

## BRIGHTER FUTURES MULTI ACADEMY TRUST

### Siddal - LGB meeting

Date: Wednesday 25<sup>th</sup> April 2018 (PUBLIC MINUTES)

Time: 6.00pm

**Attendees:** F Tomlinson (Parent Governor), C Wierzbianski (Staff Governor), S Moore (Parent Governor), R Gurteen (Co-opted Governor), C Howarth (AHT), C Roberts (Clerk)

ITEM	Minute	ACTION
1. si	<b>Apologies and consent for absence</b>	
	Resignation received from S Whitley (Staff Governor) wef. 14.04.18	
2.si	<b>Declaration of interest</b>	
	RG – family relationship with staff member.	
3. si	<b>Approval of previous minutes/matters arising</b>	
	<ul style="list-style-type: none"> <li>• Item 6: AR update – Staff PDM on AR covered to see how the scheme is going. Looked at ways to promote quizzing and scoring. As outcome reports have not shown the positive expected impact. Staff now have clear actions/expectations. AR done for 30mins every day as 1 sessions or 2 x15 minute sessions. Decision taken that chd need to score over 80% to be given a book worm as they still need some incentives but also need to read more accurately. Chd can choose what book they want to read.</li> </ul> <p><b>Q: Can chd change a book if they get less than 80%?</b>  <b>R:</b> AHT advised yes they can and chd do get a range so staff encourage them to start at the bottom of the range to build their confidence.</p> <p><b>Q: How do chd feel when they don't score that high?</b>  <b>R:</b> AHT advised some chd can be disappointed but staff go through and read the questions more clearly to encourage more resilience.</p> <p>AR information has been sent home for parents to explain that it is more about chd understanding the text and not just be able to read. More small group reading planned; staff to be made available when chd are quizzing to help ensure chd have read the questions correctly, as chd don't always have good reading habits at home so some chd need more tutoring. Overall chd are enjoying the scheme.</p> <ul style="list-style-type: none"> <li>• Item 6; '5 a-day' arithmetic for Y1-Y6 has been implemented across school. The frequency of the questions should have positive results over time.</li> <li>• Minutes were accepted as a true record.</li> </ul>	
4.si	<b>Items declared confidential</b>	
	<ul style="list-style-type: none"> <li>• AOB – Staffing</li> </ul>	
5.si	<b>Urgent business not identified on agenda</b>	
	None.	
6.	<b>EYFS progress – Spring 2018</b>	
	<ul style="list-style-type: none"> <li>• FN: highlighted column shows 30-60 secure which chd should be at, but not all there at the moment. This is simply down to chd came in significantly lower at entry level. Reading is stronger area which is down to objectives can be more easily achieved early. Objectives include able to hold a book correctly etc. Writing: objectives linked to mark making/holding a pencil correctly which some chd struggle to do. Maths: objectives include number recognition; matching numbers to quantity. Provision is set up well and chd have good access across the unit. NQT is settling in well.</li> </ul>	

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	<p>FR: moderation will be taking place in 2 weeks; 4 chd working at ARE, with a large group of chd working just below ARE (40-60D) but are hopeful by the end of year to have 60% achieve GLD.</p> <p>Reading: all chd have made expected/accelerated progress</p> <p>Writing – 3 chd working at ARE with a large group working just below; all but 1 child has made expected progress.</p> <p>Maths: 9 chd working ARE with all but 1 chd making expected progress.</p> <p><b>Q: Do we get impacted with legality for under 5 children?</b></p> <p>R: AHT advised parents' cannot be fined for pupil absence – and some parents choose not to bring chd in for the ½ day of their 2 ½ days allocation in FN which does have an impact on learning, bouts of illness are also a contributing factor on learning. EWO (Education Welfare Officer) is still contacted for persistent absentees.</p>	
<b>7.</b>	<b>Y1 progress - Spring 2018</b>	
	<p>Panda's:</p> <p><b>Q:</b> How are 'real &amp; alien' words going?</p> <p><b>R:</b> AHT advised some parents do practice with chd and extra intervention takes place daily for chd on the cusp of passing the phonics test. All chd have completed another phonics screening and results look better than last term. 1D is where chd should be at; chd at 1E – did not achieve GLD at FR. One chd working on EY curriculum and receives lots of interventions. Children that didn't pass last time have moved on with whole word recognition.</p> <p><b>Q: Is there a stage where going back a year would be considered?</b></p> <p><b>R:</b> AHT advised at Y1 this wouldn't be appropriate.</p> <ul style="list-style-type: none"> <li>• RWI. groups are very fluid so chd move up both individually and as groups as they progress.</li> <li>• Snow Leopards (Y1/Y2 class): Y1 Reading – all chd with exception of 2 are at ARE Writing/Math – all but 2 chd at ARE with 2 chd at emerging who would have not been at age related at end of FR.</li> <li>• All chd will be sitting the Y2 SATs – might have a couple of chd next year that won't be able to access the tests.</li> </ul>	
<b>8.</b>	<b>Y2 progress – Spring 2018</b>	
	<ul style="list-style-type: none"> <li>• Y2 – (SL) 16 chd): Reading 9/16 at ARE; Writing 7/16; Maths: 10/16. Chd working at 2E were working at 1D at end of Y1 and did not meet end of Y1 expectations.</li> <li>• Phonics are split accordingly to ability with spelling intervention; phonics/spelling groups.</li> <li>• Mixed year groups are difficult for delivery but can be an advantage as it is easy for chd to buddy up to help with gaps in learning.</li> <li>• Dolphins: 18 chd: Reading – 15/18 at ARE, all making expected or accelerated progress; Writing: 7/18 at ARE with 4 chd at 2E all but 3 chd made expected or accelerated progress; Maths – 13/18 at ARE, 3 chd at 3E &amp; 2S, all made expected or accelerated progress.</li> </ul> <p><b>Q: Does it tend to be the same chd behind across all 3 strands?</b></p> <p><b>R:</b> Yes, majority tend to be lower ability across the board. But these chd do receive lots of interventions/support.</p>	
<b>9.</b>	<b>Y3 progress – Spring 2018</b>	
	<ul style="list-style-type: none"> <li>• Whole cohort have been together for a whole term. Previously some chd went to Y1/Y2 provision. Chd still have support where needed but are now all accessing Y3 curriculum.</li> <li>• Reading: 16/29 at ARE with 21 making at least 3 steps progress – one child has not made any progress. Writing – 12/29 at ARE, 12 chd slightly below.</li> </ul>	

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	Handwriting is a whole school issue which needs to improve to ensure at Y6 pupils use fluent, cursive script. Lots of opportunities to develop handwriting takes place throughout school in FR activities such as dough disco are used to develop fine motor skills and build strength as many chd arrive at school without every holding a pencil as chd use ipads to colour etc. RWInc. materials are not written in cursive script so can be hard to model, this is being reviewed.	
<b>10.</b>	<b>Y4 progress – Spring 2018</b>	
	<ul style="list-style-type: none"> <li>• Reading 23/26 chd at ARE with 20 making at least 3 steps progress. CW (Literacy lead) has supported new teacher to make sure judgements are accurate. Now need to keep chd focussed so they continue to move forward. Positive feedback received for new teacher, who has very creative ways of teaching.</li> <li>• Writing - 23/26 at ARE with 24 chd making at least 3 steps progress. New teacher attended PDM on writing; looked at sequence of writing and evidence needed and is aware of our systems.</li> <li>• Maths; 22/26 at ARE; with 25 making at least 3 steps progress.</li> </ul>	
<b>11.</b>	<b>Year 5 progress – Spring 2018</b>	
	<ul style="list-style-type: none"> <li>• Reading – 15/30 at ARE, Writing 11/30 at ARE –chd making good or expected progress. Maths – All at ARE.</li> <li>• After Y6 SATs – Y5 class will be split for Literacy (CW) and Maths (AHT) and PIXL groups will be run by CW/KH.</li> </ul>	
<b>12.</b>	<b>Year 6 progress – Spring 2018</b>	
	<ul style="list-style-type: none"> <li>• AHT advised TA (teacher assessment) data been reviewed, PIXL meetings taken place, lots of testing being done. Two mock weeks have been done and comparing data done at same time last year, results look much more positive, 58% to achieve R/W/M combined so will depend on how well chd perform on the day. Chd have been pushed hard to try and get them to where they need to be in an already hard year take away the SATS implications due to hormones etc.</li> <li>• AHT advised that Y6 had taken part in a NFER pilot SATs scheme for next year for maths which had been extremely hard. Had she known the difficulty/type of questions which the chd had been tested with, which they had not seen before she would not have agreed to the pilot as it had knocked chd confidence so near to SATS which has taken a lot of time to build up. Poor feedback has been given to NFER in regard to the inappropriate timing of the pilot so near to SATS week and in terms of chd self-esteem as it had not provided a good experience for the chd. Chd are prepared for SATS and lots of adult support to read questions will be available.</li> <li>• AHT shared a summary overview of attainment and progress 2017/18. Clerk to upload to Trust Governor. <b>Clerk to action</b></li> </ul>	<b>Clerk</b>
<b>13.si</b>	<b>Safeguarding</b>	
	<ul style="list-style-type: none"> <li>• AHT advised staff had received a reminder around the importance of reporting anything they hear from members of the public/chd/families out of school in regard to safeguarding as this helps to build up a chronology of records to form evidence.</li> <li>• AHT advised a significant amount of time is spent by pastoral team carrying out home visits to get chd into school in relation to persistent absentees.  <b>Q: Do we have any other escalation procedures?</b>  <b>R:</b> EWO involvement, final warning letters are issued and home visits arranged if applicable. It is the EWOs decision whether to prosecute.  <b>Q: How many chd does this affect?</b>  <b>R:</b> 4 repeat offending families.</li> </ul>	

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14.si	<b>Governor/Trustee feedback</b>	
	<ul style="list-style-type: none"> <li>• None</li> </ul>	
15.si	<b>Correspondence</b>	
	None.	
16.si.	<b>AOB</b>	
	<ul style="list-style-type: none"> <li>• <i>Confidential item</i></li> <li>• Governor visits arranged as follows: <ul style="list-style-type: none"> <li>○ S Moore – SEND 8<sup>th</sup> June 9.30am with Cho</li> <li>○ F Tomlinson – EYFS 5<sup>th</sup> June 9.00am</li> <li>○ S Moore – Maths 15<sup>th</sup> June @ 9.30am</li> <li>○ R Gurteen – Literacy w/c 28<sup>th</sup> May, day to be confirmed.</li> </ul> </li> <li>• Date of next meeting agreed as: Wednesday 11<sup>th</sup> July from 7.00pm due to meet the teacher event taking place prior to the meeting.</li> </ul>	

There no further business the meeting closed at 19:25hrs

Signed: .....

Date: .....

Version	Issue date	Change history
1.0	27.04.18	First draft of minutes
2.0		Approved in principle by Chair