

**BRIGHTER FUTURES MULTI ACADEMY TRUST**

**FIELD LANE – LOCAL GOVERNING BODY MEETING (PUBLIC MINUTES)**

Date: Wednesday 25<sup>th</sup> January 2017

Time: 6.00pm

**Attendees:** J George (Academy Director/Chair), H Williamson (Parent Governor), Sandra Margison (Staff Governor), K Simpson (Parent Governor), C Whittaker (Parent Governor), V Dear (HoS), K Brown (DHoS), L Johnson (CEO/EHT), C Roberts (Clerk)

Item	Minute	Action by
1. si	<b>Apologies and consent for absence</b>	
	<ul style="list-style-type: none"> <li>Received and accepted from R Badley.</li> <li>Resignation received from R Badley as staff governor. HoS advised nomination will be opened to other staff. If no nominations are received KB has volunteered to replace RB as staff governor.</li> </ul>	
2. si	<b>Declaration of interest</b>	
	None.	
3. si	<b>Approval of previous minutes</b>	
	<ul style="list-style-type: none"> <li>Minutes were accepted as true record of meeting.</li> </ul>	
4.si	<b>Matters Arising</b>	
	Item 6: Accelerated Reader – currently in the process of being set up and will initially be rolled out and targeted to Y5 & 6 and should be ready for half term. Parent Governor (KS) and Chair (JG) volunteered to help with categorising books on Friday 10 <sup>th</sup> February.	
5.si	<b>Items declared confidential.</b>	
	<ul style="list-style-type: none"> <li>Persistent Absentee report</li> </ul>	
6.si	<b>Urgent business not identified on agenda</b>	
	<ul style="list-style-type: none"> <li>None.</li> </ul>	
7	<b>The Trust Governor</b>	
	<p>CEO/EHT gave a brief demonstration of the following areas:</p> <ul style="list-style-type: none"> <li>Changing profile – Login/Select Governors Tab/edit profile/edit details/directed to statements related to business &amp; pecuniary interest which need to be read and marked as read. Links to latest guidance notes related to statements are available. As a user you can choose to show other users your details from the drop down button. Suggestion made that it may be useful to add email address and contact numbers.</li> <li>Policies can be found in document tab/select policies. Policies shown as green indicate policy is in date. Red acts as a visual warning and indicates when policy is coming up to renewal date and list no. of days to expiry.</li> <li>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.</li> <li>Trust Tab – gives a trust profile and each of the 3 schools by selecting from drop box. Sign post users to all, the latest DfE information related to the school.</li> <li>Governors – tab opens up all email addresses for all members.</li> <li>Overall in terms of compliance it provides a visual overview of all governance.</li> </ul>	
8.	<b>Pupil Progress and Attainment Report FN</b>	
	HoS advised the report covers autumn term from September – December. Assessment data collated in third week in November. Format of evaluation has changed. The new format is far more reflective in what children need within the	

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	<p>class. It enables teachers to dig deeper and put next steps in place. Successes show how well teachers know the children and where the gaps are. The evaluation may help to identify resources and what might be needed. Ofsted focus is increasingly thinking about groups. Positive feedback on the new presentation format received as overall easier to follow.</p> <ul style="list-style-type: none"> <li>• FN: HoS advised the grey boxes identify where the year group should be at that point in time. No children at ARE but children all come in significantly below national level. All made expected /accelerated progress. Action: Leadership to follow up cycle of provision.</li> <li>• 92% made expected/accelerated progress. Important to note that 1 child represents 8% due to small groups.</li> </ul>	
<b>9.</b>	<b>Pupil Progress and Attainment Report FR</b>	
	<ul style="list-style-type: none"> <li>• 1 child new to the cohort not made expected progress is EAL/low attendance but is anticipated to make accelerated progress. Most have made expected progress.</li> <li>• 3 children have not made expected progress, EY teachers have been challenged and have been asked to provide an update for February using Early Essence to identify if children are catching up.</li> <li>• Even though only first term lots of interventions are up and running which is positive as staff are fully aware of the needs of the class and are addressing them early and not waiting till later in the year. Focus on Shape, Space and measure strand, key thing for FR – GLD% at the end of year, need to make sure targeted children are on track.</li> </ul>	
<b>10.</b>	<b>Pupil Progress and Attainment Report Y1</b>	
	<ul style="list-style-type: none"> <li>• First term is all about the switch from early years to KS1 curriculum. More able have been added to evaluation progress tables to ensure they are also tracked.</li> <li>• 12 children in the cohort of which 3 are SEN and 2 EAL. Challenge across the trust is have we enough evidence of progress of children with SEN needs. As they will never be secure in any year group.</li> <li>• Decision has been taken to look at developing a new accessibility plan to look at the accessibility of the curriculum of children with complex needs including Dyslexia as opposed to accessibility of the building.</li> <li>• HoS reported following discussion at a recent ECLC (East Calderdale Learning Cluster) the general consensus was that PIVOTS – P levels should be used. CASPER - a new system was also mentioned but she had not had time to look at this before this meeting.</li> <li>• New curriculum does not work for a significant number of children in all our schools, but progress is there but is not captured in the data that DfE expect. It is hard for children who maybe really skilled in other things, but find it hard to get it down on paper. Schools have been left to own devices on how they interrupt progress. CEO/EHT signposted members to a report by Diane Blatchford – Impact on SEND.</li> <li>• Issues that some schools have is low starting point but still make exceptional progress but don't get the expected levels at KS2. So children will get a negative score. Outcome for schools will be a negative score but the governments drive is about driving attainment higher. But expectations of children leaving primary school is unfair. Example shared – LF has totally different catchment, children generally have better experiences so get to build on 100%. KS1 – KS2 better you do at KS1 long term 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 %. With this children anxiety levels are heightening.</li> <li>• SLT have identified that overall SEN and EAL children are the same children not making progress and that we need to capture progress in other areas and have</li> </ul>	

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	<p>tweaked some interventions.</p> <ul style="list-style-type: none"> <li>• Writing moderation with AMS (literacy consultant) – has started and her view is that in a stronger position for Y2/Y6 at this point in the year than last year. Target has increased to 60% (expected level).</li> <li>• Problem will be, in an inspection you only have to be failing in part of a year group to fail, so despite excellent progress but because KS2 results were weak it could act as a trigger for an inspection.</li> <li>• CEO/EHT reported she had recently carried out a maths observation and had seen positive shift in attitudes of the children who had been working collaboratively and had shown resilience in their learning and did not give up when they found things difficult.</li> </ul>	
<b>11.</b>	<b>Pupil Progress and Attainment Report Y2</b>	
	<ul style="list-style-type: none"> <li>• Evaluation not available at time of meeting.</li> </ul>	
<b>12.</b>	<b>Pupil Progress and Attainment Report Y3</b>	
	<ul style="list-style-type: none"> <li>• Evaluation not available at time of meeting.</li> </ul>	
<b>13.</b>	<b>Pupil Progress and Attainment Report Y4</b>	
	<ul style="list-style-type: none"> <li>• Evaluation not available at time of meeting.</li> </ul>	
<b>14.</b>	<b>Pupil Progress and Attainment Report Y5</b>	
	<ul style="list-style-type: none"> <li>• PIXL being used and has been timetabled tightly with rigorous monitoring taking place. Meetings with parents carried out as children need the support of parents. Chair reported she had attended a recent PIXL meeting where the consultant had reported that the school was much further ahead than other schools with recording and reporting progress.</li> <li>• Maths event for Y5/6 parents on Calculation was well attended and by some of the hard to reach families who had been very positive. Two more events are planned for this term, as to get to 'at' is a massive challenge so they will need help. Event for Y3/4 will be planned to offer other parents to catch up.</li> </ul>	
<b>15.</b>	<b>Pupil Progress and Attainment Report Y6 and school overview</b>	
	<ul style="list-style-type: none"> <li>• Big push on reading – 2 sets of reading materials set up, to allow staff to capture more evidence of progress when reading books do not come back to school on time and with reading record incomplete.</li> <li>• HoS also met with school council – Book worms work really well in the lower year groups but higher up the school children would like to build up credits to allow them to buy books.</li> <li>• Accelerated reader will allow more 'real reading' so children won't feel like they are an obvious reading scheme as the books are structured and levelled to make sure progress can still be monitored.</li> </ul>	
<b>16.</b>	<b>Spring Term SDPs</b>	
	<ul style="list-style-type: none"> <li>• HoS will update and circulate. CEO/EHT will upload to The Trust Governor.</li> <li>• Decision made that governors evaluation/feedback will need to be sent to HoS by 22<sup>nd</sup> March. Visits to be carried out w/c 6<sup>th</sup> or 13<sup>th</sup> March.</li> </ul>	
<b>17.</b>	<b>Policy Adoption</b>	
	<ul style="list-style-type: none"> <li>• First Aid &amp; Medication Policy –HoS advised following release of new guidance the policy will need to be split into 2 separate policies. A separate medical condition policy will be introduced. HoS will work on this and the policies will come back to next meeting.</li> <li>• Intimate Care – is relevant in FN and is about treating children with dignity and respect. Policy accepted and adopted.</li> <li>• Forest School Policy &amp; Handbook – Policy and guidance written by HoS L3 accredited Forest School Leader. The policy and guidance is needed to cover the high risk outdoor activities and the use of tools being used. HoS advised she has had also done some training with staff. HoS advised that all Y5 and Y4</li> </ul>	

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	children will get a block of 5/6 weeks of forest school activities. TBM is looking into applying for a grant to fund a shelter near the portacabin, so that children working outside can shelter during changeable weather.	
<b>18.</b>	<b>Inspection Dashboard and Raiseonline</b>	
	<ul style="list-style-type: none"> <li>• Dashboard is most important document as inspectors will use the dashboard as a main starting point for an inspection. Provides a summary of progress &amp; attainment at KS1 and 2.</li> <li>• CEO/EHT advised that a training session is being planned to provide all governors with an overview and understanding of the document. Details to be circulated when finalised.</li> </ul>	
<b>19.</b>	<b>Persistent Absentee Report</b>	
	<ul style="list-style-type: none"> <li>• Whole school attendance – 93.8%, national average being 96.2%</li> <li>• Persistent absentees (PA) are children with less than 90% attendance which equates to missing 19 days over the whole school year.</li> <li>• A review and analysis of the absences was carried out to identify any patterns etc. Action was taken to meet with parents which took a massive amount of time; HoS and Learning Mentor now meet on a Friday to review all PA children and parents are contacted on that day so they are fully aware of the situation before the weekend to deter any possibility of absence on Monday. 37/128 PA children massive percentage with many having multi agency input.</li> <li>• Following the review the school was challenged on how quickly would impact was seen. HoS advised due to the extra close monitoring there had been a reducing number of PAs but will continue to be monitored and families of borderline children will be challenged so that they do not push the school over the permitted threshold. PAs have other implications - if children not in school where are they? Leading to possible safeguarding but then does this link to attainment.</li> </ul>	
<b>20.</b>	<b>Safeguarding</b>	
	None.	
<b>21.</b>	<b>Governor/Trustee Feedback</b>	
	<ul style="list-style-type: none"> <li>• Chair advised trust directors currently looking at options and working hard to formulate plans to move forward. There is a meeting planned with RSC (Regional Schools Commissioner) next week. Board will update developments as and when available.</li> <li>• Chair passed on thanks to staff as children have settled back at school after Christmas break.</li> </ul>	
<b>22.</b>	<b>Correspondence</b>	
	None.	
<b>23.</b>	<b>AOB</b>	

There being no further business the meeting closed at 7.50pm

Signed: ..... Date: .....

Version	Issue date	Change history
1.0	30.01.17	First draft of minutes by Clerk
2.0		Approved in principle by Chair