

FINAL Minutes Standards & Performance: Orchard and Shepherdswell
25th November 2021 18.00
Meeting held virtually via Microsoft teams
The second S&P meeting of the academic year 2021-2022

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

Agenda item	Discussion	Action / Information
1. Present.	<p>Ruth Ryan (Headteacher Shepherdswell) Emma Mundy (Staff Governor Orchard) Chris Akpakwu (Elected parent) Chloe Nelson (Associate Member) Femi Okeya (TB appointed governor) Claudia Wade (Chair TB appointed member) Shibli Miah (TB appointed governor) * Monica Juan (EMAT Compliance / Governance) Paul Osborne (Clerk – Minutes)</p> <p>Introductions were made. CW reminded the board that all items discussed at this meeting remain confidential until such time as the minutes are approved and signed off.</p>	<p># CA joined the meeting at 18.10</p> <p>* SM joined the meeting at 18.30</p>
2. Apologies.	<p>Apologies received and accepted from Julie Stevens (TB appointed governor), Colbie Robinson (Staff Governor Shepherdswell), Callum Brown (Headteacher Orchard)</p> <p>The governors noted CB absence and agreed not to discuss in detail the information from Orchard. CW and FO agreed to meet CB upon his return to ask any ongoing questions and any questions the governors raise at the meeting or subsequently.</p>	CW/FO
3. Quoracy.	The meeting was quorate.	
4. Declarations of interest.	There were no declarations of interest pertaining to this agenda that had not already been declared on the annual register of interests or governors highlighted verbally.	
5. Minutes from the last meeting.	<p>i. The minutes of the S&P meeting held on the 21st of June 2021 were agreed to be an accurate representation and will be signed once in person meetings commence.</p> <p>ii. The minutes of the S&P meeting held on the 16th of September 2021 were agreed to be an accurate representation and will be signed once in-person meetings commence.</p>	

<p>6. Action Log from the meeting held on the 16th of September 2021</p>	<p>i. PO to present the 21st of June minutes at the next S&P meeting, Done.</p> <p>ii. CA to feedback at the next LAB meeting of 2021- 22 regarding his safeguarding visit with SJ/CB and RR conducted after the 21st of June meeting. Done.</p> <p>iii. FO agreed to complete a monitoring visit before the second S&P meeting of 2021-22 and report back at that meeting regarding the CV-19 catch up. Ongoing. FO noted that he has a meeting planned for the 10th of December.</p>	<p>FO</p>
<p>7. Headteachers report to include;</p> <p>Orchard.</p> <p>i. Year 6 Attainment and Progress inc vulnerable groups.</p> <p>Shepherdswell</p> <p>i. Year 2 Attainment and Progress inc vulnerable groups.</p> <p>ii. EYFS first milestones</p>	<p>Orchard.</p> <p>CB had sent all of the paperwork to the governors for them to pre-read before the meeting.. CW reminded the governors to send any questions they have to her or FO who will raise these with CB at a later date.</p> <p>Shepherdswell.</p> <p><u>RR highlighted the following from the EYFS Milestone 1 Data 2021-2022.</u></p> <ul style="list-style-type: none"> • New curriculum with some slight changes in certain areas of learning e.g. self-regulating. • The trust and the EYFS leads have instigated four milestones over the year these are; Baseline, end of the Autumn term, end of the Spring term and the early learning goal at the end of the summer term. <p>A governor asked what support the parents receive for any pupil not reaching the milestone.</p> <p>RR highlighted that the parents evening was moved onto Teams, along with a parental workshop for Phonics, encouragement to read at home, a curriculum overview which is sent home every term, pastoral support and individual family support.</p> <p>A governor asked if there are any plans to use Forest schools or similar to increase outdoor experience/activity.</p> <p>RR advised that pupils have daily access to the schools well-equipped outdoor space. There are plans to develop this area even further and the school utilises a sports coach during lunchtime. The use of Forest schools is being investigated.</p> <p><u>EYFS Milestone 1 Data Specific Areas of Learning (UW and EAD).</u></p> <ul style="list-style-type: none"> • The information is a tool to ensure the pupils are taught a broad and balanced curriculum. 	<p><i>Reports on Teams</i></p>

	<p><u>Milestone 1 Data for Identified Groups (Green and Amber combined) and Phonics Data.</u></p> <ul style="list-style-type: none"> • Data is a combination of green and amber pupils. • There are currently 45 children in EYFS. • 5 of those children have EHCP and are in our Social Communication Department • 64% of the children are boys. • 10 children are pupil premium. • 70% of the pupils are EAL. • Good role modelling was used including encouraging pupils to answer in phrases. • Phonics Grouping Data. At + expected 16%. This is a disappointing figure. Ideas to improve this figure include moving through the sounds quicker but always ensuring what is best for the pupil is paramount. <p>A governor asked if the Neli programme is being used. RR advised that Neli has been purchased with CPD ongoing. Next year a decision will be made o go with Neli or Welcome. The system chosen will be used in both schools.</p> <p>A governor asked if there is a correlation between SEN and ethnic background with the gaps seen. RR advised that 4 out of the 5 pupils are classed as white British in the department. Support is ongoing to help these pupils.</p> <p><u>Key Data Observations and Actions.</u></p> <ul style="list-style-type: none"> • 58% or above pupils are at Milestone 1 in PSED, Maths, UW, PD and EAD. • Boys at Milestone 1 in PSED and EAD is broadly in line with girls. • Reception pupils have been split into four phonics groups to help target them with the appropriate learning. This is grouping is normally done post-Christmas. <p>A governor asked what the expectation is for GLD at the end of the year. RR advised that the feedback from the staff is positive and she expects the pupils to make accelerated progress.</p> <p><u>Year 2 Autumn Data 2021-2022.</u> Year 2 Mock SATs Data – October 2021</p>	
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	<ul style="list-style-type: none"> • There are currently 50 pupils in this cohort with one accessing department. • There has been high mobility, 30% (15) of these pupils are new to school since the base cohort (reception class – Sept 2019), with 14% (7) this academic year. • These new pupils are predominately new to country • 58% (29) are boys • 6% (3) are SEN pupils • 24% (12) are disadvantaged pupils • 60% are EAL pupils. • A scaled score of 100 is expected at the end of the year. Currently, any pupil at 95+ is on track for expected at year-end. Any pupil currently at 85+ with good quality teaching should achieve expected at year-end. <p>A governor asked if the pupils at expected for Reading and Maths are generally the same. RR confirmed they are.</p> <p>A governor asked for those pupils new to country who missed the mocks if there is any other baseline data used. RR advised there is which includes the Phonics arithmetic test, language screening and teacher assessments.</p> <p><u>Year 2 Identified Groups Data Overviews for Mock SATS – October 2021.</u></p> <ul style="list-style-type: none"> • SEND pupils making good progress compared to target. <p><u>Year 2 Arithmetic and Phonics Data – Autumn Term.</u></p> <ul style="list-style-type: none"> • Phonics data baseline 69%, autumn 1 65%. The primary reason for this is several new pupils joining the school. This data has been discussed in depth at pupil progress meetings. <p><u>Improvements and Actions.</u> Overall.</p> <ul style="list-style-type: none"> • To help pupils practice for tests, the mini-quizzes will be adapted to have more of a test feel. <p><u>Reading and Phonics</u></p> <ul style="list-style-type: none"> • Daily exposure to all SET 3 sounds during whole class sessions for Year 2 in addition to RWI phonics sessions. 	
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	<ul style="list-style-type: none"> English Lead to monitor phonics teaching and learning, and provide opportunities for refresher RWI training for staff via the RWI portal, and provide opportunities for observing good practice and team teaching to raise the consistency in practice. Reading with fluency to be modelled and encouraged in phonics/reading sessions, removing lolly sticks after green level and encouraging reading with eyes. Continue to read 4 times a week with the lower 20% of readers. Purchase RWI comprehension resources for pupils who are above the grey group. <p>Maths.</p> <ul style="list-style-type: none"> With support from the Maths Lead teachers to respond to the arithmetic data to identify gaps and incorporate this in number times sessions and retrieval/starter learning. <p>A governor asked what information, support has gone to parents. RR advised there have been parental workshops, information about what sounds their children are learning and encouraging parents to support their children with these sounds.</p> <p>A governor asked if there has been any feedback from the recent handwriting session attended by Northampton Saints. RR noted that the feedback was very positive and was a great help to the pupils. A follow-up visit is planned to focus on motivation.</p>	
<p>8. School priorities.</p> <p>AIP priority.</p> <p>Schools to present an update on Reading</p>	<p>RR highlighted how useful compiling the data was to show where the strengths and development opportunities are. Consistency of teaching is ongoing and continues to be a focus area.</p> <p>RR highlighted the following from the Reading Exception Report; <u>Specific issues related to this theme since last the last discussion.</u></p> <ul style="list-style-type: none"> Our national data in 2018/2019 for phonics in Year 1 was 1% above national (82%) and in year 2 was 3% below national (92%). 	

	<ul style="list-style-type: none"> • EOY 2020/2021 internal data for year 1 shows that 66% of pupils achieved the phonics screening check, which is 24% below the national result. • Our national data in 2018/2019 for reading at the end of KS1 was 86% at the expected standard or above, 11% above national. • EOY Internal teacher assessment data for year 1 (current year 2's) was 60% of pupils were at the expected standard or above. <p><u>Explanation of movement from the previous discussion.</u></p> <ul style="list-style-type: none"> • The current RWI Grouping Assessment (October 2021) shows that 16% of EYFS, 58% of Year 1 and 65% of Year 2 are at or above age-related expectations for phonics. <p>A governor asked if the internal data shows the school is on target for 82% Year 1 and 92% Year 2. RR advised that 2019 and 2021 data is based on Phonics screening. The autumn 2021 data is based on RWI. Year 1 is on track with year 2 taking the test in the coming weeks. RR expects year 2 to be on target or close to national. The next round of data will give a clearer picture.</p> <p>A governor asked for the interdependent issue what CPD/support have the staff received. RR advised that there has been a great deal of training including RWI CPD including ongoing support from the reading lead, model lessons from an external expert and team teach Every Monday RR and the reading lead complete a learning walk and the reading lead completes a master class every Wednesday and Friday for teachers and support staff. The training /support offered is a rolling programme and has been embraced by the staff.</p> <p>The governors congratulated RR and her team on the work done training/supporting staff in this area.</p> <p><u>Critical assessment of risk.</u></p> <ul style="list-style-type: none"> • The current outcomes have identified that the expectations and standards of pupils in not high enough, and some teachers lack the subject knowledge and understanding to identify and adapt to meet the needs of all pupils and set appropriate expectations, that are followed through. 	
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	<p>A governor asked how is this being addressed. RR highlighted the introduction of the starter for ten in English lessons, which focuses on the basic skills and is a progression across the week. This culminates in dictation on Friday combining all of the skills learnt that week. On top of this, teachers complete regular moderating of pupils' books looking at expectations. RR noted this is a focus area. RR noted a review conducted last week, which was complimentary of the pupil's behaviour.</p> <p>A governor asked if this review report could be added to Teams.</p> <p>CW/CB and RR agreed to meet outside of the meeting to discuss the focus area for the spring term exception report.</p>	<p>RR</p> <p>CW/RR/CB</p>
<p>9. Latest AIP visits. For information and questions only.</p>	<p>A discussion followed regarding which governors would follow up on the actions outlined in CM's report from the 5th of November including monitoring visit.</p> <p>FO will action.</p> <p>A governor asked if the book vending machine is popular. RR noted that it is. There is work ongoing to make sure there are adequate resources available including books. Investment has been allocated into new reading dens, new shelving to ensure the books are forward-facing and set out in the correct genre.</p> <p>The pupils will also complete an enterprise fayre where they will be given £20 to make items to sell to parents/carers. All of the profit made will go towards paying for resources so the pupils can decorate their dens.</p> <p>The use of space in the provision has moved forward and there is more purpose now along with advances in the use of books and improvement in vocabulary and this will continue throughout the year.</p> <p>A governor asked if the funding is in place for the actions highlighted in the AIP visit reports. RR advised that she has submitted a fund for additional resources in EYFS, which was been agreed upon. There are also plans for some redecorating and additional resources in this area.</p> <p>RR advised that JL (EMAT Head of Education) has checked the SCR and it is all compliant.</p>	<p>FO</p>

10. Any other business i. Teams channel and EMAT addresses only will be used from the 1st December onwards.	i. PO advised the governors that from the 1 st of December the Teams channel and EMAT email addresses will be used for all communication. Governor's personal emails will not be used from this date.	
11. Dates of meetings for the year:	13/01/22 18.00 LAB Location TBC 10/03/22 18.00 S&P Location TBC 26/05/22 18.00 LAB Location TBC 30/06/22 18.00 LAB Location TBC 18/07/22 18.00 S&P Location TBC	Calendar appointments have been sent.

The meeting closed at 18.58

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

Actions from the virtual meeting for Orchard & Shepherdsweil held 25/11/21

Action	Owner
1. CW/FO to meet with CB to discuss any questions/comments brought up at the meeting or subsequently. Page 1.	CW/FO
2. FO agreed to complete a monitoring visit before the second S&P meeting of 2021-22 and report back at that meeting regarding the CV-19 catch up. Page 2.	FO
3. RR to send PO the review conducted W.C 15 th November. Page 7.	RR
4. CW/CB/RR to meet and discuss priorities for the Spring S&P meeting. Page 7.	CW/CB/RR
5. FO to allocate governors to monitoring the actions from CM AIP report from the 5 th of November. Page 7.	FO