

Minutes Local Advisory Board: Orchard & Shepherdswell
26th January 2023 18.00
Meeting held at Shepherdswell Academy
The third 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) Colbie Robinson (Staff Governor Shepherdswell) Julie Stevens (Co-Opted governor) Femi Okeya (Co-Opted governor/ Chair) Uday Nagaraju (Co-Opted governor joined at 18.20) Chris Akpakwu (Co-Opted Governor) Virtual 📞 Emma Mundy (Staff Governor Orchard) Jo Orbell (Headteacher the Willows Academy observer) Jeremy Rawlings (Governor the Willows Academy observer) Josh Coleman (EMAT CEO) John Lawson (EMAT Head of Education) Juliette Pierson (EMAT Governance & Compliance manager) Paul Osborne (Clerk – Minutes)</p> <p>Introductions were made JC explained why JO and JR were at the meeting. 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 Vice-Chair appointment.	<p>Apologies. Not applicable.</p> <p>Vice-Chair appointment. CA was unanimously voted as Vice-Chair. CA advised that due to work commitments he will need to have a light touch on the role until May.</p>	
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 24th of November	The minutes of the meetings held on the 24th of November 2022 were agreed to be an accurate representation and signed by the Chair	

matters arising not appearing under actions		
6. Action Log from the meetings held on the 24th of November 2022.	<p>i. Co-Opted governors to go into school during parental events to try and encourage parents to apply to be governor. Done.</p> <p>ii. JS to complete her pen portrait. Done.</p> <p>iii. CB to investigate if there is a benefit in comparing the Arithmetic data from Ys3, 4 and 5 to ascertain if they are getting the same areas wrong. If there is action can be taken. Done information in the Headteachers report.</p> <p>iv. RR to investigate if certain staff who spend a lot of time with pupils on a 1.1 basis would benefit from wearing masks. Done. RR advised that following investigations this is no longer required.</p> <p>v. PO to add Shepherdswell 2-day review onto meeting three agenda. Done.</p> <p>vi. PO to chase up those governors still complete their KCSiE / CoC / DOI. Done.</p> <p>vii. UN/CA to let PO know if they would like to be Vice-Chair at the next meeting if not before. Done see item 2 for more information.</p>	
<p>7. 1. Headteacher report to include.</p> <p>i. School context and behaviour.</p> <p>ii. Data headlines</p> <p>iii. Progress barriers to the SIP</p> <p>iv. Curriculum development.</p> <p>v. Safeguarding including Orchards review.</p> <p>vi. Shepherdswell 2-day review</p> <p>2. Performance reports for questions only.</p>	<p><u>Orchard.</u> CB highlighted the following.</p> <p><u>i. School Context and behaviour.</u></p> <ul style="list-style-type: none"> • Suspensions reduced from half term 1, though we are still managing very challenging behaviours from five pupils across the school. • The level of support these children require often leaves to Senior Leadership being required to support and can draw support staff resources from interventions. • A review has taken place into the reward system, future rewards will be more tangible and allow more opportunities to earn them. The aim is to reduce the number of copycat incidents of poor behaviour. <p>A governor asked for more detail around the reward system. CB advised that the objective is for the pupils who demonstrate good behaviour to receive rewards and for them to understand copying poor behaviours is wrong.</p> <p>JL asked CB if staff are consistent in managing poor behaviour. CB advised that this has improved but those staff who require support/training are receiving it. This includes the use of a reflection room.</p>	

- A detailed analysis of attendance for this half term has been done to look for patterns or issues with particular sub-groups of pupils. This analysis was scrutinised as part of our Safeguarding Review on 12th January. Statistically, it is difficult to accurately identify trends and patterns from this half term because attendance was so low across all groups (as it was with staff), largely due to illness.
- Our new Assistant Headteacher, DBK, started in January.
- We have recruited a teacher for our social communication department, who starts at Easter.
- We have been unable to recruit a teacher for a Year 5 class so far. We have had supply teachers covering this class but have offered the role to an agency teacher on a fixed-term contract.
- We have been unable to fill our part-time teacher vacancy in Year 4, which has been advertised several times now since June. We have had a long-term agency teacher covering that class since September.
- A strong filled applied for the role in Aspens, an offer has gone out.
- Behaviour remains a priority.

A governor asked for the candidates who were not offered the job in Aspens will they be kept on file/offered other roles within the trust.

CB advised that there is a potential future role they could be suitable for, and their details will be kept.

ii. Data Headlines.

Phonics Data Headlines KS2.

- 86% of pupils in Year 3 have completed the programme from a start point of 46%.
- 1 child with SEND is not progressing through the phonics programme, so we are exploring alternatives which will include 1:1 tuition. This child now accesses our social communication department for phonics lessons.
- The pupil on 'green' is new to country (and school) but has been working with the 'pink' group because he is EAL.

JL added that this area has seen a marked improvement since September.

Arithmetic Data Headlines Year 3.

- We have seen good progress in arithmetic for one class. Whilst the other two classes have made progress, we have discussed arithmetic as part of our recent pupil progress meeting to discuss strategies of how to progress the outcomes in the other two classes.
- The negative results are for pupils who are new to school and many of these new are new to country.
- Stability is low currently at 81%.

Arithmetic Data Headlines Year 4.

- There has been a focus on times tables in the autumn term ahead of the national Multiplication Tables Check (MTC) in June. 34% of the cohort are already scoring higher than 20 (out of 25) in the MTC. 28% scored 25 / 25. In 2022, 27% of children nationally scored 25 / 25.

Arithmetic Data Headlines Year 5.

- Willow class had three pupils leave and three new pupils start between the Autumn 2 and Spring 1 tests. The pupils that joined were lower ability than the pupils who left.
- Staff have met to discuss the results and have come up with 5 key target areas which are worked on weekly.

JL asked if any more reasons are known why the results are lower than expected.

CB/EM advised that bridging gaps, boundaries and division including the concept are the focus areas. CPD is in place and encouraging teachers use all of the resources available.

KS2 Data Headlines.

- Maths results are currently better, especially in Year 5 at this assessment point.
- Writing is a focus area including the use of fundamental feedback strips and planning in foundation subjects to allow pupils to complete extended writing. A recent AIP visit highlighted the progress being made but there is more to do.
- Actions/feedback include.
 1. We have launched a new reading strategy across the school this term. In a visit on 16th January from RB-L the feedback was "The materials developed to support teachers understanding of teaching and assessing reading comprehension are high-quality and extensive. Books corners are organised, and children are taking

	<p>home at least two books that are well matched to their reading levels and interests.”</p> <p>EM added that the pupil feedback from this work has been very encouraging, and they appreciate the variation of reading material available.</p> <p>2. Pupil progress meetings have been taking place in the past week, with discussions around specific strategies and actions following the latest assessment results.</p> <p>3. Quality first teaching including consistency is vital and will remain a focus area.</p> <p>JL noted the observation regarding pupils books in the October review and asked if there has been an improvement seen since including quality of work and sequencing.</p> <p>HA advised she has seen improvements which include.</p> <ol style="list-style-type: none"> 1. Standards or writing are improving in all subjects. 2. Staff support documents have been introduced which include teacher planning from the end backwards. Pupil feedback shows they understand why they are learning a subject as it enables them to move onto the next learning. 3. Consistency is key. <p>JC asked how staff are informed/trained for new incentives and how is the school making sure that all subjects are progressing not just a select few.</p> <p>CB advised that the majority of the staff are new. Regular dialogue, communication is key with internal and external support.</p> <p>JL added that some of the items raised have been mentioned before and asked if those staff who require the support and training are receiving it.</p> <p>HA advised that there is a broad coaching model in place which is been phased out to ensure it is implemented correctly.</p> <p>A governor asked how the success of the coaching model is being assessed.</p> <p>HA advised that it is done through extensive communication, honest open dialogue, learnings, and there is a whole school collaborative approach.</p> <p>The governor followed up and asked if the staff are open to feedback.</p> <p>HA advised they are, and the feedback received will be used to develop the coaching model going forward.</p>	
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iii. Progress/barriers in relation to SIP priorities.

Whole School Review 11th-12th November 2022.

- The key recommendations have been shared and plans in place to progress with them quickly.
- There is evidence of staff's work to promote the fundamentals of reading and writing, but this is not consistent. There is very little evidence of this work in the wider curriculum. Leaders should ensure they ensure the impact of their work to embed the fundamentals of reading, writing is consistent in all classes and subjects. One possible initial approach could be for staff to share and discuss pupils' work in English and other subjects to identify what is working well/less well, and revisit expectations.
- Marking and feedback policy is being reviewed.

iv. Curriculum developments and enrichment.

The governors noted the report and had no questions to ask.

v. Safeguarding.

Whole school review 12th January.

- Review found a strong culture of safeguarding.
- Areas for Development included reviewing the policies for Orchard and Shepherdswell concerning Aspens.
- Risk assessments (RA) do not clearly identify staff roles and training need when this is relevant. Leaders should strengthen RA in relation to staff responsibilities and training.
- Some staff are not as clear as they should be in their understanding of low-level concerns about a member of staff and are not accurate in their understanding of what they should do if they have a concern about a member of staff or the headteacher. Leaders should ensure they are clear on the school's safeguarding policy in these respects. To help with this included in the weekly staff bulletin is information around safeguarding including a quiz and any areas of concerns are picked up in following bulletins or in staff meetings.

JC asked if JS and CB have worked together to seek out best practice regarding the behaviour hub.

CB advised they have, and improvements in behaviour were picked up in a pre-Christmas review although behaviour has dipped slightly since Christmas.

	<p>A governor asked for an update regarding the pupils in the hub. CB advised that the behaviour of some of the pupils is volatile and every day is different, staff are committed and support the pupils. The support received from the local authority can be inconsistent at times.</p> <p>The governor followed up and asked if Mosaic is used. CB advised yes and they have completed assessments with 4 out of the 5 pupils who are most in need of support. An assessment plan is in place for the remaining pupil. The reports received highlighted that two of the 4 pupils are “the most complex cases the assessor has seen to date”.</p> <p>A governor asked if there are any particular reasons given in the reports for the behaviour. CB advised that it varies but is predominantly concerns attachment disorder, trauma, and anxiety. CB added that the feedback received from the educational psychologist is a key element that goes into the training delivered to staff.</p> <p>JO asked if CB is part of the Wave 7 scheme which is located in the hospital. CB no. JO advised the scheme is very good and support with anxiety and behaviour. JO to investigate if Orchard could join the scheme.</p> <p>A governor mention that parental workshop for Mosaic have been conducted at their school focusing on anxiety and the take up was very good. These workshops included home and school support and techniques to try.</p> <p>JS asked if the governor could let the Thompson Team know.</p> <p>A discussion followed regarding the benefits of using Mosaic. RR/CB noted that training alternatives are always being sought to improve the opportunities given to staff.</p> <p><u>Shepherdswell</u> RR highlighted the following. <u>i. School Context and behaviour.</u></p> <ul style="list-style-type: none"> • Behaviour remains good; however, we need focus on consistency between structured and unstructured times 	<p>JO</p> <p>JS</p>
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- The significant change application to enable us to have nurse provision has been submitted.
- Attendance is below national due to CMEs on roll and children starting late, holidays in term time and illness, we continue to follow our procedures and work with families.
- All vacancies filled.

ii. Data Headlines.

Data Overview - Milestone 2 (December 2022).

- Strengths are, Physical Development, Understanding the World and Art and Design.
- PP pupils are broadly in line with Communication, and Language and Maths.
- The two identified SEND pupils have significant need but are making progress against their own targets.
- EAL pupils are broadly in line with non EAL pupils in PSED, PD and C&L.
- 22% and 19% of pupils are not at milestone 2 in Literacy and Maths.
- Girls are outperforming boys at milestone 2 in all areas of learning.
- PP pupils are underperforming in Literacy and PD
- EAL Pupils are underperforming in Literacy and Maths.
- Actions include.
 1. More opportunities to write sentences in whole class and group sessions.
 2. Strategic plan in place for embedding writing opportunities in the continuous provision, including star challenges and monitoring learning.
 3. Continue with WELCOMM (C&L), fine motor and bottom 20% readers and phonics.
 4. New interventions for EAL pupils to develop use and understanding of English.
 5. Pupils not secure with numbers to 5 to be targeted in during continuous provision at least twice a week
 6. EYFS to monitor and keep pace with identified improvements.

Phonics Data Headlines EYFS and KS1.

- In EYFS 74% of pupils are at or above age-related expectations.
- In Year 1 60% of pupils are at or above age-related expectations with 21% just below the expected standard.

	<ul style="list-style-type: none"> • In Year 1 the 12% are our Aspen pupils with additional needs, who are non-verbal. • In Year 2 49% of pupils are at ARE or above with 23% of the children just below the expected standard. • Actions include. <ol style="list-style-type: none"> 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. <p>JL asked if the pupils in the yellow group a priority. RR confirmed they are.</p> <p><u>Arithmetic Data Headlines KS1.</u></p> <ul style="list-style-type: none"> • Pupils are improving term on term. • The action from the headlines is bridging 10 with bigger numbers and missing numbers in an equation are the main points that the children are not secure on and will be addressed during the arithmetic part of maths lessons. • All of this information is shared with the relevant teachers. <p><u>KS1 Headlines.</u></p> <ul style="list-style-type: none"> • The data is used to unpick what individual pupils and the whole class need. • Actions include. <ol style="list-style-type: none"> 1. Focus on the fundamentals, supporting to develop independence. 2. Regular drop ins to support from SLT and support through mentoring/coaching. 3. Continue with reading, writing and fast track phonics interventions. 4. Ensure marking and feedback has a positive impact on progress and can be seen. 5. Provide appropriate adaptations and scaffolding to support all learner sot succeed and develop positive learning behaviours. 6. CPD and coaching for TA's on facilitating learning. <p><u>Year 2 Identified Groups Data Overview.</u></p> <p>Actions include.</p> <ol style="list-style-type: none"> 1. CPD and coaching for TA's on facilitating learning. 2. A focus after half term will be consistency in books. 	
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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.
- EYFS and writing continue to be the key priorities and SLT has mapped out a plan with expectations and deadlines for this half term.

Whole school review 23rd/24th November.

Key recommendations.

- In some foundation subjects, there is too little, or inconsistent work in pupils' books. Leaders should ensure that books show that pupils have frequent opportunities for independent practice and record sufficient work that helps them remember sequences of learning. This links to Rosenshine's principles, particularly 2, 5, 9.
- Sometimes, planning over a sequence of lessons is not as focused as it could be. Leaders should ensure that teachers plan for sequencing learning over a whole unit rather than lesson by lesson, mapping out ambitious sequences of learning that build towards ambitious end points.
- In EYFS, leaders should ensure that staff ensure that continuous provision learning activities are sufficiently focused and well planned, and that staff ensure all pupils can independently engage with the breadth of learning activities.
- Leaders should continue their work and ensure their strategies, including direct coaching, support staff to continue to improve the quality of teaching across the school.
- Leaders to review and refine My Concern records to ensure that all reported concerns accurately record the actions taken (even if that is to record that DSLs conclude that, e.g. 'No further actions required at this time. Ongoing vigilance').

iv. Curriculum developments and enrichment.

The governors noted the report and had no questions to ask.

v. Safeguarding.

The governors noted the report and had no questions to ask.

vi. Shepherdswell 2-day review.

The governors were happy this item had been covered during the meeting.

2. Performance report.

A governor asked if teachers are encouraged to take a flu jab. JC confirmed they are.

A governor noted the information listed in the Referrals to DO (LA) section and the commentary. A child who was displaying very challenging behaviour tried to run away from a member of staff, who grabbed the hood of their hoodie to try to stop the child. I contacted the CEO and Senior Workforce Planning & HR Business Partner as soon as I was aware of this and did a LADO referral. The Deputy Headteacher and I met with the staff member who admitted what had happened. The LADO did a telephone consultation with me and said that, since no harm was caused, the incident did not meet threshold for their involvement. I met with the member of staff again to make clear any further incident of a similar nature may result in disciplinary proceedings.

The governor asked if there was a necessity for the hood to be grabbed.

CB informed the LAB there was not which was highlighted to the staff member when they met.

A governor noted that a staff member had fallen over and asked what happened.

CB advised that it was due to ice and snow.

A discussion followed regarding the number of bullying incidents – Child-on-Child as in the commentary there is use of the word potential bullying.

It was agreed the use of MyConcern will be used for potential bullying incidents and only bullying incidents to be added to the performance report.

A governor asked if the adults that were assaulted by a pupil all teachers.

CB it was teachers and TAs.

The governor followed up and asked for more detail about the scale of the assault.

CB advised the pupil kicked, slapped, and punched the staff. The pupil has 14 incidents of assaulting an adult and went to the PRU but has since returned. She is currently on a EHCP.

CB/RR

	<p>The governor followed up and asked if the pupil gave any warning that the assault was about to happen. CB advised that sometimes they do and sometimes they don't on this occasion there was no warning.</p> <p>The governor followed up and asked if all staff know how to react in these situations. CB that those who are not completely confident/equipped to deal with these types of situations are receiving training.</p> <p>The governor asked what the impact on the other pupils is. CB advised that it is a challenge as you need to way up the needs of the pupil involved in the incident with the other pupils. The situation is kept under constant review.</p> <p>A governor asked if the parents were informed and if so, what was their reaction. CB noted they were informed, and they were very supportive of the schools approach and open to suggestions.</p>	
<p>8. Pupil and parent survey results and school actions/next steps.</p> <p>i. Shepherdswell</p> <p>ii. Orchard Academy no November survey completed.</p>	<p>RR highlighted the following. <u>Parent survey.</u> What you think we could do better:</p> <ul style="list-style-type: none"> • Provide more communication about your child's progress, including how to support your child's learning at home. • Provide more information about the role of the local advisory board (governors). • Having workshops for parents in the evenings. <p>Following the feedback received the school has/will do.</p> <ul style="list-style-type: none"> • Continue to have an open-door policy at all times, if you wish to find out how your child is progressing at a different point in the year to parents' meetings and reports, please speak to your child's class teacher and they will arrange a time to speak to you. • Send out a survey out regarding setting up a parent group, to find out who is interested • Display events, curriculum overviews and homework for each year group in the noticeboards in the playground. • Look at holding parent workshops are different times, where possible. <p>A governor asked for those parents who turned up to the workshops they were parents who normally engaged with the school. RR noted it was mixture.</p>	

	<p>JC asked if recordings of these workshops taken and shared. RR advised not yet but it may be something to look at. The presentations of these workshops are shared in the newsletters.</p> <ul style="list-style-type: none"> • Arrange a 'meet the governor's session'. <p><u>Pupil survey.</u> Their comments included:</p> <ul style="list-style-type: none"> • 'School is the best.' • 'I get to learn lots of new things' • 'I love learning, Maths, Phonics, PE, Art, Computing.' • 'I enjoy clubs and the new equipment and the Hobbit Holes.' <p>CB highlighted the following. <u>Parents feedback from a previous survey.</u></p> <ul style="list-style-type: none"> • Parents wanted to know more about the curriculum. Workshops/open sessions have been conducted and were well attended. • The Autumn survey was sent out but only 4 replies received despite a big push. <p>PO added that the next Trust wide survey is due in May.</p>	<p>RR</p> <p>RR/LAB</p>
<p>9.</p> <p>i. Governor visits. No reports to date, verbal updates</p> <p>ii. AIP visits for information only</p>	<p>i. The governors had no visit reports to share. UN advised that he is completing a visit tomorrow. FO advised he is trying to visit before half-term. JS advised that she is trying to meet with the SENCO this half-term. CA advised that he is trying to arrange a visit this half term.</p> <p>ii. A governor asked for an update on Aspens following NP report from the 5th December. RR advised that there are some recommendations from the report that have been actioned including staff clarification of the learning for the pupils, so they develop, grow, and have targets.</p> <p>A governor asked for an update following RB-L visit (SEND) where it was highlighted that children should no longer be withdrawn as a large group and taught by a TA. The school has decided some of these children need withdrawal. HA advised that the spectrum of need and ability is vast and there is a core group of pupils who are unable to access the KS2 curriculum. Originally these pupils had input in their</p>	<p>FO</p> <p>JS</p> <p>CA</p>

	<p>Maths and English lessons and being taught as a discreet group led by the TA. The planning for these lessons was done by the teacher and appropriate the implantation was not always to the required standard. This has been reviewed and plans in place to rectify these issues.</p> <p>The governor followed up and noted the urgent action for SEN Co - assess 3 non-readers in Year 3 to put the correct intervention in place. The governor asked for an update.</p> <p>HA advised that this action has been completed.</p>	
10. Any other business	The governors requested the next meeting be hybrid.	PO
11. Dates of meetings for the year:	<p>2022-2023 meeting dates.</p> <p>16/03/2023 Orchard & Shepherdswell 4 Teams or school TBC</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>	Calendar appointments have been sent

The meeting closed at 19.55

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

Actions from the virtual meeting for O&S held 26/01/2023

Action	Owner
1. .JO to investigate if Orchard could join the Wave 7 support scheme. Page 7.	JO/CB
2. JS to let the Thompson Team know about the workshops she has held regarding Mosaic. Page 7.	JS
3. CB/RR to ensure bullying incidents are recorded correctly on the Performance Report and MyConcern. Page 11.	CB/RR
4. RR to investigate if there is a benefit in certain parental workshops being recorded and shared with non-attendees. Page 13.	RR
5. RR to Arrange a meet the governor's session. Page 13.	RR
6. FO, CA, and JS to complete school visits. Page 13.	PO
7. Next meeting to be hybrid. Page 14.	PO