

Shepherdswell and Orchard Academies
FINAL Minutes of the Third S&P meeting held on the 20th May 2019 at 17:00
Shepherdswell Academy, Billingwell Place, Springfield, MK6 3N

These minutes reflect the order of the agenda and not necessarily the order of discussion

Agenda item	Discussion	Action / Information
1. Present.	<p>Present:</p> <p>Jonathan Cursley (Principal Shepherdswell)</p> <p>Callum Brown (Orchard Principal) Luke Bartishel (Assistant Vice Principal Orchard)</p> <p>Diane Clarke (Yr6 Teacher Orchard)</p> <p>Luke Allwood (Yr3 Group Leader Orchard)</p> <p>Emma Mundy (Yr6 Teacher Orchard)</p> <p>Rachel Marguerite (Subject leader English Shepherdswell)</p> <p>Elaine Noctor (DSL Staff Governor Shephersdwell)</p> <p>Steph Hartwell (Subject leader Science Shepherdswell)</p> <p>David Gayton (Chair TB appointed member)</p> <p>Colin Durrans (TB appointed member)</p> <p>Irfan Mohamed (Elected Parent)</p> <p>Joshua Coleman (CEO: EMAT)</p> <p>Carole Kirby (Head of Governance: EMAT)</p> <p>Lorna Beard (Lead AIP: EMAT)</p> <p>Paul Osborne (Clerk – Minutes)</p> <p>Introductions were made. DG 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.	Apologies, received and accepted from Adam Webb .	
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 from the last meeting.	The minutes of the meeting held on the 14th January 2019 were agreed to be an accurate representation and were signed by the chair.	
6. Action Log from the meeting held on the 14th January 2019.	<p>i. Start checks for SH and seek TB ratification for appointment. DONE.</p> <p>ii. Send out dates of pupil progress meetings for governors to attend. Ongoing.</p> <p>iii. Send monitoring cycle calendar. Ongoing.</p>	<p>ii. CB</p> <p>iii. CB/JC</p>
7. Pupil Progress and Standards. General Overview including no more marking data review / mock SAT's data / EYFS-GLD data.	<p>Orchard.</p> <p><u>KS 2 data.</u> LS. When comparing other Junior Schools, with a similar catchment, similar EAL and same Ofsted rating we can see that Orchard Academy performs well. These would have been the last group to sit KS1 SAT's on the old levels. 2Bs/2Cs were calculated as being E. Targets for this cohort are higher than other year groups. Therefore, we should see improvements each year for the next three years.</p> <p>Year 5. Work has been undertaken this term to identify the children who are not on track to meet their targets and early intervention has been put into place.</p> <p>Year 4. Main focus area is Reading other subject areas year group show they are not too far off their targets. Identified the children who are not on track and support in place.</p> <p>Year 3. Reading is high for years 3, 4, and 5 as a target from KS1. Reading has been placed as a high priority and</p>	

	<p>development area for the school. Clear action plans written and a way forward (DC). Year 3 targets higher than 4 and 5.</p> <p><u>Heat Map English Assessments – Attainment Spring 2018-19.</u> Additional moderation of writing in year 3 is needed to support judgements. Year 4 Teacher Assessment was compiled using test results and other staff knowledge of children due to their teacher absence since February.</p> <p>Our EAL children generally attain well and make good progress, especially when compared to Non EAL. A larger number of our SEN children are also the Non-EAL children. A larger number of our PP children are also our Non-EAL children.</p> <p>White British as a group are a group are making slower progress compared to others. Term on Term, there has been improvements in all year groups data with the exception of year 5 Reading. The test was ‘more demanding’ but this is something that has been factored in across the trust last year when grade boundaries were adjusted.</p> <p><u>Heat Map English Assessments – On Track Spring 2018-19.</u> Fewer PP children are on track generally than non PP. PP children have been identified across all year groups who are not making the progress we are expecting. Use of additional resource next half term to support these children across the school, either in intervention or within the classroom. A large number of our PP are also SEN children, especially in Year 3 and year 4.</p>	
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	<p><u>Heat Map Maths.</u> This subject shows the most progress especially in year 4. A lot of work has been put into Maths over the last 2 years. This is showing in the improved Maths data. There is a higher % of higher attainers who are on track compared to Reading. Early intervention in Year 3 over the last 2 years has helped to close gaps and ensure that more children are making progress.</p> <p>A governor asked what support are you giving to the children who are not meeting target. LS the support is both individualised for specific needs and group to pick up wider shared areas for development.</p> <p><u>Heat Map PP attainment.</u> Data analysed with a PP focus. Year 4 Maths shows smallest PP increase in achievement/ and Year 4 SPAG. While gaps are not closing as quickly as we would like, PP children are making progress.</p> <p><u>Tracking Progress Matrix.</u> Year 6. These groups of children are the ones who have received additional support and intervention during the final term before the SATs tests. E.g. Easter School. After school tuition, Intervention in afternoons.</p> <p>Year 5. We've highlighted children who are now receiving targeted intervention and support from staff across the school.</p> <p><u>Pupil Progress Meeting.</u> The meetings take place as a year group each term and are an important part of the data analysis and assessment cycle. The data collected is the basis for our discussions and from</p>	
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	<p>this meeting we agree on the next steps and set up appropriate support. This is key to help look at ways of moving children on in order to get the best possible outcomes. General trends show that EAL children outperform Non-EAL, Non-PP outperform PP. Using the data and matrix grids, helps identify those children who are making good progress to ensure they can continue to make good progress. Another key part of these meetings is to identify those children who are falling behind as early as possible. Once identified we look at what is already in place to support them and what other support they may need. This feeds into the Intervention grids and planning.</p> <p><u>Intervention and Support.</u> LS explained the reasons why the new intervention / support sheets have been devised and how they are used.</p> <p><u>Whole school support for year 5.</u> Following the success of this model with Year 6 throughout the year, we are now moving the support into Year 5 over the second part of the summer term. Children have been identified through analysis of the recent assessment point, pupil progress meetings and judgements of Year 5 teachers. Aim for a 6-week intervention focusing on specific gaps or skills children need work on.</p> <p>A governor asked what system do you use to help with the transition for pupils moving into Orchard. LS we go to feeder schools to assist with this.</p> <p><u>DC English update including.</u></p> <ul style="list-style-type: none"> ▪ Assessment windows. 	
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	<ul style="list-style-type: none"> ▪ No more marking update. Year 6 boys and girls writing is in line with other schools. Year 5 achieved results significantly above the national average. ▪ Improvement plan for English. ▪ Talk for writing approach enables children to read and write independently for a variety of audiences and purposes within different subjects. The approach moves from dependence towards independence with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully. ▪ From cold to hot writing including how the work is assessed. ▪ Use of Read Write Inc. This teaches children to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly, and compose their ideas step-by-step. ▪ Reading action plan. ▪ English Expectations: For children to gain a love of reading. ▪ Bug club re-introduced. ▪ Action plans for Summer 2. <p><u>EM Maths update including.</u></p> <ul style="list-style-type: none"> ▪ Expectations are Fluency, Reasoning, Problem solving. ▪ Improvement plan include, engagement of the children, improvement of questioning, pace and challenge and a consistent approach throughout the school. Every lesson needs to include the agreed 9 focus areas to help make lessons outstanding. (These are included in the full report.) ▪ Schemes of work which gives a more consistent approach. ▪ Calculation policy updated to include a consistent approach to mental fluency as well as written calculations. 	
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	<p>Emphasised not moving to a formal method to soon.</p> <ul style="list-style-type: none"> ▪ Enrichment including Introducing of Sumdog. ▪ Gave an example of a typical Maths lesson. Primarily based on ensuring first quality teaching. Staff handbook now used to develop consistency and to help new staff. Coaching opportunities for identified areas of development. ▪ Examples of the progress in Quality of the Teaching – Learning Environment. ▪ Assessments windows. ▪ Calculation audit. ▪ Arithmetic Assessments. Provide teachers with a class overview and individual analysis – informed planning, key skills intervention and homework. Highlighted strengths and areas to develop in year groups. ▪ Heat map is showing an improvement in the Maths data. Early intervention in Year 3 over the last 2 years has helped to close gaps and ensure that more children are making progress. ▪ Next steps explained. <p>CK asked if in future governors can be involved when books are being scrutinised.</p> <p>This would be welcome and the schedules of governor monitoring is on the governor hub and can be supplied if needed. CB will investigate.</p> <p>A governor asked to help parental involvement in Reading could we look at asking parents to read to children on the playground.</p> <p>CB will investigate and bring back to next meeting any progress.</p>	<p>CB</p> <p>CB</p>
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	<p>A governor asked if the hot and cold writing is displayed on the wall, displays. EM no there not but happy to show then during a visit</p> <p><u>Shepherdswell.</u></p> <p>No more marking data review. RM No more marking is working well and is a strength in the school.</p> <p>Mock SATs data. RM The recent phonics mock assessment results of 90% on track is very strong.</p> <p>EYFS-GLD data. SH. Foundation stage Writing. Working at age expectations + Baseline 22% Autumn 61% Spring 71%</p> <p>Working above age expectations Baseline 2% Autumn 9% Spring 18%</p> <p>Objectives. To use a range of resources to develop fine motor control for identified children. Continue to engage boys in writing through exciting and stimulating child led learning. OLP to focus on identified children, including additional green learner challenges for the most able. Develop 'I've been a writer' celebrations further to engage all children in purposeful writing experiences. Green Learner lanyards to include children's next steps for writing and any daily identified next step actions, with a particular focus on application of phonics and letter formation. Similar lanyard system used in other years also. Continue to ensure writing opportunities are in all areas both</p>	<p><i>Full report on governor hub</i></p>
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	<p>indoors and out. PP children to receive weekly, timetabled additional OLP and focused intervention activities.</p> <p>Foundation stage Reading. Working at age expectations+ Baseline 27% Autumn 57% Spring 74%</p> <p>Working above age expectations Baseline 2% Autumn 9% Spring 21%</p> <p>Objectives. OLP to focus on identified children, including additional green learner challenges for the most able when identified. Develop continuous learning opportunities further for reading HFWs, further engaging all children in purposeful and fun reading opportunities. Target reader group and additional 1:1 Reading for PP children. Target reader group for children who receive less support at home. Daily phonics to learn new sounds, blending of CVC words and sight recognition of red words. Reading opportunities to be found in all areas of the provision.</p> <p>Foundation stage Maths. Working at age expectations+ Baseline 40% Autumn 68% Spring 81%</p> <p>Working above age expectations Baseline 0% Autumn 22% Spring 44%</p> <p>Objectives. Provide daily 'green learner' challenges, including additional challenges for children meeting ELG.</p>	
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	<p>Continue to develop a Maths mastery approach to class teaching to help with key vocab and Math sentence structures.</p> <p>Further develop opportunities for children to access SSM activities throughout the learning environment.</p> <p>Additional OLP and intervention support weekly for PP children and those identified as needing additional support.</p> <p>Maths vocab to be covered in EAL interventions.</p> <p>SH we have made good progress in foundation with 70% at or above age expected grade. Pupils have been asked what hobbies they partake in, this helps us tailor learning to help engage the pupils even further. We are working closely with RM to make the transaction of pupils even smoother.</p> <p>Year 1 Writing. End of Year 1 expected+ Total number of pupils 47 Autumn 1 30% Autumn 2 42% Spring 1 79% Spring 2 66% Target 86%</p> <p>End of Year exceeding. Autumn 1 0% Autumn 2 0% Spring 1 10% Spring 2 11% Target 33%</p> <p>Objectives. The focus remains for the identified target children to build stamina, paragraph work and use of pronouns and suffixes to extend their work further.</p> <p>Boys writing remains a focus. Visual aids and prompts and talk for writing remain with an increased emphasis on</p>	
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	<p>support, adapted planning and provision for EAL new starters. Continue to provide visual and resource support to help out EAL children access vocabulary and modelling for writing outcomes. Focus on exceeding target children, especially EAL to ensure tense, sentence structure and outcome of work is consistent with punctuation, tense and vocabulary. Continued work in lessons using working walls, focus in phonics to target writing and reading links.</p> <p>Year 2 Writing. End of Year 2 expected+ Total number of pupils 59 Autumn 1 17% Autumn 2 34% Spring 1 70% Spring 2 66% Target 83%</p> <p>End of Year exceeding. Autumn 1 7% Autumn 2 17% Spring 1 24% Spring 2 22% Target 40%</p> <p>Objectives. More able PP children to be targeted in these sessions to show depth and breadth of writing and the use of cross curricular writing opportunities to evidence writing. Classroom provision of targeted table learning, lanyard focus and EOY coverage through half term coverage remains a focus.</p> <p>Focus intervention for the children working at GD to deepen their writing and lead writing opportunities through open ended tasks. This will be focused on during phonics session, with the principal targeting the GD children</p>	
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	<p>daily for reading and writing application. A focus on pupil premium, NEAL and WB remains the target.</p> <p>Year 1 Reading. End of Year 1 expected+ Total number of pupils 47 Autumn 1 42% Autumn 2 65% Spring 1 93% Spring 2 83% Target 86%</p> <p>End of Year exceeding. Autumn 1 0% Autumn 2 0% Spring 1 21% Spring 2 26% Target 33%</p> <p>Objectives Summer term 2019. Phonics overview shared with KS1 teaching staff to target reading, spelling and screenings half termly to build up more reading evidence in bespoke phonics groups. Boys reading continue to target through genre and text books and a range of reading opportunities through phonics reading conferences, spend reading and cross curricular links to engage. EAL sound work daily, my turn your turn repetition for key vocab, visual text images to discuss. PP exceeding focus group remains a focus, as it was the only group to retail at 21% exceeding during the spring term. The remaining children are now targeted in a focus phonics group and reading session in class to gather more evidence of deduction and inference skills.</p>	
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	<p>Year 2 Reading. End of Year 2 Expected+ Total number of pupils 59 Autumn 1 41% Autumn 2 72% Spring 1 68% Spring 2 68% Target 86%</p> <p>End of Year exceeding. Autumn 1 10% Autumn 2 21% Spring 1 28% Spring 2 31% Target 56%</p> <p>Objectives. EAL focus children that are new starters to close the gap and evidence progress against EOY standards. Regroupings for phonics to ensure QFT and identified target children are making accelerated progress with an emphasis on SPAG and reading inference and deduction. PP target support with speed reading, fluency and inference and deduction as this remains a focus for this vulnerable group.</p> <p>Year 1 Maths. End of Year 1 expected+ Total number of pupils 47 Autumn 1 24% Autumn 2 40% Spring 1 81% Spring 2 81% Target 88%</p> <p>End of Year exceeding. Autumn 1 0% Autumn 2 0% Spring 1 14% Spring 2 21% Target 42%</p>	
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	<p>Objectives. Target evidence of those children working at GD to ensure EOY target of 100% is met.</p> <p>Continue to target EAL children, especially the new starters that joined this year to close the gap further and work on number and pre and post teach opportunities.</p> <p>Year 2 Maths. End of Year 2 expected+ Total number of pupils 59 Autumn 1 36% Autumn 2 62% Spring 1 78% Spring 2 76% Target 88%</p> <p>End of Year exceeding. Autumn 1 3% Autumn 2 22% Spring 1 28% Spring 2 25% Target 38%</p> <p>Objectives. Continue to focus the gap closing between boys and girls, with a target on boys to ensure more reach the EOY expected standard-practical math's day each week to embed skills, focused intervention group to target daily in math's.</p> <p>Gather evidence following SATs for EOY targets and identify next steps to ensure coverage and independence evidence is obtained for all children. NEAL focus group remains a target and WB and BME to continue to gather evidence for EOY expected. Greater depth vulnerable groups- especially WB and NEAL are a target for the summer term-with evidence from SATs, 'Let's try' opportunities at reasoning and the application to problem solving.</p>	
8. Vulnerable Pupil update.	Discussed in agenda item 7	

i. EAL ii. SEND iii. LAC		
9. Ofsted Readiness. Update on education review - Shepherdswell	Following the education review at Shepherdswell, evidence of SEND progress against targets and the way data is reported has been highlighted as areas of development. Leadership judgements were seen as being mostly accurate. It was a positive review.	
10. Governor Visit / monitoring cycle.	<ul style="list-style-type: none"> ▪ DG visited w.c 13th May looking at SAT's. ▪ LA visited 16th May. ▪ CD visited w.c 13th May Parent evening dates will be added to governor hub. 	CM/JC
11. Curriculum Updates.	Discussed in agenda item 7.	
12. Safeguarding updates.	No updates to report.	
13. Any other business.	<p>i. Orchard asked for support from IM regarding their Facebook page. IM to discuss with Orchard after the meeting.</p> <p>ii. LA asked to come to the 15th July meeting to supply further updates.</p> <p>iii. Governors thanked the teams from Orchard and Shepherdswell for the information shared at this meeting. To help governors in the future digest the information and prepare questions they requested all presentations are shared at least 7 days before any future meetings</p> <p>iv. A discussion took place on potential changes to the layout of future presentations and the amount of detail included. It was also discussed if an overview / high-level document could be used to aid governors</p>	<p>i. IM</p> <p>ii. LA</p> <p>iii. PO / JC /CB</p>
14. Date of next meeting	15/07/19 at 14:00 – EOY full Board @ Shepherdswell	All note date calendar

		appointment has been sent
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The meeting closed at 19.05

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

Actions from the meeting at Shepherdswell Academy held 20/05/19

Action	Owner
1. Send out dates of pupil progress meetings for governors to attend. Agenda item 6 point ii.	CB
2. Send monitoring cycle calendar. Agenda item 6 point iii.	CB/JC
3. CB to investigate if in future governors can be involved when books are being scrutinised. Agenda item 7.	CB
4. CB to investigate and bring back to next meeting if parents can read to children on the playground to assist with parental involvement. Agenda item 7.	CB
5. Parent evening dates will be added to governor hub. Agenda item 10.	CB/JC
6. IM to help Orchard regarding their Facebook page. Agenda item 13 point i	IM
7. LA asked to come to the 15th July meeting to supply further updates. Agenda item 13 point ii.	LA

8.All presentations to be shared at least 7 days before any future meetings. Agenda item 13 point item iii.	PO/JC/CB
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