

BRIGHTER FUTURES MULTI ACADEMY TRUST

Siddal - LGB meeting

Date: Wednesday 11th January 2017 **(PUBLIC MINUTES)**

Time: 6.00pm

Attendees: P Burton (Academy Member/Chair), S Whitley (Staff Governor), R Gurteen (Co-opted Director), C Wierbianski (Staff Governor), S Moore (Parent Governor), R Woodward, H Wood, C Howarth (AHoS), C Roberts (Clerk)

ITEM	Minute	ACTION
1. si	Apologies and consent for absence	
	Apologies received for L Johnson Absent: M O'Neill, M Sunderland	
2.si	Declaration of interest	
	RG - spouse is member of staff.	
3. si	Approval of Previous Minutes	
	<ul style="list-style-type: none"> • Minutes were accepted and approved 	
4.si	Matters Arising	
	<p>3. Breakfast club: AHoS reported that since the last meeting, she had spoken directly to some parents with a debt and had agreed payment arrangements. Some children have also been declined from attending until their debts are paid. Others have paid outstanding debts after being spoken to directly by AHoS.</p> <p>6. Y2 – AHoS reported she had met with the LA SEN team to discuss the 2 declined EHC (education health care) plan for which the LA pay top-up funding and had been successful on appeal with 1 which will be finalised in February. The second one will be resubmitted after another cycle of evidence is gathered.</p> <p>11. Safeguarding – AHoS and SW attended DSL (Designated Safeguarding Leader) training. From this improvement work has been done on the 'Concern' form, additional posters are on display around school. AHoS would like do some staff training on 'sexting' and is awaiting the go ahead from CEO/EHT.</p> <p>12. HSA (Home School Agreement) – amendments completed.</p>	
5.si	Items declared confidential	
	Item 16 - Persistent Absentee Report	
6.si	Urgent business not identified on agenda	
	None.	
7.	The Trust Governor	
	<ul style="list-style-type: none"> • Item deferred. 	
8.	Pupil Progress and Attainment Report FN/FR	
	<p>FN:</p> <ul style="list-style-type: none"> • Reading – all children made expected progress and half have made accelerated progress. Lots of small group work listening to stories/talking about the characters. Children enjoying looking at books independently. Targeted next steps – FN/FR to have separate story times to support differentiated texts. Target lower children by using mark making as a sensory tool in the provision. • Writing – all children have made at least expected progress, with many making accelerated progress. • Maths – all children have made at least expected progress, with most making accelerate progress. Lots of group work are linked to gaps in 	

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	<p>learning.</p> <ul style="list-style-type: none"> All children are settled; 1 new child joined in January who has had no impact on the cohort. Potentially have 5 children joining in Easter. <p>FR: (PB)</p> <ul style="list-style-type: none"> Reading – big push on reading. 17 children have been given home reading book. Small phonics groups (6 chd) being run to drive down on individual needs. All made expected progress. Majority of children able to recognise set 1 sounds and are beginning to use set 2, applying RWI in reading. Writing – more able children are starting to apply phonics knowledge. Focus on letter formation as pencil grip to develop fine motor skills to move those children at 30-50 on to 40-60. Maths – children made expected progress focus will be recognition of number 1-20 to enable pupils to move towards the ELG (Early Learning Goals) objectives. 	
9.	Pupil Progress and Attainment Report Y1	
	<p>Y1 – whole class. All children have made at least expected progress; a number of children are working above ARE (age related expectation)</p> <ul style="list-style-type: none"> Reading – 17 children are where they should and all made expected progress next focus to move children will be on poetry and rhyme. Lower ability received targeted phonics. Writing – Vast majority are working at age related. English and RWI daily lessons take place, now starting to apply their knowledge when writing independently. Over half made age related progress with some pupils accelerating. Over half the class working at ARE. Maths – majority made expected progress. There are 27 objectives to cover, too many to cover by Christmas. Lots of place value work done as children need to be able to count up to 100 by end of Y1. There are some behaviour and S & L (speaking & listening) issues. Small number of children at this level but are still making progress. Quite a big gap between middle and highers. 1 SEN pupil still working on ELG but starting to see an impact but need to jump onto Y1 curriculum. By the end of Y2 still might be behind but the gap will be narrowed. <p>Q: Is anyone likely to be referred? A: A child has not been recognised as low enough, so will not get picked up. Small intervention group work being done.</p> <ul style="list-style-type: none"> 1 child in Y2 cannot access the curriculum and we cannot provide continuous support. AHOs advised EHC will be reapplied for following next review cycle completed. May have to reconsider reassigning TAs. 	
10.	Pupil Progress and Attainment Report Y2	
	<ul style="list-style-type: none"> SL class: Reading – coverage overall is strong using phonics/RWI and guided reading sessions and children made expected progress. 1 child identified with poor attendance has now left. 2 higher children are just on the cusp of next level. Next steps to revisit poetry/rhymes to meet objectives still to be met. Disadvantaged and SEN children are given extra support and improvements are being seen. Writing – 2 children come up high from FR and are just on the cusp of next level. 32 statutory objectives to be met, with poetry just missing. Q: Is it just poetry? A: It's writing/poetry – need to write and understand. Maths – overall good mathematicians; 1 child not made expected progress. 16/27 objectives have been met. 1 child made 4 steps progress. There are a 	

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	<p>few SEN children</p> <ul style="list-style-type: none"> • Dolphin class: Reading – majority made expected progress, progress is good; 1 child made more. Rhyming and poetry needs to be covered. Comprehension skills have also been taught through guided reading. More able becoming good readers and are hitting the next steps. 1 child has reached secure. • Writing – 32 objectives to be met. SEN children are struggling to make progress as quick. • Maths – majority made expected progress. 1 child came up high. SEN children slightly slower progress but interventions are in place to support them. <p>Q: Will they make expected target? A: FN came in below, and is it likely to be the same through the years, the only advantage is that all the children will be taught the new curriculum from FN-Y6 and will not be on catch up. 2 children working below and have EHC plans and are struggling to work alongside their peers.</p> <ul style="list-style-type: none"> • Writing – slow progress, teacher is new to year group and has been too cautious so assessment were relooked at and children have made progress. • Maths – coverage is strong, but progress is slower, more support going in the support children. As a cohort split between more able/middlers/lowers. <p>Q: How many lower children? A: 4/5 with 2 wavering who need a good push. Differentiation good in all classes – progress is being made but it might show more slowly.</p> <ul style="list-style-type: none"> • AHoS advised Derbyshire tracker already used which breaks down progress into small steps. AHoS is interested in using PIVOTS – for individual children to show progress for each step of learning to use as evidence. Elland Clusters action plan for this term is SEN so AHoS will be asking whether they would buy the scheme for the school approx. £200. 	
11.	Pupil Progress and Attainment Report Y3	
	<ul style="list-style-type: none"> • Reading - majority made expected 2 steps progress (21/28), teacher has been over cautious so changed reading scheme. Further moderation will be completed by Easter and should be on target. • Writing – majority meeting national expectation and some more. Poetry has been identified as needing more coverage. • Maths – Majority have made expected progress. Good coverage completed, more able have been using White Rose hub materials. Next steps focus will be on measure to complete statutory objectives. 	
12.	Pupil Progress and Attainment Report Y4	
	<ul style="list-style-type: none"> • Reading – a noticeable difference/improvement in KS2 reading following a big push on reading and comprehension; Reading comprehension is an SDP; following attendance at FFT (fisher family trust) training; reading comprehension scheme being implemented. Lots of moderation planned for this term to review the impact. Reading journals introduced. Instead of guided reading doing more group reading – teacher reading comprehension as a class, still opportunities for differentiation in place. Will be moderated this term, overall children are more enthusiastic about reading. <p>Q: Is reading at home still an issue? A: Still issues with some children reading a home, despite regular reminder texts sent home. Some parents in Y5/6 have also been spoken to directly to remind them that home reading is part of the HSA (Home School Agreement) to which parents sign up to. The children that do no reading at home are kept in at lunchtime for 10 minutes a day to read. Still have a number of Y6</p>	

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	<p>children not engaging at home, so are setting up a Kindle bundle lunchtime club which will be non-negotiable. Will be able to take 10 – Y6 children in order to get them to where they should be. Next steps for Y4 will be to deepen understanding of texts. Still using Schofield and Sims as children are not yet language rich.</p> <ul style="list-style-type: none"> • Writing – quite a lot have made 2-3 steps progress. Overall progress is alright but attainment gap to plug. Using a class theme is providing better results. Small group intervention needs to continue to happen with SEN children with a focus on basic sentence structure. • Maths – 19 children at age related or above. 12 children have made 3 steps progress. Next steps 1:1 support needs to be given to 2/6 SEN children (1 has made no progress and the second has made 1 step) through interventions and further access to maths whizz. Will need to continue to track progress - PIVOTS would be useful especially for these children. Only concern for using PIVOTS is that it is a lengthy process to use so could only be used for specific children as teachers already do considerable amount of planning. Q: Would PIVOTS be of benefit to the other schools? A: Definitely for FL, unsure about LF. 	
13.	Pupil Progress and Attainment Report Y5	
	<ul style="list-style-type: none"> • Reading – 24/28 are where this should be. Regularly use drama to stimulate writing by linking it to a whole class text book which is having a positive impact on writing, also helping with S&L. Next steps: Reading journals introduced across Y5/6; continue to use drama. 3 children who have made less than expected progress will attend additional reading interventions. 1 child who joined the school last year and whose levels provided from their previous school didn't match the actual level and there is no engagement from home. • Writing – 21/28 children are where they should be, with lots making progress. Big focus has been basing the units of work around whole class stories which has had a positive effect on the children's work, stimulating their imagination and making them more enthusiastic about writing. Next steps: develop the children's skills in editing and improving their own work; guidance on success criteria; use of PIXEL resources. • Maths – 21/28 made expected progress; 5 children made accelerated progress. Next steps: problem solving/Reasoning. Fractions are an issue will need to revisit units and apply skills learnt. 	
14.	Pupil Progress Y6 (inc. SATS) + school overview	
	<ul style="list-style-type: none"> • Cohort split for Literacy and maths. CW – takes 12 children of mixed ability for literacy. AHoS – 15 chd for maths. • CW: Reading – using whole class text/drama, children really enjoyed Matilda, trying to use texts children are engaged in. Reading journals introduced, drama has helped. Children who have not made progress 1:1 modelled reading with the pupil listening to reader to build up fluency, as they are reluctant to read out loud. • Writing – 6/12 are where they should be; 4 made accelerated progress. Pupils are good at responding to feedback, they use the RAR time reading response looking at teaching aspects of writing. Q: Is there an improvement in the way some children speak and write? A: Yes. • PIXEL and PLCs – similar to PIVOTS is helping plug gaps. Main issue is handwriting and we need a whole school focus. • CHo – Maths –all are at expected levels and some are just above. Group has 	

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	<p>covered a lot of objectives since the report was written and are good at multiplication, this has been helped by regular using TT rock stars times tables and work on multiples has been a massive boost, using skills in other areas such as ratio. Nearly covered all areas apart from measures which is a weakness. Next steps: Specific work for most able is to talk about showing them how their learning fits into real life context so they can see the relevance e.g. recipes. Lots of mini tests are completed at the end of strands of work to test their understanding and which are then worked through together to make sure they have the right answers which the children find helpful. Moderation done to ensure coverage; objectives are similar across groups. Planning some time for more able group to allow them to tackle the higher pitched questions. FL HoS would like more able pupils to do some work with this group, but time and logistics need looking out to see if feasible.</p> <p>SH – Reading – teacher new to this year group so wasn't as confident with assessing so data has moved on, another data catch will be done in February. 8 children made expected progress; 2 working towards greater depth. Next steps - Plans to use 'The Giant's Necklace' by Michael Morpurgo as a whole class text for guided reading and children to complete reading journal tasks alongside the text. 1 pupil who has (EHC) plan joins Y3 for literacy. Pupils who have made 0 progress – will have lots of intervention support including Lexia. High percentage of SEN and mobility as 10 children did not start at the school. Difficult cohort – with varying needs including Social & Emotional.</p> <p>Q: From end of KS1 have these children all made progress? A: Approx. 4 have not.</p> <ul style="list-style-type: none"> • Predicted aspirational targets: - Reading 74%; Writing: 70%; SPAG: 74%; Maths 78%. AHoS advised that staff are doing all they can and will report on new data in February. 	
15.	Spring Term SDP milestones	
	<ul style="list-style-type: none"> • Raising standards: Across all year groups with a big focus in KS2 as this is a weakness. PIXEL continuing CW to lead using PLC to identify gaps. Y6 specific: We are aware of what children need with a focus on retention of teaching so lots of short 45mins reading/writing/maths afternoon sessions to help keep them engaged and interested as the majority of literacy and maths teaching takes place in the mornings. Children have negotiated to do PE on Thursday afternoon as an incentive for them; still get to do science and spend the rest of the time in PIXEL groups. PLCs – for Y3/4/5 introduced if teachers are struggling to push children on and are used as a working document which was successful with NQTs. Classroom provision – more focus by AHoS seen slow progress for SEN children. SEN need small snippets of intervention but we will need to be careful how we manage them. Every teacher has a support assistant - but no extra support. Staff absence still challenging. Supply HLTA has been helpful, but we still need cover to support EHC. AMS (Literacy consultant) will continue to carry out moderations. Will need to consider targeted use of TAs across the school. • Growth Mindset: Quite well on with this objective. Children are developing a positive attitude to learning and staff are equally more positive and can see the benefits. Lots of assemblies done on preparing children for life and developing key skills have taken place from FN – Y6. Chair advised that she can arrange for small groups to attend 'Citizenship ceremonies'. Chair will update AHoS. Overall behaviour generally better, and children are reminded about what they put back into the community and about 	

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	<p>importance of attending school/punctuality and presentation. Children receive badges and are encouraged to wear them with pride.</p> <ul style="list-style-type: none"> Reading Comprehension: To increase the % of pupils' achieving expected standard in reading across the schools. Actions as previously noted in year group pupil progress and attainment. 	
16.	Persistent Absentee Report	
	<ul style="list-style-type: none"> <i>Confidential item</i> 	
17.	Inspection Dashboard and Raiseonline	
	<ul style="list-style-type: none"> Item deferred. 	
18.	Policy Adoption	
	<ul style="list-style-type: none"> Administration of First Aid and Medication – slight amendment made re; supporting pupils with medical issues. Policy was accepted and adopted. Number of people trained – more staff booked for 1 day Paediatric training Friday 23rd January. Further training being run by Elland Cluster on 17th February. Throughout school good procedures in place and all health care plans for children are updated annually. 	
19.	Safeguarding	
	<ul style="list-style-type: none"> All staff have attended annual refresher training. AHoS would like to update training around the topic of 'sexting' and review peoples' perception of PREVENT. SW (Social Worker) and AHoS meet on a regular basis. 	
20.si	Governor/Trustee Feedback	
	<ul style="list-style-type: none"> Welcome to Sally Moore – new Parent Governor. Chair advised Trustees had met on Monday to start the process for future planning and the legalities involved. Q: Will HoS be kept updated separately? A: Chair advised further meetings will continue to take place and updates will be shared when available. Chair advised – looking a date to do work with full staff from across the trust. AHoS advised that TAs would need to be paid for staying after school as currently no training days left. 	
21.si	Correspondence	
	None	
22.si	AOB	
	None	

There no further business the meting closed at 19:45hrs.

Signed:

Date:

Version	Issue date	Change history
1.0	13.01.17	First draft of minutes
2.0		Approved in principle by Chair