

Minutes – Begbrook Primary Academy Council

Date	12 July 2022	
Location:	Begbrook Primary Academy	
Time:	4.00 pm	
Members Present:	Graham Wilkie (GW)	Sponsor Academy Councillor (Chair)
	Vicky Counsell (VC)	Academy Principal (from September 2022)
	Kate Richardson (KR)	Executive Principal
	Sally Harrison (SH)	Parent Academy Councillor
	Divya Raj (DR)	Sponsor Academy Councillor
	Hayley Moulding (HM)	Sponsor Academy Councillor
	Emily Mowlem (EM)	Student Advocate
	Simon Metson (SM)	Parent Academy Councillor
Attendees:	Becca Hine (BH)	Academy Vice Principal
	Sian Adams (SA)	Academy Assistant Principal
	Louise McCall (LM)	Academy Lead for Reading
	Linda Corbidge (LC)	Academy Council Clerk
Apologies:	Rachel Harris (RH)	Teacher Academy Councillor
Absent:	Alice Coyle (AC)	Support Staff Councillor

Minutes

Item	Description	Action
1	Introductions	
1.1	Welcome and introductions were made. GW introduced Vicky Counsell, the new Principal of BPA from September. Becca was congratulated for her new role at another school in September and Sian for her appointment as Academy Vice Principal from September.	
2	Declarations of Interest	
2.1	There were no verbal declarations of interest made for this meeting.	
3	Governance	
3.1	Discussion took place on the vacancies. GW will continue to try to fill the vacancies; any interested parties will be invited into the academy for an initial meeting as soon as possible after expressing interest. Parent election taken forward to September. <u>ACTION: GW will discuss Support Staff Councillor role with AC.</u>	GW
4	Minutes of Previous Meeting	
4.1	The minutes of the meeting held 6 April 2022 were agreed as a true record.	
5	Matters Arising	
5.1	<i>Clerk to chase those that have not completed the update to Declaration of Interests.</i>	
5.1.2	The clerk had chased.	

Item	Description	Action
	<u>ACTION: GW to contact councillor.</u>	GW
5.2	<i>BH will include the number of children and plan for those on part-time timetables and others as outlined in Attendance Policy in future AC reports.</i>	
5.2.1	Following discussion, it was noted there was only one child at the Academy on a part-time timetable, with another on a phased entry. <u>ACTION: Information/actions to be included for children on part-time timetable in report going forward.</u>	SA
5.3	<i>Update on attendance, with data including CLF and national data to next meeting.</i>	
5.3.1	SM (link councillor for attendance) has a meeting in school this week. <u>ACTION: Attendance blackbox to be shared going forward.</u>	VC
5.4	<i>Draft curriculum area statements will be shared at the next meeting.</i>	
5.4.1	SA updated that all curriculum area statements have been written with action plans/objectives for each area except music which is being done. It was agreed that SM would look at key curriculum areas during link visits, focussing on Science, Geography, History and Art.	
5.5	<i>BH to share data on exclusions and suspensions over time including PP, SEND and ethnicity.</i>	
5.5.1	It was agreed that cumulative trends would be useful for monitoring. <u>ACTION: Cumulative trends for exclusions/suspensions to be shared each meeting, including PP,SEND, ethnicity.</u>	VC
5.6	<i>SEND Action Plan to be included in SEND Report in future</i>	
5.6.1	SH is meeting the SENCo on Friday for link councillor meeting. Next steps were noted from the report. VC reported that SEND is a focus on the AIP for next year and an SLT member will be overseeing this area.	
	Questions from Academy Council	
5.6.2	What is your view on SENCO capacity for such a large school?	
5.6.3	VC had discussed what the SENCo team currently do at present to gain clarity around the structure of the inclusion team in order to increase capacity for SEND provision from within the team.	
5.7	Is there an argument for including a focus of EDI across all areas in the AIP?	
5.7.1	It was agreed that links to EDI would be included in each area of the AIP to ensure focus of EDI is integrated into all areas. <u>ACTION: VC will include links to EDI within each area of the AIP</u>	VC
5.8	<i>GW suggested BH invites Caroline (SENCo) to the next meeting to talk about SEND.</i>	
5.8.1	<u>ACTION: SH will carry out a link visit and report to next meeting.</u>	SH
5.9	<i>SA to bring Safeguarding Action Plan to AC</i>	
5.9.1	SA will share updates with GW on Friday and have agenda item at next meeting. <u>ACTION: Safeguarding Action Plan to be agenda item at next meeting.</u>	SA
5.10	All other actions were agreed as completed.	
6	Pupil Voice /Student Advocate	
6.1	EM reported on the Pupil Council: <ul style="list-style-type: none"> Elections take place every two terms with a handover from previous members to new members, so it feels really strong. The agenda set from different stakeholders is really useful. 	

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	<ul style="list-style-type: none"> Focus on changing lunchtimes – pupil voice had a big input. One of the most frequent requests is not being stuck in the hall after eating; action taken to increase adult capacity in play spaces and will be trialling a new format next week. Pupils have been involved in interviews for the new SLT. It has been a very strong year for pupil voice 	
6.2	GW requested input from pupils to academy council – video etc. and encouraged councillors to seek pupil voice when visiting school.	
	Questions from Academy Council	
6.3	Does the trial for change at lunchtimes affect capacity of teachers?	
6.3.1	No as we are using SMSAs.	
	Academy Council Report	
7	Quality of Education	
7.1	AIP <i>AIP Term 6 update had been shared</i>	
	Questions from Academy Council	
7.2	Considering the turbulent year, I am impressed with the considerable progress made and planning taking place. How is that shared with staff?	
7.2.1	It has been a really difficult year; Reading and Safeguarding has been the focus this term and we are prioritising curriculum for September. Curriculum planning will be shared more broadly with the wider team.	
7.3	Why is there a need to have an area ‘to continue to support relationships and professional culture’ on the AIP for next year?	
7.3.1	It has been a challenge to communicate well, and it is something we need to do better. Relationships with parents has been challenging – we have been receiving a lot of informal feedback. This term we have been gathering ideas around parent voice on how to encourage communication through a more professional route.	
7.4	Parent members fed back that communication has been good although due to the change in leadership some parents had been concerned.	
7.5	For staff communication, SLT have been looking at equity in the way decisions are made. A TA briefing has been introduced this term and a meeting with the SMSA team daily. Feedback from the teaching team is that communication is always good but there needs to be a focus on other staff working effectively together.	
7.6	How will you ensure there is an opportunity for all parents/carers regardless of ability to communicate to have a two-way dialogue, particularly with parents that haven’t engaged so far?	
7.6.1	We will be having focus groups; ensuring that it is communicated to parents that a translator is attending a meeting and alternating different languages. Meetings will be held at different times of the day, some on Teams some face to face to offer variety. The AIP will detail focus groups and actions on subjects in terms prior to the term it will be addressed, so can feed in.	
8	Staffing and Wellbeing	
	Questions from AC	

Item	Description	Action
8.1	Are there a lot of teachers leaving as parents have had several emails regarding leavers this year?	
8.1.1	The emails were explaining the changes in leadership. Parents have not had individual letters about each teacher leaving. There are quite a small number leaving for a school of this size.	
8.2	How are Begbrook ensuring consistency of experiences for teachers and staff that are remaining at Begbrook?	
8.2.1	We have started talking and planning early for next year. Wellbeing has been a challenge this year with the Headteacher leaving and cover difficulties. As a trust we are over-recruiting to HLTA positions and hope to have filled all teaching vacancies at Begbrook for September. The staff team have been brilliant and shown their huge commitment to the school despite challenges to leadership.	
8.2.2	EM fed back that there is buzz and excitement about September however having no Headteacher has been felt across the school. There is now a shared understanding about the direction of the school. Staff are proud of Begbrook, and wider staff support all staff wellbeing.	
9	Achievements and Standards	
9.1	The BPA Reading Policy (Presentation by Louise McCall – Academy Reading Lead)	
9.2	<i>The Reading Policy had been shared with meeting papers</i> LM explained that following monitoring in Term 3, it was found that reading needed more cohesion across the school. Children needed more enthusiasm to read as a result of a focus on the curriculum and less on reading. LM explained the Reading Policy, reporting that feedback from staff meetings had been positive.	
	Questions from AC	
9.3	How do parents get support if children don't want to read?	
9.3.1	There will be support in school with a wide variety of books available, encouragement through 'reader of the week' and reading will be talked about regularly.	
9.4	Will there be a Parent Information Forum on reading?	
9.4.1	Yes.	
9.5	How do you envisage feedback across the year?	
9.5.1	Three staff meetings will take place in preparation for September, including a meeting with the CLF Lead for Reading. Reading will be heavily monitored next year to ensure staff are aware of the tools available to ensure consistency across the school.	
9.6	How is progression assessed?	
9.6.1	A benchmarking tool will help. There will be assessment of reading every day which will focus on individual need.	
9.7	Have you had feedback from parents yet?	

Item	Description	Action
9.7.1	The new reading policy will be rolled out in September and will be communicated in reading meetings and parents' meetings.	
9.8	Will there be reading space outside in Early Years?	
9.8.1	Yes, there will be places available and books changed termly to reflect learning in school.	
9.9	What is the strategy is to ensure all children have books available to them? Is there time/resource to ensure that books provided are a diverse range of authors/stories/topics?	
9.9.1	Reading Tree books have been researched and we have thought carefully about having a broad range, representative of a culturally diverse community. We will also be taking parents' feedback. DR will monitor as link councillor. Request from councillor to share book list with parents as this will open up book sharing which parents do.	
9.10	Do you need volunteers to listen to children read?	
9.10.1	We missed out on Airbus volunteers this year but hope to get back next year. Volunteer checks hold up the process and we want to train volunteers to ensure high quality trained volunteers to listen to reading. <i>(DR and LM left the meeting)</i>	
9.11	EYFS	
9.12	SA reported that there had been a lot of positive developments: <ul style="list-style-type: none"> • The team are confident at planning adult led sessions and provision • The timetable of the day is much more consistent • Clear vision and everyone on board. • Can see consistency across the classroom. • Claire and Emma (EY Leads) have a really clear vision and are meeting weekly with SLT to look at the AIP. • On entry 32% children were on track to achieving GLD, now at 63%. • The ARV today reflected those positive developments. • Now confident with structure, next step is the outside space will be set up for September. • Early Years will continue to be a focus of the AIP next year to build on the good work. 	
	Questions from AC	
9.13	Looking at data for GLD it is double what it was last year, what is the national average?	
9.13.1	National average is 72%. We are below national average; the children who haven't achieved GLD are on the SEN Register, and some are children new to English. Looking at data will be a focus next year.	
9.14	What interventions do you have to support that cohort?	
9.14.1	We have two groups which take place daily around sentence structure. We are looking at SEND and EAL to ensure we have early intervention to support and have clearly mapped out funding for children with funding next year with adult support.	
9.15	Pupil Outcomes <i>Data presentation had been shared</i>	

Item	Description	Action
9.16	<p>Early Years</p> <ul style="list-style-type: none"> Overall pleased with EY data and progress; we know there is a gap between PP/Non-PP attainment. Pleased with phonics outcomes; these are lower than previously and in line with national from 2019; the dip is reflective of the pandemic. The cohort had lower GLD from the previous year. The team have worked really hard, we know Phonics is a bright spot and strength. <p>KS1 data</p> <ul style="list-style-type: none"> Happy with the data. This cohort is a complex cohort for additional needs, SEMH and the impact of those needs. It is moderated hard and honest data. <p>Year 4 multiplication check</p> <ul style="list-style-type: none"> It is not clear how the data will be used yet. Comparison will take place across the trust and will focus on Math's curriculum, reasoning, and enjoyment of Maths next year. <p>KS2</p> <ul style="list-style-type: none"> There are successes in the data; there has been a lot of disruption for them, the Y6 year group lead left during the year, and the cohort have not had the support they would have had from staff in a Y6 SATs year. Writing is good at 81% - writing moderated so honest data. Combined school data is lower than hoped but is a fair reflection for this year. There is a lot to be proud of in the data; quite a few children were very close to getting scaled score. Same teachers in Y6 next year with really good ideas to continue. <p>KR commented on the need to drive forward brilliance in the broader curriculum next year.</p>	
	Questions from AC	
9.17	What about pupils with greater depth for writing?	
9.17.1	There are no greater depth writers this year; one is close. It is a strong picture of children that were meeting the expected standard, but during the last two years there has not been the opportunity to write at greater depth.	
9.18	Were there children with greater depth in Maths and Reading?	
9.18.1	It was zero for combined.	
9.19	There is an interesting SEN profile for the Year 5 cohort. What is the plan for that year for next year?	
9.19.1	Pupils have differentiated provision mapped.	
9.20	Do SEN children go on camp?	
9.20.1	Yes, it is parental choice – there is a parent going this year.	
9.21	Is there anything we might change to support children with PP next year, to reduce the gap?	

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9.21.1	There is a gap. At the start of the year, we changed the format of the pupil meetings to focus on PP children first. We will be looking at making sure writing is a key theme this term and the team are good at mapping out for next year.	
9.22	Attendance <i>Attendance Analysis for Term 5 had been shared.</i>	
	Questions from AC	
9.23	Is there any particular area of concerns around attendance regarding specific groups?	
9.23.1	We have a high percentage of working parents trying to get children into school. There is an issue with lateness and children being collected early. Capacity to follow up has been difficult. We have a good attendance policy; it is about having the time to follow up. We are ensuring the attendance officer feels supported to keep routines and systems well embedded. There will be discussion with the staff team next year to ensure all staff promote expectations. The lower attendance is mainly PP children; we are keen to make that better	
9.24	Is our attendance 93.7% to Term 5 – it feels low?	
9.24.1	We won't know the national average until Term 2 next year. The CLF average last week was 93.4% - Covid is still affecting all schools. Begbrook has had a lot of support from the CLF Attendance Officer who has been training staff in school. We are now back on track for expectations and are fining now for holiday absence since Easter.	
9.25	What is the PP gap?	
9.25.1	The gap is 2.1.	
9.26	Is there anything that we are doing for new families in September to encourage good attendance?	
9.26.1	Expectations are clearly articulated when parents attend on tour. <u>ACTION: look at way attendance is reported</u>	VC
9.27	SEND Report <i>SEND Report Term 6 had been shared</i>	
9.28	VC explained that SEND is an element of the AIP next year, and across the curriculum.	
	Questions from AC	
9.29	Behaviour and Suspensions	
	Behaviour Hub status – KR reported that there will be a lot more schools to support next year. The Lead school has been positive.	
	Questions from AC	
9.30	Have you been able to reflect to prevent the issues happening again regarding the suspension in the report?	
9.30.1	We spotted a pattern of behaviour and additional measures have been put in place. We also made a referral for support regarding behaviour.	
10	Safeguarding / Health & Safety	
10.1	<i>Safeguarding Term 5 and 6 Reports had been shared</i> SA briefed on highlights from the report. <ul style="list-style-type: none"> The school is Requires Improvement for Health & Safety. 	

Item	Description	Action
	<ul style="list-style-type: none"> Audit has taken place with the new Operations Manager who has been well supported by the CLF central team to focus on systems over the Summer. It feels positive; use of CPOMS has increased and there is a better knowledge of what is going on across the school. It feels like a culture change. There will continue to be an action plan in place. 	
11	Councillor Visit Reports	
11.1	DR gave highlights of her recent link visit. It was good to see emotions vocabulary in the zones. DT was great. DR will follow up.	
12	Policies	
12.1	Adopted/Noted: CLF Fire Guidance <u>ACTION: CLF Supporting Pupils with Medical Conditions; CLF First Aid taken forward to next meeting.</u>	VC/HP
13	Matters for the attention of the Board/COAC	
13.1	None.	
14	Any Other Business	
14.1	Thank you from all the council to staff this year, during a difficult year.	

The meeting closed at 6.10 pm

Next meetings:

BPA	Tues/Wed 5 - 7pm
AC1	21 Sep 22 (5-8)
AC2	4-Oct-22
AC3	13-Dec-22
AC4	21-Feb-23
AC5	2-May-23
AC6	11-Jul-23