

BRIGHTER FUTURES MULTI ACADEMY TRUST

FIELD LANE – LOCAL GOVERNING BODY MEETING

Date: Thursday 5th October 2017 **(PUBLIC MINUTES)**

Time: 6.00pm

Attendees: J George (Chair/Academy Director), Sandra Margison (Staff Governor), K Simpson (Parent Governor), P Burton (Academy Director), P Booth (new Parent Governor), V Dear (HT), C Roberts (Clerk)

Item	Minute	Action by
1. si	Welcome introductions and Apologies and consent for absence	
	<ul style="list-style-type: none"> • Introductions took place and the Chair welcomed members and new Parent Governor P Booth – in attendance as an observer to the meeting. • Apology received and accepted from K Brown. • Chair to contact H Williamson regarding end of term of office as a Parent Governor due to no longer having children at the school. Chair to action. • Following resignation of C Whittaker as Parent Governor at the end of summer term – due to family relocating. A vacancy for Parent Governor – HT will advertise vacancy via Newsletter. 	Chair
2. si	Declaration of interest	
	<ul style="list-style-type: none"> • P Booth – advised of an indirect possibility of an interest due to the connection between his employers involved in buying software. • Chair thanked him for making the possible declaration and advised that if in the future a direct interest was identified the procedure would that he would be asked to leave the meeting for relevant agenda item and would not be able vote if applicable. 	
3. si	Approval of previous minutes	
	<ul style="list-style-type: none"> • Minutes were accepted as true record of meeting. 	
4.si	Matters Arising	
	None.	
5.si	Items declared confidential.	
	<ul style="list-style-type: none"> • Item 13; 	
6.si	Urgent business not identified on agenda	
	<ul style="list-style-type: none"> • None. 	
7	GLD, KS1 & KS2 results	
	<p>HT provided a brief summary with the following points being discussed and noted:</p> <p>Q: What is GLD? R: GLD (Good Level of Development) – measured at the end of FR grading are: 1 = below; 2 = ‘at’; 3 = exceeding. Covers the main 7 areas of developments: Math/Literacy/Communication & Language; Physical development; Personal, Social & emotional; Understanding the world; Expressive arts & design. Last year 53% achieved GLD. 3 year trend data showed last year was a particular strong cohort, especially as significant number of chd (children) came in well below, so have made value added.</p> <ul style="list-style-type: none"> • LA (Local Authority) GLD results: Provisional - 68%; national - 70%. So still some work to be done even though most chd made 7/8 steps progress. HT advised currently compiling baseline for new FR cohort, still to be finalised. But have already identified that chd S&L (speech & language) is quite low – mechanics of speaking not a lot of language being used. Some chd still using dummies before and after school so are a little immature. Not all chd are toilet trained as well, but we have good links with health visitors and school 	

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	<p>nursing team who will be able to help with this. HT advised EY staff are up to speed with S&L interventions but FR teacher and HT will also be attending EYFS SEND conference which will focus on interventions.</p> <p>Q: Could S&L run a clinic for parents?</p> <p>R: HT advised as a service they do not have the capacity to offer this type of service. HT advised we already use spiral and S&L cookbook/doodle sticks resources but it's about making sure all staff are upskilled as well.</p> <ul style="list-style-type: none"> • HT advised EY was externally moderated by the LA who had been very satisfied that there was good evidence for baseline. • GLD outcome 3 Yr. trends looks like there was a big disparity between boys & girls. HT advised due to low number the results easily distort our data. FR – 12 chd in cohort so 1 chd represented 8%. With small numbers we can get them up 7 levels mostly accelerated progress but it is a balance of attainment versus progress. • KS1 trend: An individual analysis at end of Y2; outcomes of Y2 SATs – overall had a really strong Y2; expectations were particular strong for the cohort. KS1 data still to be finalised. Raise online has been replaced by ASP (Analyse School Performance) – SLT are currently looking at the new format. Request made for governors to receive a demonstration/training on new format. HT agreed this should be arranged and will follow up with SLT. HT to follow up 	HT
8.	Phonics	
	<p>HT provided a brief summary with the following points being discussed and noted:</p> <ul style="list-style-type: none"> • 58% - passed, with boys doing much better. • Overall results lower than normal; HT advised had lots of mobility in the group and chd came in with low exit scores. Chd did make progress and progress can be seen. Results have been reviewed to try and identify any patterns, and have just finished screening but not yet looked at the findings. • 57% passed Y1 retakes at Y2. Chd who did not pass were all SEND chd. Progress of Y2 now Y3 who did not pass – will still have phonics but through interventions. 	
9.	KS2	
	<p>HT provided a brief summary with the following points being discussed and noted:</p> <ul style="list-style-type: none"> • HT reported overall SATs scores had been disappointing. Ofsted data has not yet been released. Even though results were disappointing positives to take from results were that we did get moderated in writing and the LA moderation is very stringent. Some chd did get a scale score of over 110 so achieved greater depth. Approximately 5 chd only missed by a couple of marks. • HT reported chd had struggled with emotional resilience and this would be a focus for this year on how best we can we help them overcome this. • Chd/parent meetings to explain the SATS results/outcomes and teacher assessments had taken place at the end of term for Y6 pupils. • HT advised she is currently reviewing Y6 results and back tracking from EY outcomes to identify any patterns/gaps. 	
10.	In-Year progress	
	<p>HT shared new format for how in- year progress will be reported in the future. All members agreed the new format provided information more clearly.</p> <ul style="list-style-type: none"> • Y1 – ARE (age related expectation) – attainment. Some chd have been identified who have not maintained progress who we will need support to accelerate progress. As staff need to made aware of end of year attainment at the start of the next year. • New format – will provide a clearer bigger picture as it gives an overview which will be useful with mixed classes, and should help identify patterns across school. 	

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	<ul style="list-style-type: none"> • PP (Pupil Premium) chd – don't follow national trend as are middle or high achievers so a mixed picture need to look for trends and patterns. For higher ability we need to ensure we collect the data so we are able to demonstrate progress. • Y5: current Y6 – progress looking good but need more acceleration. Current Y6 target – 61% to achieve expected or above; 65% - SPAG (spelling, punctuation and grammar); 65% - maths; 57% - combined (R/W/M). • Y6 teacher meeting with PIXL consultant next week. PIXL was introduced to Y5 (current Y6) at the end of summer term to become familiar with resources. <p>Q: What is PIXL? R: Scheme supports key marginal chd who are bordering on achieving 'just below'. Staff carry out teacher assessments and chd work in small targeted groups to bring them up. It is a web based system – provides tailored targeted objectives in R/M/SPAG elements of writing which can be downloaded from 'huddle' which are bespoke to chd. Need to do pre-teaching / post teaching. Pushed to greater depth – needs push from middle to get to 'at' needs more focus. Scheme is time saving for staff and provides personal check lists. Meetings with Y6 parents will take place so they are informed and know about the scheme. We also buy software (CDs) and give it to families of PIXL chd.</p> <p>Q: Do you get any parental feedback? R: HT reported feedback is mixed, last year unsupportive parental feedback. The school offered a lot of opportunities for parents to engage to help their chd which were not taken up. HT advised will need to look at different ways to engage with parents, as the biggest obstacle is parents. All agreed it is difficult to get the right balance for working parents which include single parents trying their best to choose the best time to run workshops as this would be looked at further. So may need to trial offering workshops at different times to help increase attendance. Another obstacle for parents' attendance at workshops could be linked to them finding PIXL resources challenging themselves. HT advised that useful learning websites/tools are now shared in the newsletter. HT advised that a reading workshop – drop in session for parents was being held on Friday by KS2 phase leader from SD (CW) who is seconded for 1 day per week to FL who is heading up the Reading SDP across FL & SD.</p> <p>Q: Do we use text service? Could email be used as well as you can track if messages have been opened and read, and access to emails can be accessed via smartphones which a large majority of people now have. R: HT advised we do use a text service to remind parents/carers of events. Currently don't use email but this could be looked at for the future. HT advised she had received positive feedback from parents about introduction of 'time to talk' parents has been positive about the inclusion of challenges in the newsletter; links to different learning websites; learning logs still popular as they are open ended. A request had been for help on helping chd with reading. Which the reading drop-in session should help with. A math workshop is planned to show parents new ways of how math is now taught in school. Suggestion made that targeted information to help parents could be also be shared at parents' evenings which are being held on 13th November @ 5.30pm and 15th November @ 3.30pm.</p>	
11.	Attendance	
	<p>HT provided a brief summary with the following points being discussed and noted:</p> <ul style="list-style-type: none"> • Attendance at end of summer term was 94.1% - this has increased to average of 95.8% in September. • EWO (Education Welfare Officer) package of support has been increased. EWO has spoken with parents about attendance and has been quite clear what the 	

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	<p>policy is and has been explicit what would be classed as an exceptional circumstance for authorisation to be given.</p> <ul style="list-style-type: none"> • Currently have 12 persistent absentees with 7/12 taking unauthorised holidays which resulted in a fine or a warning. • A differing term time to our neighbouring high school had a negative impact on attendance last year. So decision has been made that the school should follow the LA term time dates for 2018-19. • HT expressed her thanks to LM (Learning Mentor) for her continuous hard work to increase attendance. Chair passed on her thanks also on behalf of the committee. • HT advised punctuality especially in FR (Reception) is a focus. <p>Q: What do we do to address this? R: With those parents that have a 'regular' reason for why they are late – we talk with parents about the impact lateness has and try encourage them to get chd in to school on time. Punctuality has greatly improved since last year's Y6 cohort has left.</p>	
12.	Safeguarding update	
	<ul style="list-style-type: none"> • 15 referral families receiving support from social worker. • All staff will have attended annual safeguarding refresher training by October. • Trust SLT has bought PREVENT Duty online training package. • CPOMS – (safeguarding & protection software system) following review of the reports, decision taken to improve safeguarding further every teacher will have limited access to CPOMS which will ensure all staff are up to speed and aware of incidents logged. • HT reported the school had already had a section 47. <p>Q: What is a section 47? R: When an incident is reported that needs immediate intervention from the Police and Social Workers. These situations are always challenging to deal with as we need to maintain calm and dignity to parents whilst waiting for Police etc. to arrive on site. HT advised that due to the nature of FL – PP (pupil premium) funding is used to fund school social worker (SW); LM and some of the HT time as this situations are time consuming.</p> <ul style="list-style-type: none"> • HT reported staff work really well with chd and parents to maintain relationships even through challenging times. 1:1 supervision is offered by the SW to HT & LM and staff on request. • PB (Academy Director/Chair of Trust Board) is Safeguarding Governor. • All regular volunteers also receive safeguarding training. Safeguarding information is shared on visitor fobs which gives the names of staff to speak with if they have any concerns. 	
13.	Staffing update	
	<ul style="list-style-type: none"> • <i>Confidential item</i> 	
	SDP Link governor & visits	
	<ul style="list-style-type: none"> • SDP link governors – HT advised SDPs have been drafted, and asked governors to read and feedback. Link Governors to visit on a termly basis to talk to pupils and staff about how things are working and report on the impact. As EY (Early Years) was graded as good at last inspection. Decision taken that EY should have an action plan. • Following governor links were agreed: EY – KS; JG – Quality of Teaching Raising Attainment; JG- Reading; Attendance & Punctuality – SM; Math- P Booth • HT reported at a recent Primary Heads conference an Executive Head had shared a 'curriculum statement'. Example circulated and governors asked to read and email any feedback they may have. 	

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	<p>Q: Who is the audience for a curriculum statement? R: It would similar to a mission statement.</p>	
	AOB	
	<ul style="list-style-type: none"> • EHNAS – 74 chd took part. Y5/Y6 pupils completed it online. Strengths that came out from the survey were: <ul style="list-style-type: none"> ○ positive body image; all chd knew who to go to if bullied; following the positive results of the survey the school has been invited to take part in a presentation. • Food bank - has taken place twice to get parents involved. • New school meal have been well received and uptake of meals has increased. Provider (Kirklees Catering) will be arranging taster sessions for both chd and parents. Chd are loving the fresh fruit and salads and the standard of presentation. Provider has looked at the kitchen to identify whether there is potential to become a cooking kitchen in the future as it is well equipped. They have been responsive to our requests. • Re-brokering: PB advised RSC (Regional Schools Commissioner) had finally agreed that we can formally talk to Wellspring Academies Trust. CEO will be visiting the 3 schools on Wednesday 11th October. Q: Will we be continuing with The Edge programme? R: HT advised that since offering feedback for the pilot resources we have not had much correspondence from them. • Restorative Justice – HT will be meeting with Head of Carr Green who are a lead school to discuss doing some further work in the future, but is conscious of not to overload staff so maybe a possibility of layering in elements in the Spring term. • Looking for guitar/recorder and Ukulele tutors. • Harvest Festival taking place on 18th October St Matthews all governors welcome. 	

There being no further business the meeting closed at 7.40pm

Signed: Date:

Version	Issue date	Change history
1.0	09.10.17	First draft of minutes by Clerk
2.0	26.10.17	Approved in principle by Chair