

**Orchard and Shepherdswell Academies: Local Advisory Board**

**Minutes of the Standards and Performance committee meeting held on the 25<sup>th</sup> of October 2018, 16:00 at Orchard Academy, Springfield Boulevard, Springfield, Milton Keynes, MK6 3HW**

**The meeting started at 16:15**

Agenda item	Discussion	Action
1. Present	<p><b><u>Present:</u></b>  <b>Callum Brown</b> (Principal of Orchard Academy)  <b>Jonathan Cursley</b> (Principal of Shepherdswell Academy)  <b>David Gayton</b> (TB appointed)  <b>Adam Webb</b> (TB appointed)  <b>Ken Tunmore</b> (TB appointed)  <b>Colin Durrans</b> (TB appointed) arrived 16:44  <b>Elaine Noctor</b> (Pupil Attendance &amp; Family Liaison: Shepherdswell))  <b>Sarah Champion</b> (SENCo: Shepherdswell)  <b>Carole Kirby</b> – minutes – (Head of Governance: EMAT)</p> <p>The Chair welcomed everyone to the meeting and introductions were made.            CK reminded the board that all items discussed at this meeting remain confidential until such time as the minutes are approved and signed off.</p> <p>The meeting was confirmed as quorate with at least three governors present.</p>	
2. Apologies	<p>Apologies had been received and were accepted from <b>Josh Coleman</b> (EMAT: CEO) and <b>Sam James</b> (elected staff governor).</p>	
3. Declarations of interest	<p>There were no declarations of interest pertaining to this agenda in addition to those already recorded on the annual Register of Interests.</p>	
4. Appointment of Chair and Vice-Chair	<p>DG agreed to act as Chair for this committee. There were no nominations for the position of vice-chair.</p>	

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5. Standards and Progress	<p>Shepherdswell:</p> <p>A document, 'Data Headlines' had been distributed with the agenda for this meeting. JC outlined the information contained in the document. A 'good Level of Development' (GLD) is benchmarked against National figures. 82% of EY pupils at Shepherdswell attained a GLD compared to the National figure of 71%. JC explained that as the baseline of pupils joining the school was so low this represents outstanding progress. Key Stage 1 (KS1) Writing (W) and Maths (M) are also above expectations; Reading (R) is not at expected because of the high number of EAL pupils in the cohort.</p> <p><b>A governor asked what the acronyms meant.</b>  PP – Pupil Premium  NPP – Not Pupil Premium  EAL – English as an additional language  NEAL – Not English as an additional language</p> <p>JC reported that Phonics is introduced at Year 1 and is screened in the summer term. There were 6 Department children in the Year 1 cohort. There is an attainment gap evident with PP children and the school has interventions in place. Any child who does not pass the Phonics screening in Year 1 is re-tested in Year 2. There is lots of information about Phonics on the school website if governors would like to look at it.</p> <p>In Year 2 86% of pupils reached the expected standard in R, W and M. Year 2 SATs are taken under exam conditions but there is also lots of Teacher assessment.</p> <p>The school is closing the gap between PP children and their peers. For R and W the gap stood at 41% and it closed at 9%. The challenge is in Maths where the gap stayed at about 20%. The Academy Development Plan includes actions to address this. The data presented to governors includes Department</p>	

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	<p>children and one child who was newly arrived to the UK and is also PP. Two children in the year group did not make the expected progress. <b>A governor asked how many children each figure represents.</b> JC stated that the number in brackets to the right of each category denotes the number of children.</p> <p>JC reported that high numbers of children in KS1 achieve a 'greater depth' although there is no measurement for greater depth in Science. The PP baseline in KS1 is low but in Writing PP children achieved greater depth whereas non-pupil premium children did not. 100% of children in KS1 achieved the expected progress in R and W and 86% of children achieved it in Maths (two children did not).</p> <p>Targets: The 'Equity document' distributed with the agenda for this meeting is available on the school website. Data for foundation stage is not in yet. JC explained that the school focuses on interventions in Year 1 so that children are not 'catching up' in Year 2. There is a gap of 10% for PP children.</p> <p><b>A governor asked if the school receives children who already have a diagnosis of SEND requirements as this is usually diagnosed later.</b> JC explained the SEN Register has changed and that the school monitors all children. The school has a 'SEND watch list' of children who may be formally diagnosed at some future point; these children are not on the Register. There is always a period of transition. Teachers will make a judgement and complete a concern form which goes to the SENCo. They may then be put on the SEND Register or on SEND Watch.</p> <p>The criteria for inclusion on the Register is that of having access to outside interventions</p>	

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	<p>e.g. speech and language therapy. As an Infant school we receive a number of children without a diagnosis but pupils cannot attend specialist provision without a diagnosis. Some parents believe their child can attend the Department within Shepherdswell without a diagnosis but this is not possible. We do, as a school, have a good reputation for providing for children with other needs.</p> <p><b>A governor asked how long it takes for children with SEND requirements to catch up.</b> That depends on the individual child.</p> <p>Data Headlines:  <b>A governor asked how aspirational the targets for pupils are.</b> The school sets targets using FFT20; this was explained to governors. We use our knowledge of the children to set targets based on the individual and not on targets from the previous year. The staff work together closely in both key stages. Targets are reviewed after every data drop – each short term.</p> <p><b>A governor noted that PP children have an extra-curricular offer. Do we separate the data to show those who did attend extra-curricular activities and those who did not?</b> At Shepherdswell we do not have many extra-curricular activities but we do have lots of targeted interventions.</p> <p>CD arrived at this point.</p> <p><b>A governor sought confirmation that the gap in achievement seems ‘boy heavy’.</b> Yes, it is. This has been the pattern for a number of years. We have to adopt a curriculum that engages the boys.</p> <p>JC reported that the SEF (Self-evaluation Form) is almost complete and gave an overview of key priorities for the school:</p>	

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	<p>i. Close gaps for vulnerable groups. The school is using an equity approach and needs to ensure that a high quality of provision is maintained through quality first teaching, the use of subject specialists and tight interventions.</p> <p>ii. Develop subject leadership to sustain a high quality curriculum. The use of curriculum mind-maps was discussed.</p> <p>iii. The well-being of staff and children.</p> <p>iv. Expand the provision of the Department. SC reported that historically the Department has always had favourable audits although there have been issues around the lack of outside space and a separate entrance. Over the summer the school worked with the LA, who provided some additional funding on top of Trust funds, to move the Principals' office and provide a ASD friendly outside area and a new entrance. This has improved arrival at school for both the parents and the children of the Department. By September 2019 we will extend into what is currently the staff room in order to provide even more tailored provision. Over the last five years we have admitted children with more complex needs and we need a larger classroom, a sensory room and soft-play room. That should then meet the needs of our current and future pupils. <b>A governor asked if he school was expecting to admit more pupils with SEND requirements.</b> As long as the funding follows them, then yes. There is a great need for</p>	

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	<p>SEND places in MK. If the funding is not available, then we would want to ensure that admitting SEND pupils does not impact on our mainstream children as the SEND pupils require extra staffing who require additional training. Our vision is to be an outstanding hub for pupils with communication difficulties within MK and to support other schools.</p> <p><b>A governor asked if children in the Department are admitted from only within the catchment area.</b> Children are admitted from all over MK. The majority of our children within the Department will move to specialist provision in Year 2. We also admit children with communication difficulties who have struggled in other mainstream schools; these children then move on to Orchard.</p> <p><b>A governor asked if the school is able to recommend other places of education for transfer at Year 3 or if there isn't a space available within Shepherdswell.</b> We have visited specialist provision with parents to help them decide but it is ultimately parental choice. The LA also assists with making that decision. JC stated that if funding is available then there is space for two more children in the Department.</p> <p><b>v.</b> Increase the profile of the Academy. The Trust is keen to work with us to enhance community engagement and raise the profile of the school across MK and beyond. CB stated that the schools have started using Twitter and EMAT have been retweeting</p>	

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	<p>sharing on social media. <b>A governor asked what is the average age of the parents as Twitter may not be the best platform. Research has shown that Instagram is a good platform for those under 28 and Facebook is good for those over 36.</b></p> <p><b>Orchard</b> Year 6 SATs results were displayed. CB reported that the data is input into a spreadsheet which the Trust's Head of School Development, Katy Russell, then uses to produce the Performance Report. The colour coding was explained. Results are released in July but a rent validated until November. Certain pupils now appear in this unvalidated data set who will be disapplied. Orchard expects five pupils to be disapplied; three of whom are in the provision for autistic students. <b>A governor asked if the school utilises a 'SEND watch list' like Shepherdswell.</b> CB explained that the data includes all of the pupils but if they didn't sit the test then they will be disapplied. <b>Do you have to justify the disapplication?</b> Sometimes, yes, but often the pupil's unique number will identify them as SEND or highly mobile, for example, so they will automatically come out of the figures. <b>A governor asked if the school was allowed to show any leniency or apply for it, for those children on a 'watch list'.</b> No. SC stated that it is important for the disapplied children to still have targets and to measure their progress. A broken down EYFS curriculum was being used but the school has now incorporated a programme from the Autism Education Trust to blend the two approaches which provides steps of progression covering the EYFS curriculum and triad.</p>	

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	<p>CB explained how the FFT (Fischer Family Trust) application is used. FFT understands the context of each school and compares it to others in a similar context across the country. It is used to set targets and the school can choose how aspirational these are: FFT50 (within the top 50% of schools); FFT20 (within the top 20%) and FFT (within the top 5%). We use FFT20. FFT also allows the school to input personal data about a child to ensure the context is accurate. <b>A governor asked if the system is GDPR compliant.</b> Yes.</p> <p>CB reported that the dashboard shows all pupils and when you take into account the context of the school you can see the progress is positive. The three-year trend shows that Reading is a key priority area. CB reported that all SEND pupils were also PP and that this cohort will need close analysis to understand the progress made. Moderation conducted across the Trust and within the cluster of local schools has helped staff to identify those pupils on the cusp of achieving the expected standard.</p> <p>The mock SATS results for this year's current Year were compared with last year's mock results. There are three classes and four sets for Maths and English. Pupils reported running out of time in the Maths paper so this will be addressed throughout the year. Writing is currently showing at 0 at the expected standard abut this is not a concern as the children have not yet completed any extended writing to demonstrate this skill.</p> <p><b>A governor noted that the PP children are performing better in SPaG than the non-PP children. Is this because they have been targeted for intervention?</b> There was a discussion about the fact that some children do not qualify for the PP funding but are at an equal disadvantage. CB noted that the gap is</p>	

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	<p>small at the moment but this will be monitored to see if the school needs to place interventions for other non-PP children as well.</p> <p>SEF and Academy Development Plan: CB reported that in the last year the school has a lot of scrutiny with a two-day Education audit, an Ofsted visit, a Safeguarding audit and involvement in the Local Area SEND Inspection. This has been very helpful. Middle Leaders have written their action plans and the key priorities for the school are:</p> <ul style="list-style-type: none"> <li>i. Widening the curriculum e.g. bringing breadth and depth to computing and music.</li> <li>ii. Improving middle leadership</li> <li>iii. Cedar autistic provision. The Provision has had new flooring, furniture and lighting. A governor asked if the school has promoted the upgrade. No, we will arrange this.</li> <li>iv. Reading</li> </ul>	
6. Targets	Targets had been discussed in the previous item	
7. Monitoring	<p>The Trust has provided a list of Academy Improvement Partners and each school has been able to choose who they work with according to the needs identified and in consultation with the CEO, the Lead Academy Improvement Partner and the Head of School Development. The vision is for the governors to also be involved with this and for the Chair, or another governor, to attend the priority setting meeting early in each academic year. Governors will also begin to identify priority areas in their end of Year annual meeting in the summer term which is an opportunity to reflect and review.</p>	

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8. Curriculum rationale and links to academy improvement	<p>There was a discussion about tracking pupils in the foundation subjects. Shepherdswell uses a Chris Quigley Curriculum model which has a depth of learning tracker that can be used alongside timely monitoring to track pupils. It also builds teacher confidence and each Subject Lead takes responsibility for monitoring.</p> <p>Orchard is looking at the cornerstone curriculum but is lucky to have subject specialists in Languages, Art and Music. If the cornerstone curriculum is adopted it will have to be adapted.</p>	
9. PP report	<p>The PP Reports are on the school websites.</p> <p><b>A governor asked how many pupils had been able to access the 'Ride High' programme.</b></p> <p>Two, the waiting list is very long.</p>	
10. Quality of Teaching	<p>Formal observations are conducted once per term but informal learning walks take place more often. Book scrutinies are conducted and pupil voice is analysed to inform judgements about the quality of T&amp;L. Both schools have had lots of new teachers join and both Principals acknowledged that is it important for the new staff to embed the 'Orchard way' or the Shepherdswell way' of working. JC and CB stated that it was useful to have the Academy Improvement Partner join them for the first teaching observations to validate judgements.</p> <p><b>A governor asked how many of the schools' teachers would meet the Teacher Standards.</b></p> <p>All of them.</p>	
11. Safeguarding items	<p>JC noted that there are four DSLs in Shepherdswell Academy: One in the Foundation Stage, one at Key stage one, the Principal and the Deputy Principal who is also the family Liaison Officer. There are a lot of safeguarding issues in both school and safeguarding is of paramount importance.</p>	

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	<p>EN has completed the annual Safeguarding report. An internal Safeguarding audit has resulted in some findings for the schools which are being actioned now.</p> <p>A questionnaire will be distributed to parents and pupils to gauge how safe children feel and on the next INSET day we are re-evaluating the safeguarding training and contextualising the schools' training needs.</p> <p><b>Attendance:</b> Shepherdswell – currently attendance is at 96.7% with an average of 96%. The school has 8% persistent absence. Orchard – current attendance is at 96.4% with 5.9% persistent absence.</p> <p>Both schools work strongly together as families often have children in both schools. If a pupil is absent then the school calls home and where there is no reply to the call, a house visit is made.</p> <p><b>Exclusions:</b> None in Shepherdswell and one in Orchard. This was for a child with SEND requirements who came to the school through a request from the LA as the place the pupil had in another school had broken down. The child has severe behaviour issues and was excluded for one day. The LA sent someone from their specialist team to help. The child has complex needs and requires specialist provision.</p> <p><b>CME:</b> None in both schools</p> <p><b>Behaviour:</b> Reflection forms are used and time out taken if appropriate. Both schools use the traffic light system with rainbows use in the Foundation stage.</p> <p><b>All staff read KCSiE:</b> EN confirmed that all staff have read KCSiE 2018 and reported that knowledge is consistently checked through quizzes and questions placed on the staffroom board.</p>	

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12. AOB	<b>A governor asked if the Trust offers ‘flu vaccinations to staff as part of well-being and to prevent absence. Not at the moment but CK will raise with the CEO.</b>	CK – raise issue of ‘flu vaccinations with JColeman
13. Date of next meeting	14/01/19 at 16:00 – Joint Standards @ Orchard  <b>13/02/19 at 16:00 – Full Board @ Shepherdswell</b>  12/03/19 at 16:00 – Joint Standards @ Orchard  <b>02/05/19 at 16:00 – Full Board @ Orchard</b>  <b>15/07/19 at 14:00 – EOY full Board @ Shepherdswell</b>	All note dates

The meeting closed at 18:00