

BRIGHTER FUTURES MULTI ACADEMY TRUST

FIELD LANE – LOCAL GOVERNING BODY MEETING

Date: Tuesday 10th July 2018 **(PUBLIC MINUTES)**

Time: 6.00pm

Attendees: J George (Academy Director), Sandra Margison (Staff Governor), K Simpson (Parent Governor), K Brown (Staff Governor), P Booth (Parent Governor), V Dear (HT), C Roberts (Clerk)

Item	Minute	Action by
1. si	Apologies and consent for absence	
	<ul style="list-style-type: none"> None. 	
2. si	Declaration of interest	
	<ul style="list-style-type: none"> None 	
3. si	Matters arising and Approval of previous minutes	
	<ul style="list-style-type: none"> Minutes accepted as a true record. 	
4.si	Items declared confidential.	
	<ul style="list-style-type: none"> Governors were reminded the need for confidentiality regarding children’s data shared. 	
5.si	Urgent business not identified on agenda	
	<ul style="list-style-type: none"> None. 	
6.	Headteachers Report – Summer 2018	
	<p>HT provided a brief summary of the key areas of report with the following points discussed and noted.</p> <ul style="list-style-type: none"> School roll & profile: Currently, mobility more stable. 2 children in KS1 have moved to Longroyde. HT reported that the HT at Longroyde had not communicated with her about the move prior to the children leaving which was the usual practice between Heads. HT will be proactive re: this issue for any future moves. HT reported she had recently attended SEF writing training which had identified the importance of shadow data which is missing data for children that may have joined the school mid- term/mid-key stage. This data can then be used to support outcomes during an inspection to provide more of a whole evaluation and it will help to identify impact for staff at lower end of school. This will involve unpicking the data further, decision taken to complete future shadow data for Y6/Y2/Phonics/EYFS. School roll, still slightly boy heavy; with high deprivation and high SEND. High number of referrals made to DSL from a range of staff, which shows staff are confident/secure in making referrals. Attendance figures taken from September 17 to Friday 6th July in order to be included in this report. HT reported school had had a 7 week period of achieving above 96%. 1 x Y6 pupil at 49% and another at 80% - HT has asked MIS/SIMs team if this data can be removed to expose the effect of these 2 pupils attendance has on the whole school figure. Behaviour: generally improving picture across the school; 2 fixed term exclusions (Y3/Y6). The departure of last year’s Y6 had a positive impact on behaviour. Also work on building relationships done early in the year had a positive impact which allowed strategies to be put in place for complex children who are now using the coping strategies. Still need to do work on this with new staff. Mind to be Kind is running through school really well and children are showing a greater understanding and are managing their own behaviour better themselves. Previous ‘red card’ children are no longer ‘red’. <p>Parent Governor (PB) shared that in a recent report it had shown a drop in</p>	

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	<p>empathy due to influences of social media etc.</p> <ul style="list-style-type: none"> • HT reported Police had run 3 sessions for Y5/6 pupils on topics including CSE; social media; knife crime. Pupils had also seen Mr Shape Shifter – quite hard hitting play targeting CSE & social media. • HT advised new Ofsted framework within Behaviour & Safety section suggests schools have a well-being lead. The school already has a big focus on resilience/respect/core values through Commando Joe's. HT and Y6 teacher have a visit booked to Old Hall Drive Academy in Gorton, to see impact of a respect theme curriculum running throughout a school. • Extended school clubs: overall positive feedback from the children, in previous years' attendance dropped off in the summer due to better weather but this year numbers have remained more stable. • Interventions: due to high number of SEND, it has been difficult to keep all the interventions running due to high level of staff movement etc. • SDP outcomes: <ul style="list-style-type: none"> ○ Attendance: Most objectives moved from amber to green. All agreed that the school cannot do any more than it is already doing to try and get children into school and seeks appropriate external involvement from EWO/Courts which is having little impact. Evidence is recorded for all of the schools actions. The 20 children identified on the last report as persistent absentees has dropped to 9 and 4 are only 1% off dropping below the threshold. Attendance is increasing 90-95%, but holidays are still having an impact. Next academic year FL will be following LA term dates so holiday absence should be reduced. HT signposted governors to Ofsted document – Jan 15 'Parental responsibility measures'. ○ Behaviour & Resilience: (Link gov KS): across the school generally a lot calmer environment. M Joyce (LA Improvement Officer) made positive comments following her review visit. Parents are fully aware and understand that they can speak to teaching staff about any concerns and overall there is a good relationship between parents and staff. Consistency between how behaviour is managed at home to school still needs some work on. HT/DM ensure they are in school at crucial/hot spot times (e.g. Monday mornings) to handle any issues that may have happened outside of school over a weekend that may have implications for the school. ○ Raising Attainment: (link Gov JG) based on lesson observations/ learning walks/moderation feedback teaching styles objectives progressed to green with other 4 objectives at amber. Lots of high quality lessons being taught just need to work on consistency across school. Input/improvement can be seen from the start of the year. Children's self-review working well before being marked by teaching staff, still easy to track by use of green/purple pens. Marking system was changed Mar/Apr – quite a radical shift but will be revisited again. Marking system provides evidence of positive impact on pupil progress. Y6 teacher's marking was identified as good practice and so will be rolled out as it was clear to see children were progressing. ○ Maths: (link Gov PB) Most objectives have moved to green as good progress could be seen from the last visit. Maths lead – Miss Riley who is relatively new to the school/class and new role of Maths lead has shown a good depth of understanding for the subject. Thanks to be passed to Miss Riley for all her hard work in fulfilling her new role. ○ Reading: objectives remain mostly amber. More work needed on lack of consistency especially Y3/4 and KS1. Further work around the 	

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	<p>technicality of reading, use of Lexia more. Need to build staffs subject knowledge. Accelerated Reader (AR) children are enjoying using it. New staff member with management of the system has now done the training, we need to ensure that low readers use the system. Chair reported that A/R has been bought across the trust for the next 3 years. Phonics focus with Y3. Lack of parental engagement with reading is still a barrier.</p> <ul style="list-style-type: none"> ○ Writing – Feedback following moderation was generally good. We need to follow up on further developing T & L and vocab due to limited life experiences children are exposed to. All staff need to model good use of English/language. Suggestion made for staff to talk with children in dining hall at lunchtimes to develop conversation and this will help to further build relationships. Suggestion also made for an invitation to older members of community to come in and chat with children could be trialled. Father’s Day’ theme lunch event went well, so from September each class will have the opportunity to invite a special person to lunch. Handwriting: signs of improvement in books but still some weaknesses which teaching staff are aware of. Progress can be seen with Y6 achieving 60% in SPAG. ○ Science: (link gov KS) Big drive on science and links in literacy and maths can be seen, creating writing opportunities – recording. Links also created from trip visits. Lots of science going on with growing; forest school; STEM/science club. Subject knowledge has been deepened protocols for investigation approaches covered in staff meetings. Now using SIMS for Science. Children enjoy getting messy and involved in the learning opportunities for science. ○ EYFS (link gov KS) – Reggio Emillia elements now being used in setting. Creating a hands on learning environment for the children with good fluency between indoor/outdoor provisions. Number of children in the setting (44) has been challenging to keep track of in the 17 areas for the RQT who has done a great job. We will need to be mindful that the teacher does not get too overloaded. Spider planning working well. School has made good links with Oaklands school who use Reggio Emillia so will be able to pick up ideas that will be useful to us. HT advised that the school will also be part of Maths/Numbers pilot for EYFS being run by Trinity (ECLC Cluster) ● Highlight/events: Look North will be revisiting the school in September following Flat Stan initiative visit. Aim is to develop links with schools in Ghana. ● eHNA results have been released. HT will do an analysis and report at a future meeting. ● HT advised Space meeting on Friday – Tudor Trust now has 90% of the funding and improvements will be completed in phases. ● HT advised she had expressed an interest with the LA to be included in any future discussions/plans regarding nurture provision within LA. ● HT stated that if any governors had any capacity to help with future bid writing to let her know as there were grants available but it was very time consuming putting the bids together. ● Chair passed on thanks to the HT and all the staff for all the hard work this year and to governors for their attendance. 	
7.	Results update	
	<p>HT provided a brief summary with the following points discussed and noted:</p> <ul style="list-style-type: none"> ● GLD – achieved 43% target was for 50%. 1 boy left and 2 children who suffered a traumatic event in March could have been omitted, which HT 	

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	<p>was not aware of. Further unpicking of data will be done as the data doesn't reflect T & L.</p> <ul style="list-style-type: none"> • Phonics – increase from 58% last year to 75% for 2018, which is a massive improvement on progress considering the children come in so low. Pass rate was 32. • KS1 – 55% only 9 children, important to note the low number will significantly sway the data. • KS2: Combined (R/W/M) 47%. With 20% greater depth for Reading; 14 % in Maths; 7% in writing; 21% for SPAG. 1 child (equates to 7%) did not attend for reading test. • Writing moderation 1 child at greater depth and 2 were on the cusp. • Overall some great progress stories improving combined results from 20% summer 2017 to 47% 2018 with a 70% staff turnover. • Child with an EHC plan did extremely well, as well as a child who joined the school speaking very little English. • An attendance case study for the Y6 - persistent absentee has been completed to form evidence. • Pupils and staff worked extremely hard for these results. Thanks passed from the committee for all staff hard work especially Y6 teacher/TA/KB and well done to the children for their effort. • HT reported that Y6 children had a great experience in London and had been well behaved. 	
8.si	Safeguarding	
	<ul style="list-style-type: none"> • SW report not available, will be shared at a future meeting. 	
9.si	Governor/Director Feedback	
	<p>Chair provided a brief update with the following points discussed and noted:</p> <ul style="list-style-type: none"> • There will be an application process for interested persons wanting to join the trust board, whom will need approval from the members. • RD has been appointed EHT • Chair has been meeting weekly with RD/JP (EHT/BOM) • HoS at LF was advertised and DHT (CW) was appointed as HoS • LF Curriculum planning will be shared across the 3 school. FL – HT & DHT are currently looking at the planning for differentiation for FL. • Budgets/Staffing has been completed and will go to Strategic Resources next week. • Chair reported she has attended LA 'Small Schools Conference', case studies shared had been based around rural school and federation schools, but some elements had been useful. LA indicated that possible future schools closures could affect those schools based in Victorian buildings due to H&S cost implications for their maintenance. <p>Q: What is the difference between a federation and academies? R: Federation is more of a collaboration with schools working together. Academies are more formal collaboration.</p> <ul style="list-style-type: none"> • Chair, asked for the HT to pass on the committee's thanks to all the volunteers that had given time to school this year. • Calendar of meetings for the next academic year will be shared once finalised. 	
13.si	AOB	
	None.	

Signed: Date:

Version	Issue date	Change history
1.0	13.07.18	First draft of minutes by Clerk
2.0	13.07.18	Approved in principle by Chair

