

BRIGHTER FUTURES MULTI ACADEMY TRUST

Luddendenfoot Academy - LGB meeting

Date: Monday 16th January 2017 **(Public Minutes)**

Time: 6.00pm

Attendees: V Knight (Academy Director/Chair), P Foulkes (Parent Director), Y Ratledge (Parent Governor), J Crawshaw (Parent Governor), L Harper (Staff Governor), K Maddock (Staff Governor), R Denham (HoS), C Roberts (Clerk)

ITEM	MINUTE	ACTION
1. si	Apologies and consent for absence	
	Received and accepted for M Briggs & L Johnson.	
2. si	Declaration of interest	
	None.	
3 si	Approval of Previous Minutes	
	<ul style="list-style-type: none"> • Minutes were accepted as a true record. 	
4 si	Matters arising	
	None.	
5. si	Items declared confidential	
	Items 20 & 21	
6. si	Urgent business not identified on agenda	
	<ul style="list-style-type: none"> • None. 	
7.	The Trust Governor	
	<p>HoS gave a brief demonstration of the following areas:</p> <ul style="list-style-type: none"> • Changing profile – Login/Select Governors Tab/edit profile/directed to statements related to business & pecuniary interest which need to be read and marked as read. • Policies can be found in document tab/ select policies. Policies shown as green indicate policy is in date. Red indicates policy out of date. • Calendar – click on welcome tab opens calendar – click on the eye on the date of meetings/brings up all the documents/papers for the meeting. 	
8.	Pupil Progress and Attainment report FR	
	<p>HoS advised format of evaluation has changed now identify: strengths and Successes/Next Steps and Actions to be Taken Next/Are there any implications for specific groups of pupils? / Implications for Leadership team. Positive feedback received on the new presentation format as overall easier to follow.</p> <ul style="list-style-type: none"> • FR – HoS advised following in depth review of data GLD target increased to 91%. There are no concerns that we will not achieve this. Baseline was in-line with previous baseline. 1 child has left since the evaluation. Splitting the FR/Y1/Y2 class is already having positive impacts and children are reaching their goals and have time to consolidate their learning. Staff Governor (LH) and HoS advised data has already improved since time of evaluation (Nov/Dec) and by the end of term will see lots of progress. All children made expected progress. <p>Q: Where are our children compared to SD/FL? R: SD/FL children will have already been tracked using Early Essence as they both have nurseries, so teaching staff have a slight advantage as they</p>	

ITEM	MINUTE	ACTION
	<p>already know the children. LF children come from numerous nurseries and not all of them will follow the same practices so we cannot use their baselines, also for example not all children may know how to hold a pencil when they join school so it may take LF children slightly longer to initially become proficient in this to be able to make a judgment. But once they can do overall they progress well.</p>	
9.	Pupil Progress and Attainment report Y1	
	<ul style="list-style-type: none"> • Phonics data – not all have achieved pass (32) but are making good progress between 14/15 anticipated to pass so will achieve 82-88%. • Y1 – HoS advised quite a range of levels. 1 child not accessing Y1 curriculum and is not ready for it but is improving and is also on SEN register. Currently all other children are at age related and are accessing Y1 curriculum, but may drop below at Easter. Extra support has been put in place to support them. • Reading: 2 steps progress is a benchmark; to get to mastery need to make 4 steps progress over the year. By Christmas roughly should have made 2 steps. Progress all made expected - some more. • Writing: similar picture to reading – same children who need monitoring as they might fall behind by Easter. • Maths: 2 children not accessing curriculum still on ELG. 	
10.	Pupil Progress and Attainment report Y2	
	<p>All class working on curriculum, some weaker in some areas. 1 child dropped behind at Christmas. All made 2 steps – all the curriculum has been covered so now revisiting.</p> <ul style="list-style-type: none"> • Reading: 3 children won't achieve expected by the end of the year. Support in place but not will not get too expected. SLT implication: frequent monitoring of children; listening to reading more often. Put in place Y6 reading buddies for the children that do not read enough at home. • Writing: all class on Y2 curriculum; 2 steps progress made, a lot have made 3 steps progress. Spelling curriculum has been taught coverage on track. 2 –PP children done really well both made above and beyond progress. Focus will be spelling of high frequency words • Maths – coverage on track, all made expected progress. <p>Q: Was spelling identified as a weakness last year? R: AMS (literacy consultant) did pick up on KS2 spelling, so this has been a focus. To support spelling marking policy is being reviewed by SLT. Currently teachers refer children to go back to what they should be spelling. SP is added in the margin and the misspelt word underlined if it is a word that they will not have come across. Children have to go back and check the spelling and can use dictionaries/Thesaurus, as they need to know how to find out the correct spelling. Children have been given opportunity to learn new words and build vocabulary, but they need time to develop. Children are all aware of the mark schemes.</p>	
11.	Pupil Progress and Attainment report Y3	
	<p>All children on track and working on Y3 curriculum. 1 child made 1 step progress, all others made 2/3 steps. Progress might be difficult to flag up as it could be a lower or high attainer.</p> <ul style="list-style-type: none"> • Reading: all made expected. Volunteers coming in to listen to readers • Writing: all at age related; making 2 steps of progress. 3 children were working on Y2 curriculum but have moved onto Y3 curriculum and will 	

ITEM	MINUTE	ACTION
	<p>need to be monitored so they do not fall behind. Need to make sure we do not over mark to give the children opportunities to self-mark.</p> <ul style="list-style-type: none"> • Maths: all on Y3 curriculum- 1 child made 1 step progress (high attainer) due to time and limiting judgements. 	
12.	Pupil Progress and Attainment report Y4	
	<p>We have a spread of data in year group as includes 6 SEN children – which will remain at the lower end/below age related. Rest of the year are working above.</p> <ul style="list-style-type: none"> • Reading: group of 4 children not on accelerated scheme and being listened to read on a daily basis. Group includes hearing impaired child who is reluctant to communicate with teacher and suffers with anxiety. From the data it looks like they haven't made any progress but looking at the books progress can be seen and is very evident. HoS advised as a trust we are looking at SEN provision. <ul style="list-style-type: none"> Q: Could technology be used to support these children with dyslexia by using laptops and audio books? R: HoS advised, that children are not allowed to use technology in the SATs. But this could be discussed within the trust review of SEN provision. • Writing: HoS advised specialise dyslexia teacher will be coming into school to work with the small group to advise what we can do. Reports have been done for these children. Literacy will benefit – as a lot of practical learning being done by making things. On the data, not going to make expected progress, but cohort plans will evidence all the support in place. Will need to develop and build independence skills. 3 children working below in writing extra interventions in place. <ul style="list-style-type: none"> Q: If we have more SEN children join the school, how will we manage? R: HoS advised we would have to streamline provision. This is why some Y2 children were left in Y3 during the recent class split. To enable the Y2 teacher to target children in smaller groups, to ensure they will reach secure. It is important that we recognise the additional resource of extra teaching, to ensure we do not miss any children dropping off. Q: Do we need to look at giving the SENCO more time to deal with SEN? R: HoS advised we may have 2 additional new children who will need EHC plans from September for potentially the next 5 years so the class teacher and SENCO will need to work on an overview. As the 4 children (currently 2 EHC plans) should have 25hrs of support which we have to fund the first 15 hours of funding. Therefore, will need to look at how we staff this support due to the differing needs of the children and the teaching staff. Q: Is there any ratio of how many SEN children a school can take dependent on the school size. R: HoS advised she didn't think so, but SEN is high criteria on school admissions. • HoS advised % of GLD; amount of children on SEN register and children on EHC plans account for all of the notional SEN budget. • Writing: 2 children dropped below age related and will be picked up for intervention to get them back on track. • Maths: coverage focus on place value/addition/subtraction/calculation done more place value work to do to embed before moving them on. 	

ITEM	MINUTE	ACTION
13.	Pupil Progress and Attainment report Y5	
	<ul style="list-style-type: none"> • Four children on 4D in Y4/5 class on SEN register. Maths: to move children from 4D to 4S very little difference in column addition just need to stop making mistakes before they can be move to secure. • HoS advised Y5 progress looks like we have an issue, when in fact we don't as we have a group of high attainers so they came up as emerging/developing but we cannot say they are secure at this time of the year. • Group of 5 in Y5/6 class came up 5E are 5D and beyond. These children are secure in the elements taught and are accessing the year 6 curriculum. They have only made 1 stage progress. However, they cannot be judged as secured as they have not had all of the year 5 curriculum taught to them yet. They will have mastered the Y5 curriculum by the end of the year. • Writing: 4 children below which are the same 4 children all other are working at age related or above. <p>Q: Was the KS2 math data below last year? R: HoS advised, it was slightly below at working above so checked we didn't have fewer working at age related. Now we need to pick children up to move from Y4/5, so we don't have big gaps in Y6.</p>	
14.	Pupil Progress and Attainment report Y6	
	<ul style="list-style-type: none"> • All working at age related and all making progress and are where they should be. Lots of intervention; 1:1 reading timetabled support using HLTA taking place. Maths groups have been slightly changed so that all Y6 are together in preparation for SATs and are on track. 	
15.	Spring Term SDP milestones	
	<ul style="list-style-type: none"> • Following discussion, committee agreed for HoS to update SDPs with this terms milestones and circulate to committee. Members to arrange to meet with lead of each SDP at the end of term for update and evaluation of progress. HoS to action. 	HoS
16.	Policy Adoption	
	<ul style="list-style-type: none"> • First Aid and Medication Policy - HoS advised following release of new guidance the policy needs to be updated. A separate Medical Condition policy will be introduced. HoS will work on this and circulate to members. HoS to action. • Positive Behaviour Policy – adopted at last meeting. • Anti-Bullying Policy – approved and adopted. 	HoS
17.	Inspection Dashboard and Raiseonline	
	<p>HoS gave a brief overview of the Inspection Dashboard which replaces Raiseonline and gave a brief summary of KS2 results from the report, with the following points being noted:</p> <ul style="list-style-type: none"> • Inspectors will use the dashboard as a main starting point for an inspection. Provides a summary of progress & attainment at KS1 and 2. • Front page provides a summary of strengths and weaknesses. The 2 weaknesses identified – are related to the same pupil. • Expected progress – indicated by a zero. Low equivalent to 2c; middle – equivalent to 2bs; high equivalent to 3s. • An average of KS1 results are used for e.g. Maths – 2C/Writing -2C; Reading – 1c would be give a 2C as average of KS1 results that work out progress. 	

ITEM	MINUTE	ACTION
	<p>Q: As governors are we expected to interpret the information? R: Yes.</p> <ul style="list-style-type: none"> • Bright green indicates sig above national average – top 10% in KS2 reading we were 7.9%. Overall really strong in KS2 Reading. • Graph identifies children attainment- illustrating children reaching expected and exceeding. Green box indicates children who achieved above the national. • Writing: Good overall progress of 1.82, with some children just below. KS1 – KS2 better you do at KS1 means in the long term LF will have an issue as higher KS1 SATs results the higher KS2 SATs need to be. Need the exact same children to make progress not a %. Writing in-line with national. • Maths: 1 child less than national progress, just missed exceeding. • Other subjects (Science) – is not above national. HoS advised tried to match up with the maths so we didn't have a massive difference. Science is the only area that would possibly flag up future inspections. 	
18.	Persistent Absentee Report	
	<ul style="list-style-type: none"> • HoS advised following review of data to determine reason for absences majority were for illness/holidays of 5 day periods. 1 child cause for concern has pattern of lateness and absence, issues around travel distance, HoS has agreed plan of action. HoS to follow up. 	HoS/SW
19.	Safeguarding	
	No issues.	
20.	Governor/Trustee Feedback	
	<ul style="list-style-type: none"> • <i>Confidential item</i> 	
21.	Correspondence	
	<ul style="list-style-type: none"> • <i>Confidential Item – Closure Cragg Vale</i> • Nomination of Vice Chair – 3 nominations were received for Marie Briggs and was unanimously voted in as Vice Chair of LF LGB. 	
22.	AOB	
	None.	

There being no further business the meeting closed at 8.45pm

Signed: Date:

Version	Issue date	Change history
1.0	20.01.17	First draft of minutes
2.0		Approved in principle by Chair