

14th Jan  
2019  
@ 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	Vacancy	Support Staff
Hanifa Tazaoui (HT) *	Sponsor 3	Megan Redwood (MR)	Teacher
Kerry Francis (KF) *	Sponsor 4	Vacancy	LA Rep
Thomas Hope (TH)	Sponsor 5	In attendance as required	
Susie Weaver (SW)	Interim Executive Principal	Ellie McQuarrie (EM)	Assistant Principal
Rebecca Curtis (RC)	Principal		
Vacancy	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 Steve Taylor (ST), CLF CEO who is observing the meeting.

Absent with apologies: AR, KF, HT. The apologies were received and accepted by the Councillors.

Absent without apologies: EB.

The meeting was deemed to be quorate.

### 3, Declarations of Interest

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

### 4, Minutes of Previous Meeting (22<sup>nd</sup> October 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.

### Matters Arising

EB is a Parent Councillor and his term of office ends on 19.01.2019. Therefore, a Parent Councillor election will take place this term.

*The Academy Council thanked EB for his support of the school and the Academy Council during his term of office.*

### 5, Safeguarding

*Paper circulated in advance.*

#### **Some concerns have been raised with respect to disruption and behaviour?**

Two concerns have been raised by parents in Y6. One parent contacted Ofsted about a historic bullying complaint, but it was a non-qualifying complaint, and was therefore forwarded to the Safeguarding Team who undertook a Safeguarding review. Henry Chan will produce a report that

indicates that the introduction of a reflection room, the triangle system, one-to-one work, changes to Y6 timetables, and ensuring consistent supply teachers, were all satisfactory. It was deemed that the children are not at risk, and additional suggestions have been implemented. Henry Chan will produce a full Safeguarding Report, but this has not yet been received.

The second parent complaint was a broader concern about behaviour and consistency in Y6, after a teacher left. This class has experienced disruption in their time in the school due to many changes in teachers. This is being addressed by ensuring that the current supply teacher remains in post to provide consistency. The parent is satisfied with this solution, and the behaviour has improved within the classroom.

#### **Recording incidents of bullying have raised from 6 to 7?**

This number refers to incidents, not number of children. This is due to a group of Y5 girls. When a concern is raised, we complete and alleged bullying form, construct a plan for the victim and perpetrator, and use Thrive strategies.

Priorities from the Safeguarding Audit will be reviewed at the next meeting.

#### **5, Risk Register - TH**

*Paper circulated in advance.*

*The Academy Council advised that they were pleased with the changes to the Risk Register which is a clear tool for the SLT to control and escalate risks where necessary.*

The Risk Register has been RAG-rated; the residual risk is a result of planned mitigation.

There are some staffing and finance risks.

Risk 8, 9 and 8/9: the ABM has been on long-term sick-leave, which is impacting on the other roles within the academy.

#### **How is the absence of the ABM being managed?**

We have distributed the role with support from the CLF Central Team. A CLF Finance Officer visits the Academy once a week, and discusses the finances with the Principal bi-weekly.

The Assistant Principal is overseeing the lunchtime staff, and the Principal is over-seeing the before and after-school clubs. The wrap-around care leads have been upskilled to manage their staff. Mike Younger has been supporting with H&S and has been reviewing the H&S Audits which have remained graded as outstanding. Sue Rogers has been dealing with First Aid.

#### **Are there any areas which have been impacted by the ABMs absence?**

I have contacted Rachel Friday and asked her to appoint a temporary person to this role, as the ABMs absence is ongoing. The aspects put into place are not sustainable in the longer-term and are distracting from core activities.

#### **Is the ABM role changing?**

The cluster model means that the ABM role will cease from 1<sup>st</sup> February 2019. An Operations Manager role is replacing the ABM role within each Academy, which will not include HR responsibilities. PK has been appointed to the Office Manager role, which she will take up on her return. The quality of the Operations Manager work will be quality assured by Rachel in the Central Team.

*The Academy Council thanked the Principal and Staff, and the CLF Central Team, for supporting the academy in the absence of the ABM but have concerns about the impact of the ABM's absence on the staff at the Academy.*

**ACTION: RC to recruit a temporary Operations Manager as soon as possible.**

**What is the trend over time of the number of pupils on roll, in addition to the reduction in PP funding, and the impact that this will have on the Academy finances?**

The school roll has increased by two this week. Our cohort are transient and move out of the area. We are working with the central team to effectively communicate to and attract new parents. Our improved relationship with the Infants will help to ensure more Y3 pupils. We had a full cohort in Y6, but this was replaced by a lower-birth rate cohort in Y3. We are increasing our twitter feed with good news stories. We work hard with our Y3 families to claim PP wherever possible. In the long term we are forecasting the budget and will have to adjust were necessary. We are using a model staffing structure and are replacing UPS teachers with main-scale teachers or students.

**What are the CLF doing strategically to ensure that disadvantaged children are identified when the PP funding criteria are being changed?**

ST - Fundamentally a school needs to pay for itself. The MAT receives the funding, but 95% goes to the academy. Funding is a national challenge, but the CLF has a reputation for being financially well-organised and we employ very skilled and pro-active individuals to ensure we get good value for money. We ensure economies of scale wherever possible and offer a range of professional services and we generate income to pay for many of the central team services to ensure that as much of the funding as possible can go back to the academies. The CLF recognises that each academy has a different social context and maximises the funding to meet needs. The CLF has an excellent reputation for managing funding. Each Academy can bid for reserves for specific projects annually and have to provide a business case and have robust challenge. The Schools Conditions Allowance allows us to invest in capital projects, this is determined by a risk analysis of the Trusts capital.

**How do you ensure PP spend is impactful?**

Additional interventions were quality assured and are a strength across the school. Interventions are selected based on impact, and we identify families who are disadvantaged. We look for better value from our leaders and middle leaders and ensure that CPD is in place to maximise their skills, and that they are accountable.

**One of the Ofsted feedback points was whether we are stretching the high attainers. Are you comfortable that this is being done in a sustainable way, to avoid fire-fighting in Y6?**

Yes, we are ensuring that the planning is engaging and is of high-quality, and we are developing the curriculum. Our Middle Leaders are working with Alison Wood who is a BIP.

**Black Box Data - SW**

Trends and key trails have been identified, and specific groups will be a focus for the SLT. There are specific areas of the curriculum which will be reviewed, based on the data.

Writing has been embedded into the wider curriculum to develop pupil's stamina.

On track predictions are 44% (last year's results were 52% by the end of last year). We will look at what provision is in place to ensure that those pupils who are yet to be on track are converted to on-track.

**Attendance**

**Attendance has decreased, what is being done to address this?**

Persistent absence has increased. Each persistently absent family with a pupil in Y5 and Y6 has had a conversation with the EWO or Family Support Worker. The Y3 and Y4 children have not had this intervention yet. We now have two admin staff who review attendance and undertake first day

calls and we are working with children who are late. This term we have had a D&V bug in the school which has also impacted on the data. We have two part-time time-table children who are at the Nest, which impacts on our statistics.

#### **Can you explain what a part-time time-table is?**

The Nest is the CLF Alternative Primary Provision. All children need to receive an education, if we cannot meet their needs we can use an ALP. The Nest supports pupils with additional needs and SEMH. Two children are using the Nest and one other child is at an assessment place. All three pupils contribute to our attendance figures. When they attend the Nest they are transitioned on a part-time basis. Their provision is reviewed every two weeks and we increase their timetables accordingly.

#### **Do we have to include these pupils in the attendance report?**

We have to report the overall attendance, but we could analyse the attendance data with complex needs extracted, so that we can see their impact on the data.

#### **Are we doing all we can to improve attendance?**

Yes. We reward attendance weekly with additional play for the top three attending classes, which motivates the children.

#### **Is there any correlation between the best attended classes and the highest quality teaching?**

This can be investigated.

**ACTION: RC to determine if there is any correlation between the best attended classes and the quality of teaching.**

#### **Quality of Teaching**

We are mapping all our CPD to the teaching standards. The Academy Review visit indicated that the main findings were that the Marking and Feedback Policy was impacting positively on the fluidity of teaching. We will continue to review the quality of questioning to follow the learning in lessons. Books and planning indicate that planning for well-structured lessons is required, which was the focus of the inset day. We are ensuring that the curriculum is broad and balanced and that children have the maximum opportunities to implement key skills.

#### **What is the role of homework?**

Homework will be a focus later this year, to ensure consistency across the school. Y3 will trial a Maths with parent's programme so we will look at the feedback for this.

#### **How should we meet the OFSTED suggestion that Academy Councillors should look at books?**

The Academy Council does not currently look at books. Helen Angel (CLF School Improvement Team) has met with TC and RC to indicate what a Book Look entails, and what to look for. A simple format to record book-looks findings will be reported to the Academy Council, once a process is in place.

#### **6, Academy Improvement Plan**

Carried forward.

#### **7, Academy Council Report**

***Paper circulated in advance.***

### **How are Y6 progressing?**

The Y6 data indicates approximately 50% of Y6 pupils are at ARE. The mock tests indicated that Reading was stronger than December last year, and Maths was weaker. This is because we prioritised PIXL Reading interventions first, which have had an impact.

### **Are only Y6 receiving interventions?**

No, we use targeted interventions across the academy, including 'Reading Speed'.

The PP gap requires focus and we are re-grouping children for Maths, based on gap-analysis and they are being supported by the Maths Lead and Y6 Teachers. One of the LSAs is working with the SEND pupils which achieved good impact last year. The Maths PIXL interventions have been planned and may be taught by RC, to provide additional support.

### **How quickly will these measures provide an improvement?**

The children take full-length arithmetic tests every week. Frome Vale made rapid improvements last year by sharing their class statistics so that the pupils can see themselves progressing in an inclusive way. The PIXL interventions are re-assessed every four weeks.

### **Have you got progress targets for each term?**

Teacher assessments are currently approximately 50%, so we need a 10% increase each term.

### **Are the targets achievable?**

Yes, Frome Vale have been able to achieve this, and we are working closely with them to replicate it. We will be attending the next PIXL conference to ensure rapid improvement.

### **Y3 data.**

The KS1 data indicates that 40% of Y3 pupils were on track at the end of KS1, and this has increased to 63.9%. Maths has increased slightly, and Reading is in-line. This year we were able to secure the KS1 tests and books, so we have been able to analyse these. Greater Depth is not in line as our numbers are lower, so this is a focus for the Y3 team. I am satisfied that these pupils are being provided with greater-depth learning and that more time is required to gather this evidence. This will be monitored closely in pupil progress meetings.

*The Academy Council concluded that they are impressed that the data from KS1 has been engaged with and responded to.*

## **8, Equality & Diversity & Inclusion**

See discussion within minutes.

## **9, Student Advocate Report**

Carried forward.

## **10, Finance and Health & Safety**

### **Do we always budget for a surplus?**

Yes, 1%.

## **11, LAC Data Review**

There are no LAC pupils at the school currently.

## **12, Policies that require review**

- Behaviour

Proposal to approve the Behaviour Policy: MM

Seconded: TH

Show of Hands: Unanimous

### 13, Communication

#### How does communication with parents feel currently?

There is lots of engagement with Class Dojo (80%) which has helped, and parents are using the translate facility. We are also using termly newsletters.

The Parent Questionnaire will be re-issued with the Ofsted questions during T3, in conjunction with parents evening.

### 14, AOB

#### Academy Council Link Monitoring

The Academy Council were encouraged to visit the Academy to observe the change in the timetable and the impact on behaviour.

**ACTION: TC to agree a Link Councillor Monitoring Schedule with Academy Councillors.**

#### Can we have an update on the creative curriculum?

There has been a lot of positive comments from parents about the increase in creativity in the curriculum. The academy is committed to ensuring that everything is robust and age appropriate. Passports will assess children in Y3 for all foundation subjects, to ensure they are receiving a broad and balanced curriculum.

Creative initiatives include:

- Unique Voice addressing bullying through drama and working with Y6 re online issues.
- Dee Moxson receiving Bristol Museum funding; we are applying for a further £15k to create a festival with a whole school project.
- Bristol Play Music has delivered steel pans.
- Philosophy being embedded in the curriculum, in conjunction with Bristol University.

*ST thanked the Academy Council for giving up their time as volunteers and supporting the Academy, and their focus and passion for school improvement.*

16, Date of Next Meeting – 11<sup>th</sup> March 2019, 6.00pm

Meeting ended at 8.20pm

Item	Action	Initials
5	RC to recruit a temporary Operations Manager as soon as possible.	RC
5	RC to determine if there is any correlation between the best attended classes and the quality of teaching.	RC
14	TC to agree a Link Councillor Monitoring Schedule with Academy Councillors.	TC

Signed by Chair: \_\_\_\_\_ Date: \_\_\_\_\_