

Final Minutes Standards & Performance: Orchard and Shepherdswell
7th December 2020 18.00
Meeting held virtually via Microsoft teams
The first 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) Ruth Ryan (Headteacher Shepherdswell) Emma Mundy (Staff Governor) Irfan Mohamed (Elected parent/ Chair) Adam Webb (TB appointed governor) Chris Akpakwu (Elected parent) Chloe Nelson (Associate Member) Femi Okeya (TB appointed governor) Lorna Beard (Lead AIP: EMAT) Claudia Wade (Chair TB appointed member) Monica Juan (EMAT Compliance / Governance) 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>	
2. Apologies.	N/A	
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 11 th November 2019 were agreed to be an accurate representation. CW agreed to sign these electronically on GovernorHub.	CW
6. Action Log from the meeting held on the 11 th November 2019.	<p>i. PO to ensure at the next meeting all governors have completed their declarations of interest and signed the KCSiE and code of conduct. Done.</p> <p>ii. Governors to see if they can visit the schools during deep dives. Ongoing due to Covid-19 (CV-19).</p>	ii. All governors

	iii. PO to add Curriculum provision to the next LAB agenda. Done.	
<p>7. Change to overview of Internal/Trust Data</p> <p><u>Shepherdswell</u></p> <p>i. Phonics Screening baseline – year 1</p> <p>ii. EYFS baseline</p> <p>iii. Year 2 – Mock SATs Data</p> <p><u>Orchard</u></p> <p>i. Year 3-5 COVID Baseline Assessments (to be shared at the meeting)</p> <p>ii. Year 6 Mock SATs Data</p> <p>iii. Arithmetic Test Results</p> <p>Orchard and Shepherdswell Targets for pupils: are they realistic, SMART and aspirational?</p>	<p><u>Shepherdswell</u></p> <p>RR highlighted the following from the Phonics screening data 2020-2021.</p> <ul style="list-style-type: none"> Phonics screening was completed in September currently completing year 2 with year due for completion in January. Attainment A threshold of 32 out of 40 on the national curriculum screening check is considered a ‘pass’. We analyse the cohort’s attainment in 4 bands according to the score out of 40 achieved. <p><u>Year 1 overview of pupils on track to achieve the national phonics standard.</u></p> <ul style="list-style-type: none"> In September 22% of pupils were on track to achieve the national expectations for phonics screening. In September 78% of pupils are below the current expectations and not on track, of these pupils their ability to blend sounds independently to read words is the main barrier, this is an increase of 23% from the same point last year. <p><u>Vulnerable groups phonics data overview.</u></p> <ul style="list-style-type: none"> Currently there are no year 1 children on the SEN register (two children who were have left the school). 11% of pupils eligible for PP are on track, this is lower than their peers. 7% of pupils with EAL are on track, this is lower than non EAL pupils. <p><u>Comparison Data for phonics baseline assessment.</u></p> <ul style="list-style-type: none"> Comparing the baseline data between each academic year there is a decline in the number of children achieving and on track to achieve the phonics screening. There is a decrease of pupils on track from the previous year of 23%, this may be due to CV-19. The main barrier from administering the assessment is the children’s ability to blend initial letter sounds and phonemes to read words. 	On GovernorHub

	<p><u>Areas of development/actions and current impact (next check January 2021).</u></p> <ul style="list-style-type: none"> • Headteacher to share data with all RWI staff, to ensure they know the data, gaps and the pupils they need to target so that they make good or better progress. Data from Read, Write, inc is showing pupils moving up from the red band which is encouraging. • CPD for all staff to refresh RWI training and observe good quality phonics teaching. • All RWI staff to follow the daily plans given to them, so there is consistency of learning, and take accountability for the progress of the pupils in their groups, monitored by the English Lead. • In Group A and red ditty groups really focus on getting the pupils to independently blend sounds to read words, moving to 'Fred in your Head'. • In every session of RWI alien words to be used to ensure pupils can decode them. • For at least 60% of red pupils to move at least into the next band by January same for pupils in amber and yellow. <p>A governor asked what are the outcome predictions for the outcome by the Summer term. RR advised for year Y2 92% / Y1 83% both national.</p> <p>A governor asked if Phonics homework has been effective and completed. RR advised that it's a mixed picture. To assist with this the English lead had sent out a letter to parents with links and information regarding a virtual workshop planned for January. LB highlighted the support she offers RR and the progress observed in Phonics is encouraging.</p> <p>A governor asked what homework engagement levels have you had from parents regarding. RR advised that the parents who communicate with the school are on the whole supportive and engage with the work we are doing. Work is ongoing to reach the parents who don't regularly communicate with the school.</p>	
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	<p>RR highlighted the following from the Shepherdswell Academy EYFS GLD Data 2020-2021.</p> <p><u>EYFS baseline data – Wellbeing and Involvement.</u></p> <ul style="list-style-type: none"> Wellbeing 27% / Involvement 27% low. Pastoral team monitoring and supporting if required. The majority of pupils are medium or high. <p><u>EYFS baseline data – Characteristics of effective learning.</u></p> <ul style="list-style-type: none"> This data tells us if the pupils have or are developing characteristics that show they are or will become effective learners. Quality of provision in place to help where needed. <p><u>EYFS baseline data – Areas of learning.</u></p> <ul style="list-style-type: none"> Physical development is high. The areas of learning show that most children are entering the foundation stage just below age related expectations. Plans in place to assist with this. Communication and language data is low and is due primarily to the high percentage of EAL pupils. <p>A governor asked what percentage of these pupils are EAL. RR advised it's approximately 70%.</p> <p>A governor asked if it is normal for Understanding of the world to be low at this time of the year. RR confirmed it is and this will improve as the pupil progresses through the year.</p> <p><u>EYFS baseline data – On Track for GLD.</u></p> <ul style="list-style-type: none"> Physical development is on track to achieve to achieve our target of 72% GLD 67% are on track to achieve the early learning goal in number (i), which is recognising and counting, however number (ii) is calculation and applying number skills which is significantly below. Communication and Language, literacy and shape, space and measure are also significantly below and need to be an area of focus. 	
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	<p>Areas of development/actions.</p> <ul style="list-style-type: none"> • Ensure that the provision allows opportunities for the pupils to use and apply the learning they are being taught • Ensure there is purpose, scaffolding and challenge, in adult led, adult structured and child initiated learning which is evident in the planning. • Create milestones in achievement to ensure that the pupils have the skills and knowledge they need to achieve a GLD from their starting points. • Adapt planning to support adults in the setting to effectively support and challenge the pupils to move leaning forward. • Provide daily opportunities to write and use developing phonic knowledge and due to be assessed this week. <p>A governor asked in regards to milestones when are you expecting more data for on track early learning goals. RR advised that this will be before Christmas. Target is 70% aiming for 73%.</p> <p>A governor asked if there is data available for classes as well as years if so are there any major differences between the classes. RR confirmed she does have this data and there are no major differences in the data between classes. As this is baseline data comparisons are difficult. LB highlighted the ethos of classes is working as a unit and teachers have been moved around to make the most of their strengths.</p> <p>A governor noted that technology data for GLD is relatively poor and asked what procedures are in place to assist with this. RR highlighted that the baseline was done within the first four weeks. Investment has been made in Beebot, Tuff cameras and coding blocks to ensure they have the resources required.</p> <p>The Chair congratulated RR regarding the quality of the information provided.</p>	
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	<p>RR highlighted the following from the Shepherdswell Academy KS1 National Curriculum Data 2020-2021.</p> <ul style="list-style-type: none"> The Key Stage 1 (KS1) tests are designed to test pupils' knowledge and understanding of the KS1 programmes of study at the end of Year 2. If these don't go ahead because of CV-19 mock sats will be completed. <p><u>KS1 Attainment in the Mock Baseline SATs and Teacher Assessment for Autumn term 1.</u></p> <ul style="list-style-type: none"> Reading and being able to use phonic knowledge to read words is a concern, as is the pupil's comprehension skills. Additional training is planned. <p>A governor noted the discrepancy in some areas regarding Test and teacher assessment (TA) percentages and asked why this is.</p> <p>RR explained that the attainment and TA was completed in September and the TA is based on knowledge of pupils. Moderation work is ongoing to ensure parity and is expecting the gaps to narrow at the next data drops. Target is for 63% at the end of the year.</p> <p><u>KS1 baseline attainment – Comparison data.</u></p> <ul style="list-style-type: none"> Data was not unexpected. Reading mock 2020 32% / 2021 2% In our current Y2 cohort we have a higher SEND need and a lower starting point, 63% of these pupils achieved a GLD, 10 have additional SEND support, with 3 pupils accessing our social communication department, and 1 pupil in class with a 1:1 and 2 being assessed for an EHCP. <p><u>KS1 baseline attainment - Progress from EYFS.</u></p> <p><u>Reading.</u></p> <ul style="list-style-type: none"> 1 pupil is working at the expected standard in Reading. There are no pupils achieving expected standard in EYFS that achieved this in the baseline Mock SATs test. <p><u>Maths.</u></p> <ul style="list-style-type: none"> 2 pupils are working at the expected standard in Maths. 	
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	<ul style="list-style-type: none"> • There are no pupils achieving expected standard in EYFS that achieved this in the baseline Mock SATs test. <p><u>SPAG.</u></p> <ul style="list-style-type: none"> • 1 pupil is working at the expected standard. • There are no pupils achieving expected standard in EYFS that achieved this in the baseline Mock SATs test. <p>A governor asked what are the reasons for the big drop in data outcomes from last year. RR advised that the main factors are CV-19, quality of teaching and learning which needs improving and is being looked at including use of external tutors. We are also encouraging pupils to be independent learners.</p> <p>A governor asked if there have been any staff changes in year 2. RR confirmed there has been high staff turnover and work is ongoing to change the culture/ethos of the school. There is a RQT and new staff member in this year. LB highlighted the applications for high needs funding for this year. JC advised the board there has been a new curriculum instigated at the school along with significant investment in infrastructure i.e IT. The trajectory of the impact this has had in other EMAT schools would indicate a large proportion of the drop will be made up. CV-19 funding is available along with intervention plans. All are keen to move this year group forward and with new data drops in a couple of weeks we will know if this is making a difference and review accordingly.</p> <p>A governor asked if the new staff member in year 2 will be supported. LB /RR advised that the addition of the new staff member should be seen as a positive and they will be supported. IM highlighted the positive changes he has seen and is confident progress will be made.</p>	
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	<p><u>KS1 baseline attainment –Vulnerable groups.</u></p> <ul style="list-style-type: none"> • All SEND pupils making progress against their individual targets. • Reading, SPAG, Maths applying work is a focus area. <p>A governor noted the difficulty for pupils to apply themselves if they don't have the language skills.</p> <p>A governor asked if there is any information available for the PP impact statement. RR advised this will be ready to share in January.</p> <p>A governor asked what are the additional strategies you will use to help the PP pupils close any gaps with non PP. RR highlighted that class handbooks have been introduced so staff are aware of who their vulnerable pupils are, their starting point and what progress they need to make. In pupil progress meetings these pupils form part of all conversations so individual and groups are looked at with individual targets set. Ensuring good quality teaching and PP pupils are identified and targeted and stretched at all levels with accelerated progress. All PP pupils are heard read one two one at least three times a week.</p> <p>The Chair asked if for future presentations a Venn diagram can be used showing cross over between PP/SEND and EAL.</p> <p>A governor asked if there is any tracking of where there is quality first teaching and if there are PP pupils in these classes. RR not at present but will action.</p> <p><u>Arithmetic data – year 2.</u></p> <ul style="list-style-type: none"> • There has been a 35% increase in average attainment in Foxes and 42% in Badgers from Autumn 1 and Autumn 2 which shows impact. <p><u>Orchard.</u> CB highlighted the following from the Orchard Academy KS2 National Curriculum Data 2020-2021.</p> <ul style="list-style-type: none"> • The KS2 tests usually consist of: • English Reading Paper: combined reading prompt and answer booklet • Mathematics Paper 1: 	<p>RR/CB</p> <p>RR</p>
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	<p>arithmetic • Mathematics Paper 2: reasoning • Mathematics Paper 3: reasoning • English Grammar, Punctuation and Spelling test (Often known as 'SPAG').</p> <ul style="list-style-type: none"> • CB gave an update on the changes announced by the DFE on the 3rd December. • No plans to publish performance data this year. <p><u>KS2 Attainment in the Mock Baseline SATs for Autumn term 1.</u></p> <ul style="list-style-type: none"> • 1st test for year 6 was in September which is slightly earlier than normal. They did the same assessments as done in previous years. • Results for working at is lower than normal. • Maths has seen a drop primarily around arithmetic. Which was probably due to a lack of practice at home even though this was on home learning schedules but with no teacher face to face interaction it dipped. <p><u>Year 6 Autumn Attainment – Comparison data.</u></p> <ul style="list-style-type: none"> • 2019 cohort completed May their test. • 2019 cohort Reading in Mock 30% working at, final test 58%. 2020 Mock 29% no May test taken due to CV-19. 2021 cohort 25% and shows the data is not too far behind last year. <p>A governor noted the amount of effort put into Reading and wondered if the reading room was still in use.</p> <p>CB advised that due to CV-19 the reading room is closed although we still have an operational library service with targeted suggestions for pupils about books they may enjoy. CB highlighted the potential installation of a book vending machine being installed which will be used as a reward. CB reminded everyone that Reading is a school focus area.</p> <ul style="list-style-type: none"> • Maths has seen a significant drop in pupils working at the expected standard. Pupils' arithmetic scores were much lower than would normally be the case. Progress is being seen since September to close the gap. • In Maths, 50% of this cohort were working at the Year 5 expected standard in the Autumn last academic year. 	
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	<p><u>Year 6 Autumn Attainment - Progress from KS1.</u></p> <p><u>Reading.</u></p> <ul style="list-style-type: none"> • 26% of pupils are working at the end-of-year expected standard or higher in reading. • 81% of children were assessed at expected standard or higher at Key Stage 1. • This cohort's baseline assessment (Year 3) showed 33% of children working at expected standard or above. <p><u>Maths.</u></p> <ul style="list-style-type: none"> • 11% of pupils are working at the end-of-year expected standard or higher in Maths. • 76% of children were assessed at expected standard or higher at Key Stage 1. • This cohort's baseline assessment (Year 3) showed 24% of children working at expected standard or above. <p><u>SPAG.</u></p> <ul style="list-style-type: none"> • 8% of pupils are working at the end-of-year expected standard or higher in SPAG. • 67% of children were assessed at expected standard or higher at Key Stage 1. • This cohort's baseline assessment (Year 3) showed 63% of children working at expected standard or above. • SPAG is a school focus area. <p><u>Year 6 Autumn Attainment–Vulnerable.</u></p> <p><u>SEND.</u></p> <ul style="list-style-type: none"> • 1 SEND pupil is working at greater depth in reading and is working at the expected standard in Maths and SPAG, but all others are still 'working towards' the expected standard. • 3 of these SEND children are attached to our social communication department. <p><u>Disadvantaged.</u></p> <ul style="list-style-type: none"> • 6 pupils in total were working at the end-of-year expected standard in Reading. • Pupils eligible for PP funding are performing better in reading than in Maths and SPAG. This suggests that our efforts and focus on reading across the school are beginning to show positive impact. <p><u>EAL</u></p> <ul style="list-style-type: none"> • Pupils with English as an additional language are outperforming non-EAL pupils in all areas. 	
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	<ul style="list-style-type: none"> • 20% of non-EAL pupils are working at the expected standard in reading, compared with 33% of pupils for whom English is an additional language. • There are no pupils in Year 6 who are EAL and have SEND. <p>A governor noted how informative the PP provision map is. CB thanked the governors and advised them that the school is working to demonstrate the impact achieved for the investment spent.</p> <p>The Chair suggested looking at Sutton Trust as they have some useful tools regarding impact for investment. CB thanked the Chair for the feedback and is working on how to better demonstrate impact of intervention and is using Edukey to assist with this.</p> <p>A discussion followed if there are any benefits in comparing data against similar intake/cohort schools, not against wholly national data. CB highlighted that at a previous meeting this was done and can be done again. CB highlighted that the Maths data for this mock has dipped but reviews from AIP have always been positive in regards to the teaching in this area with a great deal of training and CPDs. The latest data shows it's moving in the right direction.</p> <p>LB noted the importance of using the end of year progress scores and highlighted the drop seen at Orchard is very similar to that seen at Castle. Maths is a focus area for the Maths leads in EMAT.</p> <p>JC pointed out that the National benchmark is what a school is judged against. EMAT has worked hard to ensure there is no focus on exam year cohort so all criteria are moved up against national.</p> <p>The Chair / CB noted the importance of having high aspiration for pupils.</p> <p><u>Year 3-5 Assessment Overview.</u></p> <ul style="list-style-type: none"> • Good progress being seen with the latest data. <p><u>Arithmetic data – KS2.</u></p> <ul style="list-style-type: none"> • There was a distinct drop in arithmetic scores from the spring to the autumn term in all year groups. 	
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	<ul style="list-style-type: none"> • There has been a heavy focus on arithmetic practice at the beginning of each Maths lesson, every day. • All classes have shown a very clear improvement in arithmetic skills this term. <p><u>Areas of development/actions.</u></p> <ul style="list-style-type: none"> • As feared, disadvantaged pupils appear to have been disproportionately negatively affected by the partial school closure during the pandemic. Pastoral support and regular communication with pupils, parents, carers in place. • Focus of the 'catch-up funding' will be placed on as many disadvantaged pupils as possible. • Year 6 Maths has seen a significant decline from spring to autumn. They are now in four ability-groups, with an Assistant Headteacher currently taking the 4th group. This means group sizes are smaller. • Continue the improvements in arithmetic through regular, targeted practice. • This term, teacher training has been delivered on improving quality-first teaching of pupils with SEND. The impact of this is being monitored by our Academy Improvement Partner (AIP). • Teacher training is taking place this week, continuing to look at improving mathematical fluency and the use of 'concrete' resources in class. • Teachers are in need of continuing support on embedding the new curriculum. 'English specialist' Ruth Baker-Leask will be visiting the school in the next few months to give feedback and advice on progressing the English curriculum at Orchard. <p>JC/RR/CB /EM advised that for both schools there is work ongoing to shift the Maths curriculum to allow for an intervention programme to help address some of the issues raised.</p> <p>EM highlighted that this has already started in Orchard. The top set is continuing with the normal curriculum with a focus on arithmetic. The middle set has come away from the medium-term plan and has</p>	
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	<p>moved to fractions, decimal and percentages which gives enough time to embed the learning along with additional arithmetic.</p> <p>RR advised that the focus for Shepherdswell is Reading.</p>	
<p>8. Measurement of Standards:</p> <p>i. Next AIP visit.</p> <p>ii. Governor involvement with AIP team.</p> <p>iii. Update on the plans in place if there are no standard exams in 2021.</p>	<p><u>Orchard.</u></p> <p>CB highlighted;</p> <ul style="list-style-type: none"> • One AIP visits has taken place with a focus on SEND and how the new curriculum is being embedded. CV-19 has effected some of the planned training for the new curriculum and the AIP noted a drop in confidence with some teachers. CB is working on how to rectify this. • Next AIP visit is due mid-January and will focus on safeguarding among other areas. <p>CB highlighted the work he has done with the AIP in collating a list of what a visit will look at and when. CB to add this to GovernorHub.</p> <p>Safeguarding lead governor will link in virtually during the January visit.</p> <p>JC advised that some safeguarding reviews may be brought forward.</p> <p>MJ noted that PP and SEND governors will need to be engaged with these visits.</p> <p>Governors advised they are happy to help as much as required.</p> <p><u>Shepherdswell.</u></p> <p>RR highlighted;</p> <ul style="list-style-type: none"> • Safeguarding was a focus on the last but one AIP visit. The most recent visit revolved around supporting the new teaching and learning leads. • Next visit is on the 9th December and is focusing on Ofsted readiness. 	<p>CB</p>
<p>9. Quality of Teaching: Report on the method of assessment; overall view and how staff CPD is linked to AIP priorities.</p>	<p>A governor asked if there is a profile for good or better teaching and what strategies are there for improving these.</p> <p>RR advised for Shepherdswell that this has been identified in the SEF as a priority and a recent EMAT audit focused on teaching and learning.</p>	

	<p>RR went through the year groups highlighting what the standards are. RR highlighted the training, CPD to ensure teachers and leaders are supported to help move this forward.</p> <p>A governor asked if this can be discussed in further detail at the next LAB meeting looking at the outcome of the review. Post-meeting note actioned.</p> <p>CB highlighted for Orchard;</p> <ul style="list-style-type: none"> • Orchards review is due next term. • AIP learning walks have taken place albeit only 15 minutes per class instead of the standard 30 minutes. This was though enough time to give an overview but not an informed judgment. • Pupil progress meetings ongoing. • Staff turnover has been high which has impacted on the benefit seen from some previous training as some of these teachers have left. CV-19 has not helped with this. • Learning walks completed with feedback shared. 	
10. EMAT RSE Report-Autumn term	<p>CN highlighted;</p> <ul style="list-style-type: none"> • The dates she received the information for the report was 3rd November Orchard, 16th November Shepherdswell. Since this report was compiled both schools have had a working party with Katy Russell (EMAT Head of School Development). • A SEND report was the template for the RSE version. • All academies at EMAT use JIGSAW – Lesson Planning and Teaching Resources for Ages 3-16 taught through the PSHE curriculum. • Looked at the curriculum plans for 2020/21 for their specific age groups. • Reviewed information of the EMAT and the school's websites. • Subject Information on PSHE Orchard Academy extremely detailed and breaks this down by year group. • School RSE lead reviewed and added information including CPDs, progress of pupil 	On GovernorHub

	<p>development, self-evaluation, strengths in the curriculum and key priorities and actions.</p> <ul style="list-style-type: none"> • Additional CPD has been completed following the working parties. • Jigsaw run RSE training session on the 3rd February 2021. Invites sent out. 	
<p>11. Covid update and impact on Curriculum provision: Changes made to provision as a result of lost learning Curriculum provision: How do we know that what is in place is effective? Why was it chosen? What are the expected outcomes for pupils? How are parents informed and assisted with helping pupils at home?</p>	<p>The governors were happy that curriculum provision and most of the items in agenda point 10 had been covered already.</p> <p>CB highlighted for Orchard;</p> <ul style="list-style-type: none"> • As soon as it became apparent at the start of 2020 that the year 6 data was dipping a virtual broadcast advising how parent/carers can best support their children was shared. Take up was fair but not as good as hoped. • Online parents evening has just been completed. 	
<p>12. Training reminder & Housekeeping i. Data training 7th January 16.00-18.00 via Teams. ii. EMAT Code of conduct 2020, Safeguarding Policy 2020 & Keeping children safe in education (KCSiE). Returns required for DOI & Disqualification forms. iii. Pen portrait</p>	<p>PO to contact all governors advising those still to complete</p> <ul style="list-style-type: none"> • EMAT Code of conduct 2020, Safeguarding Policy 2020 & Keeping children safe in education (KCSiE). Returns required for DOI & Disqualification forms. • Confirm attendance/non-attendance for the upcoming training sessions. • Pen portrait. <p><i>Post-meeting note actioned 13/12/2020</i></p>	
<p>13. Attendance. Attendance figures pupils and staff</p>	<p><u>Orchard.</u> CB highlighted;</p> <ul style="list-style-type: none"> • Pupils 97% very good figure normally 95-96%. • Staff absence was high towards the end of October with at times 20% absent. This has settled down as has returned to normality. <p><u>Shepherdswell.</u> RR highlighted;</p> <ul style="list-style-type: none"> • 95.16%. Support in place for parents and where appropriate challenging parents with the use of parent contracts. 	

	<ul style="list-style-type: none"> Staff absence two long term sick. CV-19 related absence has been low. <p>The governors thanked the staff at both schools for the commitment they have shown to achieve these pupil attendance figures.</p>	
14. Any other business	<p>i. Adam Webb last meeting thank you. JC/CB/RR thanked AW for the commitment, support he has given the board and wished him all the best for the future.</p> <p>ii. PO asked if the final meeting of the year can be moved back to the 14th July AM.</p> <p>The governors are happy with the change and requested a 10.00 start. CN/PO to change the date and time on GovernorHub and update future agendas accordingly.</p>	PO/CN
15. Dates of meetings for the year:	<p>11/01/21 Orchard LAB 18:00 10/03/21 Orchard S&P 18:00 * 12/04/21 Shepherdswell LAB 18:00 21/06/21 Orchard S&P 18:00 * 05/07/21 Shepherdswell LAB 18:00* Date to be changed to the 14th July AM if convenient. Please have diaries ready.</p> <p>* Due to uncertainty around the dates for next year's data drops the last two S&P dates may be subject to change.</p>	Calendar appointments have been sent.

The meeting closed at 19.50

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

Actions from the virtual meeting for Orchard and Shepherdswell held 07/12/20

Action	Owner
1. CW to electronically sign the 11 th November 2019 minutes. Page 1.	CW
2. Governors to see if they can visit the schools during deep dives. Ongoing due to Covid-19 (CV-19). Page 1.	All governors
3. RR /CB to use Venn diagram showing crossover between PP/SEND and EAL for future presentations. Page 8.	RR/CB
4. RR to compile data for tracking where there is quality first teaching and if there are PP pupils in these classes. Page 8.	RR
5. 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. Page 13.	CB
6. PO/CN to update GovernorHub and future agendas with the new meeting date and time for the July 14 th 10.00. Page 16.	PO/CN