

**Minutes Local Advisory Board: Orchard & Shepherdswell**  
**27<sup>th</sup> April 2023 18.00**  
**Meeting held at Shepherdswell Academy**  
**The fifth 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><b>Callum Brown</b> (Headteacher Orchard)  <b>Ruth Ryan</b> (Headteacher Shepherdswell)  <b>Hannah Auger</b> (Deputy Headteacher Orchard Academy)  <b>Zoe McIntyre</b> (Exec Headteacher Hardingstone, Stimpson and Castle Academies)  <b>Colbie Robinson</b> (Staff Governor Shepherdswell)  <b>Richard Pearson</b> (Co-Opted governor)  <b>Emma Drinkwater</b> (Observer / Potential Governor)  <b>Riyike Olateru</b> (Observer / Potential Governor)  <b>Martin Conlon</b> (EMAT Trustee)  <b>Josh Coleman</b> (EMAT CEO)  <b>John Lawson</b> (EMAT Head of Education)  <b>Juliette Pierson</b> (EMAT Governance &amp; Compliance manager)  <b>Paul Osborne</b> (Clerk – Minutes)</p> <p>PO 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	<p>Apologies received and accepted from <b>Chris Akpakwu</b> (Co-Opted Governor), <b>Julie Stevens</b> (Co-Opted governor), <b>Femi Okeya</b> (Co-Opted governor/ Chair), <b>Uday Nagaraju</b> (Co-Opted governor), <b>Emma Mundy</b> (Staff Governor Orchard). In the absence of a Chair and Vice-Chair <b>CR</b> Chaired the meeting.</p> <p>MC thanked the governors for the invite to the meeting and gave an overview of the role he and other trustees play within EMAT.</p>	
3. Quoracy.	<p>The meeting was not quorate. PO was aware prior to the meeting that this would be the case and had approached governors who had sent their apologies prior to the meeting for them to vote on agenda item 6.3 via email.</p>	
4. Declarations of interest.	<p>There were no declarations of interest pertaining to this agenda that had not already been declared on the annual register of interests.</p>	

5. Minutes of the LAB meeting held on 16th of March 2023 matters arising not appearing under actions	The minutes of the meetings held on the 16th of March 2023 were agreed to be an accurate representation and a hard copy will be signed by FO at the next meeting.	<b>PO</b>
6. Action Log from the meetings held on the 16th of March 2023.	i. RR to Arrange a meet the governor's session. <b>Ongoing.</b> ii. FO, CA, to complete school visits. <b>CA done. FO, ongoing.</b> iii. RR/CB to add the job title for each staff member named on the SIP. <b>Done.</b> iv. PO to share ICR review dates with LAB members so they can attend. <b>Ongoing.</b>	<b>i. RR</b> <b>ii. FO</b>  <b>iv. PO</b>
7. A. Headteacher report to include. i. School context and behaviour. ii. Data headlines iii. Curriculum development. iv. Safeguarding.  B. Orchard Rapid Improvement Plan update.  C. School day consultation report for LAB. Governors to view and ratify proposed changes.	<u><b>A. Headteacher report.</b></u> <u><b>Orchard.</b></u> CB highlighted the following. <u><b>i. School Context and behaviour.</b></u> <ul style="list-style-type: none"> <li>• Behaviour plans are now updated / in place for key children, following meetings with parents. The first Rapid Improvement Plan (RIP) focussed on behaviour. Visits to the school from external experts demonstrate behaviour is improving. As would be found in all schools there is some low level poor behaviour which is managed appropriately.</li> <li>• Midday Supervisor training from JOGO behaviour support took place last week. The staff who attended were really positive about the training and we will now be monitoring for impact.</li> <li>• Lunch sitting times have been reviewed to encourage pupils to have more time to play and the seating arrangements have been altered. This work is showing positive impact in the cleanliness of the dining area and the improved atmosphere.</li> <li>• Healthier snacks have quickly become embedded with the children and they have been quick to 'self-police' these.</li> <li>• New rewards system discussed at the last meeting continues to receive positive feedback from pupils and staff. We have developed this in line with updated Behaviour Policy and altered some of the 'tariffs' in line with feedback from teachers.</li> </ul> <p>ZM added that during a visit on the 21<sup>st</sup> April she noticed the improvement in behaviour including during playtime. The RIP is being constantly reviewed and will move into other areas including teaching and learning. The staff have received training when required and use Rosenshine, scaffolding and</p>	

receive regular updates and constant two way conversations during staff meetings.

**A governor asked what are the challenges with the RIP when moving onto a new area.**

ZM explained that it is important to ensure the improvements with behaviour to date are maintained when moving onto a new area.

CB added that mid-term planning is more ambitious. ZM agreed and noted that teachers are being encouraged to have open dialogue which includes why what they are teaching, why this is being taught and where improvements can be made.

HA added that classroom environments are being reviewed including de-cluttering to help reduce sensory overload.

ZM noted that staff are engaged with the RIP and the Ofsted guidance/advice they have been given.

**A governor asked how many staff are employed at Orchard.**

CB advised that it is 50 in total which includes 16 teaching staff.

- Attendance year-to-date (YTD) is lower than usual at 94.5% but is tracking above the FFT national YTD Average data, collected from a large sample of schools (93.7% up to 24th March).
- Persistent absence is at 15%, which is below national YTD figure from FFT (18%).
- Staffing changes and HR concerns: We have vacancies for joint SENCO, full time teacher, part-time teacher. We also have two teachers leaving in August and are trying to recruit for their positions.

**A governor noted the full time teacher vacancy and asked if classroom behaviour has dipped in that classroom.**

CB noted there has been a dip and has been dealt with appropriately and progress has been made.

JL added that recruitment of teaching staff is a national challenge.

JL added that on some occasions teaching has been inconsistent and leaders are aware and have/are dealing with this including support and training.

**The governor followed up and asked if there is a common thread why staff are leaving.**

JL advised that the reasons why staff leave is various some examples are promotion, leaving the profession, relocating, retirement.

CB added that there is a higher expectation on the staff at Orchard and staff turnover has increased post CV-19.

**A governor added that in their profession there is a national skills audit.**

ii. Data Headlines various year groups and subjects.

Actions.

- We are continuing the development of our 'conferencing' model for improving writing. Conferencing is asking teachers to spend time with each table / group of children to discuss with them some of their writing choices. The purpose is to support the children as they write in making connections between the teaching and their writing, whilst challenging careless errors etc.
- RBL has been in to support the school.
- HA advised the governors that there has been a great deal of re-modelling work in English. This started in year 4 and is showing progress and will move into years 3 and 5. HA noted that she will have updated data to share at the next meeting.
- Spelling has become an area of focus, and alongside the No Nonsense Spelling lessons, Spelling Shed (spelling program) sessions are being increased in the groups where there has not been as strong progress. Where there has been strong progress, teachers believe this is down to repeated and consistent verbal corrections of pupil errors.
- There is a reluctance for some boys to read, to help this subjects are chosen that are aimed at engaging boys but not deter girls. An example of this is space.

**A governor asked if girls ask for help more than boys.**

HA advised on the whole they do.

JC asked HA how often she visits classrooms

HA advised as often as she can but this is not as often as she would like.

JC asked if all of the staff are engaged with the work HA is doing.

HA confirmed they are.

**A governor asked what support is in place for teachers especially ECTs.**

CB advised that all staff receive support, training, guidance as required and the ECTs receive extensive support. There has

HA

been a merging of subject leadership to allow a more collaborative model and help drive best practice. There are also plans in place for more one-to-one meetings with staff and HA and/or CB and less staff meetings.

### iii. Progress/barriers in relation to SIP priorities.

This item was covered in agenda item 8.

### iv. Curriculum developments and enrichment.

- With high levels of staff turnover in the past few years, we have 'grouped' our subject leaders and are taking a team approach to developing subject leadership in order to try to prevent loss of expertise and ensure succession planning. ECTs have elected to join one of the three subject leader groups. Subject Leaders have completed Subject Leadership Framework self-assessments which have helped inform areas of monitoring this half term.
- We have compiled the staff meeting, monitoring and CPD calendar for this half term.
- World Book Day – theme was 'Snuggle up with a book.' We took part in a BBC Teach Live Lesson, took part in the National Book Token Competition, and held a really successful pre-loved book sale for parents at the end of the day.
- Science Week, with a whole-school focus on science and enterprise. A local company who helps start-up companies in STEM grow came to school to launch and finish our science week. Each year group had an area of the science curriculum as a focus for developing a product, manufacturing a prototype, and marketing it to 'Dragons Den' style judges.
- Whole school theatre performance of Oliver Twist.
- Author Visit – Ellie Thompson (Gold-medal winning Paralympian and Author).

### v. Safeguarding.

- 3 MASH referrals – 1 relating to an allegation of sexual abuse against a family member (police are involved and specialist support is being given), 1 around potential physical and emotional abuse by a parent, 1 around potential domestic abuse at home, 1 around concerns of physical chastisement.

**A governor asked if required are full 360 degree reviews done regarding safeguarding referrals.**

CB confirmed they are and the school if it feels is appropriate will dispute the findings with external agencies to ensure MASH referrals are done with the needs of the pupils always put first. The TT is often used for advice.

### Shepherdswell

RR highlighted the following.

#### i. School Context and behaviour.

- Behaviour remains good, and we have created a checklist of expectations to share with staff and monitor for consistency.
- We are waiting to hear from the DfE regarding the significant change application, so we can move forward with our nursery.
- Attendance is at 93.4% but is improving and we have 2 CMEs.
- Persistent absences (PA) 18% and systems are being applied consistently, to support families, this has reduced slightly from last term. The PA figure has been affected by some families on holiday for longer than planned and some pupils with extended sickness. Fines are in place when appropriate and the attendance officer is very proactive and supportive in their role.
- Staffing changes and HR concerns: We have a vacancy for a joint SENCO for after Easter, and for an KS1 Lead and Class Teacher for September.

#### ii. Data Headlines.

- Pupil progress meetings have just taken place.

#### EYFS Data Headlines.

Data overview-milestone 3 (March 2023)

#### Observations.

- Pupils identified with a SEND need are making progress from their starting points.  
Targets are realistic and pupils who are close to target are a focus group.

#### Actions.

- At least 70% of pupils to achieve a GLD.
- Targeted and intervention to support with identified gaps in learning.
- Introduce more 'formal/structured teaching' alongside purposeful continuous provision.

JL noted that if the action of 70% of pupils to achieve a GLD is achieved it will be above recent national data.

#### Phonics Data Headlines EYFS and KS1.

- In EYFS the expected standard has moved to red, and we have 68% above, 16% working at and 16% below, these are children with additional needs.
- In Year 1 the expected standard has moved to yellow, and we have 32% above, 26% at and 48% below (5 are department children, the others are new to country or have additional needs).
- In Year 2 the expected level has moved to comprehension with 58% at or above and 42% below.
- Some children have not moved bands due to stamina of reading longer words or not knowing the split-diagrams.
- In June there is a national Phonics screening check, any year 2 who does not pass will re-take. This data is used to help prioritise pupils to receive additional support.

#### Arithmetic Data Headlines KS1.

##### Data observations.

- There has been no increase in Badgers and only a 2% increase in Foxes.
- Missing number in an equation, using 2 digits numbers, addition and subtractions of 2 two-digit numbers bridging a 10 and application of multiplication facts, which have been identified as areas to work on.

##### Actions.

- Maths Lead to monitor Number time and retrieval in lessons to ensure the gaps identified are being taught in a way that the children can remember and apply
- Provide master classes and team teaching for staff on these calculations.
- Spot calculations with a range of children weekly by Maths Lead.

#### KS1 Data Headlines – March 2023.

- NTS and Teacher assessment are broadly in line for Reading and Maths.
- Pupils with EAL are attaining above non-EAL pupils.
- Girls are attaining above boys in RWM (reading, Writing and Maths).
- Pupils eligible for PP are not achieving as well as non-PP pupils and work is ongoing to help close the gap.
- A big write has been completed to a high standard.

**A governor asked if the school has the resources and time to close the gap.**

CR advised yes, and the teachers with the support of the TAs know the needs of pupils and are flexible in their teaching styles to ensure these needs are met.

**The governor followed up and asked if the percentage of DA pupils at Shepherdswell in line with national.**

RR/JL advised it is.

Year 2 data includes teacher assessment/ vulnerable groups/ NTS assessment.

- Pupil progress meetings have taken place.
- Maths. 65% to reach expected and 10% to reach greater depth.
- Writing. 65% to reach expected and 2% to reach greater depth.
- No more marking is being used to gather data.

**A governor asked if the data shared includes pupils from department.**

RR no and added that changes have been made to the current year 1 which has resulted in strong progress.

iii. Progress barriers in relation to SIP priorities.

- We have one ECT on a support plan and is being supported by the SLT.

Reviews and Visits - Safeguarding Review

Strengths:

- There was a strong culture of safeguarding, with clear systems and processes.

Areas to develop:

- Refresher teaching assistant training on FGM and Prevent.
- More visits by governors.
- Add a line to the PE risk assessment in the event of the PE coach not being here, and non-specialist staff cover a lesson.

iv. Curriculum developments and enrichment.

- Medium term planning for Subjects and EYFS in place for Summer 1 and this is working well.
- Monitoring timetable, new working records have been shared with subject leaders, and meetings will take place with subject leaders to support with this.
- World Book Day – where children and staff came to school dressed as adjectives.
- Parent Reading Session – where parents came in to read with staff and children, this was well attended.

	<ul style="list-style-type: none"> <li>• Science Week, with a whole school focus on senses investigations, that were then shared in an assembly.</li> <li>• Whole school theatre performance of the Secret Garden.</li> <li>• EYFS had the farm visit as part of their learning.</li> <li>• Year 1 went to the park as part of their DT learning, to look at the playground equipment and how it works to make their own.</li> <li>• Year 1 had Spring Celebration assemblies for parents that were well attended.</li> <li>• Parents evening also took place and was well attended, those parents who didn't attend have now been spoken to about their child's progress and learning.</li> </ul> <p><b><u>v. Safeguarding.</u></b></p> <ul style="list-style-type: none"> <li>• One referral to MASH for a social media post.</li> </ul> <p><b>A governor asked if this was a pupil.</b> RR confirmed it was a parent.</p> <p><b><u>B. Orchard Rapid Improvement Plan update.</u></b> All agreed due to the lack of governors at the meeting the update will be added at the next meeting. <i>Post-meeting note added to the agenda.</i></p> <p><b><u>C. School day consultation report for LAB. Governors to view and ratify proposed changes.</u></b> <b>With the votes received by the clerk prior to the meeting and the votes in the meeting the governors unanimously agreed with the proposal.</b></p>	
8. SIP deep dive including any progress barriers.	<p>Orchard. CB/HA highlighted the following. SIP 1. Quality of Education.</p> <ul style="list-style-type: none"> <li>• 1.2. Develop and implement new Teaching and Learning policy to ensure consistently strong teaching across the school. <i>A new teaching and learning policy is being rolled out.</i></li> <li>• 1.3. Train and support staff to ensure the quality of teaching and learning in different subjects and year groups is consistently good. <i>Use WalkThrus Instructional Coaching package to tailor support to embed 'three-stream approach' to Continuous Professional Learning (CPL). This was rated red but has moved to orange thanks to the support</i></li> </ul>	

	<p><i>offered from ZM. Staff receive weekly updates in the staff bulletin and receive documents before staff meetings to ensure these productive.</i></p> <p><b>A discussion followed reference the timetable from the teaching and learning policy in respect of behaviour. CB described how staff need to be competent in one area before moving onto another and added the staff are engaged with this work.</b></p> <p>ZM added that she has some best practice documents from a recent visit to a school outside of the trust and will share this with CB.</p> <p>Shepherdswell.</p> <p><b>The governors noted that RR had covered several SIP areas in agenda item 7.</b></p> <p><b>A governor asked how often the SIP is reviewed.</b></p> <p>RR advised approximately every 6 weeks.</p> <p>RR highlighted the following.</p> <p>SIP 4. Leadership and management, including safeguarding and governance.</p> <ul style="list-style-type: none"> <li>• 4.5 Improve the leadership and effectiveness of the specialist SEND department. <i>This is still rated red due to the level of impact not as expected.</i></li> </ul> <p><b>A governor asked if there is a timeframe for when this will move to orange/red.</b></p> <p>RR advised that it is kept under constant review, it is difficult to give a time frame for any developments.</p> <p>JL asked if all milestones up to date.</p> <p>RR confirmed they are.</p> <p><b>A governor asked if Ofsted look at the staff vacancies when they complete a visit.</b></p> <p>JL confirmed they do including external pressures but this would not affect the overall judgment.</p>	
<p>9. Governor visit / AIP visits</p> <p>i. Governor visits.</p> <p>ii. AIP/Whole school review reports.</p>	<p>Due to the limited number of governors at the meeting it was agreed to cover this item at the next meeting. <i>Post-meeting note added to the next agenda.</i></p>	

10. Ofsted preparation / information for governors	<p>JL highlighted.</p> <ul style="list-style-type: none"> <li>• The inspection will normally last 2 full days. The number of inspectors on the inspection team will vary according to the size and nature of the school.</li> <li>• Inspectors will spend most of their time observing lessons and gathering evidence to inform their judgements.</li> <li>• Inspectors will want to meet with some of the LAB. During this meeting, the inspectors will be asking questions to find out how much the LAB members know about the school including the SIP priorities, the curriculum including PHSE, the SIP and safeguarding.</li> <li>• As soon as a school receive notification of an Ofsted visit the central team will complete an Ofsted headline document and share this with the LAB members who have agreed to meet the inspectors.</li> <li>• Ofsted inspectors will also want to see evidence of the LAB challenging the schools within the minutes.</li> <li>• A list of questions Ofsted may ask has been shared and is on Teams in the Ofsted summary file. Governors are strongly encouraged to familiarise themselves with this file.</li> </ul>	
<p>11. Policies for governors to view and vote to adopt.</p> <p>Shepherdswell.</p> <p>i. Teaching, Learning and Assessment Policy 2022 – 2023. Date changes only Orchard.</p> <p>ii. Behaviour Policy with addition of the updated rewards system.</p> <p>iii. Marking and Feedback policy</p>	<p>Due to the limited number of governors at the meeting it was agreed to cover this item at the next meeting. <i>Post-meeting note added to the next agenda.</i></p>	
12. O&S GDPR reports	<p>Due to the limited number of governors at the meeting it was agreed to cover this item at the next meeting. <i>Post-meeting note added to the next agenda.</i></p>	
13. Any other business	<p>There was no AOB raised.</p>	
14. Dates of meetings for the year:	<p><b>2022-2023 meeting dates.</b>          22/06/2023 Orchard &amp; Shepherdswell 6 Teams at Orchard          12/07/2023 Orchard &amp; Shepherdswell 7 In school</p>	<p>Calendar appointments sent</p>

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

The meeting closed at 19.57

#### Actions from the meeting for O&S held 27/04/2023

Action	Owner
1. PO to take a set of minutes from the 16 <sup>th</sup> March meeting for FO to sign. Page 2.	PO
2. RR to Arrange a meet the governor's session. Page 2.	RR
3. FO, CA to complete school visit. Page 2.	FO/CA
4. PO to share ICR review dates with LAB members so they can attend. Page 2.	PO
5. HA to give an update on the English re-modelling work at the next LAB meeting. Page 4.	HA