

11th March
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	Mandi Boyd (MB)	Operations Manager
Vacancy	Parent 1		
Louise Davey (LD)	Parent 2	Sue Burns (SB)	Clerk
*	Indicates absent from meeting		Indicates question asked

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 Louise Dunbar and Mandi Boyd.

Absent with apologies: AR 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.

4, Finance and H&S Update – MB

There is a current budget surplus of £17,057, the budget is predicted to break-even.

Supply costs have been very high, part of which has been off-set by the absence insurance.

The utility costs are slightly higher than budgeted for due to the per unit cost, not consumption.

The IT equipment is being funded by the additional government grant. Sound dampening panels are also being investigated as there will be some surplus funds.

The 2019-20 budget will be set in the forthcoming months.

Are there any budget anomalies?

No. We are confident that we will break-even at year end.

TC attended the Infants School meeting on 1st March 2019 to meet Kerry McCarthy who was collecting views about per pupil funding issues.

H&S Update

On Friday 15th March MB is meeting with Rachael Friday (CLF Head of Administration) and the CLF H&S Lead to undertake a H&S walkaround. The Site Manager has provided the Fire Risk Assessment and the H&S Action Plan in advance of the meeting. Most compliance items are up to

date. The H&S Policy Statement in Reception has been updated and the Evacuation Procedures for the new inventory system will be re-drafted. TH attends the H&S Committee meetings regularly and the Risk Register captures any issues.

A Parent Councillor election will take place this term. All the Link Roles are covered and there is a balanced skill set currently in place.

(MB left the meeting at 6.35pm)

5, Minutes of Previous Meeting (14th January 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 recruit a temporary Operations Manager as soon as possible - **Completed.**

5, RC to determine if there is any correlation between the best attended classes and the quality of teaching – **Completed. There is no direct correlation, however there is a correlation between the sign-up for Dojo and the best attended classes.**

14, TC to agree a Link Councillor Monitoring Schedule with Academy Councillors.

Matters Arising

The Assistant Principal is currently on maternity leave and is due to return in July. Ellie McQuarrie will be leaving at the end of T4. Therefore, a SLT post needs to be recruited to.

Proposal for KF to be the LAC Link Councillor: TC

Secoded: RC

Show of Hands: Unanimous

Proposal for MM to be the Safeguarding Link Councillor: TC

Secoded: LD

Show of Hands: Unanimous

6, Safeguarding Audit - LD

Paper circulated in advance.

Most staff have completed Nimble training modules, including the SMSAs.

Additional Safeguarding and on-line safeguarding links are on the website.

Steve Bane will undertake another Safeguarding Audit next week.

The SCR has been reviewed and MB will populate the new CLF SCR template which is a large piece of work.

All staff have signed to confirm they have read KCSIE.

The local Police Officers have visited and spoken with Y6 and an individual pupil who had placed himself at risk.

Y5 and Y6 will complete 'Trust Me' this term which are two lessons focusing on online safety.

Are the School Visitors Policy & Procedures based on a CLF template?

Yes, this has been drafted based on a CLF template provided by Steve Banes.

ACTION: All Councillors to send RC any comments they have about the School Visitors Policy and Procedures.

Concerns were raised by two parents, which SW has responded to, but no further action was required.

Two incidents have been reported to the LADO, one has been resolved and one is in process.

Do you appoint a member of staff to support a staff member if an allegation been made?

Yes, there are clear procedures about co-ordinating and communicating investigations which are undertaken by a Senior Principal.

(LD left the meeting at 7.00pm)

7, SEND Update - TRJ

There are 63 children who have been identified with having SEND, including 23 in Y6 due to difficulties with behaviour. Using the Nest and ALPs has supported this year group. There are two children (one at Education First and one at the Nest) who do not have an EHCP, therefore support in transition to Y7 will be provided. Both these children are responding well to the support so it is anticipated that they will re-enter mainstream education in Y7.

Two additional children have EHCPs and will transfer to a specialist provision; one is in Y6 and one is in Y5 and will hopefully transfer to a specialist provision next year.

One child is at Notton House and is awaiting an EHCP, but the LA are behind with processing EHCPs.

Who is accountable for pupils at other settings?

Summerhill is. We work really closely with the Nest and have bi-weekly reviews and they support the EHCP process. We paid for the child to access Education First but following a panel review he was moved to Notton House due to the level of need and social care involvement. The LA are now paying for this place, following success at a panel. He may be able to sit his SATs at the other provision.

Is that the same for Education First and the Nest?

Yes, the pupils are on our roll and are our responsibility. We provide mock SATs papers if required.

Principals can have pupils discounted from the progress measure in extreme circumstances. These children qualify for that and therefore RC will apply, but they will still count in the attainment measure.

ACTION: RC to provide progress data without the pupils who skew the statistics in order for the Academy Council to determine if appropriate measures are in place.

The percentage of children with special educational needs is higher than nationally, but the academy is meeting their needs with appropriate alternative provision.

What does the K code denote?

It represents children on the SEND register.

Does the high percentage of SEND pupils in Y6 impact on provision for other children?

It has done historically, but we are now meeting pupils needs individually first, and then grouping them which has been successful. We are also providing for high prior attaining pupils to ensure stretch and challenge available from their class teacher. A HLTA supports individual pupils in Y6 which is having impact. Borderline pupils are supported to teach to the gaps. This level of provision needs to be emulated further down the school which will be challenging with less resource.

Y6 black box data is disappointing, are these pupils predicted to achieve their targets?

The Y6 mock data indicates that 60% of pupils achieved Reading, 50% achieved Writing, and 40% achieved Maths. Maths therefore remains a target. Liz Thompson will support with planning Maths for Y6. The combined score was 38% compared to 44% last year. We are using data more intelligently than last year and have spoken to individual pupils who have had disappointing results. These conversations have identified that the pupils are challenged emotionally by the test, which needs to be addressed. All the access arrangements were in place, additional space was provided and exit interviews were undertaken. We are building pupils self-esteem and managing their worries. There is a supply teacher in one class who will team teach with the Assistant Principal until the SATs.

The importance of early assessment is key, but we do not have the pupils until Y3?

We work with the Infant SENCo at the end of Term 5 and the beginning of Term 6 to identify needs and which pupils should have which teacher. We observe the children working in class and work alongside them. We have a provision map in Y3 for the children working with the TA and focus on getting them to read fluently with comprehension. 'Switch-on Reading' and 'Project X' have both had good impact. Some children require additional interventions following Y3. Pupil progress meetings identify progress and next steps. Provision maps are put together during each Pupil Progress meeting for each Year group.

Are we satisfied that we are not receiving pupils who have SEND needs that have not been identified?

No, but there will be developmental influences that need to be taken into account. The LAs will not consider funding unless a child is a minimum of two years behind their peers.

SEND exclusions are higher than non-SEND exclusions?

These statistics represent 7 SEND children vs 1 non-SEND child - 35 sessions were missed. Four of the eight pupils joined the school after Y3 therefore we need to improve assessment on entry.

Are there any alternative options to exclusion?

No due to the circumstances. We had used internal exclusions and lunchtime exclusions and all fixed-term exclusions had a graduated response and support to mitigate against the risk of a fixed-term exclusion. The excluded pupils are on the SEND register under the SEMH category and sometimes exhibit violent or destructive behaviour. All the exclusions were from Y6 but have reduced with none taking place this term. Additional Thrive, one-to-one support, and mentoring has been developed which has had impact. Strategically in the long-term, the use of Thrive provision will be changed to ensure proactive support further down the school.

How many of the pupils who have received fixed-term exclusions are PP children?

All bar one.

Have pupils with SEMH been referred to CAMHS?

All CAMHS referrals have been refused.

(TRJ left the meeting at 7.35pm)

8, Review Y4 and Y5 Data

How is Y5 data moderated?

Helen Angel in the CLF Central Team is moderating English in Y5 and Claire Rizdale is an external literacy support advisor and is supporting with Y5 subject knowledge sessions. The Y5 and Y6 teachers moderated writing together last year which was successful. PIXL tests are supporting with Reading and Maths.

Are Q and A's based on PIXL testing?

Yes, these were introduced late last year and inform planning based on gaps in learning. The Y5 team use DOYA to identify children on track at the end of the year.

Once pupils are assessed with moderation, what support is available to Y5 post-SATs?

There are unique needs in the Y6 cohort therefore we can't withdraw all the support.

How can we provide for pupils with less resource?

Further down the school pre-teaching has had good impact. This is where we pay the TAs overtime so that the teacher can front load cognitive knowledge for specific pupils. We therefore need to consider how we utilise the staff for the best impact. We will continue to focus on raising standards across the whole school and not just in Y6. Academy Review visits focus on all year groups.

Is PIXL being used in all year groups?

Not yet. The SEND staff meeting will introduce staff to some of the resources that are available.

How is the RIP impacted by the departure of Assistant Head?

The Assistant Head will leave at Easter. External capacity will be sourced because if internal capacity step-up to backfill the vacancy it will impact on the provision currently in place. The notice period has been challenging, but the CLF are using their network to identify potential individuals. The Institute will provide mentoring of the NQT and Y6 Maths provision. Additional leadership capacity will be sourced in T5 and T6 and we will draw on the strength of the Trust in the interim period.

What about the creative aspects of the curriculum?

The Assistant Head has worked closely with other staff in the academy as she was on a fixed-term contract. Therefore, this work will continue. There are also broader curriculum developments across the Trust which will be rolled-out across all the academies. The Bristol SSIF has allocated a BEP to the school who has provided middle leadership support.

What is the focus for teaching standards this term?

Last term we focused on planning lessons. Planning has moved-on and is now more focused and structured. The books demonstrated improvement in Maths and English, including PP books. This term Teaching Standard 5 – 'meeting the needs of children' is the focus. We still need to focus on driving up attainment for more-able pupils and SEND. Teaching Standard 5 will help with this development.

9, Academy Council Report

Paper circulated in advance.

Attendance

What is the attendance rate for classes with low Dojo interaction?

Approximately 80% attendance where only 50% of parents are signed-up to Dojo.

Are there any children in those classes on part-time timetables?

In one class, yes.

Attendance remains a concern?

Yes, broken weeks remain an issue. Medical reports and holidays are not above the national average, but part-time timetables are. However these are required to meet the needs of the child. We are writing to parents and outlining the impact of broken week attendance.

Are there any demographics within the broken weeks?

PP attendance is significantly lower than non-PP attendance. PP persistent absence is also higher, but the children on part-time timetables are PP children. Pupils with SEND support have very low attendance (91.7%).

There are targets in place for SEND pupils with low attendance. One child had a hospital stay but has since improved their attendance. Pupils with lower than 90% attendance will be targeted with interventions e.g. an EWO meeting and Breakfast Club.

What about pupils with attendance between 90% and 95%?

We have liaised with parents to raise the profile of the importance of attendance. Vicky Franklin is supporting us with the appropriate tone of letter.

How do teachers help absent pupils to catch-up?

Careful planning is required.

RC has a telephone conference tomorrow with Jane Drury about a CLF Pilot to raise attendance. The SENCo conference last Wednesday included a stall from the EWO present, who advised that the school is doing all they can to tackle attendance.

Access to services who require additional support is limited, does this impact on attendance?

Yes. Families in Focus have a much higher threshold required to access support. Louise Dunbar will support some of the families who have not yet accessed Dojo.

10, Equality & Diversity & Inclusion

See discussions above. Next meeting

11, Student Advocate Report

Carried forward.

12, Policies that require review

- Admissions (to note)

13, Communication

An information evening about SATs will take place for Y6 parents, along with key messages for attendance and that the Assistant Head is leaving.

14, Papers for Information

- New Ofsted Framework – HT
- What to look for in a School Visit – HT

15, AOB

The risk register has been updated re senior leadership changes.

16, Date of Next Meeting – 8th May 2019 at 6.00pm

Meeting ended at 8.05pm

Item	Action	Initials
6	All Councillors to send RC any comments they have about the School Visitors Policy and Procedures.	All
7	RC to provide progress data without the pupils who skew the statistics in order for the Academy Council to determine if appropriate measures are in place.	RC

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