

Minutes of the Local Academy Council Meeting 06th November 2024 at 3.15 pm

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	Apologies
Omar Jennings (OJ) Head Teacher	Ongoing	Present			
Andy Clunie-Wicks (ACW)	30/11/2025	Present			
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. Lisa Tompkins sent her 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
	Councillors to complete Annual update/Review of the Register of Interests/Governor Code of Conduct/GDPR/KCSIE:

	https://forms.gle/2qPnf4RKnAKHyGaP8
4.	CONSTITUTIONAL MATTERS
	<u>Election of the Chair for recommendation to the appointment by the Trustees:</u> Nominations were received for: Andrew Cowley as Chair: Decision – Andrew Cowley is to be recommended to the Trustees by the LAC for the role of Chair. <u>Election Vice-Chair of the Local Academy Council:</u> Deferred to the next LAC meeting <u>Annual review of the Trust and Schools Ethos, values, and objectives:</u> SP noted that the core values are shown and have not been changed since last year. <u>Annual review of the Governance Handbook and Trust Scheme of Delegation & BHAG Strategic Plan:</u> The Councillors noted the above document. SP explained that the document is divided into two sections: the leadership makeup, which covers all areas of accountability across the whole Trust, and the LAC delegated responsibilities, with examples of what this means. The aim was to bring clarity to the roles and accountability. <u>Membership of the LAC – Resignations/new appointments or tenures due for renewal:</u> • Chris Hill - Maritime HR has authorised DBS. • Sewedo Mautin - Trust Appointed Councillor, awaiting DBS authorisation from Maritime HR. • Adam Kohlbeck has withdrawn his interest in joining the LAC. See Matters Arising item 5. • Oliver Cakebread - Removed from the LAC, non-attendance. See Matters Arising item 5.

	X1 Parent Vacancy – HT to organise Parent election
5.	Minutes from the 03rd July 2024
	Accuracy: The minutes were agreed as an accurate representation of the meeting.
	Matters Arising: - 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. COMPLETED - 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. See item 4. COMPLETED
6.	STRATEGIC OVERSIGHT
	EDUCATION: <u>Review pupil data July 2024 findings/Progress and attainment:</u> The HT shared detailed documents with the LAC and highlighted pupil data findings as follows: The HT explained the significant progress at Nightingale Primary School in 2023/24, particularly in addressing academic development Post-Covid. The extended school day has been instrumental in providing students with additional structured learning time, which has helped mitigate learning loss. KS2 has seen notable improvements, especially in Year 5 cohort performance in maths and grammar, driven by a rigorous curriculum that fosters cross-subject learning through core texts like Macbeth. The school has implemented a strong monitoring framework to ensure academic success, including targeted interventions during the school day and after-school sessions, particularly in reading and foundational maths skills.

Despite staffing challenges affecting Early Year phonics support, the school aims to maintain effective interventions, ensuring that young learners develop essential foundational skills. Strategies such as adding extra breaks for younger pupils are implemented to support cognitive development and engagement.

Performance data reveals outstanding results across various assessments at the school. In the Multiplication Tables Check, an impressive 88% of pupils scored full marks, significantly surpassing the national average of approximately 35%. The school's average score is 24 compared to the national average of around 20.7. This achievement highlights the effectiveness of the school's approach to foundational mathematics skills.

In the Phonics Screening Check, the school achieved a perfect 100% pass rate for Year 1 pupils, well above the national rate of about 80%. Additionally, 91% of pupils passed by the end of Year 2, matching the national average of 91%. Maintaining this high level of support remains a priority, and the school is committed to exploring strategies for continued success.

The HT noted in combined reading, writing, and maths, the school reached an expected standard achievement of 72%, which is above the national benchmark of 65%. In reading, 83% of pupils met the expected standard, with an average scaled score of 105.4, which exceeds the national average of 104.0. This reflects a strong literacy program and focused instruction. The writing results echo this success, with 83% of pupils achieving the expected standard, showcasing effective grammar and literacy practices embedded in everyday learning routines. The Trust is working with technology to support marking the children's work, particularly with writing.

Math continues to be a standout subject, with 93% of pupils meeting the expected standard and an average scaled score of 109.8, far outperforming the national average of 105.0. Similarly, in Grammar, Punctuation, and Spelling, 93% of the children achieved the expected standard with an average scaled score of 109.4, underscoring the school's emphasis on grammar and sentence structure.

Finally, 86% of science pupils met the expected standard, surpassing the national average of 81%. This indicates a robust curriculum that promotes a solid understanding of scientific concepts. Overall, these results reflect the school's commitment to unlocking the full potential of every student through a diverse and effective educational approach. The HT stated that Nightingale Primary's extended school day and immersive curriculum effectively equip students with essential skills and resilience. The school prides itself on the exceptional progress of its students, particularly in KS2, highlighting the positive impact of the curriculum, interventions, and deliberate practice on pupils' performance and readiness for secondary education.

SDP Priorities Update 2024/25 LINK to SDP/ Education Outcomes Podcast:

The HT previously shared a podcast with the LAC; key priorities are as follows.

Enhancing Learning through Integrated Tutoring, Coaching, and Deliberate Practice:

- Aim: To optimise student learning outcomes by implementing a comprehensive approach integrating tutoring, coaching, and deliberate play/practice in our primary school setting.

Creating a Cohesive Literacy Development Framework:

- Aim: To integrate writing and oracy initiatives to improve student outcomes from EYFS to Year 6.

Expanding and Enhancing Nurturing Provisions to Support Holistic Development:

- Aim: To expand nurturing provisions by integrating Forest School activities, implementing weekly social skills sessions, and establishing a structured transition program for Year 1.

Implementing Adaptive Teaching Strategies to Support Diverse Learners:

- Aim: To develop staff knowledge and practice so that the curriculum meets the needs of all learners through training and enhanced practice.

Enhancing Curriculum Design to Promote Effective Communication, Collaboration, and Engagement:

- Aim: To implement structured frameworks for speaking and listening, explicit vocabulary instruction, and reflection questions in Science, Geography, History, DT, and Art to foster improved learning outcomes

The HT explained the school is embarking on a development initiative for the 2024/25 academic year, focused on enhancing student learning through a comprehensive integration of tutoring, coaching, and deliberate practice. The primary objective is to optimise educational outcomes by fostering both academic and social skills within the primary school setting.

One of the key projects involves creating a cohesive literacy development framework that spans from Early Years Foundation Stage to Year 6. This framework will focus on integrating writing and oracy initiatives, such as introducing the Talk 4 Writing approach in KS1 and enhancing programs like NELI and Early Talk Boost in EYFS. These initiatives aim to ensure frequent engagement in writing activities, such as Pyramid Sentences, and utilise conferencing for student feedback.

In addition, the school aims to expand its nurturing provisions to support students' holistic development. This includes incorporating Forest School activities for KS1, implementing a social skills curriculum for Years 3 to 6, and establishing a structured transition program for Year 1 that includes play-based learning and targeted literacy and numeracy sessions.

To cater to diverse learners, the school will develop adaptive teaching strategies designed to meet varying student needs. This focus will include a framework for engaging students at both the pre-formal and semi-formal stages by connecting thematic learning with real-life applications.

Finally, structured frameworks for speaking, listening, and explicit vocabulary instruction will be implemented across subjects such as Science, Geography, History, Design Technology, and Art to enhance overall communication and engagement. These frameworks will guide class discussions and include core reflection questions to deepen student understanding and engagement.

The following books by Adam Grants "The Hidden Protentional" and "Let them be five" by Sue Quirk were recommended to the LAC to read by the HT as they including the thinking behind some to the schools strategies.

Q - Was writing moderated this year?

A – Yes, we were moderated by the Local Authority with no concerns.

Q – The KS1 Lead is also in Year 5; why is this?

A—She is very knowledgeable about KS1, so this supports the continued provision and reflects the Let them be five approach. She also understands the expected standards and is very supportive.

The HT shared the latest podcast episode, available on our school website, titled, “The Why, What, and How of Teaching at Nightingale Primary School.” This episode is designed for parents and carers and covers curriculum approach, support strategies for pupils needing additional help, and the importance placed on English and early literacy. It also provides a comprehensive overview of the Early Years Foundation Stage, ensuring parents understand the foundational journey offered at the school. The Podcast episodes address a variety of key topics, aiming to foster a rich, supportive environment for every pupil. LAC engagement with these resources will be invaluable to our discussions.

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

1. Progression and comparison with previous results:

What pattern of progression have schools seen in 2023/24, namely what are the comparative percentages for;

a. 2024 Y6 Maths results against the same cohort's 2022 MTC scores,

- *93% achieved EXP in MTC, and 93% achieved*
- *Expected Standard Achievement:*
- *School 93%, National 73%*
- *Average Scaled Score:*
- *School 109.8, National 105.0*

b. 2024 Y2 Reading results against the same cohort's 2023 Y1 Phonics scores,

- *81% expected at the end of Year 2, 17% at GDS*
- *At EXP, PP 73%, and NonPP is 60%*
- *Phonics results in the Year 2023, 88%*

- 9 Pupils classified as LA pupils as LA

c. 2024 Y2 Reading results against the same cohort's 2022 Rec CLL outcomes,

- Reception CCL with 22 pupils in the cohort at the time, 64%

d. 2024 Y2 Maths results against the same cohort's 2022 Rec Maths outcomes,

- Reception Maths with 22 pupils in the cohort at the time, 64%
- Year 2 results 81% at expected at the end of Year 2 and 13% at GDS

e. 2024 MTC results against the same cohort's 2022 Y2 Maths scores

- MTC score was 93%, at expected
- 9 LA since the year 2 end of KS2 results, and 82% of the 21 pupils that are still with us made the expected progress. All others are LA, and we were still able to achieve a very high standard.

2. Achievements for Disadvantaged Children:

a. What are the 2024 results for children who are considered 'disadvantaged' in Reading, Writing and Mathematics?

i. Yrs 2, 3, 4 & 5 - Number of disadvantaged children in that cohort, % reaching ARE,

- See Tables below

Reading, Writing and Mathematics?

Year 1		Attainment 2024							
		Reading	Reading	Writing	Writing	Maths	Maths	R/W/M	R/W/M

	Cohort	% Exp +	% GD	% Exp +	% GD	% Exp +	% GD	% Exp +	% GD
All	25	84	0	72	0	80	0	64	0
Boys	10	70	0	60	0	70	0	50	0
Girls	15	93	0	80	0	87	0	73	0
PP	9	78	0	67	0	100	0	67	0
Non-PP	16	88	0	75	0	69	0	63	0

Year 2		Attainment 2024							
		Reading	Reading	Writing	Writing	Maths	Maths	R/W/M	R/W/M
	Cohort	% Exp +	% GD	% Exp +	% GD	% Exp +	% GD	% Exp +	% GD
All	31	81	16	71	3	81	13	65	3
Boys	13	69	31	62	8	85	31	54	8
Girls	18	89	6	78	0	78	0	72	0
PP	11	91	18	73	9	91	18	73	9
Non-PP	20	75	15	70	0	75	10	60	0

Year 3		Attainment 2024							
		Reading	Reading	Writing	Writing	Maths	Maths	R/W/M	R/W/M
	Cohort	% Exp +	% GD	% Exp +	% GD	% Exp +	% GD	% Exp +	% GD
All	28	71	11	61	0	79	4	61	0
Boys	11	73	0	64	0	82	0	64	0
Girls	16	75	19	63	0	81	6	63	0
PP	4	100	0	75	0	100	0	75	0
Non-PP	24	67	13	58	0	75	4	58	0

Year 4		Attainment 2024							
		Reading	Reading	Writing	Writing	Maths	Maths	R/W/M	R/W/M
	Cohort	% Exp +	% GD	% Exp +	% GD	% Exp +	% GD	% Exp +	% GD
All	25	76	12	68	4	88	32	64	4
Boys	13	69	23	62	8	77	38	54	8
Girls	11	82	0	73	0	100	27	73	0
PP	14	71	7	57	0	86	29	57	0

Non-PP	11	82	18	82	9	91	36	73	9
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Year 5		Attainment 2024							
		Reading	Reading	Writing	Writing	Maths	Maths	R/W/M	R/W/M
	Cohort	% Exp +	% GD	% Exp +	% GD	% Exp +	% GD	% Exp +	% GD
All	30	87	17	73	10	87	17	73	10
Boys	11	82	18	73	9	91	18	73	9
Girls	18	89	17	72	11	83	17	72	11
PP	12	83	17	67	17	92	25	67	17
Non-PP	18	89	17	78	6	83	11	78	6

Year 6		Attainment 2024							
		Reading	Reading	Writing	Writing	Maths	Maths	R/W/M	R/W/M
	Cohort	% Exp +	% GD	% Exp +	% GD	% Exp +	% GD	% Exp +	% GD
All	29	83	28	83	0	93	48	72	0
Boys	18	72	11	78	11	89	17	61	11
Girls	11	100	18	91	0	100	9	91	0
PP	11	82	18	73	0	82	18	64	0

Non-PP	18	83	11	89	11	100	11	78	11
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b. Therefore, what do you plan to do differently in 2024/25 for these children?

At-Risk Pupil Policy - Introduction

At Nightingale Primary School, we are deeply committed to ensuring that every pupil, without exception, is given the opportunity to achieve their full potential. We take a proactive At-Risk (AR) approach to identify and support the bottom 20% of pupils at risk of insufficient progress. This policy outlines our strategy, which is designed to ensure that targeted interventions and support are in place to help these pupils overcome their barriers to learning.

Pupil progress meetings are held three times a year to review and monitor the academic development of all students. However, we take a proactive and responsive approach—should any issues arise within a class or a specific need be identified, we immediately address the concern through additional meetings and interventions. This ensures that our support is timely and tailored to meet the evolving needs of our pupils, ensuring no child is left behind.

Categorisation of At-Risk Pupils:

Pupils identified as at risk of not meeting expectations are categorised into three distinct groups based on their needs and progress timeline:

1. Long-Term Support:

These pupils need sustained support extending beyond the current academic year. This group may include late arrivals or pupils with complex needs that require longer-term interventions.

2. Targeting Age-Related Expectations (ARE):

This group includes pupils who have the potential to meet age-related expectations through targeted interventions. The goal is for these pupils to reach ARE by Term 6.

3. Short-Term Focus:

These pupils are expected to meet their targets by Term 4 with concentrated support and interventions. The focus here is on short-term, intensive interventions that can quickly address gaps in learning.

A copy of the complete policy is available upon request.

3. What are the combined figures in each year group - and, therefore, the projections for future results?

a. 2024 Year 5 RWM - therefore, the projections for 2025, and what to do?

- *RWM - 73% continue with the current at-risk approach and avoid true contextualisation, which doesn't fit the model of a 1-form entry school. One 1-year trial project using a new model for EAL to increase our ability to meet the needs of our LA, who have arrived from out of the country with no English.*

b. 2024 Year 4 RWM - therefore, the projections for 2026, and what to do?

- *RWM—64% continue with the current at-risk approach and avoid true contextualisation, which doesn't fit the model of a one-form entry school.*

c. 2024 Year 3 RWM - therefore, the projections for 2027, and what to do?

- *RWM—61% continue with the current at-risk approach and avoid true contextualisation, which doesn't fit the model of a one-form entry school.*

d. 2024 Year 2 RWM - therefore, the projections for 2025, and what to do?

- *RWM—65% continue with the current at-risk Approach and avoid true contextualisation, which doesn't fit the model of a one-form entry school.*

7.

COMPLIANCE

SAFEGUARDING and H&S:

Safeguarding Annual Training & Update (Via Maritime Trust/School/ Lead Annual declaration of KCSIE training:
Governor Safeguarding certificate training:

	https://nationalcollege.com/courses/annual-certificate-in-safeguarding-for-governors-2024-2025 <u>Ensure the Sports Premium Strategic Plan has been shared and updated on the school website from 31st July 2024:</u> The HT stated that the Sports Premium Strategic Plan has been updated on the school website.
8.	POLICIES • Critical Incident Policy (Lockdown procedure) - Approved in LAC meeting 03/07/24. Not uploaded by the school to iAM. Not on iAM – School to please upload and issue notification to SP • Equality Policy/Objectives statement - Review September 2024. Not on iAM – School to please upload and issue notification to SP • School Uniform Policy - Review September 2024. Not on iAM – School to please upload and issue notification to SP
9.	EFFECTIVE GOVERNANCE <u>REVIEW (MONITORING):</u> Appoint School Link Governor Roles: • SEND – Lisa Tompkins • Safeguarding and Prevent - Andrew Cowley • Ring-fenced Grants – Chris Hill • EYFS - Louise Morgan • Any other roles linked to SDP and the Curriculum (intent, implement and impact) – All <u>Share any Local Academy Council review visits/meetings reports & meet/invite comment/discussion on any matters arising:</u> • Review the Local Academy Council Visits Policy and Procedures – Noted by the LAC.

Minutes of the Local Academy Council Meeting 06th November 2024 at 3.15 pm

	- LM visited the school to watch the Icel filming session, noting this was a very interesting process and seeing the teachers put it into practice and its impact on the children. <u>Agree Governance Day Agenda:</u> - Agree Governance Day/Monitoring Diary Dates based on SDP priorities for 2024/25: - Peer review process – AC /LM to attend <u>Agree Governance/Monitoring Day Diary Dates based on SDP priorities for 2024/25 :</u> 05/02/2025 – Before the meeting, and then the LAC meeting to commence at 15:15 pm 20/05/2025 – Starting at 8.30 am, and then the LAC meeting to commence at 10:15 am <u>Community Engagement:</u> Consider the Community Engagement Plan and any updates: - LM to meet with LT to look at community engagement – Date to be confirmed.
10.	ANY OTHER BUSINESS
	None
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	Wednesday	05/02/2025	15:15	17:15
Nightingale LAC Meeting	In school	Tuesday	20/05/2025	10:15	12:15
Nightingale LAC Meeting Term 6	(In-School SDP 2025/26) LAC & HT to agree date -				



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	Other Schools can collaborate and meet together in Hub				
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The meeting closed at 5.15 pm

Signed for Accuracy: (Chair/Vice-Chair)

Dated: