

Minutes – Begbrook Primary Academy Council

Date	6 April 2022	
Location:	Begbrook Primary Academy	
Time:	4.00 pm	
Members Present:	Graham Wilkie (GW)	Sponsor Academy Councillor (Chair)
	Becca Hine (BH)	Academy Vice Principal
	Kate Richardson (KR)	Executive Principal
	Divya Raj (DR) [part]	Sponsor Academy Councillor
	Emily Mowlem (EM)	Student Advocate
	Simon Metson (SM)	Parent Academy Councillor
Attendees:	Sian Adams (SA)	Academy Assistant Principal
	Wendy Hellin (WH)	Cover Academy Council Clerk
Apologies:	Rachel Harris (RH)	Teacher Academy Councillor
	Sally Harrison (SH)	Parent Academy Councillor
	Hayley Moulding (HM)	Sponsor Academy Councillor
Not Present:	Alice Coyle (AC)	Support Staff Councillor

Minutes

Item	Description	Action
1	Introductions	
1.1	Welcome and introductions were made by GW. GW confirmed that Vicky Counsell has been appointed as Principal for BPA. GW thanked BH for her application and for her leadership during the interim role. GW thanked Sian and other colleagues who had also stepped up to fulfil roles during the interim period. KR confirmed that communications to parents would be sent today.	
2	Declarations of Interest	
2.1	There were no verbal declarations of interest made for this meeting. There are two outstanding written declarations. <u>ACTION: Clerk to chase those that have not completed the form.</u>	LC
3	Governance	
3.1	The term of office for SH ends in October this year; a parent election will need to be arranged. <u>ACTION: LC to speak to the school to arrange an election in September.</u>	LC
4	Minutes of Previous Meeting	
4.1	The minutes of the meeting held 17 February 2022 were agreed as a true record.	
5	Matters Arising	
5.1	GW will invite the potential councillor into school – GW advised he had spoken with the person, but they had not been back in touch.	
5.2	In future reports, Include the number of children on part-time timetables and others as outlined in Attendance Policy – this has not yet been actioned but will be in future reports. GW noted it will be helpful to know what the plan is for pupils on part-time tables, including when they will end. <u>ACTION: BH to include in next AC report.</u>	BH

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5.3	KR will look into information on EQIA – KR advised that this was originally raised by HM around the disablist language used. KR has reported back to HM on this matter.	
5.4	<u>ACTION: Updated link roles will be shared by GW after the meeting. Dates for link visits will be planned in for next term.</u>	GW
6	Pupil Voice	
6.1	<p>EM provided the following update:</p> <ul style="list-style-type: none"> • A panel of students took part in the Principal appointment process and were amazing, even coming up with two questions to ask themselves. They enjoyed taking part and felt empowered to be part of such an important process. • Next term there will be new representatives and the current pupils will handover to them next term. • Consideration has been given to the diversity of the group; it is difficult to ensure the make-up of the group reflects the wider school community when it is a democratic vote. However, conversations do take place about what representation means and it is important to remember that the pupils voted in are simply a link; they each represent the voice of their whole class. EM will look at how the selection process works to understand if there is a way of ensuring better representation of diversity of the school <p>KR noted that there is a strong rationale for it to be a democratic vote. There are other places (such as in the eco community group or behaviour hub group) where staff can be more influential in terms of ensuring diversity.</p>	
	Academy Council Report	
7	Academy Improvement Plan and Quality of Education	
	Questions from AC	
7.1	What are the key changes to the AIP and what are the key things to follow for the rest of the year?	
7.1.1	We have revisited the AIP and made reading a higher priority than it was at the start of the academic year. Key strands are Early Years, Curriculum and Disadvantaged; all have been tweaked slightly. The disadvantaged strand now incorporates a focus on SEND.	
7.2	In terms of reading – are you trialling strategies in Year 4?	
7.2.1	There are some year groups where reading is not as strong as others. KS1 is strong and secure, with Year 2 being a particular bright spot. We need to focus on what is working in Year 2 and use that knowledge to make improvements in Year 3 and 4 to ensure the progression of the teaching of reading over KS2. When we observed teaching in Year 3 it looked too scaffolded, so we are having conversations around that to ensure children can progress.	
7.3	EYFS	
7.3.1	<p>SA provided the following update:</p> <ul style="list-style-type: none"> • Staffing in EY has been challenging due to staff absence and this has impacted progress in some areas, despite there being lots of positives which show through in the data. • There is evidence of independent writing through play, and this feels better than where it was at the end of last year. 	

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	<ul style="list-style-type: none"> Data is a focus going forward; staff are looking at all key marginal pupils and ensuring there is the right support and intervention in place for each of them. Staff are being supported to understand the new assessment framework for EY; this is the first year of making judgements against the new EY learning goals and moderation is in place to ensure judgements are consistent with evidence that is meaningful. A meeting took place today to examine the seven strands in the framework for reading to see how it fits in our strategy and to ensure we have the right phonetically decoding books for pupils. The PTFA have provided £2k for outdoor provision. 	
7.3.2	GW asked that the AIP be revisited at the next meeting. <u>ACTION: BH to present AIP at next meeting.</u>	BH
7.3.3	KR reminded Councillors that a parallel safeguarding action plan is in place and is a whole school focus.	
8	Achievements and Standards	
8.1	Y2 and Y6 performance review	
	Questions from the AC	
8.1.1	It is helpful to have the CLF averages shown in the report as well as some narrative to explain the data. The results shown at KS2 were pleasing; what are your thoughts about the results? Do you find them encouraging? Was there anything unexpected?	
8.1.2	The CLF figure is a combined figure for all schools and there is a range of skews with different levels of disadvantage and different context, so it is difficult to compare. The BPA data is encouraging. Reading stands out as a bright spot, but we recognise there is work to do in some areas to further improve this.	
8.1.3	Can you update us on writing for Y2?	
8.1.4	Writing has definitely suffered the most due to the last two years of the pandemic. We have moderated books in great depth and the biggest gap identified is spelling. We are looking across the curriculum to ensure maximum opportunities for writing to enable pupils to be successful writers where content is not the limiting factor.	
8.1.5	How does data look for PP children?	
8.1.6	There is a high level of PP and of SEMH needs in Year 2. The progress those children are making is incredible, but this might not show in the reading and SPAG data. They are absolutely getting the right individual support they need right now, but this isn't necessarily impacting their reading and maths progress. When those students are more regulated and settled in their learning, this progress will follow.	
8.1.7	How many weeks of learning do Year 6 have ahead of their SATS assessments?	
8.1.8	There are two weeks of teaching left. All the additional support for children with particular needs has been identified and is in place. The final focus for the two weeks is to ensure we plug any remaining gaps around reading and maths.	
8.1.9	What does the data look like for Year 6 writing?	
8.1.10	Data shows 74% are on track for writing and we hope that will rise to the high 70s or low 80s; it feels strong despite the pandemic.	
8.1.11	Will the increased results for writing bump up the combined figure?	

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8.1.12	Yes, the figure shown is from term 2 when writing was lower at that point; so, we are hopeful. We have had some writing moderation support from Clare Risdale as we have three teachers new to Year 6. After the SATS assessment week, we will shift the focus to writing; we have to complete writing moderation by the end of June.	
8.1.13	Year 2 numbers look stronger to CLF data than Year 6; is there a reason for this?	
8.1.14	It comes from the Year 6 team being less confident. They have attended moderation across the school, and we have plotted in some additional opportunities for next term. We also have more time for writing than any of the other SATs subjects so have a further 6 weeks to make progress there.	
8.2	Attendance	
8.2.1	BH reported that this was the biggest shift for BPA. Line management and roles and responsibilities for attendance has been looked at in the leadership team. SA is working with Zoe the attendance lead and is meeting with Zoe and Fiona Lightwood (CLF central attendance lead) early next term.	
	Questions from the AC	
8.2.2	What is the PP gap for attendance?	
8.2.3	The current gap is 2% and the target is 2.1% or less.	
8.2.4	GW requested a further update on attendance at the next meeting and asked that the attendance data includes the CLF and National information. <u>ACTION: Update on attendance, with data, at the next meeting.</u>	BH
8.3	Behaviour Hub Status	
8.3.1	<p>BH provided the following information:</p> <ul style="list-style-type: none"> Begbrook has been successful in its application to become a Behaviour Hub Lead school. CLF have also been successful in becoming a Lead MAT. This means BPA have been recognised as having an established and successful behaviour culture that other schools can learn from. BPA will be working with other partner schools to support an improvement in behaviour culture at their setting. It is a large commitment of time and resource (50 days per year) but is a very exciting journey to be on. There will be 2 core schools - we will offer light-touch support by helping to write an action plan and being a coach/mentor to guide through the year. There will be 3 extended schools – we will offer a much more hands on approach to support, which will involve visits to each setting, hosting visits to BPA, conducting audits, and writing action plans and being there throughout the year to support improvement. BPA will also host open days and networking hubs for other Lead schools and partner schools. Becca Hine and Luke England went on a 3-day training course last week. Abbie Fidler is the third named participant. However, we will be drawing on the expertise and experience of all staff to support in this. There is financial benefit to this project as BPA receive payment for the support provided and it also brings fantastic CPD benefits to staff at BPA. The income is not ring-fenced it can be spent on anything. This is excellent news for BPA and the trust and needs celebrating with a proper launch. 	

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8.3.2	DR joined the meeting.	
	Questions from the AC	
8.3.3	In terms of capacity, the leadership team have been quite stretched over the last few years. How confident are you that you can operate this hub and have enough leadership capacity to continue with the school's improvement plan?	
8.3.4	From September we will have 3 people back in SLT and we will also have support from the trust; KR is one of the lead teachers representing the trust. We will not be asked to support 3 schools at once, we will start with one school from Term 5 and increase the number gradually over time.	
8.3.5	Is there a concern around Abbie's capacity as she is a named person for the Behaviour Hub and needs to focus on Year 6?	
8.3.6	No, the support that Abbie might offer could simply be allowing teachers from another school to come in and observe her lesson so does not necessarily mean extra work for her. We had to name 3 staff as points of contact, but we hope many more will be involved to share the workload and the personal CPD.	
8.3.7	How will it work practically if the school that needs support is far away geographically?	
8.3.8	It has been said that travel time will be restricted to 2 hours, so it is likely they will try to match schools in similar geographical areas if possible.	
8.4	Subject and Curriculum Leadership	
8.4.1	Staff are currently working on statements for each of the curriculum areas. <u>ACTION: Draft statements will be shared in draft at the next meeting.</u>	BH
8.5	Behaviours and Exclusions	
8.5.1	There have been 2 suspensions since the last AC meeting. In both cases it was the right thing to do, and reintegration meetings have taken place. The first suspension was for half a day, and the second for one day. BPA is still below average for suspensions.	
8.5.2	<u>ACTION: BH to share data on exclusions and suspensions over time so that the AC can understand the rate for BPA and by groups including PP, SEND and ethnicity.</u>	BH
8.6	Pupil Premium and SEND	
8.6.1	The data has been discussed already. The core team meetings are still used at the driver to adapt the curriculum to meet the needs of all learners.	
8.6.2	BH reported that the holiday provision for BPA (the BEG club) started during February half term. There has been very positive feedback and suggestions for different activities including lots more sport. BPA has been able to secure some government funding (£1k) for this provision which will enable the school to offer fully funded places for many more children; previously the school has used the money received from fee-paying places to allocate free spaces for five children. This will mean many more disadvantaged children can attend the club.	
	Questions from the AC	
8.6.3	Is the funding limit £1k or can the school apply for more?	
8.6.4	Funding has been confirmed at £1k per year for the next three years.	

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8.6.5	There are around 60 vulnerable children in terms of safeguarding. Are these prioritised for holiday club places?	
8.6.6	Places are offered to those vulnerable students, but in a considered way. There are some that would not cope with the setting. Luke England is attending the holiday club this time and is highly skilled with the most vulnerable children.	
8.6.7	Given the uncertainty of longer-term government funding, will you continue to have fee paying places in order that the income can also cover the cost of free places?	
8.6.8	Yes, it needs to be sustainable going forwards so we will continue to do that.	
8.6.9	Do you think you can maintain staff's engagement with it, given that staff are working in challenging circumstances still, and are tired?	
8.6.10	We are mindful of that. Currently we offer the club on four days a week rather than five.	
8.6.11	There are ten children with an EHCP. This seems low in comparison to other schools – are there further pupil in the process of applying for an EHCP?	
8.6.12	Yes, it is a long process and there are barriers outside the control of the school. We think the actual number of children that should have an EHCP is much higher.	
8.6.13	With that in mind, do you think you have enough capacity to support and administer the processes and systems around SEND?	
8.6.14	There are benefits to being proactive and identifying pupils' needs early on. If things are delayed it can lead to longer-term problems that require more intensive intervention. Part of the action plan is to look at the role of the SENCo and support them to develop as a leader in the role, as well as looking as defining the roles and responsibilities of other key staff and class teachers in relation to SEND. Then we will be able to properly assess if there is a capacity issue.	
8.6.15	There is a lower number of SEND students in Years 1 – 3 compared to other year groups. Is this a sign that pupils have not been identified during the pandemic years?	
8.6.16	I can do some research into that. It may be linked to pupils being held back a year.	
8.6.17	<u>ACTION: the action plan is not included with the SEND report. BH will ensure it is attached in future.</u>	BH
8.6.18	<u>ACTION: GW suggested BH invites Caroline (SENCo) to the next meeting to talk about SEND. ACTION: SH to carry out link visit ahead of the next meeting.</u>	BH SH
9	Safeguarding	
9.1	GW reported that the safeguarding report has been uploaded to Teams. GW reported that he will be reviewing progress against the Safeguarding Action Plan with SA at their termly meeting and had noted that developments have been made around quality and consistency of recording on CPOMS and embedding procedures. SA will update the plan in line with Steve Bane's visit recommendations.	
9.1.2	<u>ACTION – SA to bring Safeguarding Action Plan to AC.</u>	SA
10	Health & Safety	
10.1	GW reported that in his link role he had met with the new Operations Manager, Harpreet Porritt and discussed her drawing on CLF expertise to build effective school	

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	systems. Road safety around school was also discussed and the AC would be supportive of any bid to the LA as part of the safer school streets programme.	
11	Councillor Visit Reports	
11.1	Academy Visit Day note was shared with AC. GW reported that it was a really informative and enjoyable day. Many of the areas for consideration were discussed in the meeting, and will be part of ongoing link visit and AC trails.	
12	Policies	
12.1	There are no policies for review at this meeting.	
13	Matters for the attention of the Board/COAC	
13.1	None.	
14	Any Other Business	
14.1	None.	

The meeting closed at 18.05hrs.

Next meetings: 13 July 2022