

11th June
2018
@ 6pm

Summerhill Academy Academy Council Meeting - Minutes

Members:

Tony Cherry (TC) - (Chair)	Sponsor 1	Agata Russe (AR)	Pupil Advocate/Staff Member
Mike McLaughlin (MM) *	Sponsor 2	Hanifa Tazaoui (HT)	Support Staff
	Sponsor 3	Megan Redwood (MR) *	Teacher
	Sponsor 4	Ebrima Bojang (EB)	LA Rep
Thomas Hope (TH)	Sponsor 5	In attendance as required	
Susie Weaver (SW)	Interim Executive Principal	Pam Kaur (PK)	Academy Business Manager
Rebecca Curtis (RC)	Principal	Ellie McQuarrie (EM)	Assistant Principal
	Parent 1		
Louise Davey (LD)	Parent 2	Sue Burns (SB)	Clerk
*	<i>Indicates absent from meeting</i>		<i>Indicates question asked</i>

1. The Academy Council met for twenty-five minutes (without the Principal), to review the papers and discuss lines of enquiry, and trends.

2, Welcome and Apologies

The meeting commenced at 6.00pm. Welcome to Ellie McQuarrie (Assistant Principal).

Absent with apologies: MR (at school camp) and MM.

The apologies were received and accepted by the Councillors.

The meeting was deemed to be quorate.

3, Declarations of interest

The attendance and pecuniary interest register were signed by all present.

PK is related to the Education Welfare Officer.

4, Minutes of Previous Meeting (30th April 2018), Actions and Matters Arising

The minutes from the previous meeting were agreed to be a true and accurate record and were signed by the Chair.

C/F T4, RC to identify the Summerhill Infants attendance from performance table data – **the UK.Gov website indicates the Infants attendance last year was 94.9% with persistent absence of 16.2%**

5, TH to review the Risk Register – **Completed, see item 5.**

9, RC to record statistics to reflect the vulnerable group membership of the Pupil Council, and similar initiatives – **29% of the current Pupil Council are part of a vulnerable group. The school is 37% overall, therefore this is a balanced representation, which will be monitored.**

13, RC to invite Ellie McQuarrie to the next meeting – **Completed.**

5, Risk Register - TH

Paper circulated in advance.

Risk 2 – A persistent risk has been the Comms Strategy. Improvements have been made, therefore this action is out of date, and the improvements need to be reflected.

Risk 6 – SLT member underperforms. This requires a post-Ofsted update.

Risk 22 – Roof Repairs – This requires updating as funding has been identified for roof repairs.

Risk 23/24 – Not Good Ofsted judgement/ SATs falling below floor. These risks will have a post-Ofsted update, mitigated by the AIP.

ACTION: RC to draft a communication flow diagram, for parents to reference.

The Board thanked TH and RC for their work on reviewing the Risk Register.

6, Academy Council Report

Paper circulated in advance.

Student Outcomes

As we are approaching the end of the academic year, are we confident about the data?

Our teacher assessment of pupils' attainment is positive, but we know from experience that not all the O2s convert when they take the SATs test. All the access arrangements that were permitted were introduced. We used familiar rooms, familiar adults, and provided a reader for pupils who have a low-reading speed. Assessment data is a focus for T6, to ensure that this informs planning. The Y6 data is robust as the teachers have had access to CLF support and moderation. This will be cascaded down the school, next year. Next year there is no requirement for Teacher assessment for Maths and Reading, as it will be based on SATs results.

Y6 tracking: T1 usually has a drop from T5 outcomes, which does not appear to recover in Writing and Maths, by T5?

The curriculum for English and Maths in KS2 is broken into Y3/Y4 and Y5/Y6. Therefore, moving forward the Y6 teachers are working closely with the Y5 teachers, to ensure that the outcome data is robust.

ACTION: SW to feedback to the CLF that the in-year tracking arrows are not helpful for interpreting year end to year end data.

How have the Y5 transition to Y6 been communicated?

All cohorts (apart from next year's Y3) will be mixed, to encourage peer learning and to even-out some of the attainment dips and prevent stigmatisation. There are some disadvantages in that some children may feel insecure about the change. This is being mitigated by maintaining friendship groups where possible. The information about the new class structures will be released next week, to allow time for transition work to take place, including the Y6 teachers teaching some of the Y5 classes.

Some classes have an imbalance of girls and boys in Y3?

Yes, this will be addressed next year, by mixing the classes. We will be reviewing the curriculum texts to ensure that they reflect the diverse culture within the school.

As you restructure the classes, will it impact on the support staff resources for children with additional needs?

Support staff will be allocated to Y3, based on pupil's additional needs for the new cohort coming into the school. We will review how we deploy our support staff, based on their skill and the needs of each class.

Will the classes be balanced for SEND pupils?

Yes. We know from experience that putting SEND pupils in a cluster does not benefit them, or the wider class. The learning lab will continue to be used for interventions.

Attendance

The PP attendance is very positive compared to national averages, particularly for persistent absence?

The free Breakfast Club space was successful for those that took it up. One PP pupil's attendance improved from 91% to 96% in two terms, another from 84% to 100%. We will discuss attendance further with the Education Welfare Officer and the CLF Attendance Officer, to discuss pupils with broken weeks which is the biggest issue for persistent absence.

We are still receiving requests for holiday and children are still going on unauthorised holidays. We need to consider how to address communication of the attendance culture moving forward.

Do other schools utilise a holiday request form like Summerhill does?

No, it is not a common arrangement.

ACTION: RC to review withdrawing the holiday request form, so that parent have to make requests for holiday in writing.

The evidence base suggests that pupils who go on one holiday a year maintain their outcomes, compared to pupils who have broken weeks. We need to support our parents to understand the importance of good attendance and the impact that absence has on pupil progress and attainment.

Class Dojo Presentation – Ellie McQuarrie.

Class Dojo was projected on the meeting room white board.

Parents will be invited to join Class Dojo, which teachers will use to blog about the work that children are doing in school. The Dojo App can be downloaded onto any smart phone. The software format is similar to Facebook, and produces statistics to indicate how many parents are engaging. Whole school events can also be communicated e.g. celebration assemblies.

Parents can link directly to their own child's learning journey.

Messaging will be used for direct contact between parents and teachers.

Behaviour management can be supported, using Dojo points.

Children can put work in their own portfolio, and take ownership in their own work.

How will you ensure that all teachers use this software consistently?

Parent/carer communication is a key essential for the school as it is an Ofsted action, therefore we will outline the key items that need to be consistently produced.

Is there a cost for the Dojo software?

No, it is free. We have budgeted for every class to have a tablet so that they can photograph work and upload it straightaway.

Is the data secure?

Yes, Class Dojo is GDPR compliant.

Will it impact on class time?

We will make the expectations clear about when to expect a reply from the teachers.

Have you considered safeguarding children who cannot be photographed?

Yes, we have permission slips for photographs, to ensure compliance.

Will you have a specific Dojo Policy?

Yes, this will be considered, and we will share best practice with other CLF primaries who are using the software.

7, Equality & Diversity & Inclusion

Ian Payne is heading a CLF-centred strategy for Equality & Diversity, as well as wellbeing. Curriculum development across the CLF (particularly for Primary) is also taking place. There are now CLF Board members with EDI experience, who are overseeing this work.

UWE has been trialling a piece of work with restrictive gender norms at Redland Green, is there an opportunity for CLF to become involved?

Yes, this would be an interesting and relevant topic for the CLF to collaborate on.

ACTION: LD to obtain more information about the UWE research into restrictive gender norms, and send it to SW.

8, Student Advocate Report

The Pupil Council has met and discussed gaining more volunteers to engage in the projects. Better use of the back of the field is a key trail. The pupil council have designed an outdoor classroom, the design of which is being supported by the Site Manager. By the end of the term, the parents and carers will be invited to support the project.

How do pupils feel about the chess competition?

They have met the Mayor, and the Y3's were the youngest and least experienced, but were the most resilient. The introduction of chess has been very impactful both inside and outside the classroom.

What are the aspirations for next year?

We are considering developing the school environment so that it is more child friendly, and introducing more celebrations based on ethnic minorities calendars.

9, Finance and Health & Safety

Last month's month-end was in-line with the budget month-end, despite unexpected costs.

Next year's budget has been set, it is tight and therefore additional income streams and grants will be pursued.

Where can we enlist commercial support?

Items that we can seek sponsorship for will be identified.

Is Breakfast Club sponsored?

No, we do not qualify for Greggs funding, due to our low PP numbers.

Health & Safety

The recent audit retained the outstanding H&S judgement.

(PK left the meeting at 7.45pm)

10, Safeguarding

Paper circulated in advance.

EB will meet with RC before the end of term, to determine the best format for Safeguarding reporting. In addition to the Academy termly reports, the CLF DSO group are creating an annual Safeguarding report for distribution in T6.

There has been a significant increase in the number of bullying incidents recorded?

Yes. As a result, RC and Louise Dunbar (DSO and Family Support Worker) have reviewed the data. There were five children who reported incidences of bullying which were logged more than once. CPOMS reports each incident as a new incident. All incidents have ceased, except for one case, where issues are still being worked through.

Teachers cannot see historical CPOMS logs and therefore it can be difficult to identify if behaviour is sustained and on-going. The Safeguarding team meet once a week to review the CPOMS data and make an informed decision about if the data indicates bullying. A member of the SLT will then utilise an 'alleged bullying incident form' to collect more robust information.

RC undertook a lot of work with the pupils about standing-up to bullying at Easter.

There has been an incident where two pupils have been acting inappropriately around other pupils. A new category will be added to CPOMS to record 'a victim of inappropriate behaviour', as opposed to 'victim of bullying' which is not an accurate reflection. We have introduced third-party support for these two pupils and have introduced 'Be Safe' to support them.

ACTION: HT to add the AC to the newsletter distribution list.

11, LAC Data Review

There are no LAC pupils at the school currently.

12, Policies that require review

- **Acceptable Use (CLF)**

Ian Payne (CLF HR) has advised: "... that we update paragraph 5.1 within the social media policy to state the following:

'You are permitted the incidental use of social media from Federation computers or via a personal laptop or mobile device during working hours so long as it is kept to a minimum and is only accessed when essential to do so. Access to social media must not adversely affect your duties. This privilege may be withdrawn by a Principal or member of the Executive team in the event that this arrangement (or the spirit of this arrangement) is not adhered to at any time.'

Given the above I am recommending to Andy Ling that this is updated within the next version of the Acceptable Use policy. In the meantime, it would be appropriate to share this understanding among Academy Councillors.

13, Communication

ACTION: RC to include AC activity in the School Newsletter, when appropriate.

14, AOB

Link Roles

Planning for next year.

A CLF Safeguarding Link group has been set up, to aid sharing best practice and networking.

ACTION: RB to draft a Link Role monitoring schedule for 2018-19.

An allegation was made against a member of staff. This has been referred to the LADO and RC has investigated the incident, as advised by the LADO. The CLF in-house Code of Conduct is being followed, and additional training and mentoring has taken place. The LADO is satisfied that this incident was a 'consultation'.

17, Date of Next Meeting – TBC by CLF.

Meeting ended at 8.20pm.

ITEM	ACTION	INITIALS
5	RC to draft a communication flow diagram, for parents to reference.	RC
6	SW to feedback to the CLF that the in-year tracking arrows are not helpful for interpreting year end to year end data.	SW
6	RC to review withdrawing the holiday request form, so that parent have to make requests for holiday in writing.	RC
7	LD to obtain more information about the UWE research into restrictive gender norms, and send it to SW.	LD
10	HT to add the AC to the newsletter distribution list.	HT
13	RC to include AC activity in the School Newsletter, when appropriate.	RC
14	RB to draft a Link Role monitoring schedule for 2018-19.	RB

Signed by Chair: _____ **Date:** _____