

**Orchard and Shepherdswell Academies**

**Minutes of the Local Advisory Board meeting held on the 13<sup>th</sup> of November 2018, 16:00 at  
Shepherdswell Academy, Springfield, Milton Keynes, MK6 3NP**

Agenda item	Discussion	Action
1. Present and introductions	<p><b><u>Present:</u></b>  <b>Callum Brown</b> (Principal of Orchard Academy)  <b>Jonathan Cursley (JCur)</b> (Principal of Shepherdswell Academy)  <b>Irfan Mohamed</b> (Observer; awaiting TB approval)  <b>Adam Webb</b> (TB appointed)  <b>Colin Durrans</b> (TB appointed)  <b>Joshua Coleman (JC)</b> (CEO: EMAT)  <b>Paul Wheeler</b> (Finance &amp; Operations Director)  <b>Lorna Beard</b> (Lead Academy Improvement Partner)  <b>Carole Kirby</b> – minutes – (Head of Governance: EMAT)</p> <p>As the Chair was absent today JCur welcomed everyone to the meeting and introductions were made. CK and JC reminded the board that items discussed at this meeting remain confidential until such time as the minutes are approved and signed off.</p>	
2. Apologies	<p>Apologies had been received from <b>David Gayton</b> (Chair; TB appointed) and <b>Ken Tunmore</b> (TB appointed).</p>	
3. Quorum	<p>The meeting will be confirmed quorate when Elaine Noctor arrives as then at least three governors will be present.</p>	
4. For information: new governor appointment	<p>CK introduced IR; we are awaiting Trust Board approval to appoint IR as a governor. IR came forward to volunteer and CK and JCur met with him to explain the role. IR stated that he has background in data analytics and is a parent of a child in reception. IR was welcomed to the meeting.</p>	
5. 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>	
6. Minutes of Local Board meetings held on 13 <sup>th</sup> of September 2018 & matters arising not appearing on the Action Log	<p>The minutes of the meeting held on the 13<sup>th</sup> of September 2018 were reviewed and agreed to be signed at the next meeting by DG.</p>	DG to sign

Agenda item	Discussion	Action
7. Action Log from the meeting held on the 13 <sup>th</sup> of September 2018	<p>Actions from the meeting held on the 13<sup>th</sup> of September 2018 were reviewed:</p> <ul style="list-style-type: none"> <li>i. CK note the resignation date for Sonal Agarwal. Done.</li> <li>ii. Vice Chair of Governors. This item is carried forward.</li> <li>iii. CK amended minutes of the 23<sup>rd</sup> of May 2018 for signature by KM. C/F</li> <li>iv. JCur confirmed POD is being used for breakfast club and the school owns it.</li> <li>v. JCur check catering staff have necessary qualifications. Done</li> <li>vi. CK send privacy notice to governors who have not seen it. Done.</li> <li>vii. DG is Chair of Standards.</li> <li>viii. CK and Principals to organise staff and parent governor elections. Done.</li> <li>ix. CK email statutory requirements for website and email materials to all Lead Governors. Done</li> <li>x. Consider contacts to see if interested in governance role. On going</li> <li>xi. CK email new Scheme of Delegation to board once adopted by Trust Board. Done.</li> </ul> <p><b>EN arrived: meeting now quorate</b></p> <ul style="list-style-type: none"> <li>xii. Save links in agenda to Governance Handbook, Competency Framework, Academies Financial Handbook and Safeguarding document (KCSiE 2018)</li> <li>xiii. Set dates for governor training. Done</li> <li>xiv. Return skills audit to CK. Done.</li> <li>xv. All return declaration of interest form to CK.</li> <li>xvi. Read KCSiE 2018 Part One and Annex A</li> <li>xvii. CK has emailed Academy Development Plan and school events calendar</li> <li>xviii. Reviewing school events calendar to see which events governors might attend is on the agenda and is ongoing. AW to attend E-Safety at Shepherdswell. CD coffee afternoon on 23<sup>rd</sup> of November at 2:30 at Shepherdswell End of term assembly at 8:45 AW</li> <li>xix. Chair of Governors was not able to attend the AIP Meeting at Orchard or Shepherdswell.</li> </ul>	Agenda item – next meeting C/F

Agenda item	Discussion	Action
	<p>xx. Bookmark the link to the Academies Financial Handbook and read when you have time. Ongoing</p> <p>xxi. JCo and JCu have confirmed £10k from Trust Reserves was used for premises development at Shepherdswell</p> <p>xxii. Monitoring schedule was circulated and indicated where governors can visit for monitoring purposes. The Document from Orchard shows the monitoring column in light blue. LB explained how Academy Improvement Partners work six days p.a. with agreed focus. Monitoring included learning walks and book scrutinies which could involve governors. Governors to choose a priority area from the ADPs.</p>	
<p>8. Principals' Reports for discussion and information.</p>	<p>A document: Baseline to GLD for Shepherdswell had been distributed with the agenda for this meeting. Baseline to GLD: last year 82% of pupils reached GLD. JCur Explained that GLD outcomes are likely to be lower this year, although in line with national figures, because of the baseline of the cohort. Some of the baseline is because of language; a number of children have EAL so we expect good level of progress for these pupils.</p> <p>JCur explained that there are three pupil premium. This seems a little low and the school will investigate whether any other children qualify for PP funding.</p> <p><b>A governor asked if there was a breakdown of the categories of pupil for those sitting in the 'well below' criteria.</b> This is being analysed now.</p> <p><b>A governor asked is there any specific support for those at risk?</b> There is a personal action plan for each child. JCur outlined the meaning of GLD: there are 17 areas (12 main areas) which are teacher assessed. Pupils are tracked through the year. Interventions will change weekly as children tend to move as quickly as possible to ensure they achieve accelerated progress.</p> <p><b>A governor asked if we can presume it would catch any pupil who dips?</b> Yes, definitely. Interventions are tracked and monitored weekly. We adapt curriculum topics to engage any particular group with gaps for example boys.</p>	

Agenda item	Discussion	Action
	<p><b>A governor confirmed there are 54 in the cohort and asked whether the school is likely to pick up any more children?</b> We tend to gain about six and lose about two each year. We have a low cohort in Yr1 and a full Cohort in Yr2.</p> <p><b>A governor asked whether the table at the bottom which shows the expected targets include those who are likely to be disapplied?</b> It does include children from the department and shows the baseline at September.</p> <p><b>A governor asked how does this cohort compare to others?</b> It is quite typical. We are at a midpoint, measured ½ termly. Governors should see new data termly. JCur explained that parents also have 'learning journey' folders to evidence progress.</p> <p><b>A governor asked if judgements are moderated?</b> Yes, within the Trust schools and in our cluster.</p> <p><b>YR1</b> JCur stated that the autumn 1 data is now in and can be compared to targets. Gaps have been identified and will feed into the equity document. Targets are in line with FFT20 and FFT5. Early indications show boys in yr1 are below in writing. For Writing in YR 2 – white British pupils are being targeted. The targets for greater depth are aspirational. Reading Yr1 – SEND lower than target and BME lower than target. In Maths for YR1 we need to embed Maths mastery and the targets are accordingly higher to reflect this.</p> <p><b>YR2</b> There are aspirational targets at greater depth; this has been a focus within the ADP in the last two years. The gap appears for white British pupils.</p> <p><b>A governor asked why the targets for boys and girls are different for Maths?</b> JCur replied that boys have lower prior attainment; girls' prior attainment is usually very high. We do not want to hold girls back but will look at curriculum to engage boys as much as possible.</p> <p><b>A governor sought confirmation that there is a large gap in Reception with boys compared to girls?</b></p>	

Agenda item	Discussion	Action
	<p>Yes, we are working to close the gap as much as possible. You should see an adaptation in books if you conduct a book scrutiny which will show a personalised approach for each child.</p> <p><b>A governor said we must be sure not to hold girls back.</b> Agree. We don't want any pupil coasting; we need to push all children on.</p> <p>YR2 equity objectives will be emailed to governors</p> <p>Shepherdswell Performance Report Autumn 1 had been distributed with the agenda for this meeting.</p> <p>The numbers in pink font are the national comparatives. The following points were made:          There are a high number of EAL pupils          SEN – only the child on the SEN register has been included          There are a high number of children with an EHCP compared to the national figure.          SEF grades are outstanding apart from T&amp;L which is currently judged as 'good' because we have new staff. Early observations and induction indicate this to be good.</p> <p><b>A governor asked whether the teaching and learning SEF grade had been made by the academy improvement partner?</b> No, that is my judgement (JCur)</p> <p><b>Number of Pupils</b>          Some Polish families will be leaving at the end of year 2.</p> <p>EN reported on attendance:          Persistent absence is above the national rate at the moment. Three children with SEN fall into persistent due to 1 attending on a phased structure - afternoon sessions only. One child is working with the SEND Team – on phased interventions. One persistent absence record is due to recurring illness – support has been given. One child suffered a bereavement – the pupil is working with 'family with End of Life care' and 'following bereavement'. Two children left who fell into persistent before leaving in the Spring Term.</p> <p>Other persistent absences – the school is working with families and the school nurse due to various bugs/viruses caught throughout the year.</p>	<p>JCur email to CK for distribution</p>

Agenda item	Discussion	Action
	<p>Bugs/viruses/chickenpox/tonsillitis peaked across whole school, this year – advice given from Public Health – nationally epidemic in some illnesses, some children affected more than others. Effects also impacted on staff absence.</p> <p><b>A governor asked how much extra scrutiny might the school get because of the persistent absence?</b> It was acknowledged that this matter may be flagged because it can be safeguarding issue and it is important for the school and governors to understand the reasons behind the figures.</p> <p><b>Staffing</b> – the board looked at staff absence. There was a discussion about one new member of staff who has now left, who had been struggling with anxiety. <b>A governor asked whether the anxiety was picked up in training?</b> Yes, it was being managed.</p> <p><b>A governor commented that, although it was pre-existing, on reflection, would you have done anything different? Could you have explored their expectations further?</b> No it was a smooth transition. The staff recruitment interview does cover work/life balance. <b>A governor asked has that new teacher left the profession?</b> Yes</p> <p><b>QTLA</b> JCur stated that he would like to grow the Middle Leaders; a discussion took place.</p> <p><b>Exclusions</b> – there have been no exclusions <b>SCR</b> – this has been checked. CK will send a checklist to AW in his role as Lead SG governor. There are 16 children receiving Early Help Assessments There are three children in need.</p> <p><b>Orchard Performance Report</b> No mobility so far apart from new admissions. Absence figures are low. One pupil is still on a reduced timetable.</p> <p>Staff – two teachers have resigned; one for a career change in direction; one had wanted a promotion and has successfully gained a new position. The school has</p>	<p>CK email checklist to AW</p>

Agenda item	Discussion	Action
	<p>made one appointment and has one vacancy in for a teacher in YR6. CB teaches Maths in Yr6 and Jonathan Wilson teaches English. The four classes are split into three groups for Maths and English.</p> <p>Leadership and Management: The number of teachers who are able to support others is four middle leaders. A discussion took place regarding the meaning of 'able to support others.'</p> <p>All children involved with an Early Help Assessment are brought up in a weekly SG meeting. Behaviour is very good with one incident of racist language. The MUGA and playground activities and equipment have made a big difference to behaviour at lunch/break times.</p> <p><b>A governor asked whether parents know that behaviour has improved?</b> Yes, this has been addressed with them.</p> <p>The financial scrutiny meeting will take place next week. It was a good year last year but all schools are under a good deal of financial reserve. There is a small deficit at Shepherdswell but the department has had some work to improve facilities for these children. It has been a good year at Orchard; the new build was funded by MKC for new boilers, an upgrade to the kitchen; a new power supply for the kitchen, the MUGA installation and reconfiguration of the car parking spaces. The school was able to make a contribution so there was no need to dip into Trust reserves. CB acknowledged that the effect of all of the work has been immeasurable. The lock-down procedure would now need to be reviewed as the site is much bigger.</p> <p>There have been three accidents at work recorded—three children (drain covers and low walls).</p> <p><b>A governor asked were the reserves required to assist with the building from the Trust or the school?</b> Trust</p> <p>It is assessment week for years 3,4 and 5 next week. Mock data was shared in the LAB standards and performance meeting.</p>	<p>CB review lock down process</p>

Agenda item	Discussion	Action
	<p>'No more marking' has been introduced across the Trust. Children's work was uploaded and marked by ten independent teachers.</p> <p>In YR 3 – some pupils are working at age 5; some are at age 11; the children are actually age 7.</p> <p>The school is in a much stronger position this year. There are four classes streamed into ability groups.</p> <p>Mocks were conducted before half term so this data is from before half term.</p> <p>It is all continuously positive given the staff changes.</p> <p><b>A governor asked if the school can loan staff within the Trust?</b></p> <p>Yes, but there is limited capacity for year 6 teachers.</p> <p>School Minibus carried forward to the next agenda.</p> <p>Breakfast club will be carried forward to the next agenda.</p> <p>The Magic Breakfast charity has been in to school – this is a government initiative with a £500 start-up fund to provide breakfast in targeted schools.</p>	Agenda items next meeting x2
9. Discussion: Land application: Community Foundation	There was limited time to discuss this and as the chair was absent it was decided to table for next meeting	Agenda item next meeting
10. Management Accounts for information	This item had been discussed within agenda item 8.	
11. Risk Register: for information	The Risk Register was not available; this is being reviewed by a Trustee and PW to ensure we have a system that works for everyone and that people can take ownership of.	
12. Governor Monitoring cycle and allocation of governors to priority areas on ADP: Action	<p>This had been discussed in item 8.</p> <p>The Principals of each Academy need to share their monitoring cycle with the governors so that governors can elect to visit the school to conduct monitoring activity based on the Academy's key priorities as identified in the ADPs.</p>	CB and JCur to share monitoring cycle. Govs to volunteer for at least monitoring activity
13. Board housekeeping reminders: i. Skills Audit: ii. KCSiE	CK reminded governors to return the skills audit to her and to read KCSiE part one and annex A.	Govs – return skills audit

Agenda item	Discussion	Action
14. Any other Business	<p><b>A governor asked about the SOD as it is marked as 'draft' and whether it is formalised?</b> Yes, it was adopted on the 20<sup>th</sup> of September 2018.</p> <p>A governor noted that the board would like clarity regarding the respective roles of governors and Trustees. Is it possible to have new governor induction training? Yes, CK will organise ASAP</p> <p>CK also offered to send out an acronym Buster</p>	CK organise new gov training and email acronym buster
15. Dates of meetings for the year	<p>14/01/19 at 16:00 – Joint Standards @ Orchard</p> <p>13/02/19 at 16:00 – Full Board @ Shepherdswell</p> <p>12/03/19 at 16:00 – Joint Standards @ Orchard</p> <p>02/05/19 at 16:00 – Full Board @ Orchard</p> <p>15/07/19 at 14:00 – EOY full Board @ Shepherdswell</p>	

The meeting closed at 18:00