

21st Oct
2019
@ 6.15pm

Summerhill Academy

Academy Council Meeting - Minutes

Tony Cherry (TC) - (Chair)	Sponsor 1	James Pitt (JP) *	Pupil Advocate/Staff Member
Mike McLaughlin (MM)	Sponsor 2	Vacancy	Support Staff
Hanifa Tazaoui (HT) *	Sponsor 3	Vacancy	Teacher
Kerry Francis (KF)	Sponsor 4	Vacancy	LA Rep
Thomas Hope (TH)	Sponsor 5		
Susie Weaver (SW)	Executive Principal	In attendance as required	
Rebecca Curtis (RC)	Principal		
Sarah Redkar (SR) *	Parent 1		
Louise Davey (LD)	Parent 2	Sue Burns (SB)	Clerk
*	<i>Indicates absent from meeting</i>		<i>Indicates question asked</i>

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

1, Welcome and Apologies

The meeting commenced at 6.35pm

Absent with apologies: SR, JP and HT. The apologies were received and accepted by the Councillors.

The meeting was deemed to be quorate.

2, Declarations of Interest

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

3, Minutes of Previous Meeting (8th July 2019), 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 T5, RC to circulate the Y3 pupils on roll once the LA have confirmed them – **Completed.**

C/F T5, RC to identify common themes in book looks as a trail for the Academy Council to monitor – **Completed, this will be covered in the Immersion Day.**

C/F T5, RC to share the external book look report with the Academy Council – **Completed. Alison Wood (BEP) is also undertaking a Book Look tomorrow (21st October 2019). SW has drafted ‘the principles of a work scrutiny’ for Book Looks, including age-related expectations.**

4, PK to arrange for Tony Cherry to meet with Mr Palmer, prior to his application going to COAC – **Completed. TC emailed Mr Palmer but has not yet received a reply.**

4, SW to feedback the need to improve the Google reviews to the CLF Marketing Team – **Completed.**

8, LD to draft a short survey and undertake pupil conferencing about how pupils feel about pre-teaching – **Superseded by the Alison Wood visit.**

8, RC to share the PP strategy and success criteria with the Academy Council – **Superseded by the Immersion Day requirements.**

15, RC to advise the Academy Council about the number of parents using Dojo after the new cohort starts in September, and how they are communicating with parents who are not using it – **Completed. Y3 engagement is approximately 50% (compared to 90% across the school as a whole). The Dojo log-ins will be re-circulated at the Parents Evening.**

4, Matters Arising

A Support Staff Academy Councillor and Teaching Staff Academy Councillor election will take place during T2.

5, Quality of Education

Paper circulated in advance.

The Academy Council noted the new format of the Academy Council report and found the information in the AIP very informative.

There is still low-level disruption in some classrooms, how is this being managed?

We monitor behaviour in a variety of ways and the SLT undertake drop-ins to monitor teaching and observe how the behaviour strategy is being implemented. When we identify any teachers who require additional support with behaviour, the SLT model the behaviour strategies and can be in a classroom to offer support during transition. We also encourage teachers to observe other teachers who have strong behaviour management practice. We have re-launched the ready to learn behaviours and everyone in the school is using this language consistently.

How do you identify classrooms with behaviour needs?

By the number of behaviour incidents that are recorded.

Is modelling required for the more experienced teachers or for the four new NQTs?

None of the established teachers have required that support this year. The NQTs are very open to learning and are grateful for the additional support. Where we have provided support there has been an improvement in behaviour.

Behaviour and attitudes are recorded as 'good' is this in an Ofsted sense?

Yes.

But behaviour and attitudes include attendance and our attendance is disappointing, so would Ofsted consider it separately?

The culture of behaviour and attitudes has been self-evaluated as good. Attendance is an issue, but it is improving, and the Ofsted Inspection framework allows it to be judged separately.

So, if an Ofsted Inspector saw low-level disruption in the classroom, would they still determine that behaviour and attitudes were good?

There are more classes in the school where children are focused and learning than there are classes with low-level disruption, and we have plans in place to address the behaviour incidents which is having impact.

Thrive has been introduced as a whole school intervention, how will acceptance intervention be introduced?

This will be covered in tomorrow's meeting.

Can we have further information about Developmental Drop-ins (DDIs)?

This will be covered at the Immersion Day.

Is it possible to track the number of behaviour incidents to see if there is improvement?

Yes, this can be arranged.

ACTION: RC to track the number of behaviour incidents to ascertain trends.

6, Achievement and Standards

6b, Attendance

Has attendance improved?

Attendance is higher than this point last year but is still not where we need it to be.

Are you comfortable that attendance will continue to improve?

Attendance has improved after closer monitoring and the amount of time the EWO supports us. We have liaised with other schools in the CLF to share best practice and held a staff meeting in the first week of term with the EWO so that staff are clear about their responsibility.

What are the primary drivers for low attendance?

Broken weeks, and late after the register has closed.

What have you done to address this?

We have spoken with the Infant's School who close their registers at 9.30am and asked them to come in-line with ours (9.20am). We will then write a joint letter to all the parents. We have identified children who are often late to school and have invited them to Breakfast Club. We will use penalty notices if required.

Have you issued any penalty notices?

Yes.

Do penalty notices have an impact?

They have had impact in other academies in the CLF. We support families first before issuing a penalty notice and the EWO will visit them at home if required. Louise Dunbar is offering the families support and the EWO is providing the challenge which is a good combination.

Which is the bigger concern, broken weeks or lates?

Both are of equal concern. Y3 attendance = 95.6%, Y4 attendance = 95.7%, Y5 attendance = 95.8%, Y6 attendance = 93.2% but this can be attributed to two children who did not return to school for the first 4 weeks of the year. One child has health needs and is educated at home on Mondays. One child is at The Nest.

ACTION: RC to ensure the correct attendance code is used for the Y6 child with health issues.

Do we advise parents what the first day of term is?

Yes, but there are some strong cultural tendencies to visit families overseas.

Does the DfE give any guidance for pupils who are overseas?

They can be reported as 'Children missing in Education' after a specified amount of time and eventually can be removed from the school roll.

We reward the highest attending class each week and last week one class had 99.5% attendance.

What are the areas of concern in the teaching staff?

We have been ensuring that the planning is appropriate to move the children forward in their learning with the new curriculum. Rachael Scammel and RC plan with the teachers using 10th day planning to model and challenge. This has been really well received by the teachers and ensures that the planning is effective and can be followed-up with the drop-ins. The quality of the conversations about planning has improved.

Has the planning improved the alignment to the new curriculum?

The link to the curriculum is one aspect, we also identify what the children can and cannot do to determine gaps in learning and the classroom pedagogy.

CONFIDENTIAL MINUTE

[REDACTED]

[REDACTED]

What is the morale in the school like?

Strong, however the staff are tired as this is week eight of the first term. Staff absence rates are low and the NQTs are supported by a programme of induction.

Has the stakeholder survey been issued?

A Trust wide survey took place in 2017-18, but only twelve out of fifty-three Summerhill staff responded. Staff appear to recognise their role in student outcomes.

6c Quality of Teaching and Learning

How will you assess that the children are taking on the knowledge?

By talking to them about their learning during class drop-ins. We also use pupil conferencing where we choose a cross-section within a class and also look at their books.

Do you use a cross-section across years?

We will be moving forward to determine long-term learning. This term we have used a PIXL test for Maths, Reading and Spelling & Grammar which interrogates long-term learning. We also use the DOYA teaching assessment to ensure that pupils are on track. Low stakes quizzing can be very impactful, so the CLF are considering designing some questions to capture this.

Can you provide a list of curriculum subjects?

Yes, this will be provided on the Immersion Day.

Is the new staffing structure working well?

I have a strategic overview of the curriculum and planning in Y3/4 and Reading and Writing, Rachel Scammel is monitoring Y5/6 and Maths. We had a Phase Leader model but one of the Phase Leaders left and it became apparent that additional capacity was required. We have therefore built a Maths and English team who are working closely with subject experts from the CLF. There are named teachers who have responsibility for the other subjects, which is linked to their skills and/or passions. The UPS teachers need to have whole school impact and are therefore the NQT mentors; they are being supported by Jane Martin and Alison Fletcher from the Institute.

Do you have enough time to undertake so many responsibilities, should we be concerned about your wellbeing?

We have undertaken careful timetabling in the short-term. In the longer-term the leadership will be distributed. We have completed a review of the term to determine what has worked well but need to ensure that we have a team in place to support our most vulnerable children.

Is there a continuity measure in place?

Building an English Team and a Maths Team will distribute responsibilities.

Are the teams fully functional?

Not yet, but we anticipate them being so by the end of T2. We are not short of capacity but need to build confidence with the new curriculum.

Do you have confidence that the Teach First candidate is making progress?

Yes, they have excellent subject knowledge and are very engaged. We are monitoring when the AP will be able to take less of a lead role.

7, Safeguarding

MM has received Safeguarding training through his role as Cadet Officer at Clevedon Sailing Club. MM has visited the school this term to discuss the Safeguarding Audit and action plan with Louise Dunbar (the DSL). The report now has more depth and information contained in it. This term has been less eventful than the same time last year with fewer bullying and safeguarding incidents recorded.

8, Finance, Health & Safety and Estates

TH is going to work with the Ops Manager to ensure that the H&S document is owned by a member of the SLT. There is an area of ground by the netball court which was a concern as a temporary barrier had been erected, this has since been removed.

9, Staffing and Wellbeing

You need more cleaning staff?

We have been working closely with the CLF Estates Team. We have increased capacity within the team and are investigating whether it will be possible to have an additional caretaker in post. The cleaning has been moved to a contract cleaner and there were issues during the transition period, but we are hopeful to resolve the situation next term.

Have you recruited additional SMSAs?

Two new SMSAs have been appointed and an additional TA who will support high needs children over the lunch period.

What about after school club?

An After School Club Lead has been appointed, with two support staff. The Lead is also a TA which will provide consistency for the children.

Who will cover the Breakfast Bagel arrangement?

We have changed the process so that there are fewer budgeted resource implications next term.

10, Policies that require review

None.

11, Student Voice

James Pitt has been appointed to the role of Student Voice.

The Academy Council thanked Agata Russe for her commitment to the role over the last two years.

12, Governance

TC will attempt to contact Mr Palmer again with regard to the LA vacancy.

Elections for the Teacher and Support Staff Academy Council vacancies will take place during T2. The Academy Councillors were reminded to complete the four mandatory training modules on Nimble, covering safeguarding and H&S. The Immersion Day has been arranged for **Tuesday 19th November 2019, 9.30am – 3.30pm**

13, Equality & Diversity

What are we doing to support HAPs?

We are focusing on stretch and challenge and ensuring that the curriculum is fit for purpose. More than half the HAPs are pupils that join the school from the Infants.

14, Matters for the attention of the Board/COAC

None.

15, AOB

Summerhill is currently regarded as a Category 5 high-risk school within the CLF, is this reviewed regularly?

Yes, but no change is anticipated in the future. The Executive Team assess the academy risk ratings twice a term and this determines the amount of additional support that is provided by the CLF.

Organisation Chart

Pam the Ops Manager is drafting an organisation chart which will be distributed when it's completed.

ACTION: RC to circulate the newsletter and organisation chart when it is completed.

16, Date of Next Meeting: Monday 16th December 2019, 6.00pm

Meeting ended at 8.25pm

Item	Action	Initials
5	RC to track the number of behaviour incidents to ascertain trends.	RC
6b	RC to ensure the correct attendance code is used for the Y6 child with health issues.	RC
15	RC to circulate the newsletter and organisation chart when it is completed	RC

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