

8th May  
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		
Susie Weaver (SW)	Executive Principal	<b>In attendance as required</b>	
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.

Absent with apologies: HT, MR and LD. 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 was signed by all present.

### 4, Compliance

The Academy Council signed to confirm they have read the CLF Safeguarding Policy.

### 5, Minutes of Previous Meeting (11<sup>th</sup> March 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.

6, All Councillors to send RC any comments they have about the School Visitors Policy and Procedures - **Completed**

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 – **Carried forward.**

### Matters Arising

A Parent Councillor election has taken place, but there were no applicants.

### 6, Attendance

Jane Drury oversees attendance for the CLF. Summerhill were going to be part of the DfE Attendance Pilot, but they have advised that all the required attendance processes have already

been actioned. A review of the wording of the attendance letters will be undertaken as well as considering using text messages to remind parents of the importance of attendance. We are using terminology based on days missed as opposed to percentages, and we are targeting families with broken weeks.

**Can the letter be changed based on the year group the pupil is in, with a tougher message further up the school?**

We only have four years to improve attendance therefore we want to set the culture as soon as the pupils enter the school.

If leave has been requested, we print-off the attendance certificate and look for patterns of absence and send a personalised letter in response to the request. This has helped to build relationships with parents.

**Could you refer to the number of missed lessons as opposed to the number of days?**

We could consider using terminology about using sessions, but parents may better understand the terminology 'day'.

**Do you congratulate families who have had improved attendance?**

We congratulate classes with good attendance and could congratulate families who we have been working closely with.

Persistent absentee families are being formally invited to meetings with the EWO and discussing absence as well as lateness. Supporting attendance for SEND attendance is more individualised and is improving as a result.

## **7, Academy Council Report**

### ***Paper circulated in advance***

**What are the Y6 predictions?**

The predictive results are based on mini-mocks and teacher assessment and are 62% combined. The pupils are well prepared, and interventions have been targeted. The Pupil Progress meeting took place last week and Y5 are starting their interventions this week which is much earlier than last year. The Y6 cohort are emotionally challenging and there is a lot of SEND need, however as a cohort the pupils have really been working hard and are ready for the SATs.

We have increased the number of access arrangements this year to ensure that all the pupils can access the SATs, seventeen applications for additional time have been upheld by the TSA (Testing Standards Agency). CLF Central Team are providing additional support to invigilate the SATs and the Academy Council are also invited to attend to ensure that the SATs are administered correctly. Y4 are having an external Science and Sport provision each morning, which then allows the Y4 classrooms to be used and the Y4 teachers to support the pupils as they are familiar to them.

**Were the mini-mocks lower than anticipated?**

They dropped on arithmetic, but CLF brokered additional support from Liz Thomas for advice on how to proceed and they have picked up again since.

The teachers are tired, but they are less stressed.

**One of the Y6 teachers is new?**

Yes, but he is being supported by another experienced teacher who is also overseeing his NQT year.

### **How do teachers help pupils who have been absent to catch-up with their learning?**

This is an area that requires further development as teachers will ask their support assistants to work with the child, but our support assistant resources have been re-allocated to pupils with high needs. One process that works really well is pre-teaching which we have been trialling in Y3 and Y6. We have been inviting PP children in before school to be taught the subject first and then over-teaching it again in the lesson. This has had great impact and therefore we could consider rolling it out to children who have been absent. Next year we will have a Teach First member of staff and RC has visited a school in Swindon who have closed the PP gap with pre-teaching, particularly for children who have emotional needs and therefore cannot access the curriculum consistently in lessons.

### **You are restructuring the leadership team?**

Megan Redwood is moving to The Acorn at King's Oak. A member of staff has requested a change in contract to 0.6 which will be honoured, but without the teaching and learning responsibility. These changes have given us the opportunity to review the leadership team for the academy. The DSL role will explicitly be part of the SLT. We are also going to introduce Phase Leaders with English or Maths responsibilities. This will help to develop teaching and learning within the academy, so the recruitment to these positions is key. One internal and one external recruitment will take place to fill these posts. In addition, we are also interviewing for a teaching post on Friday.

### **Is this a tried and tested leadership model in the CLF?**

We do not use consistent models as they are dependent on the needs of each school. We are confident that this is the correct model for Summerhill.

**ACTION: RC to circulate an organisational chart once the interview process has completed.**

### **Are the numbers on roll (331) stable?**

The Infants have a falling roll and they are the main feeder school. Therefore, it is anticipated that we will have fewer than our PAN of 90 for the next few years and that the roll will keep falling. We are mitigating against this by marketing the school and are working with the CLF Marketing Officer to look at how we can promote the school. We have invited the Infants School to attend the marketing meeting to explore joint marketing. RC will co-ordinate a Summerhill tour with the Infants when they are doing the new Reception Parents Tours.

**ACTION: RC to circulate the Y3 pupils on roll once the LA have confirmed them.**

### **How does our roll compare to other local primaries?**

Some of the local primaries are over-subscribed due to parental choice and Ofsted rating. Whitehall have an Outstanding Ofsted rating and Two-Mile Hill and Air Balloon are both rated Good. Educate Together is attractive as it is a new build. There is a lower birth-rate which is affecting some areas of the City.

### **Do you do anything with the local community?**

We did a walk to school this morning and a lantern parade in the winter. We have a road closure planned for the last day of term and will organise a street party. The Friends of Summerhill have been very active and have arranged joint events with Summerhill Infants.

### **Is the structure consistent with the falling classroom roll?**

Yes, we still require twelve classroom teachers.

### **Are pupils leaving?**

Yes, but only for relocation reasons.

**ACTION: SW to support RC in obtaining all the statistics required for the Academy Council Report.**

### **The Academy Council do not undertake book reviews. How can we ensure that adequate scrutiny is in place?**

Book looks take place at least three times a year and have been carried out by the Maths Lead, the English Lead, RC, SW and an external BEP. We have also looked at PP progress in books. Increased progress in core subjects have been identified, but there is an inconsistency in feedback and our approach to handwriting. The English Lead is drafting a Handwriting Policy and we will liaise with the Infants School about what they use so that no re-teaching is required. The BEP observed that some pupils write in pen and some in pencil. Therefore, the school require a clear rationale about the use of writing materials.

### **Are they required to write in pen in the SATs?**

They need a legible joined handwriting style to meet the writing standard and can write in pen or pencil.

### **What happens at Secondary School?**

This would be dependent on the subject.

**ACTION: RC to identify common themes in book looks as a trail for the Academy Council to monitor.**

**ACTION: RC to share the external book look report with the Academy Council.**

### **There is a gender variance, how is this being addressed?**

The gender gap is closing, particularly for Girls Reading. Pupil Progress meetings look at children at an individual level and their individual progress. We have boys on the SEND Register, but they tend to be high functioning on the spectrum whereas the girls have moderate learning difficulties.

### **Do you support the teachers to plan for each pupil?**

Yes. Next term's CPD is based on quality feedback to ensure good progress, with individualised planning to meet children's needs. The school has a lot of resources to empower teachers to do this.

### **The fixed-term exclusions have reduced considerably?**

We have changed the Behaviour Policy and ensured that the children are clear about our expectations and that parents understood the policy. This meant that the FTEs were higher in T2 as the children were testing the boundaries. The PSHE planning and the use of external agencies which was funded by a bid that RC achieved have been very impactful. Additional one to one mentoring has been introduced with the introduction of trusted adults and mentors. The Y6 cohort are held by the strong structure and the teachers work hard to ensure that the cohort feel understood and maintain consistent boundaries.

*The Academy Council concluded that they were pleased with the holistic approach to low-level disruption and congratulated RC on her consistent and impactful approach to improving behaviour in the Academy.*

## 8, Review SEF

See Academy Council Report.

## 9, Equality & Diversity

Ian Payne is carrying out a CLF wide strategy for Equality, Diversity and Inclusion.

## 10, Student Advocate Report - AR

### Pupil Voice.

The Pupil Council have been supporting 'Living Street' which is a charity for healthy living. The Pupil Council are ambassadors to promote the trackers and are persistent in ensuring that the profile remains high.

The 'Twenty is Plenty' speed limit has been promoted outside the school. A walk to school was supported which started with fifteen children and two staff and doubled by the time they reached the school gates. This will be continued termly so that everyone can see the benefits.

On the 24th May we have arranged a road closure of Plummers Hill to celebrate the end of term. Several charities are supporting the event and we will host a street party in conjunction with the Infant's School. The Pupil Council will promote this event and we are incorporating Happy Shoes Day by wearing shoes that make you happy.

Pupil Council and Mrs Roach have been raising money to improve the facilities at the end of the field. The children will make items to sell that represent the Walk to School mascot. Lots of external community involvement will help to transform the field.

### **Are the children designing the layout at the end of the field?**

Yes, and we are hoping to eventually develop an outdoor classroom.

We have captured children's feedback about the behaviour in the school and they formed action groups for unstructured time and how the outside space is used.

### **Are reward breakfasts still running?**

Yes, and 'Hot Chocolate Friyay!'

*The Academy Council thanked Agate Russe for her support of, and enthusiasm for, the School Council.*

## 11, Safeguarding

*Paper circulated in advance*

*The Academy Council noted that the behavioural interventions have resulted in a reduction in bullying incidents and that the culture within the school is changing.*

It is important that each school understands their local context. Louise Dunbar has been very proactive in providing support for gangs as gang violence and knife crime is a local risk factor. Some of the children are vulnerable due to their additional needs and therefore RC has advised parents to supervise their children and not allow them to play in the park alone.

**ACTION: TH to update the Risk Register to capture contextual safeguarding e.g. gang recruitment.**

The Academy Councillors were reminded that online Safeguarding training is available via Nimble.

**ACTION: SW to meet with MM to cover the Safeguarding Link Role.**

**12, Policies that require review**

None.

**13, Communication**

**Is Class Dojo working well?**

Yes, the children enjoy it and the parents have given positive feedback and staff are able to manage the messaging. Some cohorts have almost 100% sign-up, with Y6 being the lowest cohort.

**14, Papers for Information**

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

**15, AOB**

- TEAMS

A demonstration of Microsoft Teams took place.

- PP

Louise Davey advised in advance of the meeting “I just wanted to let you know that I have seen a copy of the updated PP strategy from Kirsty McLeod and she and I have arranged to meet next week to review the latest data, interventions and strategy”.

**16, Date of Next Meeting – 15<sup>th</sup> July 2019 at 6.00pm**

**Meeting ended at 8.15pm**

Item	Action	Initials
7	RC to circulate an organisational chart once the interview process has completed.	RC
7	RC to circulate the Y3 pupils on roll once the LA have confirmed them.	RC
7	SW to support RC in obtaining all the statistics required for the Academy Council Report.	SW
7	RC to identify common themes in book looks as a trail for the Academy Council to monitor.	RC
7	RC to share the external book look report with the Academy Council.	RC
11	TH to update the Risk Register to capture contextual safeguarding e.g. gang recruitment.	TH
11	SW to meet with MM to cover the Safeguarding Link Role.	SW

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