

16th Dec
2019
@ 6.00pm

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 6.15pm

Welcome to Sarah Redka, a new Parent Academy Councillor.

Absent with apologies: JP.

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 (21st October 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.

5, RC to track the number of behaviour incidents to ascertain trends – **Completed**. CPOMS reports are downloaded at the end of each term and then filtered for trends. This indicated that at the end of T1 the NQT classrooms had a higher number of logs and one Y3 class. An SLT member has now been allocated to key children who have additional needs which may be contributing to behaviours.

6b, RC to ensure the correct attendance code is used for the Y6 child with health issues – **Completed**. The correct code is now being used. The attendance team meet every Friday to discuss the attendance of key pupils of concern.

15, RC to circulate the newsletter and organisation chart when it is completed – **Carried forward**.

5, Academy Council Report & AIP

Papers circulated in advance

Immersion Day

The Immersion Day was very beneficial. How are you ensuring stretch and challenge in Maths for pupils with SEND and for HAPs?

Fin McLaughlin who is a Maths Mastery expert has been spending a day a week with the Academy, in particular in Y3 and Y4. He has planned with the team to ensure a clear progressive sequence which meets the needs of all the children.

In two classrooms it appeared clear that some children needed to be moved on to more challenging work?

Next term Fin will focus on Y5 and Y6 and will pick-up on any issues with stretch and challenge and will model the teaching of Maths for some teachers who need to improve the pace in their lessons. We are also utilising the Boolean Maths Hub across the CLF primaries and ARVs will focus on impact.

Resource is being deployed effectively, how do you address any underlying performance issues?

During planning, Rachel and I are noting any discrepancies and then Fin reviews the planning and makes notes before sending it back. There has been good impact in Y3; the development of the quality of teaching will take place in Y4. The use of PIXL diagnostic tests have been embedded across the school to identify gaps in learning and address them.

How often are you using PIXL tests?

Three times a year. We can then benchmark our children against children in other schools. This is very helpful in identifying and developing key areas in the quality of education.

There was a skills deficit in tenth day planning?

I attend Y3 and Y4 planning and Rachel attends Y5 and Y6. This has been helpful in challenging planned practice and holding teachers to account for any recommended changes.

How can the Academy Council determine the impact of this initiative?

The children's voice element is essential and talking to children about what they are learning and how this builds on prior knowledge. This will help us to capture long-term learning.

Longer term, is the tenth day planning approach sustainable?

It is sustainable for this academic year. Following this initiative, we are anticipating that colleagues will be able to plan independently.

Is stretch and challenge built into the planning?

We don't take the planning in isolation, we sit with the teachers whilst they are planning and challenge how they plan to deliver it, this includes how they will provide for HAPs and pupils with SEND.

Quality of Education

Are you confident that teachers are improving at the required rate to ensure improved outcomes for children?

The response from all of the teachers to the SLT being in the planning has been very positive and they have engaged well with the changes to the curriculum. Better quality writing should be achieved if it is closely aligned to other areas of the curriculum. The Y4 team have found it harder to engage with Fin because of the impact of the experience that the pupils had in Y3 and how this is scaffolding learning in Y4. We know this is having impact as the ARV meeting recorded impact, and feedback from parents evening indicated that their children were engaged and able to talk about what they are learning.

What is staff morale like?

Everyone is tired but are pleased with the improved quality of writing and the new curriculum.

Has there been any negative feedback from teachers?

There was a concern raised about there being more non-fiction writing than fiction in the new curriculum. However, there is a 'We are Story-Tellers' block planned next term which will address this.

Was the BEP Report overly optimistic?

Maths remains a concern, but all the teaching staff are onboard every term with what needs to be done to achieve better outcomes.

Are you confident that all staff are moving sufficiently fast in the right direction?

The majority of the teaching team are, and Y6 have moved quickly.

How do you ensure that LSAs are being used effectively?

Our LSAs are supporting eight very high needs children within the academy. The LSAs are timetabled to support these vulnerable pupils and have some timetabled interventions in the afternoon. Reading is an intervention specific focus to ensure that all of our pupils can access the curriculum. We hold Core Team meetings to review which pupils are not yet on track and to plan interventions to support them.

Are the LSAs experienced?

They performed well in our last Ofsted and have recently asked for more Thrive-based training and positive handling processes to support them when pupils are dysregulated. I can provide the Thrive training and we will buy-in the Team Teach training.

What is funding the LSA support, do any of the pupils have additional funding as a result of their needs? Does the SENCo have sufficient capacity to apply for additional funding?

Other services are anticipating falling-away from our vulnerable pupils. We are identifying pupils with the highest needs and have provided additional resource to support them. We are also working in partnership with the Infants school to identify complex needs and support transition that may come into the academy. We may ask the Trust for additional support with SENCo resource.

Attendance

There has been some indication that the text messaging service is not personalised?

We have reworded the text message following parental feedback.

Is the attendance process too laborious, does it move swiftly enough to address issues?

We can move straight to Stage 4 in certain circumstances. The Attendance Team review the tracker each week and identify families who require additional challenge.

ACTION: RC to update the attendance process to indicate that families can move through the stages quickly if required.

Is there a risk that the attendance process has alienated some parents whose children have good attendance?

It has provoked a much earlier conversation around the importance of attendance and has allowed us to discuss with parents whether their children could return to school earlier following illness. In the past the school has been too enabling for parents to take their children out of school. Summerhill's attendance is too low to achieve a Good Ofsted outcome. Broken weeks is impacting on attendance significantly, we have a welfare First Aider who can support pupils in school when they are feeling a little under the weather.

The Attendance Handbook indicates that parents can be invited to attend a meeting with an EWO, do you use this process?

Yes, we have bought-in double the amount of EWO provision this academic year and use a graduated response to challenge attendance.

Do the parents invited to attend an EWO meeting usually meeting attend?

This term we invited six parents and two attended.

What happens when parents do not attend the EWO meeting?

We move on to the next stage of the attendance process which is a fixed-penalty notice.

Are you mindful about the language used around unsupported parents?

Yes, we are aware that some parents need to not be financially penalised or shamed for poor attendance. We offer bespoke support for vulnerable families to improve attendance.

Sports Premium Report

A significant amount of funding has been spent on the Shine Sports lunchtime club, has the provision been quality assured?

Yes, this has been carefully reviewed, but is not reflected in the report due to a formatting error.

ACTION: RC to arrange for the Sports Premium Report to be formatted so that all impact is captured.

Overall are you happy with the sports impact?

We have changed the use of the funding this year as the coaching has upskilled the teachers. Sports planning for the year has been highlighted to indicate where bespoke sport support is required. We have bought-in 'Real PE' and all staff have received training. This has had a great impact on the quality of the teaching of PE and the skills required to play any sport. The PE provision is differentiated to provide stretch and challenge. Real PE is also used in the Infants School. The Trust are writing a Trust PE curriculum from 3 – 19 with a backdrop of Real PE.

How do you identify an 'inactive' child?

Via teacher feedback of observations on pupils' engagement in physical activity.

6, Finance, Health & Safety and Estates



Is the academy on budget?

Yes.

Are there any estate concerns?

The atrium roof continues to leak, this is being addressed by the Trust, as well as the sound issue in the hall.

The Infants are considering reducing their PAN to a two-form entry. This will significantly impact on the academy finances and will need to be planned for.

Are the teachers aware?

Yes, as the Infants had consulted with parents. [REDACTED]

Is the CLF aware that the Infant School is considering reducing their PAN?

Yes, this is on their agenda for discussion.

7, Policies that require review

- Safeguarding – CLF
- Complaints - CLF
- Behaviour – Academy Policy
- Attendance - CLF
- Anti-bullying – Academy Policy

The Academy Councillors noted the CLF policies.

Proposal to approve the Academy Policies: TC

Seconded: TH

Show of Hands: Unanimous

Can the Complaints procedure be distilled on the website to make it more accessible to parents?

Yes, this can be discussed with the Trust.

ACTION: SW to liaise with the CLF re a condensed Complaints procedure for parents.

8, Student Voice

Paper tabled.

The Student Councillors meet with Mr Pitt each week and discuss any issues. Current topics are;

- The reduction of plastic in the Tuck Shop and proposed solutions.
- Increasing the number of charitable events to raise money.
- Lunchtime menu suggestions.

Equality and Diversity.

CLF HR has provided an EDI statement. The schools have met and discussed their individual priorities and the action plan has been updated.

Governance

Proposal for KF to be the EDI Link Councillor: LD

Seconded: TH

Show of Hands: Unanimous

9, Matters for the attention of the Board/COAC

None.

10, AOB



Link Visits this academic year

Following tenth day planning provision, each Councillor will visit the academy at least once to review the planning via Phase Leadership (Y3/Y4 and Y5/Y6) for two-hours.

In addition, TC will visit the academy and undertake a book-look.

ACTION: All Academy Councillors to provide Pam Kaur with their availability for Link Visits.

School Nativity Play

Weds is School Nativity at 9.30am and 6.00pm.

11, Date of Next Meeting: *Monday 3rd February 2020, 6.15pm*

Meeting ended at 8.20pm

Item	Action	Initials
C/F T1	RC to circulate the newsletter and organisation chart when it is completed.	RC
5	RC to update the attendance process to indicate that families can move through the stages quickly if required.	RC
5	RC to arrange for the Sports Premium Report to be formatted so that all impact is captured.	RC
7	SW to liaise with the CLF re a condensed Complaints procedure for parents.	SW
10	All Academy Councillors to provide Pam Kaur with their availability for Link Visits.	ALL

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