

Minutes of the Local Academy Council Meeting 05th February 2025 at 3.15 pm

Parent Councillors	Term of Office	Attendance	Maritime Appointed Councillors	Term of Office	Attendance
Louise Morgan (LM)	30/11/2025	Apologies	Andrew Cowley (AC) Chair	23/06/2026	Present
X1 Vacancy			Chris Hill (CH)	26/07/2028	Present
Staff Councillors			Lisa Tompkins (LT) Vice Chair	22/09/2027	Present
Omar Jennings (OJ) Head Teacher	Ongoing	Present	Sewedo Mautin (SM)	28/01/2029	Present
Andy Clunie-Wicks (ACW)	30/11/2025	Apologies			
In Attendance			Observers		
Sarah Phillipson Governance Professional Lead			None		

The quorum for a meeting of the LAC and any vote on any matter shall be the number of Councillors equal to half the total LAC membership rounded up to the nearest person. A Quorum shall be at least 3 Councillors.

	Discussion Nightingale Primary School
1.	Welcome, attendance and apologies: As noted above. Louise Morgan & Andy Clunie-Wicks sent their apologies, and these were accepted by the LAC. The meeting was quorate.
2.	Declaration of Pecuniary and Non-Pecuniary Interests. No changes to the previously disclosed Declaration of Interests and any matters relevant to the agenda.
3.	BUSINESS ADMINISTRATION
	Annual update/Review of the Register of Interests/Governor Code of Conduct/GDPR/KCSIE: https://forms.gle/2qPnf4RKnAKHyGaP8 CH, LM & ACW have NOT completed
4.	CONSTITUTIONAL MATTERS

	<u>Election Vice-Chair of the Local Academy Council:</u> Nominations were received for: Lisa Tompkins as Vice-Chair: Decision – The LAC members voted and agreed Lisa Tompkins for the role of Vice-Chair. <u>Membership of the LAC – Resignations/new appointments or tenures due for renewal:</u> • Sewedo Mautin - Maritime HR has authorised DBS • Simon Frances - Trust Appointed Councillor, recommended by the school via an email from Lisa Rigby SP has issued a form and Councillor information to SF. SF is interested in community development through programs to support the school, particularly in boxing, and is focused on serving those who are neurodiverse. • Lauren Ramshaw - Trust Appointed Councillor, interviewed by SP for the role, and LR will meet with the HT in school. Onboarding and DBS authorisation is ongoing.
5.	Minutes from the 06th November 2024
	Accuracy: The minutes were agreed as an accurate representation of the meeting.
	Matters Arising: <i>None</i>
6.	STRATEGIC OVERSIGHT
	EDUCATION: A new template was issued via email to Head Teachers on 31st January 2025 and uploaded to the Governor Hub for Councillors. <u>Head Teacher Report:</u>

The HT shared documents via links with the LAC and gave an overview of key areas as follows:

Attainment Data Summary:

The HT explained to the LAC that attainment reports for Years 1 through to Year 6 reveal both progress and ongoing challenges within the student population. In Year 1, 62% of pupils achieved the expected level in Reading, while 70% did so in Maths. Disadvantaged pupils performed slightly better in Reading, though Writing presented significant concerns, with only 27% reaching the expected level. Special Educational Needs pupils also struggled, particularly in Reading and Maths.

Year 2 showed some improvement, with 75% of students achieving the expected standard in Reading and 74% in Maths. However, Writing remained a weak area, as only 48% reached the expected level. Gender disparities were evident, especially in Reading, where boys outperformed girls. Disadvantaged pupils continued to face challenges across several subjects.

In Year 3, 72% of pupils achieved the expected standard in Reading, 69% in Writing, and 80% in Maths. Here, boys excelled in Maths but had a lower performance in Reading. The performance of disadvantaged pupils was promising in Reading, yet gaps persisted in Writing and other areas.

In Year 4, results were encouraging in Reading, with 88% of pupils meeting the expected standard. However, Writing remained a concern, with only 4% achieving Greater Depth. Gender gaps were again noted, particularly in Writing, where boys performed less well compared to girls. Support for SEND pupils continued to be a pressing need.

Year 5 data highlighted a decline in performance, with only 64% achieving the expected level in Reading and Writing. Neither boys nor girls reached Greater Depth in Writing, and SEND pupils did not achieve the expected standards, indicating significant areas for improvement.

In Year 6, overall attainment levels displayed strengths in Reading and Maths, with 77% of pupils meeting the expected standard in Reading and 83% in Maths. Yet, challenges remained in Writing, where only 70% achieved the expected level. Gender disparities were still evident, with girls performing better than boys overall.

While progress has been made in several areas, there are still critical areas for improvement across the board. Focused interventions, particularly in Writing, and support for disadvantaged and SEND pupils will be essential to close achievement gaps and enhance overall outcomes. This includes audio elements, keyword identification, oral rehearsals, and working with partners, which has significantly improved the quality of writing. The Model has two parts – teaching children how to orally rehearse (six-week review), then teaching the children how to edit effectively. The ability to self-regulate is key for writing.

Strengths of the school:

The HT noted the school overview highlights several key strengths across various subjects. Reading stands out as a particular area of strength, with impressive performance across all year groups. For instance, Year 2 achieved 75% at the expected level or above, while Year 3 excelled with 88%. In Year 4, 64% of students met the expected standard, while in Year 5, the achievement rate was 86%, and in Year 6, 77% of students reached this benchmark.

Maths also demonstrates strong attainment, especially in Year 6, where 83% of pupils achieved the expected level, and 10% reached Greater Depth. Year 4 students performed well, with 77% at the expected level and 19% at Greater Depth. Notably, Pupil Premium pupils in Year 6 also performed admirably, with 81% achieving the expected standard.

Writing has shown significant development within the school. In Year 3, 76% of students reached the expected level in writing, while in Year 6, boys performed notably well, with 75% achieving the expected standard and 25% attaining Greater Depth. To support writing outcomes, the school has implemented several effective strategies, including daily sentence rehearsal with pyramids and a whole-class teaching model in Year 4, which guides pupils through discussions, drafting, and rewriting.

Moreover, non-SEND pupils consistently perform well across all subjects. Year 6 achieved an outstanding 95% in Reading and 86% in Maths, reflecting the overall strength of the school's academic performance.

Actions to further develop Writing:

The school has implemented several strategic actions to enhance writing outcomes for students. One of the key initiatives

is the daily practice of sentence rehearsals utilising pyramids, which has proven particularly effective in Year 4. This whole-class teaching model emphasises the steps of discussing, rehearsing, drafting, and rewriting sentences.

To further support student learning, especially for EAL (English as an Additional Language) learners, the school has prioritised comprehensive staff training aligned with the Bell Foundation's methods. This training facilitates accurate baseline assessments and allows for the effective application of teaching strategies tailored to EAL students. Additionally, multi-session phonics interventions have been established for newcomers or those at the beginning of their language acquisition journey.

In Year 1, the introduction of team teaching with the Phase Leader over two terms aims to bolster teacher's skills in implementing effective writing techniques, ultimately leading to better outcomes for the year group. A targeted approach to handwriting development has been implemented across all year levels. Central to this initiative are Funky Fingers activities, which focus on enhancing fine motor skills and overall writing fluency.

Key focus for learning journeys:

The HT noted that the EYFS and KS1 curriculum provides a nurturing foundation for young learners. In EYFS, children engage in play-based learning across various subjects. Literacy focuses on early reading and writing skills through phonics. Maths emphasises number recognition, counting, and basic operations. Understanding the World involves exploration of nature, communities, and technology. Expressive Arts and Design offers opportunities for creativity in art and music. Physical Development promotes coordination and movement through weekly PE sessions. Parents are encouraged to support their child's learning at home with reading, phonics practice, and hands-on activities.

In Year 1, pupils build on their EYFS skills, focusing on English through texts such as 'The Tiger Who Came to Tea', while enhancing their phonics and writing simple sentences. Maths emphasises number bonds and basic addition and subtraction. Science introduces everyday materials, while Geography covers map skills, and Art promotes creativity. Year 1 includes physical education to develop motor skills, with parents encouraged to support learning at home through spelling and maths resource.

In Year 2, learning deepens with texts such as 'The Twits', which incorporate descriptive language and letter writing.

Mathematics expands to multiplication and division, while Science involves plant growth and animal classification. History lessons cover the Great Fire of London, and Geography continues with map skills. Art and Design Technology allow for creativity through model-making, with ongoing physical education to encourage fitness. Overall, from EYFS to Year 2, the emphasis is on fostering a love for learning through interactive experiences and family involvement, helping students develop essential skills for their educational journey. Stage 2 pupils experience a dynamic curriculum that encourages creativity and understanding across various subjects:

The HT further noted that Year 3 is working on "Escape from Pompeii" with a focus on developing writing skills through diary entries and reports. Maths emphasises 3, 4, and 8 times tables. Science explores forces and magnets, and parental support is provided through IXL and Times Table Rockstars.

Year 4 students engage with "Harry Potter and the Philosopher's Stone," focusing on formal letters and poetry. Maths covers multiplication and division. Science investigates electricity, and families assist with reading, spelling, and IXL.

In Year 5, "Shackleton's Incredible Expedition" promotes resilience through letter writing and poetry. Maths includes fractions, decimals, and problem-solving. Science focuses on forces, with additional activities in Computing, Music, and Spanish. Parental support is provided through daily reading and IXL.

Year 6 is working on "Pig Heart Boy", which develops analytical writing skills. Maths covers measurement, ratio, algebra, and data interpretation. Science explores the human body, with increased homework and revision for SATs. Families are encouraged to support learning by reading and using IXL.

Overall, the approach emphasises interactive learning, creativity, and consistent practice at home to build strong foundational skills for future success.

- A Councillor noted that the school always considers the individual child's needs.

Parent Survey on school schedule changes:

The HT summarised the Parent Survey on School Schedule Changes, key points are as follows;

1. Impact on Children's Daily Routines:
Most parents reported positive effects on their child's engagement and routines, with some neutral or negative feedback.
2. Impact on Family Routines:
Families generally found the revised schedule beneficial for daily routines but faced challenges with after-school commitments.
3. Benefits of 37-Week School Year:
Parents appreciated better time management and structured learning, but some had concerns about later closing times.
4. Positive Aspects:
Benefits included greater flexibility for working parents, enhanced learning engagement, better alignment with secondary school schedules, and more quality time with younger siblings.
5. Challenges Noted:
Issues included adjusting after-school routines, scheduling conflicts due to late pick-ups, and requests for longer learning club durations.
6. Support During Transition:
Most parents felt that support was adequate, although some suggested improvements in communication regarding homework and attendance.
7. Requested Adjustments:
Suggestions included encouraging daily sharing of new learnings, extending learning clubs, and considering earlier finishing times on certain days.
8. Additional Comments:
Many parents appreciated the school's focus on learning and wellbeing, while a few preferred returning to the previous 3 pm closing time.

Conclusion:

Overall, parents viewed the new schedule positively, appreciating the improved learning and work-life balance, although some concerns about schedules and communication still remain.

Staff Survey results:

The HT shared the staff survey results with the LAC and highlighted several key points:

- Overall positive response rates include Helpfulness (94%), Safety (94%), and Staff Support & Relationships (88%), all above benchmarks.
- Leadership Dynamics (79%) and Professional Support (71%) also showed positive feedback.
- Strengths include 100% satisfaction in Helpfulness, Safety, and Communication from leadership.
- Challenges involve workload concerns, with 35% finding it hard to manage responsibilities.
- Student behaviour causes disruptions, with 71% reporting issues occurring sometimes.
- Only 51% understand the Trust's goals and values.

The HT stated that action points focus on leveraging strengths in professional support, addressing workload concerns, clarifying the Trust's vision and values, and improving strategies for managing disruptive student behaviour.

Review the SEND Information Report and ensure it is on the school website:

The HT stated the SEND Information Report has been reviewed and is on the school website, noted by the LAC.

The HT shared a detailed report, noting that the school's biggest challenge is that some SEND children require a specialist setting, necessitating additional external support. Staff are amazing, keeping the children safe and ensuring they receive the correct support.

The HT shared the DSL data and stated the recent assessment of child welfare with no pupils under a Child Protection Plan and only three children under a Child in Need Plan, with two from the same family. The school supports two children through the 'Team Around the Child' initiative and has referred two families to the Family and Adolescent Support Service. There are no Looked After Children or children identified as missing in education, and no allegations have been reported against staff.

While there have been no incidents of racism, bullying, or homophobia reported, there were seven e-safety violations logged, including one involving inappropriate messages in Google Classroom. The school is also catering to the needs of 8 children with Education, Health, and Care plans. The school has held two assemblies on internet safety, and the HT

shared an example of one child using Chat GPT to circumvent the filtering and monitoring on the laptops. However, this was quickly identified.

Ensure the Pupil Premium Strategic Plan has been shared and updated on the school website by 31st December 2024:

The HT stated the Pupil Premium Strategic Plan was on the school website, noted by the LAC.

The plan includes statements of intent, barriers to attainment, intended outcomes, activities, expenditure, and target academic support. Pupil Premium is not a concern for the school, and the results show that there are limited gaps, largely due to low starting points and specific contextual factors.

Education Challenge Board - A Trust Committee of Education Professionals, Trustees and Executive Headteachers:

Three questions from the ECB Challenge Board 20/01/2025 that we would like each LAC Board to consider and answer:

1. Writing is an area for development across the Trust. Schools have demonstrated long-term plans for refining and improving writing outcomes, in addition:
 - a. What are your short-term solutions for additional targeted writing support for children currently working below expected (particularly for Y6 2025 outcomes)? Are there any emerging vulnerable groups you are having to monitor more closely?
 - b. When looking at cusp children; (those just below expected / 'orange' on bar charts) what are their barriers (SEND, EAL, Attendance, New to school) to reaching Expected and how are you addressing this?
2. EYFS has areas where development is slower, these are in Communication & Language and in Literacy.
 - a. How is provision being made to ensure that the learning environment and the use of adults is providing appropriate opportunities matched to the needs of the cohort?
 - b. With addressing Literacy needs, how has the curriculum offer changed to ensure key foundational skills such as transcription, handwriting and dictation skills are being targeted? What impact is this having on outcomes?
3. Has pupil attendance or volume of children joining school within later year groups impacted outcomes?
 - a. Are there cohorts where those children in 'Orange' have children who have low attendance? Does this

require careful Monitoring? Which ones? What additional support is in place to help these children reach Expected?

Nightingale School actions and continued provision:

Education Challenge Board – Writing & Literacy Development

1. Short-Term Solutions for Targeted Writing Support (Y6 2025 Outcomes)

To accelerate progress for children below expected, particularly in Year 6, we are implementing:

- **Focused Writing Interventions –**
Small-group and 1:1 writing sessions in school, targeting key areas such as sentence structure, cohesion, and vocabulary enrichment.
- **Daily Quick-Writes & Sentence-Level Focus –**
Embedding structured short writing tasks into daily English lessons to improve fluency and stamina.
- **Targeted Grammar & Editing Workshops –**
Precision teaching of grammar rules and explicit instruction on self-editing strategies.
- **Increased Use of IXL Writing Tools –**
Providing personalised writing tasks that adapt to individual needs, reinforcing key writing skills.
- **Cross-Curricular Writing Opportunities –**
Embedding purposeful writing tasks in subjects like History and Science to extend writing beyond English lessons.
- **Pupil Conferencing & Feedback Loops –**
Weekly feedback sessions focusing on improving clarity, structure, and cohesion.
- **Trial of *Rehearse, Redraft & Rewrite* in Year 4 –**
A structured approach allowing pupils to refine and enhance writing by iterating drafts, supporting the development of quality composition and editing skills.
- **Sentence Pyramid Teaching –**
Now embedded across all classes **four times a week**, focusing on developing sentence construction, syntax, and vocabulary progression.

2. Emerging Vulnerable Groups for Writing Progress

We are closely monitoring the following groups:

- **EAL Learners (Developing Fluency in English Writing)** –
Struggles with vocabulary, grammar, and complex sentence construction. *To support this, we are providing dedicated EAL training for support staff to improve scaffolding strategies for New to English writers.*
- **SEND Pupils (Cognition & Learning Needs)** –
Difficulties with transcription, handwriting, and working memory.
- **Pupils with Poor Attendance** –
Inconsistent progress due to missed learning sequences.
- **New Arrivals (Mid-Year Admissions)** –
Gaps in prior writing experiences and exposure to curriculum expectations.
Interventions include structured sentence scaffolds, additional oral rehearsal (*Talk for Writing in KS1*), and individualised writing support plans.

- 3. Barriers for 'Cusping' Pupils & Solutions**
For pupils identified as 'orange' on the bar charts, key barriers include:
 - **SEND (Processing & Working Memory Challenges)**
Solution: Visual writing organisers, dictation tools, and scaffolded sentence-building activities.
 - **EAL (Vocabulary & Grammar Gaps)**
Solution: Explicit teaching of high-frequency academic vocabulary, dual-coding strategies, and structured peer discussions before writing.
 - **Attendance Issues (Frequent Absences Impacting Writing Progress)**
Solution: Writing recap sessions, home-learning packs, and parent engagement strategies to reinforce learning.
 - **New to School (Mid-Year Joiners with Limited Curriculum Exposure)**
Solution: Fast-track induction programmes, paired peer writing tasks, and accelerated catch-up sessions.
 - **Sentence Pyramid Teaching (Across All Year Groups)** –
Previously trialled in Year 4, this structured approach is now being taught **four times a week in all classes**, ensuring consistency in sentence development and embedding strong writing foundations school-wide.

- 4. EYFS – Communication & Language / Literacy Development**
To address slower progress in Communication & Language and Literacy:

- **Language-Rich Environment –**
Increased use of role-play, storytelling, and structured talk-based activities to enhance oral language skills.
- **Phonics-Integrated Writing –**
Revamped phonics teaching to ensure more frequent writing opportunities are embedded, allowing early application of phonics knowledge.
- **Adult-Directed & Child-Initiated Balance –**
Targeted adult-led interventions to model language structures, while ensuring self-expression through child-led activities.
- **Quality Interactions & Vocabulary Development –**
Use of tiered vocabulary exposure and structured questioning to deepen language comprehension.
- **'Funky Fingers' Writing Intervention –**
Consistent fine motor skill interventions to strengthen hand muscles for improved pencil control and handwriting fluency.
- 5. Literacy Curriculum Adjustments for Writing Foundations**
To improve foundational skills:
 - **Increased Focus on Transcription & Handwriting –**
Explicit teaching of letter formation and fluency in writing mechanics.
 - **Dictation & Spelling Practice –**
Embedding dictation exercises to reinforce phoneme-grapheme correspondence and spelling accuracy.
 - **Sentence-Level Construction Work –**
Direct instruction on sentence structure, clauses, and cohesion to improve fluency.
 - **Impact on Outcomes:**
Early indicators suggest improved stamina and structure in independent writing tasks.
 - **Team Teaching in Year 1 for Writing Development –**
An ECT is being supported through close collaboration with a seasoned teacher, providing hands-on guidance in writing pedagogy and monitoring pupil progress closely.
- 6. Impact of Attendance & Mobility on Writing Outcomes**
 - **Attendance Issues –**
Writing progress is significantly impacted for pupils with irregular attendance, particularly in Years 3-6.

- **High Mobility (New Starters in KS2) –**
Gaps in prior learning and inconsistency in writing expectations lead to slower progress.
- **Monitoring & Support:**
 - Enhanced tracking of attendance-linked attainment dips.
 - Home-learning packs for absent pupils.
 - Intensive catch-up support for late joiners.
- 7. **Monitoring 'Orange' Pupils & Attendance-Linked Progress**
- **Year Groups Requiring Close Monitoring:**
 - **Year 3 & Year 5** – High number of 'cusping' pupils with attendance concerns.
 - **Year 6** – Writing gaps among pupils with inconsistent attendance.
- **Additional Support in Place:**
 - Personalised writing interventions for pupils with poor attendance.
 - Increased parental engagement strategies to support home learning.
 - Structured writing clubs to boost confidence and consistency.
- **Focused Writing Groups in All Year Groups –**
Every year group now has dedicated writing intervention groups to ensure targeted support for children working just below expected.

Final Thoughts

Our focus remains on precision teaching, targeted interventions, and consistent monitoring of progress to ensure writing attainment improves across all cohorts. By embedding structured support, refining curriculum approaches, and addressing barriers, the school aim to secure strong writing outcomes for all pupils.

7.

COMPLIANCE

SAFEGUARDING and H&S:

HT and Safeguarding Link Councillor to feedback on any points for consideration to the LAC:

The Safeguarding Link Councillor noted that he had visited the school and reviewed the Single Central Register. All DBS authorisations are in place for all staff, contractors, etc. A safeguarding review is scheduled for next week, during which the

	Safeguarding Link Councillor will be involved. <u>Safeguarding, Inclusion and Wellbeing:</u> The HT noted that the extended school day is designed to enhance oracy and academic development through targeted activities. Notably, the Forest School program is positively influencing speaking and listening skills, especially for students with special educational needs and disabilities. Afternoon social skills sessions for students in Years 3 to 5 are effectively promoting essential personal, social, health, and economic (PHSE) skills. The Pupil Parliament is well-established, with elected representatives taking on specific leadership roles, while peer mentoring and playground buddy systems are fostering positive relationships among students. Sports coaches are actively supporting both lunchtime activities and classroom learning. The report identified areas for development, including providing Early Career Teachers (ECTs) with the opportunity to observe Forest School in action, as well as creating a case study that highlights the impact of social skills interventions. <u>Check that the school has published a procedure for Whistleblowing:</u> The LAC noted that the school has published a procedure for Whistleblowing via the Trust website.
8.	POLICIES
	<u>School Policies for review and agreement by the LAC:</u> • School Uniform Policy – APPROVED Decision – The Councillors noted and agreed the School Uniform Policy.
9.	EFFECTIVE GOVERNANCE
	<u>Share any Local Academy Council review visits/meetings reports & meet/invite comment/discussion on any matters arising:</u> • Councillor/Monitoring Day Summary (Peer Review 14th January 2025) • Nightingale Primary School underwent a Peer Review, with contributions from members of the Local Academy Council. The review focused on various aspects of early reading, writing, safeguarding, inclusion, and overall teaching practices.

Strengths:

- Confident leadership in early reading strategies; strong phonics teaching with a 100% pass rate last year.
- Little Wandle phonics and structured writing (Sentence Pyramid) effectively support students.
- Strong focus on oracy and well-being through targeted activities and initiatives like Forest School.
- Clear progression in writing across year groups and consistent use of success criteria.

Areas for Development:

- Increase oral rehearsal and active adult engagement during lessons.
- Improve visual clarity in NELI sessions and consistency in marking policies.
- Enhance parent awareness of the relationship between reading and writing and explore Greater Depth writing opportunities.
- ECTs should observe effective programs, such as Forest School.

Overall Summary:

The review highlighted effective reading and writing strategies, strong phonics provision, and targeted interventions. Future focus includes enhancing lesson structures, maintaining consistency in marking, and supporting Early Career Teachers to achieve continued improvement in teaching and learning.

The next Peer Review is on KS2 – LT is invited to join the process.

Chairs Update:

The Chair shared the focus points for the Trust from the CEO/Chairs & Vice Chairs meeting, topics discussed:

Councillor Governance Conference is being planned for the 2025/26 school year.

SP noted a Questionnaire feedback is on Governor Hub - What would Councillors like to be included in the event?

Maritime Katie Louise Lawrence - Community Engagement Lead

Presentation on Hook Lane and Brooklands Community Engagement Projects.

Community Engagement:

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	Consider the Community Engagement Plan and any updates: • LM to meet with LT to look at community engagement – Date to be confirmed. • Training on how to avoid grooming /Knife crime has been an area to raise awareness. • Supporting charities with homelessness and football
10.	ANY OTHER BUSINESS
	Thank you from the HT to all Councillors for their time and support of the school.
11.	Meeting Calendar as noted below:

<i>Meeting Type</i>	<i>Meeting</i>	<i>Day</i>	<i>Date</i>	<i>Start</i>	<i>Finish</i>
Nightingale LAC Meeting	Zoom	Wednesday	06/11/2024	15:15	17:15
Nightingale LAC Meeting	In school SP Virtual via Zoom	Wednesday	05/02/2025	15:15	17:15
Nightingale LAC Meeting	In school SP Virtual via Zoom	Tuesday	20/05/2025	10:15	12:15
Nightingale LAC Meeting Term 6	(In-School SDP 2025/26) LAC & HT to agree date - Other Schools can collaborate				



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	and meet together in Hub				
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The meeting closed at 5 pm

Signed for Accuracy: (Chair/Vice-Chair) Dated: