

FINAL Minutes Local Advisory Board: Orchard & Shepherdswell
29th September 2022 18.00
Meeting held at Orchard Academy
The first 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) Emma Mundy (Staff Governor Orchard) Kathy Smith (Observer) Monica Juan (EMAT Compliance / Governance) Josh Coleman (EMAT CEO) <i>Joined virtually</i> John Lawson (EMAT Head of Education) <i>Joined virtually</i> Paul Osborne (Clerk – Minutes)</p> <p>Introductions were made. 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>No apologies received from Uday Nagaraju and Chris Akpakwu (Co-Opted Governor).</p> <p>PO advised that SM (Co-Opted governor) had stepped down from the board.</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. Appointment of Chair and Vice-Chair.	<p>FO was unanimously appointed as Chair. No governor nominated themselves for the role of Vice-Chair. PO to add to the next agenda.</p>	PO
6. Minutes of the Academy Local Board meeting held on 30th of June and the 18th of July 2022 matters	PO advised that due to the LAB and S&P meetings amalgamating in 2022-2023 there are two sets of minutes for this meeting all subsequent meetings will have one set.	

<p>arising not appearing under actions</p>	<p>The minutes of the meetings held on the 30th of June and the 18th of July 2022 were agreed to be an accurate representation and signed by FO.</p>	
<p>7. Action Log from the meetings held on the 28th of June and the 18th of July 2022.</p>	<p><u>30th June.</u> CB/RR to arrange parent governor elections in September. RR and CB advised that information has been sent to parents and will give an update will be given at the next meeting <u>18th July.</u> No actions.</p>	<p>CB/RR</p>
<p>8. SEND Annual report 2021/22.</p>	<p><u>Orchard.</u> CB highlighted the following.</p> <ul style="list-style-type: none"> • 20 pupils on a EHCP which is 5.6% of the whole school. • The majority of the SEND staff work within Aspens. • RA left in August. Recruitment ongoing to fill this role. • One pupil permanently excluded. • Notional budget £151,929 / Top up / HNF £195,395. • The biggest changes in SEND provision have been the re-locating of the Social Communication Department to Orchard and whole school Clicker access. • Complaints relating to SEND. Zero. • All teachers are now using Edukey as a part of the APDR cycle to set targets and record information about provision. • An Educational Psychologist from Mosaic has provided observations, reports, and assessments for individual children that we have used to improve their individual provision and in three cases as additional evidence to support EHCP applications. Mosaic have also provided staff refresher training on supporting children with Autism in the classroom. <p>A governor asked what the comment “waiting for release” year 6 SEN 20/90 means. CB advised that after the results are received they go through a checking process which has just concluded. The official data is published soon after.</p> <p><u>Shepherdswell</u> RR highlighted the following.</p> <ul style="list-style-type: none"> • SEND is shared across both schools. • SEND Staff update given. • Notional budget, £ 67,218. 	

	<p>The governors thanked CB and RR for the detail in the reports and had no further questions at this time.</p>	
<p>9. SIP (School Improvement Priorities)</p> <p>i. SIP priorities to include governor visit windows and school contact details.</p> <p>ii. Academy Improvement Partners (AIP) details, and governors encouraged to attend especially the closing discussion concerning actions and next steps.</p>	<p>i. SIP.</p> <p><u>Shepherdswell.</u></p> <p>RR highlighted the following.</p> <ul style="list-style-type: none"> • In all subjects, in all year groups there is a well-planned and sequenced curriculum from EYFS, which is taught consistently well and enables all pupils including SEND to achieve well, including a focus on the fundamentals of reading, writing, and oracy. • The teaching and learning framework and monitoring cycle is implemented effectively and becomes embedded to enable pupils to become independent and have inquisitive minds to learn and remember more. • Ensure the PSHE curriculum is implemented effectively so that pupils' personal development is good. • Create a culture where all staff take ownership of their own and others development to enable whole school change and improvement that has a positive impact on pupils and the community. • The EYFS provision is well planned, and the learning is purposeful both inside and outside, providing the pupils with the knowledge and experiences they need to become successful learners. • Continue to develop the governors' understanding and monitoring to effectively support and challenge leaders. <p>A governor noted the targets set on page two and asked what criteria is used for setting these.</p> <p>RR advised that these are reviewed regularly based on the cohort. If there is an opportunity to increase them, they will. The school is always aiming high for the pupils.</p> <p><u>Orchard.</u></p> <p>CB highlighted the following.</p> <ul style="list-style-type: none"> • The SIP is a live document, and more granular targets are being added as appropriate. • To ensure the quality of teaching and learning is consistently good, especially of the fundamentals of reading, writing, mathematics, and oracy, so that outcomes for all pupils (including SEND) meet or exceed national averages. 	

	<ul style="list-style-type: none"> • To develop a high-quality specialist provision for children with social communication difficulties that effectively meets the needs of its pupils. • Ensure all staff set high expectations of their pupils and their behaviour, working collectively to support our children with additional emotional / wellbeing needs that lead to challenging behaviour. • To deepen our pupils' cultural capital by enhancing the provision for personal development, including both curricular and extra-curricular enrichment. • To create a culture where all staff take ownership of their own and others' development to enable whole-school improvement that has a positive impact on pupils and the community. <p>The governors noted that the vast majority of these priorities had been shared with them previously and had no further questions at this time.</p> <p>ii. AIP visits. PO advised that he give governors would be given as much notice as possible of AIP visits. The governors can then contact the school if they want to attend the summoning up/next steps part of the visit.</p>	
<p>10. i. Head Of school's reports to include.</p> <p>School Context and behaviour</p> <p>Data Headline</p> <p>Progress/barriers in relation to SIP priorities</p> <p>Curriculum development and enrichment</p> <p>Safeguarding</p> <p>HT summary points/other comments</p> <p>ii. Performance Report (for questions only).</p>	<p>i. Head of school's report. <u>Shepherdswell.</u> RR highlighted the following. <u>School Context and behaviour.</u></p> <ul style="list-style-type: none"> • The children missing in education (CME) 3 are year 2 children with no school places in year 3, 2 are new EYFS children who have not arrived, 1 is a mainstream child, on a waiting list for a new school and 1 is for a child in department, all procedures have been followed and are being monitored. <p>A governor asked why there are no places for some of these children. RR advised that some of these are new to country and did not apply or new to the area. The school are supporting as much as possible including regular contact.</p> <p><u>Progress/barriers in relation to SIP priorities.</u></p> <ul style="list-style-type: none"> • The biggest barrier to this is the ratio of inexperienced staff and the support they will need, however, mentors are in place, as are schedules for support and 	<p><i>Reports on Teams</i></p>

	<p>monitoring, which are happening, and coaching training is happening this term, to implement alongside the teaching and learning framework and the WALKTHRU's.. Rosenshine will also be used to support this.</p> <p><u>HT summary points/other comments.</u></p> <ul style="list-style-type: none"> • One vacancy for a teacher for department, this is the third time it has been advertised, plus a recruitment morning at a weekend, and there has not been a suitable candidate yet. <p>A governor asked what the reasons are why this vacancy is proving difficult to fill. CB advised it is down to the limited number and suitability of the candidates who have applied.</p> <p><u>Orchard.</u> CB highlighted the following.</p> <p><u>Progress/barriers in relation to SIP priorities.</u></p> <ul style="list-style-type: none"> • We have started the term focusing on three things: <ol style="list-style-type: none"> a. The fundamentals of writing and math's. b. Setting high expectations of pupils in class (including presentation). c. Behavioral expectations and routines. • There has quickly been progress around behaviour and routines. TB (Government Behaviour Expert) visited school on 21st September and was impressed with the calm, focused atmosphere around school, and with the routines and expectations children were adhering to. • There has been early monitoring of teaching and learning across the school. A baseline of standards of teaching and learning has been completed (which was particularly necessary with the percentage of new staff at the school), with all teachers having been seen by senior leaders. There are four colleagues who are receiving follow-up support, one of whom is a new starter and another of whom joined us in the summer term. • We have launched our Orchard Teaching and Learning Strategy which included a collaborative approach to designing our new Teaching and Learning policy (now complete and submitted to Governors). The Bitesize T&L CPL programme has started with an initial focus on strand 1 of Rosenshine's Principles of Instruction 	
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<p>12. Governor housekeeping</p> <p>i. KCSiE. Governors to sign to confirm they have read and understood the 2022 version.</p> <p>ii. Declaration of Interest.</p> <p>iii. Code of Conduct.</p>	<p>i. ii. iii.</p> <p>PO advised that any governors still to complete this will be contacted directly.</p> <p>iv. PO advised that the focus areas coming out of the survey relate to answers received for.</p> <ul style="list-style-type: none"> I understand the purpose of governance and my role in the school system. 	

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13. Policy for governors to vote. i. Orchard Teaching and Learning ii. Shepherdswell marking and feedback	The governors unanimously voted to ratify these policies.	
14. New terms of reference. For information only	The governors thanked EMAT for sharing this document and had no questions.	
15. Any other business		
16. Dates of meetings for the year:	2022-2023 meeting dates. 24/11/2022 Orchard & Shepherdswell 2 Teams or school TBC 26/01/2023 Orchard & Shepherdswell 3 In school 16/03/2023 Orchard & Shepherdswell 4 Teams or school TBC 27/04/2023 Orchard & Shepherdswell 5 In school 22/06/2023 Orchard & Shepherdswell 6 Teams or school TBC 12/07/2023 Orchard & Shepherdswell 7 In school	Calendar appointments have been sent

The meeting closed at 20.02

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

Actions from the virtual meeting for PWS held 29/09/2022

Action	Owner
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2. CB/RR to give an update reference parent governor interest at meeting 2.	CB/RR
3. PO bring the governor led areas still be filled to meeting 2. Page 7.	PO
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