

## BRIGHTER FUTURES MULTI ACADEMY TRUST

### Siddal - LGB meeting

Date: Wednesday 11<sup>th</sup> October 2017 **(PUBLIC MINUTES)**

Time: 6.00pm

**Attendees:** P Burton (Academy Member/Chair), S Whitley (Staff Governor), C Wierzbianski (Staff Governor), S Moore (Parent Governor), C Howarth (AHT), C Roberts (Clerk)

ITEM	Minute	ACTION
1. si	<b>Apologies and consent for absence</b>	
	Apologies received and accepted from R. Gurteen & F. Tomlinson	
2.si	<b>Declaration of interest</b>	
	None	
3. si	<b>Approval of previous minutes/matters arising</b>	
	<ul style="list-style-type: none"> <li>• Minutes were accepted and approved.</li> <li>• Matters arising:               <ul style="list-style-type: none"> <li>○ Reading: 8 chd completed the summer reading challenge set by the library; 13 chd completed the school reading challenge. 2 chd that completed both challenges were given the opportunity to visit Lindley bookshop. Following the success of the reading challenge currently running a poetry competition in school on the theme of ‘freedom’ all entries will be on display in the hall.</li> <li>○ Staff: D Sykes will be joining the school covering maternity leave for RW (Y5) commencing after Oct half-term.</li> <li>○ Item 6: Transition: AHT reported new arrangements for transition have gone exceptionally well with an average of 12/23 pupils went each week. Feedback from the high school and pupils have been positive.</li> <li>○ Item 6: PIXL – Due to staff absence in KS1 CW (PIXL literacy lead) has been covering to provide some continuity which has had an impact on literacy PIXL. PIXL consultant was updated at the first meeting and plan is to use Y6 TA who has been trained on how to deliver units. CW will be released on Thursday (pm) to cover when TA is not in school. Focus will be to work in smaller groups of targeted chd who have to get to floor standard. PIXL consultant is happy with steps taken. Staff felt disappointed with results – this year cohort have a good work ethic and respond to positive praise. PIXL website (Primary Wise) has been updated and can provide personal learning checklists through analysis of chd progress and provides advice on where gaps for learning for individual chd are.</li> <li>○ Item 6: Accelerated Reader: staff training taking place tomorrow and should be up and running after this.</li> <li>○ Item 7: Attendance: Since returning in September (4 weeks) attendance has risen to over 96%. Attendance information shared in the newsletter Drop in session on attendance &amp; punctuality organised for Friday 13<sup>th</sup>.</li> </ul> </li> </ul>	
4.si	<b>Items declared confidential</b>	
	<i>Item 15</i>	
5.si	<b>Urgent business not identified on agenda</b>	
	None.	
6.	<b>GLD, KS1&amp; KS2 2016-17</b>	

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	<p>AHT provided a brief summary with the following points discussed and noted:</p> <ul style="list-style-type: none"> <li>• Increase in GLD from last year from 61% to 67% overall pleased with the progress the cohort made. AHT advised that we might have a dip – as this year’s cohort are not as strong and 1 chd has significant needs and already needs interventions as is already significantly below in FN. Child has had limited access to learning at home.</li> <li>• KS1: KS1 trend data from GLD to KS1. Cohort did really well better than expected, but not as good in Maths but were strong in reading. Gender split – boys did not do as well in Math; PP (pupil premium) chd out performed non PP in Writing and Maths but slightly below in Reading.</li> </ul>	
<b>7.</b>	<b>KS1 &amp; KS2 progress</b>	
	<p>AHT provided a brief summary with the following points discussed and noted:</p> <ul style="list-style-type: none"> <li>• KS1-KS2: Still at floor standard progress but not strong. AHT advised had lots of mobility in the cohort. 3 chd joined Y5 so we were not makers of KS1 data. Overall chd find KS1 curriculum easier to learn, and find KS2 curriculum much harder to grasp. 2017 KS2 results table – green indicates achieved expected progress; Blue – achieved greater depth; Red –didn’t make the progress they should have based on KS1 results (107 standard score; 110 score indicates greater depth). Overall did better in combined R/W/M increasing from 29% to 36% which is still not enough. Attainment results did not reflect the hard work that went in. Unstablens in the cohort did not help – change of teacher and TA absence. TA is back in school and is able to follow PIXL scheme well and is able to pick up misconceptions</li> </ul> <p><b>Q:</b> Do we have evidence to support learning?  <b>R:</b> CW reported we have a full coverage of evidence to support progress Including targeted RAR, work books etc.</p>	
<b>8.</b>	<b>Phonics</b>	
	<p>AHT provided a brief summary with the following points discussed and noted:</p> <ul style="list-style-type: none"> <li>• 79% passed – Phonics test. Class being split worked well; boys outperformed girls; both PP and SEND chd did well.</li> <li>• Y2 Retakes – 42% passed. PP chd did not pass and 25% of SEND did not pass.</li> <li>• Y2 – 3 chd joined from a previous school but did not have results.</li> <li>• Interventions &amp; targeted support in KS2 have been put in place for phonics and some dyslexia screening has taken place which has flagged up gaps. A programme of support has already been developed and has received positive feedback from parents.</li> </ul>	
<b>9.</b>	<b>FR attainment &amp; progress 2016-17</b>	
	<ul style="list-style-type: none"> <li>• FN – all chd made expected progress. Having continuous provision FN/FR has worked really well and has had a positive effect as it has pushed younger chd on in their learning. AHT advised that CC (Children Centre) has changed the dynamic – 2/5yr are now outside at the same time. This is proving challenging as the 5yr are having to adjust their activities due to the 2yr olds who are much smaller using the same area. A designated area for 5yr old may have to be assigned. EY teacher asked to discuss alternatives with CC manager. <b>SW asked to follow up.</b></li> <li>• Maths: implications for leadership team identified as missing from the evaluation. <b>AHT will update document.</b></li> <li>• FR – Turtles: Reading 1 child only make 2 steps progress but did not start school until November. Has ongoing family issues, attendance is poor, a meeting has taken place with parents/Family intervention worker. Writing – all made at least expected progress. Maths – all chd made at least expected progress.</li> <li>• FR – Polar Bear: all made 3 or more steps progress in R/W/M.</li> </ul>	<p><b>EY Teacher</b></p> <p><b>AHT</b></p>

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	<ul style="list-style-type: none"> <li>Reading: implications for leadership team identified as missing from the evaluation. <b>AHT will update document.</b></li> </ul>	
<b>10.</b>	<b>In year progress (Y1-Y6)</b>	
	<ul style="list-style-type: none"> <li>Y1 – Snow leopard (9): 1 child not made 4 steps progress in Reading despite lots of reading buddies/Schofield &amp; Sims resources. Will continue to offer more opportunities to read. All chd made expected progress in Writing and Maths</li> <li>AHT advised at the 1<sup>st</sup> staff meeting and inset day this year staff looked at evaluations from last term and wrote cohort action plans based on findings from the evaluations.</li> <li>Y2 – Dolphins: AHT advised chd did well considering teacher missing around SATs. Reading - 1 chd did not make 4 steps progress in Reading; All chd made expected progress in Writing &amp; Maths. Moderation by the LA went well.</li> <li>Y3 – Rhinos: Reading- 1 child didn't make expected progress in reading.  <b>Q:</b> Do we know why?  <b>R:</b> Particular chd – low ability and struggles with reading, makes slow progress even though received extra intervention and support. Writing – 6 chd didn't make expected progress the focus will be small group intervention work. Implications for leadership team identified as missing from evaluation. <b>AHT to action and update.</b> Maths – 7 chd did not make expected progress  <b>Q:</b> Do we know why?  <b>R:</b> Chd are unfamiliar in using times tables and chd are not applying themselves. We need to get better parental engagement/support to help chd at home with learning times tables. As parents will need to be made aware that a times table test for Y4 will be introduced in 2019 and that the school also needs parents to take some responsibility to help their chd. AHT advised staff have already had discussions about possibility of running a times table championship in school and building in incentives for different levels e.g. bronze, silver, gold. Suggestion was made to improve parental engagement could laminated times table grid with class objectives on the reverse be sent home. <b>AHT to investigate cost of new award pin badge.</b></li> <li>Y4 – Reading all children made expected progress with 1 child receiving a 300 book award; Writing – 7 chd did not make expected, 23 made 4 or more steps; Maths – all made expected progress.</li> <li>Y5 – Reading all chd made expected; Writing: 1 child did not make expected; Maths – group pf chd only made 3 steps – so not at expected. AHT advised chd stopped learning but have a good work ethic. Attendance was contributing factor. AHT advised have to teach/recap/revisit as they find it difficult to retain learning from the previous week. Lack of times table recognition also affects learning.</li> <li>Y6 (last year) – Reading: 5 chd didn't make expected progress – so based on Teacher Assessments. Some chd had limited life experiences so couldn't relate in text. Writing: 2 chd only made 2 steps progress both did not get entered. 3 chd had 1:1 in SATs to get them through due to social &amp; emotional but realistically had no chance of passing. Maths – 2 chd didn't make expected – same chd who were not entered for SATs.</li> </ul>	<p>AHT</p> <p>AHT</p>
<b>11.</b>	<b>Attendance</b>	
	<ul style="list-style-type: none"> <li>Whole school attendance 95.6% for last year, national threshold is 96%. AHT advised attendance was affected by a lot of term time holidays. Attendance for SEND chd was 93.8% lower than non-SEND chd.</li> <li>FN/FR had the poorest attendance. A contributing factor for poor attendance is that some parents do not send children in to school for the ½ day of their 2 ½ day of allocation. AHT advised she is currently investigating the possibility of</li> </ul>	

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	whether any EY deprivation funding could be used to offer wrap around care for half a day, which would hopefully have a positive impact on attendance figures. FN attendance in not statutory but are included in whole school attendance figures.	
<b>12.</b>	<b>Home School Agreement</b>	
	<ul style="list-style-type: none"> <li>No changes made. Approved.</li> <li>Future written policy around 'being healthy' to be drafted. To support the renewal of Healthy School Award. Aims will be to reduce sugar intake this includes no sugary drinks including flavoured water and promote healthy eating and importance of brushing teeth. <b>AHT to action.</b></li> </ul> <p><b>Q:</b> What is the protocol for water bottles?  <b>R:</b> Children should all have a water bottle in school. AHT advised that she was considering approaching the PTFA to ask if they would buy water bottles for every child in school which would be washed daily and kept in school.</p>	<b>AHT</b>
<b>13.si</b>	<b>SDP link governors &amp; visits</b>	
	<ul style="list-style-type: none"> <li>Sally Moore attended Safer Recruitment training with AHT.</li> <li>AHT will liaise with SW (Social Worker) to arrange Safeguarding Refresher training for governors. <b>AHT/Chair to follow up.</b></li> <li>SDPs and governors links agreed as follows: <ul style="list-style-type: none"> <li>Raising Standards in Maths – S Moore</li> <li>Raising Standards in Reading – R Gurteen</li> <li>Raising Standards in Writing – R Gurteen</li> <li>EYFS – F Tomlinson</li> <li>SEND – P Burton</li> </ul> </li> </ul>	<b>AHT/Chair</b>
<b>14.</b>	<b>Term dates 2018-19</b>	
	<ul style="list-style-type: none"> <li>AHT advised only 1 parental objection received for proposed LA term 2018-19. LA tern dates were approved.</li> </ul>	
<b>15.si</b>	<b>AOB</b>	
	<ul style="list-style-type: none"> <li><i>Confidential item</i></li> </ul>	

There no further business the meting closed at 19:25hrs.

Signed: .....

Date: .....

Version	Issue date	Change history
1.0	13.10.17	First draft of minutes
2.0	19.10.17	Approved in principle by Chair