

## BRIGHTER FUTURES MULTI ACADEMY TRUST

### Luddendenfoot Academy - LGB meeting

Date: Monday 26<sup>th</sup> March 2018 (Public Minutes)

Time: 6.00pm

**Attendees:** V Knight (Academy Director/Chair), J Crawshaw (Parent Governor), M Briggs (Parent Governor), L Harper (Staff Governor), R Denham (HT), C Roberts (Clerk)

ITEM	MINUTE	ACTION
1. si	<b>Apologies and consent for absence</b>	
	Apologies received and accepted for K Maddock and P Foulkes.	
2. si	<b>Declaration of interest</b>	
	None.	
3 si	<b>Matters arising and approval of previous minutes</b>	
	<ul style="list-style-type: none"> <li>• No Matters arising; minutes were accepted as a true record.</li> </ul>	
4. si	<b>Items declared confidential</b>	
	<ul style="list-style-type: none"> <li>• Item 11</li> </ul>	
5. si	<b>Urgent business not identified on agenda</b>	
	<ul style="list-style-type: none"> <li>• None</li> </ul>	
6.	<b>Heads Spring 2018 Report</b>	
	<ul style="list-style-type: none"> <li>• HT advised school characteristics usually taken from Raiseonline but since this has been replaced by ASP (Analyse School Performance) not all the group information is available so some information may be slightly out of date, so she will revisit the table once data is available. <b>HT to follow up.</b></li> <li>• Behaviour – one incident of bullying reported, this seems very low. HT reported that we don't have any significant behaviour issues. Red cards are used when necessary, but issues are more of a persistent nature, individual children in certain classes which takes up staff time but are dealt with by class teachers and are not significant issues. HT is updated of any significant issues. HT manages staff/TA allocation in respect of any concerns around behaviour to ensure staff are deployed effectively. Positive Behaviour policy states what is deemed unacceptable behaviour and the subsequent consequences.</li> <li>• SDP Literacy: HT reported a massive amount of work has been done of SDP on curriculum which has been completely rewritten. Teachers have written the mid-term plans and planning has already been done, linked to types of writing across the year groups/key stages. Reading comprehension links completed, children are really enjoying the topics which have produced much more in depth writing and more continuity throughout school.</li> <li>• RRS (Rights Respecting Schools) – we have not got as far with this, as it was felt we had to get the curriculum right to ensure the RRS is linked in so it will become embedded.</li> <li>• Science – observation made that it was hard to get a feel for what science is being done. HT advised science is a detailed scheme of work and tends to be built into the curriculum as children need to know certain aspects of science. Example shared: Y3 – Rocks &amp; Soil. This was built in to the Stone Age theme, so have linked science across all the year groups. After Easter will be</li> </ul>	HT

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	<p>reviewing mid-term plans looking at each curriculum to check what we are doing throughout school to show progression in Science as well as Geography and History.</p> <ul style="list-style-type: none"> <li>EY – Do we know if the ELG are changing?</li> </ul> <p>R: HT advised nothing has been released, possible changes were in response that some of the ELG do not prepare children for transition to Y1. EY teacher – advised that she may add a few learning goals to help the children move on to Y1. Suggestion was also made that it may be useful to speak to Early Essence (EE) regarding possible population of data of children joining LF from any nursery that use EE. <b>EY teacher (LH) asked to follow up.</b></p>	EY Teacher
<b>7.</b>	<b>Targets update</b>	
	<ul style="list-style-type: none"> <li>EY: GLD 79% or 83%.</li> <li>Phonics: have just retested children and based on pass mark of 32 might achieve 100% if not it will be in the nineties – as one child scored 28.</li> <li>KS1 – 2 children are a bit wobbly may not get expected. Will have high percentage due to low number in cohort but still should be just above national figure.</li> <li>KS2: SPaG – 100%; Reading – 95%; Maths – 80% or possibly 100%; Writing – 100%. A lot will depend on how well the children cope on the day. Potentially for exceeding could have: Writing – 7 chd (35%); Reading 14 chd (70%); SPaG – 14 chd (70%); Maths – 11 chd (55%)</li> <li>After SATS links between secondary schools will build as Y7 staff will come to meet Y6 pupils; Mrs Webb will talk with Y7 staff and share data; we will send work with the chd on their transition visits to show their current standard of work. Y7 staff are also coming to observe teaching to see the teaching styles we use. We have shared our curriculum so they know what children should be able to do and what they have been working on. Assistant Head at CHS is keen to strengthen transition.</li> </ul>	
<b>8.</b>	<b>Policy adoption</b>	
	<ul style="list-style-type: none"> <li>Lockdown procedure: HT advised draft of policy still to be finalised. Once completed it will be loaded on to the Trust Governor for feedback. The procedure will cover procedures for both a partial and full lockdown. Once procedure has been approved, practices for both procedures with the children will take place so they become familiar to them. <b>HT to action.</b></li> </ul>	HT
<b>9.</b>	<b>Attendance report</b>	
	<ul style="list-style-type: none"> <li>Whole school attendance currently at 97.0% with 45 children at 100%; 85 chd above 95%; 27 chd below 90; 6 chd classed as persistent absentees which included: 1 x FR – due to holiday so should increase. 1 x FR due to illness at the start of school year. 1 x Y3 due to serious illness now recovered; 1 x Y3 chd joined us from another school and is being monitored. Y4 – referral has been made to EWO. 1 x Y6 pupil – due to unauthorised holiday and illness.</li> </ul>	
<b>10.</b>	<b>Safeguarding</b>	
	<ul style="list-style-type: none"> <li>None reported.</li> </ul>	
<b>11. si</b>	<b>Governor/Trustee feedback</b>	
	<ul style="list-style-type: none"> <li><i>Confidential item</i></li> </ul>	
<b>12. si</b>	<b>Correspondence</b>	
	None.	
<b>13. si</b>	<b>AOB</b>	
	HT provided a brief overview with the following points discussed and noted:	

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	<ul style="list-style-type: none"> <li>• ASP – Analyse School Performance (replacement for Raiseonline which provides statistical data for all key stages)</li> <li>• Ofsted only have access to the Data Dashboard of a school on an inspection.</li> <li>• School have access to ASP – governors will be expected to have a broad overview of the data.</li> <li>• Figures based on last year from KS1 →KS2 2017 data.</li> <li>• Progress can vary between -6 to schools scoring 8/9. If children make more than expected progress will be shown above zero.</li> <li>• Problem – is as KS1 results get better progress will level out. Progress should not be massively above zero if a consistent school.</li> <li>• The data allows for more opportunities to drill down and further explore results.</li> <li>• KS2 – Combined (achieved expected in all R/W/M) this is limited due to writing. Exceeding equate to 5% higher standard in R/W/M.</li> <li>• Average Points Score – is a test score equate to a score anything above 100 - above national; below national lower than 100. Higher the scale score – higher the children are scoring on a paper. The mark that gives 100 may change.</li> <li>• EY – Gives results in all areas of learning not just the GLD.</li> <li>• Question Level Analysis – can identify which questions children have struggled with, and identifies mark values for papers so helps identify focus areas to recap. Example shared was: teaching staff looked at how consistently Calculations (in particular Fractions/Decimals) was being taught throughout school. A method of teaching calculation was agreed to ensure teaching is consistent so children do not get confused as they move through school.</li> <li>• New materials from Schofield/Sims to help with Fractions have also been purchased.</li> <li>• Maths Rock stars also being used daily to help with times tables – timed exercise to music. As Y4 times table tests will be introduced next year.</li> </ul>	

There being no further business the meeting closed at 9.00pm

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

Version	Issue date	Change history
1.0	27.03.18	First draft of minutes
2.0	24.04.18	Approved in principle by Chair