

## BRIGHTER FUTURES MULTI ACADEMY TRUST

### Siddal - LGB meeting (PUBLIC MINUTES)

Date: Wednesday 17<sup>th</sup> May 2017

Time: 6.00pm

**Attendees:** P Burton (Academy Member/Chair), S Whitley (Staff Governor), R Gurteen (Co-opted Director), C Wierzbianski (Staff Governor), S Moore (Parent Governor), F Tomlinson (Parent Governor), C Howarth (AHT), C Roberts (Clerk)

ITEM	Minute	ACTION
1. si	<b>Apologies and consent for absence</b>	
	Absent – M O’Neill	
2.si	<b>Declaration of interest</b>	
	RG - spouse is member of staff.	
3. si	<b>Approval of Previous Minutes</b>	
	<ul style="list-style-type: none"> <li>• Minutes were accepted and approved</li> </ul>	
4.si	<b>Matters Arising</b>	
	<ul style="list-style-type: none"> <li>• Book journals were available to look at.</li> <li>• Accelerated Reader (AR) - AHT reported the new HT at PLLT had advised her at a recent meeting that AR is being introduced at PLLT, which will have huge benefit to SD chd moving to PLLT. Lots of transition opportunities are also being planned.</li> <li>• SD Choir - 1 of 8 schools invited to participate In Young Voices at Victoria Theatre which was a great success.</li> </ul>	
5.si	<b>Items declared confidential</b>	
	None.	
6.si	<b>Urgent business not identified on agenda</b>	
	None.	
7.	<b>FN &amp; FR Attainment – Spring 2017</b>	
	<p>FN</p> <ul style="list-style-type: none"> <li>• Reading: All made expected progress with high percentage (50%) making accelerated progress.</li> <li>• Writing: key strength is key grips children have been participating in Dough Disco and parents will be invited to an event. 1 chd working at 16-26 months – came in very low when he started with no speech. S&amp;L referral has been made but is still making good progress.</li> <li>• Maths: All chd made at least expected progress with most making accelerated progress.</li> <li>• Overall FN cohort weaker than last year in terms of attainment/ communication but made expected or accelerated progress. Working well as a unit having FN/FR so close and having same access to provision has provided role models for FN chd which has been positive. Staff working well together and have taken ownership of early transition.</li> </ul> <p>Q: What percentage at age related will achieve end of year targets?  R: AHT advised: Reading 11/20; Writing – 8/20 half; Math – 8/20. EYFS data is not submitted until June.</p> <p>FR: Turtle Class (13 chd):</p> <ul style="list-style-type: none"> <li>• Didn’t separate the chd on ability but did on interventions.</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Reading: 1 chd at age related, with high proportion working within 40-60. One late starting chd (Nov) and had not previously been in FN being taught RWI interventions within the provision made 1 step progress.</li> <li>• Writing: All chd have made at least expected progress, with many making accelerated. 1 Chd not working at 40-60; 1 chd at 40-60 secure;</li> <li>• Math: all chd made expected progress, with many making accelerated progress. Same chd whose attainment is below as identified in writing – all have access to same provision and are grouped.</li> </ul> <p>FR: Polar Bear Class:</p> <ul style="list-style-type: none"> <li>• Reading: 13/29 at age related. 28/29 working within 40-60 which is a high percentage so challenge is how we get them to GLD. 1 chd has not made expected. 25/29 chd have a home reading book. AHT advised that the PFTA have kindly agreed to fund the purchase of book bags for chd. This should help to build better communication between home and school.</li> <li>• Writing: Majority all chd made expected or accelerated progress. 11 chd are ARE. AHT reported chd had performed for parents 'Hungry Caterpillar' assembly and chd had been confident.</li> <li>• Maths: High percentage of chd above expected. Lots working at 40-60. AHT advised the setting is a learning rich environment – staff are working well as a team and have embraced opportunities.</li> </ul>	
<b>8.</b>	<b>Pupil Progress &amp; Attainment - Y1</b>	
	<p>Panda Class:</p> <ul style="list-style-type: none"> <li>• Reading: All chd have made at least expected progress. 15/24 chd at expected (1D); 1 chd not made expected progress; 8 chd emerging.</li> <li>• Writing: 14 chd at expected; 8 emerging; 2 chd below – 1 working at 40-60 secure and 1 working towards but has made progress as chd couldn't write his/her name.</li> <li>• Math: 14 chd at expected; 9 emerging; 1 chd working towards. All areas/objectives have been covered across the school the last term will be used to consolidate and develop deeper learning filling any gaps.</li> <li>• Parent support level is improving weekly homework not being set but a menu of activities stuck in the front of their books is offered and chd can choose what they want to do based on objectives being taught which is working well.</li> </ul> <p>Snow Leopards (9 chd)</p> <ul style="list-style-type: none"> <li>• Chd are taught in mixed class with Y2 chd.</li> <li>• Reading: 7/9 chd working at or above expected. AHT advised chd have benefited from being with Y2 as it has pushed them on.</li> <li>• Writing: group are really keen writers; 3 chd emerging; 4 at expected; 2 working above.</li> <li>• Math: 2 chd working below; rest working at expected or above.</li> </ul>	
<b>9.</b>	<b>Pupil Progress &amp; Attainment - Y2</b>	
	<p>Snow Leopards (15 chd)</p> <ul style="list-style-type: none"> <li>• AHT reported high mobility in Y1/Y2 this year but next year going to have a full class of 30 chd. 1 new chd has previously been home educated since FN so no KS1 SAT data available, will need to do a baseline assessment.</li> <li>• Reading: 10 working at or above; 4 emerging; 1 developing.</li> <li>• Writing: 9/15 working at expected; 3 working just below; 2 chd at 1D</li> <li>• Math: 11/15 at expected; 4 working below but all have made expected</li> </ul>	

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	<p>progress.</p> <p>Dolphin Class - (25 chd)</p> <ul style="list-style-type: none"> <li>• Reading: 20 chd at expected, 3 chd working at above; 2 working significantly below which is a concern that chd are so low in this area of curriculum.</li> <li>• Writing: 18 working at expected; 5 chd emerging; 2 working below.</li> <li>• Math: overall seems weaker in this cohort. 14 chd working at expected; 10 just below.</li> </ul>	
<b>10.</b>	<b>Pupil Progress &amp; Attainment - Y3</b>	
	<ul style="list-style-type: none"> <li>• Reading: 21/28 chd working at expected; 1 chd significantly below. 1 chd from Y6 working sig below works with Y3 which has been positive for the teacher to differentiate support for the Y6 pupil which has also had a positive impact on pupil's confidence.</li> <li>• Writing: similar picture to reading. Cursive writing skills improving as now have pen license in Y3.</li> <li>• Math: 2 chd working at or above; 19 chd – 3D (developing); 3 chd 3E (emerging) 2 chd working below.</li> </ul>	
<b>11.</b>	<b>Pupil Progress &amp; Attainment - Y4</b>	
	<ul style="list-style-type: none"> <li>• Reading: 15/30 chd working at expected; 7 chd working below. Cohort includes group of SEND chd which includes 3 lowest boys.</li> <li>• Habits for learning are poor staff are aware they need to change the behaviour habits and are addressing this. Behaviour chart for whole class introduced as too much lost learning time and chd are not focussed.</li> <li>• Writing: 21/30 made 3 or more steps progress.</li> <li>• Math: 23 /30 made 3 or more steps progress.</li> </ul>	
<b>12.</b>	<b>Pupil Progress &amp; Attainment - Y5</b>	
	<ul style="list-style-type: none"> <li>• Reading: 27/30 chd made expected or better than expected progress. 300 Book award given. Suggestion made for next reward – Book token and visit to Book shop. AHT reported Book rewards working as a positive incentive for chd as they are all keen to receive the rewards.</li> <li>• Writing: weaker area not all at expected 13 working below.</li> <li>• Math: 13 below – not as wide spread so will be easier to gap fill. TAs have attended math intervention training and are using Math hub resource.</li> </ul>	
<b>13.</b>	<b>Pupil Progress &amp; Attainment - Y6</b>	
	<ul style="list-style-type: none"> <li>• Reading overview: focus has been to deepen understanding – define skills on book reviews. Yet to see impact of interventions but chd are making progress but attainment is lagging below. PIXL still working well and have just released units for Y3/4/5 for next year – includes personal checklist which will help staff identify against diagnostic approach; overall more 1:1 reading being done more consistently. AHT advised she is keen to introduce 'reading friends' scheme in school. Chd will have regular session per week – for 6 weeks. Chd will receive a certificate on completion of 6 weeks. Need to recruit volunteers to be supervised by a member of staff who can come into school on set days and times. FN/FR have enjoyed having Y3 reading buddies and has worked really well as provided good role models.</li> <li>• Writing overview: success has been linking writing to a theme and providing enrichment opportunities. Lots of moderation taken places across all phases so lots more focus on editing and chd know the value of editing linked to Growth Mindset. Have used writing moderation checklist.</li> <li>• Math overview: all objectives covered. Revisit once/twice to make sure chd can apply the skills learnt. AHT reported having structured groups had had a</li> </ul>	

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	<p>positive impact – but still need to include carousel/enrichment opportunities.</p> <ul style="list-style-type: none"> <li>AHT advised that consideration was being given as to whether the current Y5 teacher should move up with the chd to Y6 as they would benefit the chd as they have already formed a teacher relationship – final decision has not been made yet.</li> <li>AHT reported Y2 SATs had been hard. Q: Chair asked if governors could have a look at the Y6 SAT paper at the next meeting. R: Yes. AHT will follow this up.</li> <li>Chair, recorded that overall all the evaluations were more positive and things were moving to the right direction.</li> </ul>	
<b>14.</b>	<b>Growth Mindset Presentation</b>	
	<ul style="list-style-type: none"> <li>CW shared a presentation with members.</li> <li>Following review a lot of staff show growth mind-set with a school being the perfect environment to encourage Growth Mind-set. It challenges a lot of parental perceptions, so the job of staff is to open the children’s eyes for greater things.</li> <li>SLT carryout drop-ins on classes. Moderate on a frequent basis. Share with children what the purpose is and gain their feedback.</li> <li>Looking at aspirations that underpins everything; parents’ engagement looking at running a workshop for parents.</li> <li>Carousel sport coach – been a male positive role model.</li> <li>Success and failure – talk about perceptions of ourselves and others and you must believe in yourself.</li> <li>Supporting GM – holding a Rainbow week to celebrate diversity. Host of different activities will take place including assemblies/different visitors – guide dog visit; to talk about race/relationships/gender. At the end of the week chd will decorate pebbles which will be put down the edge of the pathway as a reminder of Rainbow week.</li> <li>AHT reported since children returned after Easter school has felt a happier place- much more settled.</li> </ul>	
<b>15si.</b>	<b>Safeguarding</b>	
	<ul style="list-style-type: none"> <li>AHT reported she had had supervision with the LM (Learning Mentor) &amp; SW (Social Worker) and had attended DSL training. A meeting with TBM had also been arranged to review the SCR headings to ensure we have the relevant information following attendance at the latest DSL training.</li> <li>Pastoral team (LM &amp; SW) are working well and are fully aware of the families that may be a cause for concern.</li> <li>School Lockdown procedure has been devised should an incident occur whereby chd need to be brought into school and safety rooms/safety zones have been allocated for chd to wait in until the incident has been resolved.</li> <li>New entry system for the school to be installed – once this is in operation the only non-emergency entry/exit point to the school will be at the front of building. The system will also print photo ID badges for all visitors.</li> </ul>	
<b>16.si</b>	<b>Governor/Trustee Feedback</b>	
	<ul style="list-style-type: none"> <li>Chair advised, that due the General Election being called, a decision is not expected from RSC (regional Schools Commissioner) on the progress of re-brokering.</li> <li>SLT are working well with responsibilities shared between 3 Headteachers. AHT advised is leading on SEND across the trust; VD leading on T &amp; L; RD –</li> </ul>	

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	leading on Finance.	
<b>17.si</b>	<b>Correspondence</b>	
	None	
<b>18.si</b>	<b>AOB</b>	
	<ul style="list-style-type: none"> <li>• AHT advised currently have 1 teacher vacancy for advertisement – deadline for resignations is 30.05.17.</li> <li>• Class structures will depends on staffing. Would like to continue to split Y6 in half next year if possible. Current EYFS team working well so would like to continue as a unit.</li> <li>• HW – now acting deputy head.</li> <li>• SEF – LF-HT working with AHT on writing SEF.</li> </ul>	

There no further business the meting closed at 19:20hrs.

Signed: .....

Date: .....

Version	Issue date	Change history
1.0	22.05.17	First draft of minutes
2.0		Approved in principle by Chair