

Minutes Local Advisory Board: Orchard & Shepherdswell
16th March 2023 18.00
Meeting held at Orchard Academy
The fourth LAB meeting of the academic year 2022-2023

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) Hannah Auger (Deputy Headteacher Orchard Academy) Zoe McIntyre (Exec Headteacher Hardingstone, Stimpson and Castle Academies) Colbie Robinson (Staff Governor Shepherdswell) Julie Stevens (Co-Opted governor) Femi Okeya (Co-Opted governor/ Chair) 📞 Uday Nagaraju (Co-Opted governor) 📞 Richard Pearson (Observer/Potential governor) Emma Mundy (Staff Governor Orchard) Josh Coleman (EMAT CEO) John Lawson (EMAT Head of Education) Juliette Pierson (EMAT Governance & Compliance manager) Paul Osborne (Clerk – Minutes)</p> <p>FO 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	Apologies received and accepted from Chris Akpakwu (Co-Opted 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 of the Academy Local Board meeting held on 9th of March matters arising not appearing under actions	The minutes of the meetings held on the 9th of March 2023 were agreed to be an accurate representation and signed by the Chair	

<p>6. Action Log from the meetings held on the 9th of March 2023.</p>	<p>i. JO to investigate if Orchard could join the Wave 7 support scheme. Done.</p> <p>ii. JS to let the Thompson Team know about the workshops she has held regarding Mosaic. Done.</p> <p>iii. CB/RR to ensure bullying incidents are recorded correctly on the Performance Report and MyConcern. Done with recording of incidents updated.</p> <p>iv. RR to investigate if there is a benefit in certain parental workshops being recorded and shared with non-attendees. Done.</p> <p>v. RR to Arrange a meet the governor's session. Ongoing.</p> <p>vi. FO, CA, and JS to complete school visits. JD done. FO, CA ongoing.</p> <p>vii. Next meeting to be hybrid. Done.</p>	<p>RR FO/CA</p>
<p>7.</p> <p>1. Headteacher report to include.</p> <p>i. School context and behaviour.</p> <p>ii. Data headlines and progress/barriers in relation to SIP priorities</p> <p>iii. Curriculum development.</p> <p>iv. Safeguarding</p> <p>2. SIP/Performance reports for questions.</p>	<p><u>Orchard.</u></p> <p>CB highlighted the following.</p> <p><u>i. School Context and behaviour.</u></p> <ul style="list-style-type: none"> • We have a rapid improvement plan in place relating to behaviour. We had a visit from JS and ZM on 2nd March and have so far focused on break times, lunch times and the overall environment. <p>A governor asked for clarification as to what is classed as a healthy snack.</p> <p>CB advise it is fruit and vegetables, clear guidance/information has been sent to parents with dietary requirements/SEND needs taken into account.</p> <p>The governor followed up and asked RR to give an update regarding healthy snacks at Shepherdswell.</p> <p>RR advised that Shepherdswell is already using a healthy snack scheme.</p> <ul style="list-style-type: none"> • We have altered the timings of lunch sittings, purchased new equipment for the pupils to play with and adjusted some of the end of break / lunch. There has also been a push on health snacks with information/guidance being sent to parents and the pupils are very good at regulating this themselves. • Re-focus on school values to ensure they are understood by all pupils and regularly taught in class. • New rewards system is in place. At a recent Year Leaders' meeting (8th March), feedback was that this is having a quick and positive impact in classrooms and has reduced low-level disruption. At the next meeting, we are hoping to have data supporting this. 	

A governor asked what was the primary reason for the new reward scheme.

CB advised that the primary reason was to reward pupils for making the right decisions and exhibiting the right behaviour.

- Attendance year-to-date (YTD) is lower than usual at 94.53% but is tracking above the FFT national YTD Average data, collected from a large sample of schools (93.7%).
- We have two posts unfilled (Part-time class teacher and full time teacher) and have a vacancy for a joint SENDCo from Easter. There is a more stable supply teacher in year 5 who is having a positive impact on the pupils wellbeing.

A governor asked how do you measure wellbeing.

CB advised that it is done through class visits and getting a feel of the atmosphere in the classroom along with conversations with pupils.

ii. Data Headlines.

Phonics Data Headlines KS2.

- 88% of pupils no longer on Phonics.
- There are now a core group of 10 children who have not made any progress over two half terms.
- These children all have identified or pending identification SEND issues that are preventing these children from progressing beyond their current stage of phonetical knowledge.
- HA has attended a Reading Leaders working party to discuss the concerns and strategies around supporting these children and has received guidance and approval of the strategy moving forward into the summer term for these children.
- There is confidence that 3 of the 4 children currently in Blue group will be able to come off the phonics programme in Summer 2.
- Actions include.
 1. Individual assessment analysis and bespoke training to phonics teachers taking place on 13.3.23 to support specific teaching approach for the remainder of Spring 2 and Summer 1.
 2. Disbanding 'traditional' phonics lesson model towards an intensive tutoring session in the morning, as well as the scheduled 10 minute 1:1 tutoring session as part of afternoon intervention for each child.

3. Writing section of the phonics lesson will be put on hold in favour of a pure focus on set 2 and 3 sounds and reading fluency.
4. Games will be introduced to build speed and fluency for reading as part of this daily morning session to support with engagement.
5. Staff to watch new virtual classroom CPD videos on developing fluency and this to be seen in practise.

Arithmetic Data Headlines KS2.

- We are pleased with progress in Year 3 this half term, and they progress they have made throughout the year.
- We are concerned about the arithmetic progress across the school.
- Arithmetic was discussed at each year group's pupil progress meetings, but we are reviewing the teaching of arithmetic.
- CB has spoken to KR, who has offered support in investigating some of the issues.
- Use of Probe sheet instigated so pupils can focus on an area they are struggling with.
- Staff training has taken place and will continue when required.
- Additional time given for Maths key skills in the morning.

A governor asked where this extra time came from.

EM advised that on Tuesday, Wednesday, and Thursday there are no assemblies, so this time has been utilised.

KS2 Data Headlines only new data to date is in Year 6.

- The actions have been discussed and agreed with the year 6 team. Some of the actions include.
 1. Teachers and Senior Leaders (inc. Headteacher) are taking 'booster groups' during assembly times.
 2. Four groups of Maths after break instead of the previous three to allow more targeted teaching.

A governor asked if CB knows how these results compare with local schools.

CB noted that information is shared with other trust schools. It is difficult to compare with non-EMAT schools as they may be using different programs, data is shared locally where possible but is limited

A discussion followed regarding the use of Northampton Saints and Milton Keynes Dons and the need for some pupils to improve their muscle strength to enable them to write for longer periods.

iii. Progress/barriers in relation to SIP priorities.

- We continue to work on the identified school improvements for the year, and all staff are on board with this.
- Recent book looks with subject leaders are showing that improvements identified in the whole school review, have been a focus and improvements can be seen in the books.

iv. Curriculum developments and enrichment.

- The organisation and quality of reading lessons has improved (RB-L), as has the quality of reading records and use of assessment information, though further improvement is required.
- The TT has visited to review the schools safeguarding audit.
- 'Writing conferencing' is having an impact on the quality of pupils' writing, as evidenced in our recent deep dive.

A governor asked what are the pupils writing on books, tablets, computers.

HA advised it is in their books and is reviewed in the lesson. The initial feedback is very encouraging.

A governor asked if the planning of writing is taking into account.

HA advised it is.

v. Safeguarding.

- All information included within the performance report.

Shepherdswell

RR highlighted the following.

i. School Context and behaviour.

- Behaviour remains good, whoever the SLT are working with individual support staff to make sure this is consistent.

- We are waiting to hear from the DfE regarding the significant change application, so we can move forward with our nursery.
- Attendance is still below national at 93.3% but is improving and all CMEs are now accounted for.
- Persistent absences are still high at 21.9% but is decreasing and systems are being applied consistently, to support families.
- Current vacancies for this academic year filled. We have a vacancy for a joint SENDCO for after Easter, and for an EYFS Lead and Class Teacher for September.

ii. Data Headlines.

Phonics Data Headlines EYFS and KS1.

- In EYFS the expected standard has moved to Ditty, and we have 63% above, 19% working at and 17% below. The 17% (6 children have additional needs) who are receiving bespoke support.
- In Year 1 the expected standard has move to Orange, and we have 38% Above, 28% At and 34% Below (5 are department children, the others are new to country or have additional needs).
- In Year 1 the number of children at Below has decreased by 6% with only 19%/21% of children moving from Purple to pink or Orange, so have make accelerated progress.
- In Year 2 the expected level has stayed at Grey with 42% above, 15% At and 43% below. Phonics screening completed for the pupils who did not pass and one of the primary reasons was improving their knowledge and understanding of split diagraph.
- Actions include.
 1. Daily flashcards in each year group related to the relevant set for their stage
 2. Fast track phonics intervention daily for identified pupils
 3. Phonics leader to continue to drive and improve good practice, through live coaching with a focus on 2.5 and 2.6 words (split sounds)
 4. Staff to watch new virtual classroom CPD videos on developing fluency and this to be seen in practise.

Arithmetic Data Headlines KS1.

- Pupils attainment has increased since Autumn 1, by 12% in Badgers and 13% in Foxes.

	<ul style="list-style-type: none"> • From the actions last time, children are more confident bridging 10 with addition, however the missing numbers in equation although it has improved still needs developing. • Actions include. <ol style="list-style-type: none"> 1. Maths Lead to look at how they are teaching missing numbers in equations and provide CPD and support with this 2. Focus on subtraction when bridging a 10 in subtraction e.g., $73-9=$. <p>iii. <u>Progress barriers in relation to SIP priorities.</u></p> <ul style="list-style-type: none"> • Current focus is on rapidly improving behaviour across the school, looking forensically at routines and expectations. • We have been conducting deep dives over the past few weeks. We have completed a deep-dive in reading, maths, and English, looking at curriculum intent, implementation, and impact – scrutinising books and speaking to pupils. Geography and PE subjects will be completed before the Easter break in a coaching-deep dive approach to support new subject leaders. <p>iv. <u>Curriculum developments and enrichment.</u></p> <ul style="list-style-type: none"> • Medium term planning for Subjects and EYFS in place for Spring 2 to trail with a focus on ensuring we reach the curriculum goal end points. <p>v. <u>Safeguarding.</u></p> <ul style="list-style-type: none"> • All information included within the performance report. <p><u>2. Performance report.</u></p> <p><u>Orchard.</u></p> <p><u>CB highlighted the following.</u></p> <ul style="list-style-type: none"> • Staff absence has improved since the Christmas / New Year break and has continued to improve throughout Spring 4. <p>A governor asked if the reasons are known why this has improved.</p> <p>CB advised that there was a national absence spike pre-Christmas. The majority of pre-Christmas absence at Orchard was illness.</p>	
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The governor followed up and asked how this compares to 2022.

CB advised that it is very similar and there was a pre-Christmas spike in 2021.

A governor asked for more information regarding the 1 x sibling stabbed due to gang related crime.

CB advised that the family are receiving support from external agencies and the school where appropriate.

The governor followed up and asked for more detail regarding the x 1 number of Homophobic Incidents – Child-on-Child.

CB highlighted that the pupil did not understand the meaning of the term and advice, guidance was given.

- The vast majority of physical incidents are general playground incidents and dealt with as per the policy.

A governor noted the “1 external, sibling” and asked for more details.

CB advised that the incident relates to a sibling not at Orchard. The sibling is in school who was not directly involved but recorded on MyConcern.

A discussion followed regarding the pupil who was suspended for assaulting an adult and the support received from the local authority.

Shepherdswell.

A governor asked if both schools have to take pupils with SEND who apply.

RR advised there is a limit for the department at O&S there are generally more pupils who need a space than spaces.

A governor asked if there is any more detail RR can give regarding staff numbers.

RR advised that more information will be known once the number of pupils coming into EYFS in September is finalised and the ongoing work with the nursery.

2. SIP

Shepherdswell.

A governor asked if CR’s replacement would have the knowledge/skills to pick up her actions.

RR advised they will.

	<p>A governor asked if job title for each staff member named on the SIP could be added. RR and CB to action.</p> <p><u>Orchard.</u> The governors noted the positive progress seen in the Pupil voice survey for I love reading from November to February.</p> <p>The governors appreciated the use of the RAG rating system.</p> <p>A governor asked how often is the SIP reviewed. HA advised it is a standing item on the SLT meeting agenda. JL advised that each school is having a mid-year review from the central team. JL asked if the SIP is primarily on track. HA advised it is and targets/objectives often morph into new targets/objectives over the year. CB noted that blue text indicates a new action/objective started after September.</p>	RR/CB
<p>8. Governor visit / AIP visits</p> <p>i. Governor visits.</p> <p>ii. AIP/ICR/ Reviews focus on the actions.</p>	<p>i. UN highlighted from his January visit.</p> <ul style="list-style-type: none"> • He visited both schools primarily to introduce himself. • He spoke to pupils and parents and reviewed some of the safeguarding procedures. <p>ii. ICR. A governor noted the last Ofsted visit to Shepherdswell was in 2010 and asked if a visit is lightly. RR advised it is and could be at any time and the school is ready. CB noted that Orchard is also due a visit. JL advised that ICR are new for 2022-2023.</p> <p>A governor asked if LAB members could join these visits. JL welcomed this. PO to action.</p> <p>SEND review. A governor asked if this is the latest plan. CB advised it is not. The documents shared is a screen shot the complete document is live and is updated regularly.</p> <p>A governor noted the comment. “The arrival in January of the new Assistant Headteacher (AHT) with responsibility for Behaviour and Inclusion has added significant capacity to support the leadership of SEND across the school. Clear roles and line management responsibilities have now been</p>	PO

	<p>established for the AHT and the SENCO. The AHT has oversight of Aspen and is line managing Aspen staff, whilst the SENCO has oversight of SEND in the rest of the school. Weekly meetings between the two Headteachers, AHT and SENCO are helping to ensure communication regarding responsibilities is clear.” The governor asked if the impact noted through availability or capability of the AHT.</p> <p>JL noted that the comment was from the early days of the role. The impact seen is a combination of availability and capability.</p>	
9. Orchard Rapid Improvement Plan	<p>ZM highlighted the following.</p> <ul style="list-style-type: none"> • The RIP is expected to be a 6 week programme. • The list shared is for one week and is updated weekly and each action is allocated to a member of the SLT. Some future actions will be all staff i.e. behaviour. • The data from mocks and observations show a RIP is needed. • RIP allows leaders to focus on actions to allow for rapid impact. • ZM is working closely with senior leaders to come up with ideas that have been tried and tested and then initiated at Orchard. • Behaviour policy is next on the list to be reviewed with plans to streamline where possible to ensure it is right for Orchard. Peer on peer abuse figures may increase while this work is being done due to staff following the behaviour policy but should decrease. • Lunchtime staff to be fully trained to allow them to be accountable for any poor behaviour. • SLT are more visible around the school and eat their lunch with the pupils which encourages communication and shows best practice reference the expected eating standards. • Pupils starting to hold their peers to account for poor behaviour/not following the rules. • CB and HA to meet with the school council to decide on playtime equipment to be ordered. • DBK to decide on Year group to become playleaders and ensure equipment rotas are in place and displayed. • Best practice is being shared with Hardingstone Primary regarding behaviour plans for certain parents and adapting the curriculum for certain pupils who find learning challenging. <p>ZM is adamant impact will be seen from the RIP.</p>	

<p>10. Teams update to include.</p> <p>i. Governor visit reports new master documents.</p> <p>ii. Ofsted summary file.</p>	<p>i. PO went through the four new governor visit forms.</p> <p>ii. PO went through the new Ofsted summary folder on Teams.</p>	
<p>11. H&S update</p>	<p>JC advised that the two outstanding checks for both schools are the visible checks for two fire doors. Compliance is 100% for both schools.</p> <p>JC added that both schools have since the performance report have completed lockdowns. New equipment has been ordered to enable Orchard to have a more effect lockdown/lock in due to the separate buildings.</p>	
<p>12. Any other business</p>	<p>RR/CB advised that recruiting parent governor is still a challenge, but they will continue to highlight these vacancies.</p> <p>RP was asked if he would like to continue being considered for the role of Co-opted governor.</p> <p>RP confirmed he does.</p> <p>RP was unanimously voted onto the board.</p>	
<p>13. Dates of meetings for the year:</p>	<p>2022-2023 meeting dates.</p> <p>27/04/2023 Orchard & Shepherdswell 5 In school</p> <p>22/06/2023 Orchard & Shepherdswell 6 Teams or school TBC</p> <p>12/07/2023 Orchard & Shepherdswell 7 In school</p>	<p>Calendar appointments have been sent</p>

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

The meeting closed at 19.52

Actions from the meeting for O&S held 16/03/2023

Action	Owner
1. RR to Arrange a meet the governor's session. Page 2.	RR
2. FO, CA to complete school visit. Page 2.	FO/CA
3. RR/CB to add the job title for each staff member named on the SIP. Page 9.	RR/CB
4. PO to share ICR review dates with LAB members so they can attend. Page 9.	PO