

FINAL Minutes Standards & Performance: Orchard and Shepherdswell
10th March 2022 18.00
Meeting held virtually via at Orchard and via Microsoft teams
The third 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) Callum Brown (Headteacher Orchard) Emma Mundy (Staff Governor Orchard) Colbie Robinson (Staff Governor Shepherdswell) Chris Akpakwu (Elected parent)* Left at 19.00. Chloe Nelson (Associate Member) Femi Okeya (Co-opted Governor)* Claudia Wade (Co-opted Governor/Chair TB)* Shibli Miah (Co-opted Governor)* Josh Coleman (EMAT CEO) John Lawson (EMAT Head Of Education)* Monica Juan (EMAT Compliance / Governance) Paul Osborne (Clerk – Minutes)</p> <p>Introductions made. CW reminded the board that all items discussed at this meeting remain confidential until the minutes are approved and signed off.</p>	* Attended virtually
2. Apologies.	Apologies received and accepted from Julie Stevens (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 or governors highlighted verbally.	
5. Minutes from the last meeting.	The minutes of the S&P meeting held on the 25th of November 2021 were agreed to be an accurate representation and will be signed once in-person meetings commence.	
6. Action Log from the meeting held on the	<p>i. CW/FO to meet with CB to discuss any questions/comments brought up at the meeting or subsequently. Done.</p> <p>ii 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. Done.</p> <p>iii. RR to send PO the review conducted W.C 15th November. Ongoing, RR to send the review to PO after the meeting. Post-meeting note actioned.</p>	

	<p>iv. CW/CB/RR to meet and discuss priorities for the Spring S&P meeting. Done.</p> <p>v. FO to allocate governors to monitoring the actions from CM (AIP) report from the 5th of November. Ongoing.</p>	FO
<p>7. Headteachers report to include; Orchard Year 6 Attainment and Progress inc vulnerable groups.</p> <p>Shepherdswell Year 2 Attainment and Progress inc vulnerable groups and Phonics</p>	<p>Orchard. <u>CB highlighted the following from the year 6 mock tests.</u></p> <ul style="list-style-type: none"> • Spring term 2022 data is from a national curriculum test apart from writing which is TA. • Comparing the results of this particular test to the previous cohort helps draw comparisons between years, which have both been affected by CV-19. The area where there is currently the biggest difference is in Reading. • After school interventions data for Reading progress scaled scores. <ol style="list-style-type: none"> i. Whole cohort average progress; 1.39. ii. Those who have not attended boosters; 0.96. iii. Those who have attended booster; 1.89 (2.38 if you excluded two pupils who were suspended for 10 days) iv. Children with attendance below 90% (13 children); -0.77. v. Children with attendance at 90% or above (77 children); 1.79. <p>A governor asked if the number of PP and non-PP pupils who attended the booster sessions were known. CB confirmed it is and it flagged up no concerns.</p> <ul style="list-style-type: none"> • After school interventions data for Maths progress scaled scores. <ol style="list-style-type: none"> i. The whole cohort's average progress is 3.91. ii. Those who have not attended boosters; 3.67. iii. Those who have attended booster; 4.88. iv. Children with attendance below 90% (13 children); 2.69. v. Children with attendance at 90% or above (77 children); 4.02. • Following the results arithmetic is a focus areas specifically question level analysis. <p>A governor asked if there is a target for combined. CB noted that historically this has been difficult to achieve but individual subject targets are set. JL noted that during a recent school, review wiring was a focus area and the school continue to use aspirational targets.</p> <p>A governor asked if the school is involved in the no more marking scheme. CB confirmed it is and the writing assessments were completed last week.</p> <p><u>Action planning and next steps.</u></p> <ul style="list-style-type: none"> • A meeting took place during w.c 14th of February with KR, CB and LA to discuss planning and next steps in Year 6 	<i>Reports on Teams</i>

- DC (SENCO) to work with 4 children to deliver specialist maths teaching 4 x week to reduce the size of the lower-ability maths group, as well as changing the focus and curriculum content to a more bespoke maths programme to cater for the needs of those children.
- Continue to deliver sessions after school to help close the gaps in Reading, GPS and Maths by inviting targeted children to attend an 8-week programme. Letters to be sent out before February half term.
- Wednesday Lesson 3 to be used for teacher-led intervention with maths and reading focus each week. DC and TN (Year 6 teacher) to set specific work on SumDog linked to gaps and complete spelling and handwriting activities. This group will be led by a TA.
- Recognition that reading speed and fluency is an issue and needs improving.
- Temporarily increase the amount the maths and English teaching for a limited period of 6 weeks to consolidate learning and fill in gaps. Maintain elements of the broad and balanced curriculum but reduce the time spent. (See Reshuffled Timetable and strategy).
- Order a CPG Practice paper pack for additional practice.
- Final Mock Test (using the 2017 paper) before Easter to measure additional progress and identify key areas to focus on the final few weeks.

A governor asked why the 2017 paper was being used.

CB confirmed that all of the most recent papers have been used.

Shepherdswell.

RR highlighted the following from the Phonics Screening Data 2021-2022.

- 76% of pupils achieved the national phonics screening check the national figure is 83%. Shepherdswell end of year target is 91%.

Whole School Phonics Progress Data.

- There has been a 34% increase in the number of pupils at expected or above in Reception and a 7% increase in Year 1
- There has been a slight decrease of 3% in Year 2, which is due to mobility.
- Currently, we are broadly in line with or above the Trust average

Areas of development/actions

- Daily exposure to all relevant sounds during whole class sessions for all year groups in addition to RWI phonics sessions
- Bottom 20% of readers have 1:1 phonics and reading sessions daily and is having an impact.
- English Lead is monitor phonics teaching and learning, provides opportunities for refresher RWI training for staff via the RWI portal, and provides opportunities for observing good practice and team teaching to raise the consistency in practice.

- All children have individual targets so staff are aware of what they need to achieve in order to move phonics groups and progress.

RR/JL advised that KR is working with the school focusing on year2 including increasing reading speed.

A governor asked what strategies are being used to aid fluency.

RR noted the support received from KR and JL and advised that a review of the book matching has been completed. RR has heard the bottom 20% of pupils read and the difference between the first and third read was stark and showed a huge improvement.

Following on from this exercise a working record has been added to show the expectation for the first, second and third reads and the pupil then takes the book home.

For the remaining 80%, CPD is used to increase the speed of writing.

Year 2 Spring Data 2021-2022.

- There has been a 15% increase in reading and 22% in Maths in pupils achieving the Mock SATs (end of KS1 Assessment).
- Girls are outperforming boys in reading by 15%.
- Boys are outperforming girls in Maths by 17%.
- PP pupils underperforming non-pp pupils in reading by 10% and in maths by 13%.
- No white British pupils achieved expected in Maths this cohort is a focus area and is receiving additional support.
- Whole class interventions have been implemented to improve writing stamina.

Year 2 Teacher Assessment Data – December 2021.

- Boys are outperforming girls in Reading, Writing and Maths.

A governor asked why the TA are generally well below the SATs outcomes.

RR advised that this was primarily due to a member of staff not knowing their pupils and expectations well enough. That staff member has now left and the new team are being fully supported/trained to ensure future TAs are more accurate.

A governor asked why the PP pupils are doing well in Reading but not so well in Maths.

RR noted that this is down to teacher's understanding of the expected standard and some gaps in basic arithmetic knowledge. To close this gap the following actions have been instigated.

- i. 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.
- ii. Teachers to adapt planning to respond to the needs of the pupils.

	<p>iii. Teachers using priority materials. JL noted it is difficult to unpick the data with a great deal of accuracy if the TA is unreliable.</p> <p>A governor asked what is being done to improve the quality of assessment. RR confirmed that a lot of moderation is taking place.</p> <p><u>EYFS Milestone 2 Data 2021-2022.</u></p> <ul style="list-style-type: none"> • The information has been broken down into Prime Areas of Learning - Specific Areas of Learning (Literacy and Mathematics) - Specific Areas of Learning (Understanding the World and Express Art and Design) - Data for Identified Groups (Green and Amber combined). • Key Data Observations and Actions. <ul style="list-style-type: none"> i. 51% of pupils are at Milestone 2 for Communication and Language. ii. 19% of pupils are at Milestone 2 for Literacy iii. Daily recall of all set 1 sounds in class groups. iv. Daily writing opportunities in quality first teaching and provision. v. All staff to be aware of the amber pupils and barriers to learning and ensure they are targeted during teaching and learning activities. vi. Red children to receive targeted intervention. viii. Identified children to receive NELI intervention programme to develop communication and language ix. All staff to model effective communication and encourage communication in full sentences. x. Daily reading and phonics with the lowest 20%. xi. Staff CPD on RWI and Communication and Language through the NELI programme. 	
<p>8. SIP Priorities and risks.</p> <p>Exception report;</p> <p>i. Orchard to present an update regarding Reading</p> <p>ii. Shepherdswell to present TBC</p> <p>iii. Identifying risk for the next S&P agenda and SIP monitoring calendar.</p>	<p>Exception reports.</p> <p><u>Orchard.</u></p> <p>CB highlighted the following;</p> <ul style="list-style-type: none"> • Attainment trend. The average scaled score in reading at Orchard remained below the local authority and national averages from 2017 to 2019, with a slight downward trend. Only 58% of pupils achieved the 'expected standard' in reading in 2019, compared with the national average of 78%. Work is ongoing to improve the data. • Increasing the profile of reading across the school. • Introduction of the 'Power of Reading' programme, to increase the quality of texts which children at Orchard were exposed to, alongside improving the quality of the teaching of reading across the school. • Increased the author visits. • One of the main challenges is Phonics and EMAT are fully supporting the school including guidance of best practice teaching. An action plan is in place and the last visit from RBL was complimentary and shows the school is moving in the right direction. <p>A governor asked if Phonics is only delivered in year 3.</p>	

<p>SIP/SEF Update to include any changes identify risk against key priorities.</p> <p>i. Orchard SLT to confirm</p> <p>ii. Shepherdswell SLT to confirm</p>	<p>EM advised that the major push is in year 3 with 22 pupils remaining in the phonics programme. In year, 4 there are five pupils on Phonics who are receiving 5 x 30-minute sessions a week. Progress is being made and this progress is school-wide.</p> <p>CB noted one of the next steps is the consistency of training and with the easing of CV-19 restrictions this will improve.</p> <p>JL concurs that Reading is a focus and the benefit of using RBL to support this even further.</p> <p>It was agreed the next report should focus on Maths which is SIP priority 2.3 <i>Pupils to make accelerated progress in maths following last academic years' partial school closures.</i></p> <p>The governors agreed to incorporate Maths into their future visits.</p> <p><u>Shepherdswell.</u></p> <p>RR highlighted the report had been shared at the last S&P meeting and invited any questions.</p> <p>A governor asked if there is any updated data.</p> <p>RR advised there was and shared in agenda item 6.</p> <p>A governor noted the comments of intent and consistent expectations and asked for an update.</p> <p>RR advised that the English lead doesn't have a phonics group which allows her greater time to monitor/support staff and they have created a CPD pathway including for RWI</p> <p>It was agreed the next report should focus on SIP priorities 4.4 and 4.6. <u>SIP/SEF updates.</u></p> <p>Orchard.</p> <p>JL highlighted the SI is a working document and will evolve throughout the year.</p> <p>JL advised that consistency of teaching should be added.</p> <p>A discussion followed regarding the information in the impact column, as some of the updates are more actions and having clearly stated impacts aids governors' monitoring.</p> <p>MJ noted that from September the SIP would be used to support governor monitoring including when visits need to take place.</p> <p>CB noted the documentation/triangulation information including AIP visits. The next step is to incorporate this into the presentations shared with the governors.</p>	<p>CB</p> <p>All governors</p> <p>RR</p> <p>CB</p>
---	--	--

	<p>CB advised that the updated SIP is being worked on.</p> <p>Shepherdswell.</p> <p>The governors were happy this item had been covered during the discussions around the Shepherdswell exception report.</p>	
9. Latest AIP visits. For information and questions only.	<p>The governors agreed to use these reports during their visits.</p> <p>CN will use this report during his next visit.</p>	CN
<p>10. Any other business</p> <p>i. Vice-Chair update and vote.</p> <p>ii. EMAT strategy day 28th March.</p>	<p>i. PO advised the governors that SM had put herself forward to be Vice-Chair. The governors unanimously voted SM to be Vice-Chair.</p> <p>ii. PO highlighted the EMAT strategy day and encouraged as many governors to attend as possible.</p> <p>JC highlighted EMAT's anthology of poetry which has a launch date of the 23rd March and invited governors to attend at NIA.</p>	
11. Dates of meetings for the year:	<p>26/05/22 18.00 LAB Location TBC</p> <p>30/06/22 18.00 LAB Location TBC</p> <p>18/07/22 18.00 S&P Location TBC</p>	Calendar appointment have been sent.

The meeting closed at 19.25

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

Actions from the virtual meeting for Orchard & Shepherdswell held 10/03/22

Action	Owner
1. FO to allocate governors to monitoring the actions from CM (AIP) report from the 5th of November	FO
2. Orchard's next exception report to focus on Maths. Page 6.	CB

3. All governors to incorporate Maths into their future visits. Page 6.	All governors
4. Shepherdsweil's next exception report to focus on SIP priorities 4.4 and 4.6. Page 6.	RR
5. CB to add consistency of teaching to Orchards SIP. Page 6.	CB
6. CN to use the SEND/EAL learning walk review from the 1 st of March during their next visits. Page 7.	CN