

Minutes – Begbrook Primary Academy Council

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| Date | 10 December 2024 | |
| Location: | Teams meeting | |
| Time: | 5.00 pm | |
| Members Present: | Sarah Page (SP) | Academy Councillor (Chair) |
| | Vicky Counsell (VC) | Principal |
| | Sian Adams (SA) | Teacher Academy Councillor |
| | Kate Richardson (KR) | CLF Director of Education |
| | Simon Metson (SM) | Parent Academy Councillor |
| | Dr Shaun Mudd (SMU) | Parent Academy Councillor |
| Attendees: | Linda Corbidge (LC) | Academy Council Clerk |
| Apologies: | Anne Harris (AH) | Sponsor Academy Councillor |

Minutes

| Item | Description | Action |
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| 1 | Introductions | |
| 1.1 | SP welcomed councillors to the meeting. Introductions were made as this was the first meeting for the new Parent Academy Councillor, Dr Shaun Mudd. | |
| 2 | Declarations of Interest | |
| 2.1 | There were no verbal declarations of interest made for this meeting. | |
| 3 | Governance | |
| 3.1 | Membership | |
| 3.1.1 | <p>SP gave an update on membership</p> <ul style="list-style-type: none"> Support Staff Councillor – it was agreed to take forward to January as there have been no new staff since the last election. Sponsor Academy Councillor – a new appointment is pending submission of the application form. Current vacancies – Support Staff Academy Councillor (elected role), 2 x Sponsor Academy Councillors. <p><u>ACTION: Clerk will send details to the academy in January for Support Staff Election.</u></p> | LC |
| 3.1.2 | <p>SP explained the role of an Academy Councillor, emphasising the challenge and support aspect of the role. It was noted that new Terms of Reference would follow shortly.</p> <p><u>ACTION: Clerk to share Terms of Reference after board approval.</u></p> | LC |
| 3.2 | Immersion Morning | |
| | Arranged for Thursday 30 January. (Post meeting note: this has now been changed to Wednesday 19^h February 9.30-11.30am). | |
| 3.2 | Link Councillor Roles | |
| 3.2.1 | <p>The following link roles were noted:</p> <ul style="list-style-type: none"> Safeguarding and EDI – SP, Health & Safety – SM <p>SP explained that link roles were required for Disadvantage (incl. Looked After Children, Pupil Premium) and SEND and asked councillors to consider taking on one of the roles.</p> | |

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| | <p>Post meeting note: Link roles confirmed as Safeguarding, Disadvantage – SP, Health & Safety – SM. SEND and EDI Links required.</p> <p>ACTION: Clerk will add information on link roles to BPA Governor Hub folder.</p> | LC |
| 3.2.2 | <p>It was agreed that link councillors should attend one immersion day plus undertake two further visits per year which related to their link roles. Visit notes should be completed after each visit (template note in Governor Hub meeting folder). Safeguarding link visits were required every term.</p> <p>ACTION: VC will send school contact details for link roles to the clerk to share with councillors.</p> | VC |
| 3.3 | Training | |
| 3.3.1 | The clerk reminded councillors that all outstanding training modules need to be completed. | |
| 4 | Minutes of Previous Meeting | |
| 4.1 | The minutes of the meeting held 17 October 2024 were approved as a true copy. | |
| 5 | Matters Arising | |
| 5.2 | <p><i>DA/VC will follow up and report on the possibility of collecting am/pm marks for children who receive therapy/tuition at home to the next meeting, taken forward to AC2.</i></p> <p>We are only able to record a present mark if the children are in the building at the same time as the register is taken.</p> | |
| 5.2.1 | <p>Is there a code that you could use for these absences?</p> <p>It would be an authorised absence which is how we code anyway.</p> | |
| 5.3 | <p><i>Report to next meeting on PP/Non-PP attendance data/cohort attainment, taken forward to AC2.</i></p> <p>We haven't yet been able to liaise with the data team to analyse the comparison for children who were both poor attenders and entitled to Pupil Premium (PP) funding versus non-PP. See later item for further details of specific PP work by SA.</p> | |
| 5.4 | <p><i>VC to report feedback/themes on staff leavers to next meeting.</i></p> <p>This related to a higher turnover of staff and was due predominantly to people wanting to find a challenge in a different setting and also three members of staff wanting to go travelling. There were also some people who felt it was time to move on due to different expectations around school improvement work, school processes etc.</p> | |
| 6 | Pupil Voice | |
| 6.1 | <p>VC/SA summarised the work which had taken place since the last meeting. This included</p> <ul style="list-style-type: none"> • There are now 'You said, so we' bubbles in Reception. • Following pupil voice around children playing too roughly in football, the focus has been on improving lunchtime provision. As a result, Bristol Sport provision at lunchtime was temporarily stopped. Instead, they are now helping children to be more successful at playing football together. This has led to children who usually play football engaging in other activities. | |
| 6.2 | <p>Is the aim to move back to the lunch club provision as previously?</p> <p>Yes, once the children have learned to play respectfully.</p> | |
| 6.3 | <p>Could the older Year 6 students referee or be linesmen at games for younger students such as Year 3?</p> <p>Whilst they are not ready for that yet, as the children improve, this idea could be considered.</p> | |

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| | Further discussion continued with suggestions going forward including house football teams. | |
| 7 | Staffing/Wellbeing/Staff Voice | |
| 7.1 | <p>VC highlighted changes to the recent staff survey:</p> <ul style="list-style-type: none"> • It had been decided to conduct a staff survey with particular roles, starting with teachers. • To increase staff participation time was allocated during the weekly professional development meeting to complete the survey. The survey saw high participation, with 8-10 new teachers joining this year. • Positive feedback included high scores in areas such as school interest in development and well-being (4/5), support from colleagues and line managers (4.83/5), and a friendly work environment (4.61/5). • Additional positive comments highlighted the supportive and encouraging atmosphere. | |
| 7.2 | <p>What were your lowest scoring questions?</p> <p>The lowest scoring overall was for feeling listened to by leaders. The question regarding the school's interest in development and well-being received two scores of 2/5. All other scores were 3 and above for that particular question.</p> | |
| 7.3 | <p>How do you follow this up with staff considering the anonymity of the survey?</p> <p>SLT will review and identify actionable items from the feedback and implement changes where possible. For areas where changes are already in place or are not feasible, SLT will highlight current efforts and explain why requests are not possible whilst offering staff the opportunity to talk to SLT about doing things differently on a more personal level. Staff are encouraged to provide ongoing feedback and engage in discussions for continuous improvement.</p> | |
| 7.4 | <p>VC reported that during the termly meeting with local NEU Reps:</p> <ul style="list-style-type: none"> • Feedback indicated that staff are feeling happy and positive. • There has been a request to release mentors during the directed time in the working day and this has been implemented successfully. • There is a positive relationship with the union reps. • Additionally, there was a request for flexibility around PPA time, with NEU Reps set to gather further ideas from staff, considering the challenges of balancing timetabling. | |
| 8 | Academy Council Report | |
| | Quality of Education/Achievements and Standards | |
| | <i>The Term 2 Academy Council Report had been shared.</i> | |
| 8.1 | Review recommendations from Scrutiny | |
| 8.1.1 | <p>VC/SP highlighted actions from the recent Trust Scrutiny Panel:</p> <ul style="list-style-type: none"> • Academy Council: SP to continue working with the Academy Council to support and challenge school improvement, focusing on filling vacancies and inducting new colleagues. • Maths Improvement: The school will collaborate with the maths trust lead and other experts within the trust to enhance the teaching and learning of multiplication tables in Year 4. It was noted that scores have improved year on year. Further support will ensure the school is sustainably moving forward with its practices to ensure the children are meeting their standard in the multiplication check consistently. | |

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| | <ul style="list-style-type: none"> Students Experiencing Disadvantage: Target to focus on ensuring children who are experiencing disadvantage achieve age-related expectations in reading, writing, and maths by the end of Year 6. Staff Induction: Effectively induct new staff, including eight new teachers and two pastoral team members, with an operations manager starting in January. Early Years Provision: Maintain high standards in early years and share good practices across the trust. Notably, 100% of children experiencing disadvantage achieved good levels of development, exceeding national averages. | |
| 8.2 | Attendance | |
| 8.2.1 | <p>The meeting addressed attendance issues, particularly focusing on pupil premium students. It was clarified that attendance issues are primarily due to lateness and absences, not therapy sessions. VC highlighted:</p> <ul style="list-style-type: none"> The school's Attendance Policy is being followed, which includes follow-up phone calls and setting attendance targets, and involving the social workers or support workers of families with persistent attendance issues. The Assistant Principal and Attendance Officer review attendance data weekly to identify patterns and trends. New statutory attendance guidance entitles the school to three visits per year from an Education Welfare Officer (EWO) from Bristol City Council. The first meeting is scheduled before Christmas to gain external insights and strategies for improving attendance. Some attendance issues are linked to holidays taken during term time, which significantly impact attendance percentages. VC noted that once attendance drops into the 90% range, it takes a considerable amount of time to recover, even with consistent attendance thereafter. | |
| 8.2.2 | <p>Is there a story behind lower attendance in some years?</p> <p>There is a specific year group that has three children on reduced timetables and this impacts the cohort attendance figure. <i>(KR left the meeting)</i></p> | |
| 8.2.3 | <p>What is the methodology for choosing the case studies in the report? Are they representative?</p> <p>We use the same cases each term to demonstrate progress. The selected cases represent a range of typical low attendance reasons, such as social, emotional, and mental health challenges, regular illness, and other factors. The goal is to show how the school uses various strategies to support these students and improve their attendance.</p> | |
| 8.3 | Quality of Teaching | |
| 8.3.1 | <p>The meeting questioned the quality assurance process mentioned in the report. SA explained the aim was to provide clarity around the process so that teachers don't feel overloaded. To be in classrooms more frequently without overwhelming teachers with constant feedback, actions include:</p> <ul style="list-style-type: none"> Learning Walks with a specific focus, such as geography provision, and will provide general feedback to year groups using the "bright spots and trails" approach. Developmental Drop-ins (DDIs) which are pre-agreed focused observations aimed at providing specific feedback for individual professional development. Providing clarity is crucial for teachers to understand the different types of observations and their purposes. This will be communicated during a January inset. Observations can lead to general feedback for the team or specific feedback for individual professional development, depending on the type of observation. | |

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| 8.3.2 | <p>Does that feed into Performance Development?</p> <p>Yes, personal professional development.</p> | |
| 8.3.3 | <p>The meeting discussed the recent maths practice paper and the outreach efforts to support maths teaching.</p> <ul style="list-style-type: none"> The school has signed up for support from the Boolean Maths Hub, focusing on raising attainment in Year 6 maths. The first meeting was positive, providing valuable insights and motivating the Year 6 team. The team has re-evaluated the timetabling and sequencing of maths lessons to cover more critical content earlier, allowing more time for students to grasp challenging concepts before the exams in May. | |
| 8.3.4 | <p>Is someone quality assuring the changes?</p> <p>The trust's maths lead is working with the school and will visit the school to review the implementation in Year 4 and Year 6, focusing on multiplication tables and overall planning and delivery</p> | |
| 8.3.5 | <p>How were the mock exams?</p> <p>The recent mock exams showed improvement in all areas, despite some absence affecting the data. Teachers will use the mock exam data to identify areas for improvement. Improvements are anticipated between now and the SATs as not all material has been taught yet. A performance review meeting is scheduled for next Tuesday, where primary senior leadership teams from across the trust will share best practices and strategies for accelerated progress.</p> | |
| 8.4 | <p>Children in Care</p> | |
| 8.4.1 | <p>VC provided an update:</p> <ul style="list-style-type: none"> The new SENCO, Emma Skade, started in September and is responsible for children in care. SA is involved in the safeguarding element of children in care and Emma is looking at school-based provision. There are now two children in care at the school. SA updated that the two children are doing well and are real success stories with significant accelerated progress. Both children are also happy and developing well holistically. Funding has been secured at recent PEP meetings to provide therapy for both children. | |
| 8.5 | <p>Health & Safety</p> | |
| 8.5.1 | <p>SM reported that he is coming in on Thursday for a Health & Safety meeting.</p> <p><u>ACTION: SM will complete a visit report on health and safety and share with the clerk for review at next meeting.</u></p> | SM |
| 8.6 | <p>Pupil Premium/Looked After Children</p> | |
| 8.6.1 | <p>SA highlighted actions taken to ensure the best provision is in place for children experiencing disadvantage:</p> <ul style="list-style-type: none"> SA delivered a PD session Inset around disadvantage. In Term 1, an Academy Review Visit included tracking and data analysis, revealing that disadvantaged children were not succeeding in the classroom. Actions included looking at provision at another Trust academy and discussing their learning design. At the end of Term 1, an initiative was launched to design learning that benefits disadvantaged children, including tailored learning objectives, premium seating, and priority questioning. Peer reviews have been successful at supporting this initiative. SA met with new Pupil Premium Champions them to empower them. | |

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| | <ul style="list-style-type: none"> A deep dive will be conducted into the provision for disadvantaged children in Year 3. | |
| 8.8.2 | <p>How does that navigate through the years? What support would KS2 children receive?</p> <p>We haven't changed our curriculum delivery; instead, we've focused on designing activities to reduce cognitive load.</p> | |
| 8.8.3 | Councillors expressed support for the approaches in place. | |
| 9 | Safeguarding | |
| | <i>Safeguarding Annual Report 23-24 and Safeguarding Link Visit Note had been shared prior to the meeting.</i> | |
| 9.1 | <p>SA provided an update on safeguarding:</p> <ul style="list-style-type: none"> Strong culture of safeguarding at Begbrook The threshold for families to receive Early Help has increased, making it challenging to support as many families as we would like. Efforts are being made to better evidence the need for Early Help in referrals to ensure more families receive the support they need. Focus is on embedding systems for logging concerns on CPOMS. While staff are good at recording concerns, there is a need to ensure follow-up actions are also documented. There is continued emphasis that safeguarding is everyone's responsibility and the importance of a thorough recorded trail. The Trust has high expectations for the safeguarding team, which drives continuous improvement. Staff have developed good awareness of safeguarding concerns, particularly physical harm. There is an ongoing concern about lower-level neglect, which can be more subtle and harder to identify. The school is investing in training from a Local Authority Safeguarding Advisor to help staff identify and address low-level neglect. Staff personal development opportunities are provided to increase their confidence in handling sensitive issues. There has been a focus staff personal development to address child-on-child incidents. Data shows a high number of incidents, but this is partly due to thorough recording by staff. Efforts are being made to support children who are repeatedly involved in incidents, with a focus on creative and individualised strategies. | |
| 9.1.1 | <p>Is there a need for staff training for referrals so SA doesn't have to review and tweak each one?</p> <p>There is a need to train the Deputy Designated Safeguarding Leads (DDSLs) to increase confidence and knowledge.</p> | |
| 9.1.2 | <p>Given the higher thresholds and increased difficulty in obtaining Early Help, are we documenting instances where we have attempted to secure support but were unsuccessful?</p> <p>We have the data. If we make a referral we can add in where there is no further action. It is also challenging where families won't give consent for early referral.</p> | |
| 9.1.3 | <p>Are we identifying anywhere where people should be eligible for Early Help but won't give consent?</p> <p>ACTION: SA will record unsuccessful referrals and non-consent on report going forward.</p> | SA |
| 9.1.4 | Looking at child on child incidents – is cyber bullying increasing? | |

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| | <p>Cyber bullying mainly occurs in upper Key Stage 2. An online safety agreement was introduced in Term 1 where students write and sign the agreement, which is revisited when incidents occur. It doesn't feel like there are more incidents in recent years. The team is managing and addressing incidents more quickly and involving families in the process. SM shared that during a recent link visit he had discussed providing guidance to parents on restricting social media time.</p> <p><u>ACTION: SA will include discussions on the health impacts of screen time in the safeguarding weekly theme.</u></p> | SA |
| 10 | Risk Register | |
| | <i>The Risk Register had been shared</i> | |
| 10.1 | VC and SP had met to review the risk register. VC highlighted that three risks had now moved to 'closed'. | |
| 10 | Policies | |
| 10.1 | Policies Academy Councillors Noted: Academy Health & Safety Policy & Arrangements; Exclusions & Suspensions; Records Retention; RHSE; SEND. Approved: Accessibility Plan. | |
| 11 | Link Councillor Updates | |
| 11.1 | There were no further updates. | |
| 12 | Matters for the attention of the Board/COAC | |
| 12.1 | None. | |
| 13 | School Dates and Events | |
| 13.1 | VC welcomed academy councillors to the Talent Show taking place this Thursday afternoon, the Christmas dinner next Friday and Winterfest after school on Thursday. <u>ACTION: VC to share school dates and event in Governor Hub meeting folder.</u> | VC |
| 14 | Any Other Business | |
| 14.1 | There was no further business. | |

The meeting closed at 6.55 pm.

Next meetings:

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| AC1 | Wed | 25-Sep-2024 | 5-8pm CLF Board & AC Results Review (online/in person – tba) |
| AC2 | Thurs | 17-Oct-2024 | 5-7pm (cancelled) |
| AC3 | Tues | 10-Dec-2024 | 5-7pm |
| AC4 | Thurs | 13-Feb-2025 | 5-7pm |
| Immersion Morning | Wed | 19-Feb-2025 | 9.30 – 11.30am |
| AC6 | Tues | 8-Jul-2025 | 5-7pm |