

Minutes of the Local Academy Council Meeting 20th May 2025 at 10.15 am

Parent Councillors	Term of Office	Attendance	Maritime Appointed Councillors	Term of Office	Attendance
Louise Morgan (LM)	30/11/2025	Present	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			Lauren Ramshaw		
Miss Risby – Nightingale School Designated Safety Lead					
Miss Rantell - 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. Welcome and introductions to Lauren Ramshaw, Trust Appointed Councillor, invited to the LAC meeting as an observer. Andy Clunie-Wicks sent his 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 & ACW have NOT completed
4.	CONSTITUTIONAL MATTERS
	<u>Membership of the LAC – Resignations/new appointments or tenures due for renewal:</u> Simon Frances - Trust Appointed Councillor, SF has not responded to any of SP correspondence Lauren Ramshaw - Trust Appointed Councillor, awaiting DBS authorisation from Maritime HR X1 Parent Vacancy – The HT noted the school is working on appointing a parent by the end of the school year.
5.	Minutes from the 05th February 2025
	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: The HT stated data for this term reveals a mixed performance across different year groups, with strong results in maths but significant challenges, particularly in writing. There are notable attainment gaps between Pupil Premium and Non-Pupil Premium students in Years 2 and 5. SEND pupils consistently underperform, particularly in writing and reading.

While Reception and Year 5 excel in maths, reading outcomes decline in Year 5 and remain weak in Year 6. Gender disparities are evident, with boys struggling in literacy and girls in maths during Early Years and Year 5. To enhance overall performance, the school is focusing on strategies to close gaps for disadvantaged and SEND pupils, improve data accuracy in Year 3, and increase reading progress in upper Key Stage 2 for better outcomes by the end of Year 6.

The Term 4 attainment summary highlights varying academic performance and challenges across different year groups in a school. In Reception, there is strong performance in mathematics, but boys lag behind girls in reading and writing, creating a gender gap, while SEND pupils are not meeting expected standards. In Year 1, boys are excelling in reading and writing, but girls and SEND students struggle. In Year 2, overall performance is good, especially in mathematics; however, there are writing gaps for disadvantaged pupils. Year 3 data show that Pupil Premium students outperform non-Pupil Premium students in mathematics, although SEND pupils continue to underachieve. In Year 4, boys excel in literacy, but SEND and PP gaps persist in mathematics. Year 5 highlights excellent mathematics performance and girls' success, while also noting ongoing writing gaps for Pupil Premium students. Year 6, Pupil Premium pupils perform well in reading and writing, but SEND gaps remain.

The HT noted writing challenges due to high student mobility and developing teaching expertise, leading to the implementation of new methods to support EAL students, such as the Story Lab initiative. The strategy for assessing Year 3 students categorises based on progress into groups to target specific weaknesses, enhancing support in core subjects. Overall, despite the challenges, the school remains optimistic about future improvements, with a strategic support plan in place for targeted students.

In Year 4, a new writing approach called Doctor-Doctor was introduced to improve students' writing quality. The strategy involves scaffolding their writing with stem sentences and guided questions, allowing children to rehearse their sentences orally before writing. This method emphasises collaboration through discussions with mixed-ability partners. Although the process requires more time—resulting in fewer pieces completed each term—the quality of writing significantly improved, with students producing six to seven pages of quality work compared to previous terms. Overall, the initiative was considered a success.

The HT discussed the educational progress of a Year 5 class with the LAC, noting challenges due to late arrivals, including

recent immigrants who lack English skills. Despite this, significant improvements have been made, particularly with an Afghan child excelling in maths and showing improvement in reading and writing. The school is implementing one-on-one tutoring and learning clubs to support these students, aiming to raise at least half of the 8 affected students to expected standards by Year 6.

Year 6 recently took their SAT assessments, and optimism about their performance, as they seemed composed during the manageable test. The school seeks to maintain high standards, with a personal goal of achieving above 88% as in previous years, and aims to continue this trend.

The HT noted the performance of boys and girls in various subjects, highlighting that girls tend to outperform boys, particularly in reading and writing, leading to a gender gap. He acknowledged that younger students may naturally have developmental gaps and emphasised the importance of addressing this. Concerns were noted regarding students eligible for the Pupil Premium and those with special educational needs, with specific students transitioning to specialist provisions. The focus is on understanding and addressing the needs of targeted groups.

The HT shared the impact of implementing the Read Live program, which focuses on improving reading fluency through a digital repeated reading and guided reading model. The program involves students learning key vocabulary, performing a cold reading to assess their initial fluency, practicing the passage multiple times, and then taking a quiz to track progress. The results have shown significant improvements in students' reading speeds and confidence, with some students reaching speeds of up to 300 words per minute. Initially thought of as an intervention for struggling readers, the program has now also benefited higher-achieving students, particularly in Year 4. The success has led to increased interest from parents wanting to enrol their children in Read Live, showcasing a positive shift in the school's reading culture.

Areas for development and strengths of the school:

Areas for development include a performance gap in Reception, where Boys achieve 81% and Girls achieve 91%, while the SEND cohort is at 0%. Year 1 shows lower performance, particularly among Girls at 50% and Pupil Premium pupils at 60%. In Year 3, there is a significant disparity, with Non-Pupil Premium pupils at 60%, which is much lower than the Pupil Premium pupils at 71%. Year 4 presents lower results for Pupil Premium pupils at 67% compared to Non-Pupil Premium pupils at 81%. Year 6 displays a gap between SEND pupils at 56% and Non-SEND pupils at 95%. Key actions to address

these gaps include focusing on writing improvements for Pupil Premium pupils, particularly in Years 2 and 5, and enhancing outcomes for SEND pupils across all year groups. The HT stated it is important to close the persistent gender gaps observed in Reception, Year 1, Year 2, and Year 5 and a need to prioritise reading progress in Years 5 and 6 ahead of the transition.

In terms of strengths across the school, reading is an area of strength, with Year 2 achieving 75%, Year 3 at 88%, Year 4 at 64%, Year 5 at 86%, and Year 6 at 77%. Maths shows strong attainment as well, especially in Year 6, where 83% achieve the expected standard and 10% reach greater depth. Year 4 pupils achieved 77% expected, with Pupil Premium pupils in Year 6 performing well at 81% expected.

The school has made notable progress in writing development, particularly in Year 3, 76% of pupils achieved the expected standard. Boys in Year 6 performed well in writing, with 75% at the expected standard and 25% at Greater Depth. Several key strategies have been implemented, including daily sentence rehearsal using pyramids and whole-class teaching models in Year 4, which guide students through discussions, drafting, and rewriting to improve writing outcomes. To further develop writing, the school has taken targeted actions, including daily sentence rehearsals with pyramids, which have become a core part of the writing approach. Comprehensive staff training focuses on supporting EAL learners, ensuring accurate baseline assessments and appropriate teaching strategies. Multi-session phonics interventions have been established for pupils new to the country or early in their language journey. In Year 1, team teaching with the phase leader has been introduced to enhance effective writing techniques. Furthermore, a targeted handwriting development approach has been established across all year groups, with Funky Fingers activities aimed at strengthening fine motor skills and writing fluency.

SEND:

The HT reflected on the progress of SEND students, particularly those with Education, Health and Care Plans, who have exceeded expectations in their development despite initial concerns about their abilities, attributed to the positive impact of dedicated staff committed to ongoing professional development.

The HT referred to a previously shared Special Educational Needs Report for Looked After Children for the academic year 2024/25, detailing actions and impacts in supporting children with significant SEND and engagement.

Key initiatives included:

1. Staff Training and Expertise Development:

The SENDCo has training on the Engagement Model, improving staff understanding and planning. Support for 1:1 staff working with agencies, leading to improved behaviour and engagement among key pupils. Development of systems to ensure adherence to EHCP requirements is underway, alongside staff training on assessing behaviours using STAR/ABC charts.

2. Teaching and Learning Support:

Training on adaptive teaching strategies for inclusivity in classrooms was provided, with the SENDCo facilitating reading sessions for lower-attaining groups. Core meetings are refined to focus on effective interventions and their application in class settings, while monitoring the impact of SEND provisions continues.

3. Parental Engagement:

Home visits were conducted for new students with additional needs, providing valuable insights for improved support. Efforts to enhance parental communication include sharing resources, supporting tribunal processes for school placements, and introducing coffee afternoons for collaborative discussions and feedback.

Peer Review Summary – Nightingale Primary School:

The Chair highlighted insights from a Peer Review conducted at Nightingale Primary School, focusing on Computing, Music, and the DRDR writing strategy. The day revealed a welcoming school environment, confident students, and effective leadership. Computing was identified as a strong area, with a skilled specialist leading engaging lessons that foster technical fluency. Recommendations included a focus on succession planning.

Music education thrives with enthusiastic leadership and partnerships, emphasising performance and the nurturing of musical talent. The DRDR writing strategy in Years 3 and 4 showed promise in enhancing writing through oral rehearsal, though consistent implementation and monitoring were recommended. Year 6 writing demonstrated high-quality outcomes, especially with works like An Inspector Calls, showcasing robust skills and positive teacher-student relationships. The new Humanities leadership is developing confidence with support for capacity building.

It was noted that the school reflects a clear vision with a creative curriculum and engaged students. Leaders are

encouraged to refine strategies and enhance leadership capacity to continue being a reflective and progressive community.

Further initiatives at Nightingale Primary include:

- Literacy improvements through Talk for Writing, vocabulary instruction, and use of Doctor-Doctor.
- Reading programs like Reading Buddies and Story Lab to boost confidence.
- Emphasis on Grammar and Maths mastery, with tailored activities and Rally Coaching.
- KS1 Mastery initiatives to enhance number fluency with Numbots and guided practice.
- Reintroduction of Kagan Structures for cooperative learning, measured by student feedback.
- Forest School to support emotional and social development, with positive outcomes for Year 2 pupils.

The school aims to sustain coaching opportunities, deepen cooperative learning, empower students, and evaluate the impact of interventions to ensure an ambitious and inclusive education for all learners.

Education Challenge Board - A Trust Committee of Education Professionals, Trustees and Executive Headteachers:
Three questions from the ECB Challenge Board 17/03/2025 that we would like each LAC Board to consider and answer:

SEND information for LAC – Miss Rantell:

Miss Rantell noted 9 children with EHCPs, with 1 child at the NA1 Stage for an EHCP, and the school is gathering evidence for 1 child to submit a request for an EHCP. The SENDCo discussed the efforts made this year to support children with complex needs, highlighting the successful transition of 3 out of 5 children into specialist provisions, some of which required tribunal involvement. An emphasis on the effectiveness of individualised timetables and collaboration with the ASD outreach service has led to improved focus, engagement, and language skills among the students. The staff has also enhanced their professionalism through training. The LAC noted a significant increase in the number of children with special needs, with plans for 11 children to have an EHCP. Overall, the initiative has been beneficial for the children, families, and staff involved.

Q - How is the school meeting the needs of our most complex SEND children?

- *All of the children with EHCPs have their needs met through a learning plan tailored to their needs based on their EHCP,*

formative assessments and input from specialists such as the S&L therapist, Steps, and Occupational therapist.

- *Learning is planned using the engagement model, the pre-key stage standards, PIVATS, the early years curriculum or the national curriculum, depending on the individual child.*
- *The learning is planned by the teacher with support from the SENCo.*
- *The SENCo works closely with outside agencies such as speech and language, to ensure all of the children's needs are met.*
- *Referrals are made, eg, to community paediatrics in a timely manner*
- *The school works closely with parents/carers*
- *The SENCo refers children to the panel for alternative settings if that is what is required (eg, Special School or LARP)*
- *The strategies listed below are used for the most complex children, if appropriate.*

Q - How is the school meeting the needs of SEND K code children in class?

- *Children at SEND support level are supported through early identification of need. This may be noted at the home visit or through teachers highlighting concerns to the SENCo. As required, the SENCo will make in-class observations and suggestions for strategies / onward referrals. 'Core meetings' are another way in which the class teacher highlights any concerns to the SENCo. These meetings happen termly, and are used to assess how effectively the support put in place is assisting the children to make progress. At these meetings, outcomes are reviewed, and new targets are set. (Assess, play, do, review cycle APDR).*
- *Pupil Progress meetings are another check on the progress being made and that the relevant support is in place (APDR)*
- *The school uses a number of quality first teaching strategies that are supportive of children with SEND that enable them to access the curriculum and make good progress, these include: gradual release, Kagan structures, vocabulary instruction, sentence pyramids, 'DRDR' oracy and the use of IT being embedded throughout the curriculum. This is in line with the Education Endowment Foundation's (EEF) '5 a day principle for teaching children with SEND' therefore is an evidence based model for supporting children with SEND to achieve positive outcomes.*

Q - How do you know?

- *SENCo/ SEND LAC member meetings*
- *Trust SEND review*
- *SENCo in-class observation feedback*

7. COMPLIANCE

SAFEGUARDING and H&S:

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

Miss Risby shared the Safeguarding Report with the LAC, emphasising the importance of building strong parent relationships, improving attendance through contact, and fostering ongoing partnerships in the community. Wellbeing workshops and regular staff training are being implemented, with evaluation by the Designated Safeguarding Lead. Attendance is a focus for support.

Term 5

- Number of children under Child in Need Plan, 2
- Number of children supported by Team Around the Child, 7
- Number of MASH referrals, 1 for 2 children
- Number of e-safety incidents:

SENSO violations are generally around 12 per week. Primarily due to false positives, eg children looking up things related to their learning. Three incidents have required further investigation.

Overall, the update highlighted a proactive approach to supporting children with SEND, enhancing school-community relationships, and ensuring effective safeguarding measures.

Attendance:

The school has shortened the academic year from 39 to 37 weeks to improve attendance, which has garnered support from the Trust. Initial data shows attendance is on the rise and above the national average. The school is addressing persistent absences by collaborating with parents, particularly regarding summer travel, which has resulted in positive feedback and improved attendance management. Although some students still face challenges, the overall trend is encouraging.

In an effort to boost attendance among younger children under 5, the school has not yet implemented fines for absences and is instead engaging with families in the nursery. The school have formed a parent working group to share personal experiences and highlight the importance of regular attendance, aiming to reduce learning gaps caused by absences. Overall, these initiatives are showing promise in increasing parental involvement and student attendance.

	POLICIES
	<u>School Policies for review and agreement by the LAC:</u> All statutory policies are up to date.
9.	EFFECTIVE GOVERNANCE
	<u>REVIEW (MONITORING):</u> <u>Share any Local Academy Council review visits/meetings reports & meet/invite comment/discussion on any matters arising:</u> The Local Academy Council has been actively involved in peer reviews this academic year, participating in two reviews with a third planned for June 2025. These reviews aim to enhance school improvement by providing external insights and validating internal evaluations, particularly focusing on writing provision from EYFS to Year 6. Key points from the reviews include: • Involvement of LAC members AC and LM in the first review, discussing curriculum quality and pupil outcomes, and AC in the second review, which emphasised teaching consistency and recent interventions. • Analysis of writing strategies, including the DRDR (Discuss, Rehearse, Draft, Redraft) model in Key Stage 2, aimed at developing writing proficiency and independence through a consistent framework. • Positive feedback, noted improvements in curriculum planning, vocabulary instruction, and classroom consistency. • The Chair came to view SATs and checked the SCR and undertook a safeguarding update. The HT noted that LAC's engagement has been crucial, and Councillors are encouraged to continue visiting the school to support areas where their expertise can enhance current practices, such as pupil conferencing and observing curricular events. Their contributions are valued for maintaining high standards and driving improvement. <u>Chairs Update:</u> CEO/Chairs & Vice Chairs meeting, topics discussed: • Trust's strategic direction and noted priorities that focus on ensuring educational excellence for all children through outstanding schools with exceptional curricula and teachers.

- The aim is to extend learning beyond the standard school hours by leveraging technology and innovative approaches.
- Supporting Maritime educators is essential, so the Trust prioritise first-class professional development to help them thrive.
- Collaborative partnerships with other schools, organisations, and experts are vital for continuous improvement, as success is a collective effort.
- The Trust recognises the importance of supporting families and communities to enhance children's educational experiences and strengthen engagement.
- The CEO's trip to Singapore observed a highly centralised approach, where teams worked on specific tasks and disseminated information to schools, such as Independent Assessments. Maritime aims to adopt a similar strategy as an organisation, enhancing the educational research team's balance and accountability to help advance the Trust and develop Education Directors.
- Trust Development Plan document:
 - Our Behaviours: The Trust values collaboration, working together to achieve optimal outcomes while building strong relationships based on mutual respect and trust.
 - Educational Excellence: The Trust focuses on developing ambitious and inclusive curricula that provide tailored support for SEND and disadvantaged pupils. Targeted assessment frameworks enhance the identification of learning gaps and implement necessary interventions.
 - Education Beyond 9 to 3: To extend learning opportunities, the Trust plans to increase the capacity and reach of the Maritime Skills Academy, focusing on STEM, arts, and vocational skills during weekends. Engaging holiday learning programs will be established, blending academic support with enrichment activities to provide structured, inspiring environments for children. Parental involvement will be encouraged through collaborative workshops that allow families to engage in their children's achievements and learning.
 - First Class CPD (Continuing Professional Development):
 - The Trust seeks to launch an innovative digital learning hub that offers accessible CPD opportunities tailored to the needs of staff at all levels. Leadership development pathways will be introduced to nurture talent through coaching and mentoring. Innovative CPD approaches will involve cutting-edge methods to maximise staff engagement and impact.
- The Councillor Governance Conference is being planned for the 2025/26 school year.

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

Please click here:

https://docs.google.com/forms/d/e/1FAIpQLSe_oddkhxDn543LBV1_bPhAik84E5o11eu0EoLXZeHQHAqOFg/viewform?usp=dialog

Community Engagement:

Consider the Community Engagement Plan and any updates:

Miss Risby explained that at the school, community engagement is integral to supporting pupil wellbeing and development.

Recent highlights include:

1. Water Safety Workshops with RNLI:

Year 5 and 6 pupils participated in hands-on sessions about water safety, fostering personal responsibility and resilience. The presence of Councillor Chris Hill, who will swim the English Channel, inspired students by linking perseverance with community pride.

2. Early Years Transition Event:

A support day for parents and professionals focused on early childhood development, strengthening home-school relationships. This initiative aims to help children start school with confidence, benefiting their long-term mental health and academic learning.

3. VE Day Commemoration:

Year 5 pupils participated in a memorial service, laying a wreath and creating plaques for a new Children's Memorial Garden. This experience connected them to national heritage, promoting values like respect and empathy.

These events help pupils develop communication skills, emotional maturity, confidence, and a sense of community, ensuring they are well-prepared for secondary education and life beyond school.

10.

ANY OTHER BUSINESS

LOCAL ACADEMY COUNCIL MEETING 4 - Informal meeting in school term 6:

EDUCATION:

- Maritime Executive Head Teacher to lead the meeting and review for their Hubs (Exec HT to organise school location and date where the meeting will be held)
 - Individual HT/HoS to lead the meeting and review for their School (In School) (Individual HT/HoS to confirm the date when the meeting will be held)
 - Dave Marsh for Medway (Barnsole and Featherby)
 - Rachel Mollet for North Greenwich (Millennium and Timbercroft)
 - Joanne Wilkinson-Tabi for South Greenwich (Brooklands, Ebbsfleet Green and Greenacres)
 - Christian Markham – Bligh
 - Cathryn Falconer – Danecourt
 - Joy Sheekey – Hook Lane
 - Omar Jennings – Nightingale
- It is welcome if schools not within a Hub would like to work collaboratively and organise a meeting together with other LACs

Topic - Review and discuss the SDP 2025/26 with the LAC

SP proposed an initiative for local schools to collaborate on their development plans. The LAC agreed to schedule a meeting to discuss these plans, with the HT suggesting a date after the SAT results for a more comprehensive discussion. The meeting will be held on 09th July 2025 at 10.15 am.

External visits with Ministers of Education from two countries:

The HT shared that next week, on Thursday, Nightingale will host two ministers of Education from the Dominican Republic and Ghana, along with 15 colleagues, to showcase the school's effective educational practices and results. The school is recognised as a lighthouse school for IXL, which prompted the visit due to an upcoming Conference with Global Education Ministers. The showcase will highlight how IXL is integrated into maths and coding instruction. The success of these programs is attributed to the commitment of parents and student engagement, as a significant portion of IXL activities occurs at home. The event is seen as a notable achievement, as visits from Education Ministers are rare.

11. Meeting Calendar as noted below:

Meeting Type	Meeting	Day	Date	Start	Finish
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 and meet together in Hub				

The meeting closed at 12 pm



**Minutes of the Local Academy Council Meeting
20th May 2025 at 10.15 am**



Signed for Accuracy: (Chair/Vice-Chair)

Dated: