoing with an online portal to upskill understanding and use of Microsoft 365 and Teams.</p> <p>KR advised that the pupils who will participate in the National tutoring programme have been identified.</p>	FO
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	<p>A governor asked how the total figure was calculated.</p> <p>GO advised that it is on the number of pupils in school and for Orchard and Shepherdswell it's £80 per pupil.</p>	
13. Ofsted preparation. Shepherdswell – Staff Questionnaire	GO advised that this is part of the AIP role and they meet with RR on a regular basis to support.	
14. Report from Safeguarding Governor/ Lead DSL LAB Training – Smart Log Basic GDPR E -Safety Equality and Diversity Awareness Health and Safety at work Safeguarding and Prevent	<p>MJ advised that all governors will shortly be sent information on how to access the site, which courses are a priority and when the training needs to be completed.</p> <p>CB noted that at a recent safeguarding review there were some issues trying to ascertain what training the governors had completed.</p> <p>PO advised the board that all training completed on the National Governance Association site has been transferred onto GovernorHub. PO told the governors to pass on any training they have done outside of EMAT and the NGA to him and he will add it to GovernorHub</p> <p>A governor asked if there was an action plan derived from the safeguarding review.</p> <p>MJ advised that the action plan will be shared with the governors shortly and the SG lead agreed to give feedback regarding this at the next LAB meeting.</p>	<p>MJ</p> <p>MJ CA</p>
15. Any other business i. Shepherdswell ethos	<p>i. KR advised that the new Ethos <i>Together, we learn and grow</i> and <i>Each day we are Ready, Respectful and Safe</i> was launched to the pupils on Monday 8th March with encouraging early signs. The new ethos had been shared with parents and parents were involved at the consultation stage.</p> <p>A discussion followed about the requirements for both schools to remain individual while working closely together.</p> <p>CN asked if any governors would like to be part of the GDPR committee to let her know.</p> <p>PO to add this to the next LAB agenda.</p>	<p>PO</p>

16. Dates of meetings for the year:	12/04/21 Shepherdswell LAB 18:00 21/06/21 Orchard S&P 18:00 * 14/07/21 Shepherdswell LAB 10:00. * Due to uncertainty around the date for this year's data drops the last S&P dates may be subject to change.	Calendar appointments have been sent.
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The meeting closed at 19.27

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

Actions from the virtual meeting for Orchard and Shepherdswell held 10/03/21

Action	Owner
1. CW to meet with Headteachers and Chairs of the LAB to gather feedback regarding the S&P agenda. Page 1.	CW
2. 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. Ongoing. All on page 2.	ii. Governors. iv. RR v. CB
3. i. PO to give an update at the next LAB meeting regarding new governor recruitment. Page 2.	PO

4. RR to give an update reference staff governor. Page 2.	RR
5. CW to arrange a meeting with RR and CB reverence helping governors have a very clear narrative to support the SEF. Page 3.	CW/RR/CB
6. 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. Page 4.	CB/RR
7. CB to rectify the typo on page 5 bullet point 5 the sentence is incomplete. Page 4.	CB
8. FO/CW/CB/MJ to meet and discuss the possibility of linking governors to other school priorities listed in the AIP. Page 5.	FO/CW/CB/MJ
9. Orchard’s AIP to be added to GovernorHub. Page 5.	CB/PO
10. FO to report back reference the impact being made from the CV-19 catch up fund. Page 8.	FO
11. MJ to supply login and priority training details for Smartlog along with information when the training needs to be completed by. Page 9.	MJ
12. 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. Page 9	MJ/CA
13. PO to add GDPR committee request onto the next LAB agenda. Page 9.	PO

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