

**FINAL Minutes Local Advisory Board: Orchard & Shepherdswell**
**14th July 2021 10.00**
**Meeting held virtually via Microsoft teams**
**The fourth LAB 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>Emma Ruffles</b> (TB appointed governor)  <b>Femi Okeya</b> (TB appointed governor)  <b>Claudia Wade</b> (Chair TB appointed member/ Chair)  <b>Chloe Nelson</b> (Associate Member)  <b>Chris Akpakwu</b> (Elected parent)  <b>Shibli Miah</b> (TB appointed governor)  <b>Paul Wheeler</b> (Finance and Operations Director &amp; Chief Financial Officer)  <b>Fiona Wheeler</b> (EMAT Trustee observing)  <b>Giles Osborne</b> (EMAT Lead AIP)  <b>Monica Juan</b> (EMAT Compliance / Governance)  <b>Joshua Coleman</b> (CEO: EMAT)  <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>	<p>CB joined the meeting at 11.06</p> <p>CA left the meeting at 10.56</p> <p>GO joined the meeting at 10.34</p>
2. Apologies.	Apologies received and accepted from <b>Julie Stevens</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 26 <sup>th</sup> of April 2021 were agreed to be an accurate representation and are to be electronically signed by the Chair.	<b>CW</b>
6. Action Log from the meeting held on	<p>i. CW and FO to have a virtual meeting with the school PP leads ASAP. <b>Done report to follow.</b></p> <p>ii. PP and Safeguarding lead governors to conduct a virtual visit this term. Done. <b>PO to check report has been added to Teams.</b></p>	<p><b>i. CW/FO</b></p> <p><b>ii. PO</b></p>

<p>the 11<sup>th</sup> January 2021</p>	<p>iii. CB/RR to send PO the latest versions of the SEF to PO for uploading onto GovernorHub. <b>Done on Teams.</b></p> <p>iv. GO to send MJ a selection of questions for governors to ask and MJ to add these onto the EMAT governor visit form. <b>Done.</b></p> <p>v. The governors to complete a visit either in person or virtual and have completed a feedback report to present at the next LAB meeting for both schools. <b>Done.</b></p> <p>vi. RR to support FO in reporting the impact observed for the CV-19 catch up funding at future meetings. <b>Ongoing.</b></p> <p>vii. PO to add the behaviour policy to the Septembers LAB meeting agenda. <b>Ongoing.</b></p>	<p><b>vi. RR/FO</b></p> <p><b>vii. PO</b></p>
<p>7. A. Head of school's performance report</p> <p>i. Safeguarding</p> <p>ii. Curriculum</p> <p>iii. Attendance</p> <p>iv. Behaviour.</p> <p>v. Risk register</p> <p>vi. H&amp;S update.</p>	<p><b>Shepherdswell.</b></p> <p>RR highlighted the following from the Summer 1 performance report;</p> <ul style="list-style-type: none"> <li>• Attendance is currently 97%.</li> <li>• 2 children missing from education, one has moved to another country, and one has moved to another area, but wants to home school, we are in contact with county about these children.</li> <li>• The persistent absence has decreased from 15% to 7% compared to Autumn 1.</li> </ul> <p><b>A governor asked what tactics/procedures used were the most successful in this decrease.</b></p> <p>RR advised that having clear systems in place, for example, an initial parental letter followed by a parent meeting then a parent contract all managed on an individual basis. On top of this, the use of the breakfast club has proved beneficial.</p> <p><b>A governor asked if staff attendance has been impacted by CV-19.</b></p> <p>RR advised that a staff member is isolating this week, and this is the first instance of isolation absence.</p> <ul style="list-style-type: none"> <li>• One concern was reported to MASH. The outcome is CFP involvement doctors believe it to be a UTI and no other evidence.</li> <li>• 7 pupils Registered as Child in Need.</li> </ul> <p><b>A governor asked if the gaps regarding FGM and Prevent training for the single central records have been closed.</b></p> <p>RR will investigate and report back.</p> <ul style="list-style-type: none"> <li>• Fire drill. Folders for daily registers set up, so no printing is required on the day.</li> </ul>	<p>Full report on Teams</p> <p><b>RR</b></p>

**A governor noted that the capacity is 180 but pupils on roll are currently 150. Is the staffing set up for 180 or 150.**  
RR advised that the staffing is set up for 150.

Orchard.

CB highlighted the following from the Summer 1 performance report;

- Limited mobility regarding pupil numbers.
- Intake for year 3 in September is healthy with a waiting list.
- Absence. 3 children from 1 family have been stuck in Pakistan since Spring. 11 children are persistently absent as they have a social worker or EHCP and chose not to come to school during lockdown. 1 child is on a part-time timetable.
- Staff Attendance. W.C 5<sup>th</sup> Of July on one day 12 staff absence on one day this equates to 20% of staff overall. This was due primarily to CV-19.
- Two bubbles currently closed these are years 3 and 6.
- Exclusions. A carer was asked to come and collect a pupil early from school. A pupil was excluded for racist abuse towards another. Meetings were held with both the pupils and the parents following this and there have been no further issues. A pupil from our Cedar ASC. Dept. was excluded for assaulting a staff member. This was a 3-day exclusion. We have been working with the Outreach Team at the Local Authority to try to manage this situation.
- An update was given regarding a racist incident and the support given.
- An update given regarding two pupils who used homophobic language in an online chat, which was reported to the school. These pupils were dealt with in line with the school behaviour policy, were spoken to at school and conversations were had with parents.
- Whilst not using homophobic language themselves, another pupil tried to 'incite' homophobia by passing on information from a pupil's online profile about their sexuality to other people, encouraging them to make comments. This was also dealt with in school.
- Accidents at work. A child fainted on the playground and knocked their head as they fell. Paramedics attended. The child did not go to the hospital and recovered quickly.

**A governor asked for an update from RR/CB on how the transition/intake days have gone.**

CB advised that the May guidance for school's update advised that transition days could be run. Year 2 parents were written to

	<p>indicating that Orchard would be holding transition days and due to take place on the 9<sup>th</sup> of July.</p> <p>Following the announcement that the restrictions would continue until the 19<sup>th</sup> of July these plans, were altered so that the pupils would visit in their existing bubbles. The closure of the year 3 bubble last week meant these plans were changed for one feeder school. Plans are in place to re-arrange this visit before the end of term. Shepherdwell is due to visit Orchard this evening closely following CV-19 protocols.</p> <p>On Monday the 6<sup>th</sup> of September only year 3 pupils will be in school to help with their transition.</p> <p>RR noted that EYFS parent and pupil's meetings took place in the evening and during the day. On top of this, there has been two after school opportunities for parents and pupils to visit the school. For in-school transition, these were held and all CV-19 protocols being adhered to.</p> <p>MJ noted that the governor vacancy information on the report is incorrect and there are three vacancies. One of these is for parent governor and this will be added to the September LAB agenda for further discussion. PO to action.</p>	<p style="text-align: center;"><b>PO</b></p>
<p>8. SEF to be presented to the board highlighting any concerns /priorities or Info the board should be aware of.</p>	<p>RR highlighted that she met with SS (AIP) to start working on next year's SEF.</p> <p>CB highlighted that his meeting had to be postponed due to staffing issues. SS has gone through the SEF and corroborated the work done so far. The updated version will be shared ASAP.</p> <p><b>The governors noted that the "We need to check this out by..." column is an excellent addition.</b></p> <p><b>The governors noted that the "governors ensuring that their statutory duties are met" statement doesn't fully reflect the role of governors and asked if the wording could be changed for next year's version so it reflects the integral role governors play in the leadership and management of the school.</b></p> <p>CB advised that the wording is from the Ofsted descriptors but is happy to add a new row highlighting the important/integral role governors play.</p> <p><b>A governor asked for an update regarding the statement "Deliver additional RSE lessons during the Summer Term 2021 to ensure that all children have covered the key aspects of both their current year group content and the previous".</b></p>	<p>Full report on GovernorHub</p> <p style="text-align: center;"><b>CB</b></p>

	<p>EM advised that the curriculum and PHSE lead met and devised a medium-term plan to cover anything missed last year and will be completed by the end of this academic year.</p> <p>Shepherdswell.</p> <p>RR highlighted the following;</p> <ul style="list-style-type: none"> <li>• All sections have been completed apart from EYFS.</li> <li>• The impact column has been moved into what we are seeing now column.</li> <li>• SEF will cross-reference with the SIP.</li> <li>• EYFS will be added to the priority list.</li> </ul> <p><b>The governors asked for an update to the statement “Governance is an integral part of day-to-day life”. To an integral part of leadership and management to demonstrate they are not a part of the day to day operation of the school.</b></p> <p>RR will action.</p> <p><b>A governor asked for an update on the in order to improve further we need to... EYFS staff to receive training in observation techniques and foci statements.</b></p> <p>RR noted that training has been completed via webinars and the next step is to see how this fits into the EYFS curriculum.</p> <p><b>A governor asked for the priority “raise the profile of reading across the curriculum to enable pupils to read with fluency and understanding.” is this enough or should more subjects be included i.e. Maths.</b></p> <p>RR advised the priority are the initial ideas but could link to the data to the priority “ensure that all teachers have good subject knowledge so that all pupils achieve well in all subjects.” RR to action.</p> <p><b>The governors asked if the priorities from both schools can be included in future LAB meetings so they can monitor the progress.</b></p> <p>PO/CB/RR to action.</p>	<p>RR</p> <p>RR</p> <p>PO/CB/RR</p>
9. SEND annual report	<p>Shepherdswell.</p> <p>RR highlighted the following;</p> <ul style="list-style-type: none"> <li>• There is one EHC needs assessment about to be submitted for a child in Y2.</li> <li>• A lot of work has taken place to ensure as many SEN pupils have access to mainstream education as possible.</li> <li>• The biggest area of need is Communication and Interaction. The welcome screening programme has recently been</li> </ul>	Full report on Teams

	<p>utilised and all pupils in EYFS will be screened. All pupils will be screened from September.</p> <ul style="list-style-type: none"> <li>• SEN register in place that is robust and all staff are aware of.</li> <li>• SEN lead will start her QTS in September.</li> </ul> <p><u>Progress and Achievement of SEND pupils.</u></p> <ul style="list-style-type: none"> <li>• 46% of the Y2 children with SEND have now passed the phonics screening check.</li> <li>• 50% of the Y1 and 2 children with SEND had increased their score on the phonics screening as a result of targeted quality first teaching and interventions. This means they can independently blend and segment.</li> <li>• 100% of children with EHCPs have achieved 80% of their short-term outcomes.</li> <li>• Next year, we need to establish a system for recording small steps of progress in a range of areas for our children with SEND. The progress made by these children is not taken into account using our current progress measures. GO advised this would include how a pupil is progressing against their individual targets.</li> <li>• Case study example shared.</li> </ul> <p><u>Staff SEND CPD.</u></p> <ul style="list-style-type: none"> <li>• A focus was to raise the awareness of SEND.</li> <li>• Bespoke training where applicable.</li> <li>• Quality first teaching a priority.</li> </ul> <p><u>Orchard.</u></p> <p>CB highlighted the following;</p> <ul style="list-style-type: none"> <li>• Data section not included as the latest data results came in too late to add to the report.</li> <li>• There are now 4 additional children with EHCPs in the mainstream.</li> <li>• We have a high number of children with ASC or speech, language or communication needs.</li> </ul> <p><u>Impact of CV-19.</u></p> <ul style="list-style-type: none"> <li>• All children on the SEN register were offered a place in school during the partial school closures to ensure they were able to access learning and to support their well-being. For parents that chose to keep their child at home, they had access to daily Sways which were scaffolded to provide support. Three children who required additional interventions to support their short-term outcomes on their EHCPs or SEN Support plans, received 1:1 tuition from members of SLT or a Teaching Assistant under the supervision of the SENCO.</li> </ul>	
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	<p><u>SEND funding.</u></p> <ul style="list-style-type: none"> <li>• Notional budget £152,588. A portion of this budget is allocated to department.</li> </ul> <p><u>SEND Self-evaluation summary.</u></p> <p>Strengths</p> <ul style="list-style-type: none"> <li>• Staff at Orchard are committed to a child-centred approach.</li> <li>• The use of Edukey to record and monitor provision and outcomes is embedded across the school.</li> </ul> <p>Key priorities.</p> <ul style="list-style-type: none"> <li>• To embed an assessment system that identifies small steps of progress for our children with SEND.</li> <li>• Successful transition for our children in the SCD to the new department at Orchard (Following the outcome of the consultation).</li> <li>• Improve outcomes for pupils with SEND in the mainstream through embedding quality first teaching in every classroom and throughout the curriculum, using a coaching model to ensure opportunities for inclusive and reflective practice.</li> </ul> <p><b>CN thanked the SENCO lead for her support over the last year at both schools.</b></p>	
<p>10. Management Accounts for information.</p>	<p>PW highlighted the following; Orchard.</p> <ul style="list-style-type: none"> <li>• Orchard is well managed and is currently showing a small surplus. The forecast is to break even by years' end.</li> <li>• The budget for next year is challenging primarily due to funding but the expectation is to balance the budget with KPI's aligning with national benchmarks.</li> <li>• Plans are in place for investment into the SEN department to create a better learning environment.</li> </ul> <p><b>A governor asked if the budget for the SEN investment includes setting up the essential equipment.</b> PW advised it does.</p> <p><b>A governor asked how far back do you trend and how far forward do you forecast.</b> PW advised that trends are completed monthly with forecasts done until the end of the year.</p> <p>Shepherdswell.</p>	<p>Full report on GovernorHub</p>



	<ul style="list-style-type: none"> <li>• EMAT budgeted for a deficit due to falling school role and the previous organisational structure. RR has reviewed the structure and this has helped reduce cost and decrease the deficit.</li> <li>• There was some spending in June and July on equipment which will see the deficit increase slightly.</li> <li>• The budget for next year is going to the board today for approval and has gone through the resource requirement with a plan for a small deficit for 2.</li> <li>• EMAT is supporting the school to increase pupil numbers which should balance the budget.</li> </ul>	
<p>11. Governors.</p> <p>i. Governor action plan and year review.</p> <p>ii. Chair Report including skills audit review.</p> <p>iii. Recent visits (not discussed in the June S&amp;P) and key priorities update.</p> <p>iv. Teams update &amp; future training plans</p>	<p><b>i.</b> CW advised that due to not having the opportunity to meet governors face to face and being relatively new to the role of Chair she has not had the chance to complete a written report but will do one over the coming days.</p> <p>CW gave a verbal update highlighting the following;</p> <ul style="list-style-type: none"> <li>• The appointment of a Chair going forward is a priority with training and mentoring available.</li> </ul> <p><b>ii.</b> CW highlighted the following priority training request from the board;</p> <ul style="list-style-type: none"> <li>• Preparing for an Ofsted inspection.</li> <li>• Developing the board as a team.</li> </ul> <p>CW highlighted the following strengths from the audit;</p> <ul style="list-style-type: none"> <li>• Compliance.</li> <li>• Differentiation between Governance and Management</li> <li>• Strategic oversight.</li> </ul> <p>CW highlighted the following challenges that face the board;</p> <ul style="list-style-type: none"> <li>• Continuation of triangulation of monitoring information.</li> <li>• A clear understanding of the key priorities and asking “so what’s the impact of the work the school is doing”</li> </ul> <p>CW advised that in the Autumn term the AIP will be triangulating the evidence of the PP reviews to allow governors to have an external evaluation of the data.</p> <p><b>iii.</b> The governors are happy this had been discussed earlier. PO reminded all governors to send him completed visit reports for adding to Teams.</p> <p><b>iv.</b> MJ advised that Teams will have a lot of useful information and all governors have been sent their Teams email and password</p>	<p><b>CW</b></p>



	<p>shortly. All future email communication will be done using the Teams version with the need to use the governor's personal emails being phased out.</p> <p>MJ reminded the board that one of the primary reasons for transferring to Teams is related to GDPR compliance.</p>	
15. Any other business	<p><b>The governors asked if the Orchard and Shepherdswell SEF priorities can be added to the first LAB agenda of 2021-22 for link governor allocation.</b> PO to action.</p> <p>CB asked that due to the imminent ceasing of the bubbles and after consultation with relevant stakeholders he would like the end of the school day to be 15.05hrs.</p> <p><b>The governors agreed this is a sensible step.</b></p> <p><b>The governors thanked all of the staff at Orchard and Shepherdswell for their hard work and commitment.</b></p>	<b>PO</b>
16. Date of the next meetings.	<p>Dates of meetings for the year 2021-2022. All 18.00 hrs start.</p> <p>LAB</p> <p>23/09/21 Orchard &amp; Shepherdswell 13/01/22 Orchard &amp; Shepherdswell 26/05/22 Orchard &amp; Shepherdswell 30/06/22 Orchard &amp; Shepherdswell</p> <p>S&amp;P</p> <p>16/09/21 Orchard &amp; Shepherdswell * 1-hour emergency meeting 25/11/21 Orchard &amp; Shepherdswell 10/03/22 Orchard &amp; Shepherdswell 18/07/22 Orchard &amp; Shepherdswell</p>	Calendar appointment have been sent.

**The meeting closed at 11.24**

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

**Actions from the virtual meeting for Orchard & Shepherdswell Academies held 14/07/21**

Action	Owner
1. CW to electronically sign the minutes from the 26 <sup>th</sup> of April 2021. Page 1.	CW
2. PO to check the governor visit report from the PP and Safeguarding leads has been passed on and uploaded onto Teams Page 1.	PO
3. RR to support FO in reporting the impact observed for the CV-19 catch up funding at future meetings Page 2.	RR/FO
4. PO to add the behaviour policy to Septembers LAB meeting agenda. Page 2.	PO
5. RR to check if the gaps regarding FGM and Prevent training for the single central records have been closed. Page 2.	RR
6. PO to add parent governor vacancy to the September LAB agenda. Page 4.	PO
7. CB to review the “governors ensuring that their statutory duties are met” SEF statement so it correctly reflect the role of governors. Page 4.	CB
8. RR to change the wording on the SEF for the statement “Governance is an integral part of day-to-day life”. To an integral part of leadership and management to demonstrate they are not a part of the day to day operation of the school. Page 5.	RR
9. RR to adjust the SEF priority “raise the profile of reading across the curriculum to enable pupils to read with fluency and understanding.” So it links to the data priority “ensure that all teachers have good subject knowledge so that all pupils achieve well in all subjects.” Page 5.	RR
10. PO to add the SEF priorities to future LAB agendas. Page 5.	PO
11. CW to send PO/MJ her end of year Chairs report. Page 8.	CW
12. PO to add the Orchard and Shepherdswell SEF priorities to the first LAB agenda for link governor allocation. PO to action. Page 9.	PO