

## BRIGHTER FUTURES MULTI ACADEMY TRUST

### Siddal - LGB meeting

Date: Wednesday 31<sup>st</sup> January 2018 **(PUBLIC MINUTES)**

Time: 6.00pm

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

ITEM	Minute	ACTION
1. si	<b>Apologies and consent for absence</b>	
	None.	
2.si	<b>Declaration of interest</b>	
	R Gurteen – family relationship with staff member.	
3. si	<b>Approval of previous minutes/matters arising</b>	
	<ul style="list-style-type: none"> <li>• Matters arising:               <ul style="list-style-type: none"> <li>○ Link to free timetables info now on the website is just needs a final tweak.</li> <li>○ Reward badges for A/R scheme have been bought and the scheme will start after half term.</li> <li>○ Teacher AG will be returning to work on a 4 week phased return.</li> </ul> </li> <li>• Minutes were accepted and approved with one amendment needed, to item 6.</li> </ul> <p><b>Clerk to action.</b></p>	<b>Clerk</b>
4.si	<b>Items declared confidential</b>	
	<ul style="list-style-type: none"> <li>• Governors asked to be mindful of pupil names on data shared.</li> </ul>	
5.si	<b>Urgent business not identified on agenda</b>	
	None.	
6.	<b>Early Years</b>	
	<p><b>Q:</b> Parent Governor (FT) identified that fine motor skills needed more acceleration and asked what is being done to address this?</p> <p><b>R:</b> Staff Governor (SW) advised that children come in low and have not held a pen/pencil before. Dough disco being carried out daily, busy fingers action station are located around the setting with various additional activities to help strengthen finger and wrists e.g. Freddie fingers/ POM POMs/filling jugs/painting on easels/play dough area has been extended as there has been an increase in children wanting to do this activity.</p> <p><b>Q:</b> What is Rainbow Challenge?</p> <p><b>R:</b> FR children collect a rainbow of lolly sticks and need to complete 5 challenges which are differentiated and linked to learning. Each Friday the class celebrate their successes and receive certificates if they have completed the challenges. Rainbow Challenge information is sent home for parents so they are aware of what the challenges will be for the week ahead. Good parental feedback is received for the challenges which are skill based. Select parents do get more involved.</p> <ul style="list-style-type: none"> <li>• FR – lower entry level. GLD predicted for 60%. Cohort of 30 children, with a significantly lower baseline so attainment will be lower but progress will be good. Children have a good behaviour for learning. NQT has experience of a more formal setting so is still becoming familiar with more play based teaching. CW will be carrying out an observation tomorrow as part of the NQT year.</li> </ul>	

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	<ul style="list-style-type: none"> <li>AHT advised due to ADHT (HW) imminent maternity leave, potentially need another support adult to keep up our chd/adult ratio for accessing learning especially when children use the outdoor area.</li> </ul>	
<b>7.</b>	<b>Attainment &amp; progress</b>	
	<p>Y1/Panda –</p> <p><b>Q:</b> How are you going to encourage children to use high frequency words, and what are they?</p> <p><b>R:</b> High frequency words are list of 100 words such as ‘and’, ‘has’. Words are also given to parents for children to learn at home. Children not taught the words in one go but small batches. AHT advised parents are reminded that they also need to help children with their learning at home. Phonics screening has been completed which identified a group working at lower level – this group will now receive interventions, and possible booster sessions on return of teacher. TA is working across Y1/Y2 on differentiated joint interventions.</p> <ul style="list-style-type: none"> <li>Y1 teacher’s experience in EY is benefitting children that come up as emerging.</li> </ul> <p>Y2</p> <ul style="list-style-type: none"> <li>Overall children doing well, with a few tricky characters. Booster sessions planned with a big focus on SATS. Following review of data, the teacher may have been over cautious in her assessment, so progress doesn’t seem as good. More evidence needed to quantify judgements. AHT advised KS1 staffing team are relatively new to Y1/Y2 but children’s behaviour for learning is really positive.</li> </ul> <p>Y3</p> <ul style="list-style-type: none"> <li>AHT reported pleased with progress, outcomes are clear. Cohort has a group of SEND children but books clearly show progress being made. Teacher currently on a temporary contract but would be a great loss to the team if not retained.</li> </ul> <p><b>Q:</b> Why is she on a temporary contract?</p> <p><b>R:</b> AHT advised it depends of future plans of staff as deadline for resignations for Easter would be due by the end of term; plus unknown lengths of maternity leave etc.</p> <p>Y4</p> <ul style="list-style-type: none"> <li>AHT advised attainment and progress are fine. Following feedback from the last review teacher has already addressed issues identified and implemented recommendations. Supply teacher attends staff PDMs and applies the school’s teaching methods and has also shared her resources.</li> </ul> <p>Y5</p> <ul style="list-style-type: none"> <li>AHT advised progress looking positive after teacher has had difficult personal period and has taken on board all suggestions made. Class has a high percentage of challenging boys. Teacher is supporting a student teacher (schools direct) well. Staff Governor (SW) in her mentoring role carried out an observation yesterday which had gone well.</li> </ul> <p>Y6</p> <ul style="list-style-type: none"> <li>AHT reported it is a dedicated cohort, children have excellent behaviour for learning and are growing in confidence and resilience as always willing to try. The decision for the Y5 teacher to move up to Y6 with them has proved positive as children have not had to build a new relationship with the teacher. Overall progress is positive at this stage with realistic targets set – some children have had to be reassessed. Reassessments using PIXL taking place next week. TA (KH) leads on Maths interventions target small group. Literacy –PIXL: CW reported 2 pupils not engaging so challenge will be how to change this. Staff are well aware of barriers and are working hard on them. Overall big turnaround from last year’s cohort. Growth Mindset has had a positive impact</li> </ul>	

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	– as children are keen to learn.	
8.	<b>Targets</b>	
	<ul style="list-style-type: none"> <li>• KS1 - Writing is the weaker area so targeted support needed. Y2 teacher attended the moderation course and brought back lots of ideas around exemplification and need to build on portfolio of writing. Staff PDM on writing sequence carried out covering slow writing/ editing pieces of work.</li> <li>• SDPs have been rewritten since reviews. Staff PDM – will look at different techniques/strategies to use and more senior/experienced staff will model type of actions for NQT/RQTs members of teaching team to ensure cohesive approaches are used throughout school.</li> <li>• EYFS baseline updated – Clerk to upload to Trust Governor. <b>Clerk to action.</b></li> <li>• MJ (LA SIP) T &amp; L review feedback: AHT gave a brief summary with the following points being discussed and noted: <ul style="list-style-type: none"> <li>○ teachers know children very well and are open</li> <li>○ Y6 - progress could be seen with good behaviour for learning</li> <li>○ T &amp; L varies throughout school – need more consistency, review use of time as a learning opportunity</li> <li>○ More work needed around challenge of misconceptions</li> <li>○ Adults good at moderation</li> <li>○ Learning limited – not using worksheets</li> <li>○ Need clear learning sequences so children can work independently</li> <li>○ White Rose maths scheme not being followed by all staff</li> <li>○ Good modelling by adults</li> <li>○ Whole range of reading strategies – now streamlined all children moved on to Accelerated Reader</li> <li>○ Positive about EY area – using sustained play, good links with CC (Children’s Centre) and use of outdoor area</li> <li>○ 5 chd spoken to, all had stated that they were proud to attend SD and were positive about school and could talk about school procedures including lockdown; staying safe online.</li> <li>○ Continue to develop staff subject knowledge</li> <li>○ New staff need to be clear about expectations</li> <li>○ Overall AHT feedback had be purposeful and positive.</li> </ul> </li> </ul>	<b>Clerk</b>
9.	<b>AOB</b>	
	<ul style="list-style-type: none"> <li>• PIXL update: PIXL lead CW gave a brief update with following points discussed and noted: <ul style="list-style-type: none"> <li>○ Assessment week for spring term planned for next week</li> <li>○ Pupil progress tracked at end of KS1 focus for weekly meeting for PIXL staff: Looking at ‘wobbly’ children those wavering as to whether they will reach age related.</li> <li>○ Pre-mortem carried out looks at all the barriers to pupils which may stop them from reaching targets and provides areas of focus for next few weeks.</li> <li>○ Return of teacher (AG) in Y2 will release CW. Advertised for ADHT – 1 applicant the person appointed will be able to run Y6 booster sessions.</li> <li>○ Following data update of combined tracker – identified gaps, a maths diagnostic done to help spot what children are struggling with. Using personal development – a traffic light system to drip feed revision.</li> <li>○ Assessment completed – question level analysis has identified for Reading more work on retrieval and inference; Maths – place value/fractions/problem solving; GPS – punctuation/spelling/words (vocab)</li> </ul> </li> </ul>	

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	<ul style="list-style-type: none"> <li>• AHT advised school has been chosen as a NFER pilot school for Maths.</li> <li>• AHT/CW will be attending regional PIXL conference in March.</li> <li>• Chair advised she had carried out a SEND visit to look at provision in school and reported interventions were having a positive impact on learning. Currently have 1 child with EHC plan and are gathering evidence to support 2 future referrals.</li> </ul> <p><b>Q;</b> What is an EHCP?</p> <p><b>R:</b> Educational Health Care Plan – the school has to provide first 15hrs of funding then the LA will top up funding. Parents can opt to choose how funding is spent.</p>	

There no further business the meeting closed at 18.50hrs.

Signed: .....

Date: .....

Version	Issue date	Change history
1.0	02.02.18	First draft of minutes
2.0	05.02.18	Approved in principle by Chair