

Minutes of the Local Academy Council Meeting 03rd July 2024 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
Ivis Williams (IW)	30/11/2025	Present			
Staff Councillors					
Omar Jennings (OJ) Head Teacher	Ongoing	Present	Oliver Cakebread (OC)	15/10/2027	Absent
Andy Clunie-Wicks (ACW)	30/11/2025	Present	Lisa Tompkins (LT)	22/09/2027	Present
In Attendance			Observers		
Sarah Phillipson Governance Professional Lead			Chris Hill (CH)		
Nightingale SENDco					

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 sent her apologies, and these was accepted by the LAC. Oliver Cakebread was absent. 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

	None
4.	CONSTITUTIONAL MATTERS
	<u>Membership of the LAC – Resignations/new appointments or tenures due for renewal:</u> - Adam Kohlbeck, newly Trust Appointed Councillor – AK needs to bring his DBS documents to the school to be verified. Noted that AK has not attended any meetings and is not responding to correspondence. Action - The HT noted he would contact AK again to determine if he wishes to join the LAC. - Oliver Cakebread still needs to complete his declaration - Once completed OC may attend LAC meetings. Action - The HT noted he would contact OC to determine if he wishes to continue in the role. - Chris Hill - DBS is still ongoing, Maritime HR to authorise. - Lisa Tompkins - Maritime HR has authorised DBS - Trust Appointed Vacancy - Sewedo Mautin: SP issued an initial enquiry to the HT & Chair on 20th May 2024. HT & Chair confirmed in this meeting for SP to start the onboarding process for SM. SP to interview SM on behalf of the school. - Ivis Williams – Tendered her resignation in the meeting, leaving the LAC due to work commitments.
5.	Minutes from the 01st May 2024
	Accuracy: The minutes were agreed as an accurate representation of the meeting.
	Matters Arising: None
6.	STRATEGIC OVERSIGHT
	EDUCATION: <u>Headteacher Report:</u>

The HT outlined the detailed Heads report to the LAC, noting the following key points:

School Development Plan – Aims 2023/24:

- Enhance English teaching and learning experiences through research-based initiatives.
- To maximise student learning outcomes through adaptive teaching strategies
- Enhance our curriculum design within our school to promote effective communication, collaboration, and engagement among all stakeholders, ultimately leading to improved learning outcomes.
- To maximise early communication skills in the Early Years Foundation Stage through adaptive teaching to support oracy beyond EYFS.

The Education Overview Final Review for Term 6 was shared with the LAC, highlighting current programs' success, such as Talk for Writing and short-burst writing tools, in enhancing student oracy and writing skills. There is a focus on ensuring proper training for new staff members in Years 1 and 2 and addressing the need for Year 5 students to have exposure to the Pyramid Sentence approach. The looping effect in Years 5 and 6 has strengthened coaching and conferencing capabilities, leading to improved writing outcomes. Efforts to raise awareness of writing as a developmental focus have been successful, and plans are underway to set up an AI tool to provide guidance on the next steps and evidence of meeting national standards. New assessment tools have been very impactful.

The HT shared detailed attainment data for all year groups across English, Maths, Writing and Combined, along with Pupil Premium and non-Pupil Premium comparisons.

The HT noted the context behind each year's group Pupil Premium and non-Pupil Premium data, including gaps.

Q—Regarding progress and what the school measures against, is it this year and last year showing progress as a school, not just the current year?

A—I do not compare year to year, as this changes due to significant changes in mobility and cohorts. This is historical data, with strong progress across all year groups. We know our children well.

Ratified Changes to the school year and term dates:

The HT advised that the school has ratified changes to the school year and term dates, reducing the school year from 39 weeks to 37 weeks. The ratified term dates for the 2024/2025 academic year have been outlined. Additionally, the 2025/26 year will start on the 02nd September. The proposed school day timings have been adjusted based on feedback from parents and staff. The Staff Councillor noted there has been consultation with the staff, and all concerns, impacts, etc, have been addressed, and staff are on board with the proposal. Staff contracts will be adjusted to reflect the 37-week school year. This proposal will also support attendance and the families, be trialled for a year, and then reviewed.

The proposed school day timings are as follows:

- Reception to Year 4: 8:20 AM - 3:30 PM
- Year 5 to Year 6: 8:00 AM - 3:30 PM

Q - Have you measured the impact of the increased day on progress?

A –Yes, we can see this in our current Year 5 children. Being in school more results in increased progress; time is the most important factor.

Academic outcomes:

The HT noted the results in Maths for this year's MTC showcase exceptional performance, with 93% of pupils achieving a perfect score of 25/25 in their assessments. This achievement highlights the dedication and effective teaching strategies of the staff. The school is eagerly awaiting the compilation of the full results against national standards and looks forward to presenting comprehensive highlights during an upcoming meeting.

SDP 2024/25:

Streamlined School Development Plan 2024-2025

The HT explained the new school development plan has been streamlined to be more digestible and realistic for all involved. Recognising the need to balance all elements of the educational offer, the school are placing greater emphasis on additional time due to the change in the school day. This will focus on developing pupils' socialisation and nurturing skills, with all classes having planned blocks for Forest School or socialising sessions with the school's learning mentor and Pastoral Lead.

The SDP report shows the detail of each aim, implementation timeline, success criteria and monitoring. The HT discussed with the LAC the background, thought process and summarised each aim as noted below:

The first aim is to enhance learning through integrated tutoring, coaching, and deliberate practice:

The vision is to optimise student learning outcomes by implementing a comprehensive approach in primary school. The objectives include implementing a tutoring/coaching model and promoting deliberate play and practice. This involves fostering a collaborative environment through small-group tutoring sessions and designating specific time blocks for deliberate play and practice activities during school hours.

The second aim is to create a cohesive literacy development framework integrating writing and oracy initiatives to improve student outcomes from EYFS to Year 6:

It includes actionable targets such as introducing Talk 4 Writing elements in the KS1 writing curriculum, embedding short-burst writing activities for improved proficiency and fluency, enhancing NELI and Early Talk Boost for early oracy skills, and implementing structured writing routines in Years 2 to 6 using Pyramid Sentences - Rehearse, Rephrase, Rewrite.

The third aim is to expand nurturing provisions to support holistic development:

This includes integrating Forest School activities in KS1, implementing weekly social skills sessions for children in Years 3-6, and introducing a six-week transition program for pupils moving to a formalised learning structure in Year 1. The actionable targets are to train staff on Forest School principles, develop a weekly schedule for Forest School sessions, create a resource inventory for outdoor learning activities, develop a curriculum for social skills, schedule weekly social skills sessions, train staff to deliver the curriculum effectively, develop a structured six-week transition program with clear objectives and activities, train Year 1 teachers on managing the balance between play-based and traditional learning, and evaluate the impact on student engagement and well-being, the progress of students through observations and feedback, and the effectiveness of the transition program through student feedback and performance tracking.

Year 2:

The fourth aim is to implement adaptive teaching strategies to support diverse learners over a two-year period:

It includes expanding nurturing provisions through Forest School activities in KS1, weekly social skills sessions for children in Years 3 to 6, and a six-week transition program for pupils moving to a formalised learning structure in Year 1. The actionable targets involve implementing a framework based on the five areas of engagement, training staff on these principles, developing individualised learning plans, using multi-sensory approaches, and monitoring student progress. Additionally, there's a focus on implementing a thematic approach through interconnected activities with real-life connections and multi-sensory learning experiences, aligning semi-formal learning activities with the EYFS framework, and providing professional development for teachers on creating and implementing thematic units.

The fifth aim is to enhance curriculum design to promote effective communication, collaboration, and engagement:

This includes implementing structured frameworks for speaking and listening, explicit vocabulary instruction, and integrating core reflection questions in various subjects. The actionable targets involve introducing structured frameworks for class discussions, providing vocabulary instruction across subjects, and focusing on five core questions in Science, Geography, History, Design Technology and Art. These targets aim to improve learning outcomes through enhanced stakeholder communication and engagement.

The LAC discussed the SDP 2024/25 and liked the new format. It was specific, impactful, well thought out, aspirational, and ambitious. The LAC noted it was important to bring parents along with the school's journey.

SEND Information Report:

The detailed report was shared with the LAC and noted as a rolling document, available on the school webpage. Nightingale SENDco highlighted updates on the following tasks:

Securing EHCPs for children:

The school has applied for an EHCP for a child in FS2 and organised training to help staff better understand the child's needs. The panel decision is pending. The school are gathering evidence for a Year 1 child who is new to the school. The school has developed a positive relationship with the parent and the child is now attending full days. The school are also working with the Local Authority to provide evidence for a tribunal case for a Year 6 child who does not require an EHCP. In addition, the school has been supporting parents in various ways, including parents of a Year 6 child with EBSA and helping

parents navigate the tribunal system. Supported a new child in Year 5, submitted evidence for an EHCP and supported parents with visits to a private SEND school. The SENDco has managed to get the Local Authority to overturn their decision not to assess a child without going to a tribunal. Additionally, the school has helped parents considering private provision as an alternative to the school.

Supporting the Nursery children with SEND:

Observations were made on new children, and meetings were held with the parents of key children. Referrals were made to NHS Speech and Language Therapy (SALT) for support with Special Educational Needs and Disabilities at no cost to the school, which expedited onward referrals. Parents of children with high needs were supported, and a parent was able to access a block of targeted Speech and Language therapy. Additionally, a Willow Dene panel was convened for 5 children in FS1-Year 1 to provide specialist support.

SALT:

The update outlines the potential purchase of NHS SALT for children with social communication difficulties while acknowledging the associated costs. The focus is on updating and assessing the speech and language register, providing training for support staff, and designing school-wide interventions to be run by trained teaching assistants. It also highlights the challenges the speech and language therapist faces due to a large caseload and outlines the need to refer children for EHCPs to access core-funded speech and language support. Additionally, there are plan-to-plan interventions for the upcoming September, and an evaluation system will be developed to ensure impact.

Supporting the children with SEMH:

The school has actively engaged with organisations such as Welcare, Tender Education, Nurture Network, and CAMHS to mentor and support students. Staff members have undergone Boxall profile and Nurture training to assess and support children's needs. Both parent workshops and workshops involving students have taken place to encourage healthy relationships and personal development. The school plans to continue working with the mentioned organisations while introducing nurture principles in the upcoming academic year. Additionally, there are further training plans for the friendship ambassadors and allocating regular support time.

	<u>Review Draft - Pupil Premium Strategic Plan:</u> The HTs report outlined that the updated Pupil Premium strategy aims to provide quality first teaching for disadvantaged pupils with communication and language needs through a comprehensive approach that includes identification, targeted interventions, teacher training, monitoring, collaboration, parental engagement, and continuous improvement. The strategy addresses barriers and challenges such as underdeveloped language skills, varied attainment and progress, disengagement among cultural groups, limited access to enrichment activities, historical attendance disparity, and mobility challenges. The support strategy prioritises quality teaching, robust identification and tracking, ongoing teacher training, regular monitoring and evaluation, collaboration, parental engagement, and continuous improvement. Specialised support for Speech and Language Therapy needs is also provided, and Nightingale staff meticulously implement these strategies to meet expectations in identification and tracking, targeted interventions, teacher training and support, monitoring and evaluation, collaboration and communication, engagement of parents and guardians, celebration of success, and continuous improvement. <u>Review and PE and Sport Premium Plan (Updated on the website by 31st July 2024):</u> The detailed report was shared with the LAC and noted areas of focus, evidence, action plan, and effective funding, which this academic year stands at £18k.
7.	COMPLIANCE
	<u>SAFEGUARDING and H&S:</u> <u>DSL Annual Report – Nightingale SENDco:</u> As noted and discussed in Section 6 - Nightingale SENDco shared the Safeguarding Audit with data on the school's current situation with safeguarding.
8.	POLICIES
	<u>School Policies for review and agreement by the LAC:</u> • Critical Incident Policy • Accessibility Plan/Policy - Reflective of the pupil's needs.

	Decision – The Councillors noted and agreed the policies as outlined above
9.	EFFECTIVE GOVERNANCE
	<u>REVIEW (MONITORING):</u> Share any Local Academy Council review visits/meetings reports/invite comment/discussion on any matters arising: Local Academy Council monitoring meetings had been completed as part of the LAC meetings – Google doc for recording has been shared: <u>COMMUNITY ENGAGEMENT:</u> Draft the LAC Community Engagement Plan Deferred to September 2024 • The school fair was a resounding success. • A local police officer brought the car and trucks to the school, creating a real community feeling. • Children ran stalls with items they had made. • The school is now considering introducing the My Banking scheme, teaching children money lessons. • The school is working with the larger community as a whole. • A professional player donated a pair of football boots and shared his journey to play for the England team in the assembly. The boots will be included in a raffle organised by the school.
10.	ANY OTHER BUSINESS
	None
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>
---------------------	----------------	------------	-------------	--------------	---------------

Minutes of the Local Academy Council Meeting 03rd July 2024 at 3.15 pm

Nightingale LAC Meeting	Zoom	Tuesday	07/11/2023	15:15	17:15
CEO & Chairs Meeting	Zoom	Monday	27/11/2023	19:00	20:00
Nightingale LAC Meeting	Zoom	Wednesday	24/01/2024	15:15	17:15
CEO & Chairs Meeting	Zoom	Monday	18/03/2024	19:00	20:00
Nightingale LAC Meeting	In-school/Zoom	Wednesday	01/05/2024	15:15	17:15
Nightingale LAC Meeting	In-school/Zoom	Wednesday	03/07/2023	15:15	17:15
CEO & Chairs Meeting	Zoom	Wednesday	03/07/2023	19:00	20:00

The meeting closed at 5.15 pm

Signed for Accuracy: (Chair/Vice-Chair)

Dated: