

## BRIGHTER FUTURES MULTI ACADEMY TRUST

### Luddendenfoot Academy - LGB meeting

Date: Monday 30<sup>th</sup> April 2018 (PUBLIC MINUTES)

Time: 6.00pm

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

ITEM	MINUTE	ACTION
1. si	<b>Apologies and consent for absence</b>	
	None.	
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>• Item 6 – School characteristics table will be updated in next HT report due to introduction of ASP. <b>HT to action.</b></li> <li>• Item 6: EY teacher (LH) and parent governor (MB) to meet up after half term to look at baseline information that nurseries can provide for chd joining FR.</li> <li>• Item 8: Lockdown Procedure/policy: HT advised first lockdown practice had taken place. Some classes had been more efficient than others, so we have a few follow up actions. Chd feel more confident about what would happen and raised some valuable questions/points during the practice. We will need to practice for different scenarios to refine procedures.</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>• None.</li> </ul>	
5. si	<b>Urgent business not identified on agenda</b>	
	<ul style="list-style-type: none"> <li>• None</li> </ul>	
6.	<b>EYFS progress – Spring 2018</b>	
	<ul style="list-style-type: none"> <li>• Chair expressed it was good to see from the evaluation that some children were moving on to Y1 curriculum.</li> <li>• Staff Governor (LH) advised that more formal learning had been introduced earlier than previous years to help with the move to Y1, working on the concept of embedding earlier for a much smoother transition and reported that chd are enjoying the change. An advantage has been having student placements in the provision which has allowed the class teacher and TA to do lots of extra interventions.</li> <li>• GLD target of 79-82.7%, which equates to possibly 5/6 children that may not get GLD. All children are following RWinc and are writing in sentences, ELG (Early learning goals) have a big variance so some chd may not achieve all the objectives within each area.</li> </ul>	
7.	<b>Y1 progress – Spring 2018</b>	
	<ul style="list-style-type: none"> <li>• Reading – 1 child has only made 2 steps progress, but is at ARE. Lacks motivation to read at home but will continue to be monitored and parents encouraged to read more at home.</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Writing – 2 chd at exceeding but have only made 2 steps progress. May look like they are slipping, but is due to the time of year as we haven't got all the evidence as not all the curriculum has been covered.</li> <li>• Maths – all chd at ARE and have made at least 3 steps progress with 2 chd on track to possibly achieve mastery.</li> <li>• Phonics – could achieve 100% if not will be the high 90s as chd have made masses of progress from scoring 19 in November to now achieving 31-33 up to high 30's. 32 was last year pass mark.</li> </ul>	
<b>8.</b>	<b>Y2 progress – Spring 2018</b>	
	<ul style="list-style-type: none"> <li>• 1 child working towards – has made progress but not enough. But nice to see some progress and enjoyment as in previous years this was not evident.</li> <li>• One new pupil has joined Y2. Class teacher currently doing a lot of work to try build up evidence.</li> <li>• Reading: 15/17 – 88%. 1 chd has not made 3 steps progress which is down to reading comprehension and is receiving additional support.</li> <li>• Writing: 14/17 82% - All chd have made expected progress in writing this term.</li> <li>• Maths: 14/17 – 82%. 1 child struggles to retain anything, as things get more complex. Child has received 1:1 support for both reading/writing. Parents are doing extra work at home. Future action may be to test for Dyscalculia.</li> </ul>	
	<b>Y3 progress – Spring 2018</b>	
	<ul style="list-style-type: none"> <li>• No questions asked.</li> <li>• HT reported there are no concerns.</li> </ul>	
<b>10.</b>	<b>Y4 progress – Spring 2018</b>	
	<ul style="list-style-type: none"> <li>• Reading: - Chair asked whether there was a concern regarding the progress of a group of chd with reading and whether AR (Accelerated Reader) worked as a scheme as from her interpretation of the evaluation it seemed progress had become static, and suggested could this be linked to the choice of books available in certain AR levels. HT advised majority of chd were all on track to make expected progress, and had no concerns. Possibility that 2 chd may not be secure by summer. HT reported that she was unaware that some chd were finding the choices of books available in certain AR levels was sometimes limited in genres they like. But also stressed that it was important that children still needed to fully understand the comprehension and not just the mechanics of reading as mechanical readers could be seen to plateau. HT to follow up and talk to chd to gain feedback regarding available book choices. Chair reported that she also received AR test results for her Y6 child but not for her Y4 child and asked if the system of reporting had changed, since AR initial introduction. HT and staff governor (KM) advised they were unaware that results could be shared with parents, but this would be followed up. <b>HT to action.</b></li> <li>• Staff Governor (KM) advised that titles can be checked on the AR website book finder to check levels a title is assigned to and local libraries can order the books in at no charge.</li> </ul>	<b>HT</b>
<b>11.</b>	<b>Year 5 progress – Spring 2018</b>	
	<ul style="list-style-type: none"> <li>• Small group of children below ARE, but all chd have moved in to main teaching group and have increased pace and are enjoying accessing the Y5 curriculum. All chd are experiencing L5 tests, a group of chd have also been introduced to Y6 curriculum.</li> </ul>	

ITEM	MINUTE	ACTION
<b>12.</b>	<b>Year 6 progress – Spring 2018</b>	
	<ul style="list-style-type: none"> <li>• Reading – possibility that 2 chd will not achieve ARE, but results should be in the 90s. HT advised all down to confidence on the day/week of SATs.</li> <li>• SPAG – 100% expected to achieve ARE.</li> <li>• Maths – HT advised all chd capable of passing, again all down to confidence however we could have 4 chd that don't pass. 60% exceeding – these chd need to take their time so that don't make silly mistakes.</li> </ul>	
<b>13.si</b>	<b>Safeguarding</b>	
	<ul style="list-style-type: none"> <li>• 1 new pupil has joined Y2 and has settled in well – family has social services involvement. A school representative was due to attend TAC meetings but these did not take place as the SW did not attend.</li> </ul>	
<b>14. si</b>	<b>Governor/Trustee feedback</b>	
	<ul style="list-style-type: none"> <li>• Chair advised nothing to update/report since last meeting.</li> <li>• Parent Governor (MB) has met with Chair to discuss becoming a trustee.</li> </ul>	
<b>15. si</b>	<b>AOB</b>	
	<ul style="list-style-type: none"> <li>• Pupil Premium &amp; Sports Premium reports – HT advised that at this part of the year not all the financial information is available and that the reports are done at the end of the year. PP funding is not assigned to specific children as funding used on a variety of activities/interventions for targeted children throughout school and part funds SW post and any outside agency involvement that may be needed.</li> </ul> <p><b>Q:</b> Chair, stated if governors were asked would we be able to say what we have done?</p> <p><b>R:</b> HT advised that this information could be found on our cohort plans, and the report would be completed at the end of the year and available on the website.</p>	

There being no further business the meeting closed at 7.10pm.

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

Version	Issue date	Change history
1.0	02.05.18	First draft of minutes
2.0		Approved in principle by Chair