

# Minutes – Begbrook Primary Academy Council

**Date** 13 October 2021

**Location:** Teams Online

**Time:** 4.00 pm

<b>Members Present:</b>	Graham Wilkie (GW)	Sponsor Academy Councillor (Chair)
	Laurie Munro (LM)	Academy Principal
	Sally Harrison (SH)	Parent Academy Councillor
	Kate Richardson (KR)	Executive Principal
	Divya Raj (DR)	Sponsor Academy Councillor
	Hayley Moulding (HM)	Sponsor Academy Councillor
	Rachel Harris (RH)	Teacher Academy Councillor
	Emily Mowlem (EM)	Student Advocate
	Alice Coyle (AC)	Support Staff Councillor

<b>Attendees:</b>	Becca Hine (BH)	Academy Vice Principal
	Sian Adams (SA)	Academy Assistant Principal
	Linda Corbidge (LC)	Academy Council Clerk

**Apologies:**

**Absent:**

## Minutes

Item	Description	Action
<b>1</b>	<b>Introductions</b>	
1.1	Welcome and introductions were made by GW.	
<b>2</b>	<b>Declarations of Interest</b>	
2.1	There were no declarations of interest. <b><u>ACTION: GW requested councillors to complete their annual declaration if not done so already – clerk will re-send link.</u></b>	<b>LC</b>
<b>3</b>	<b>Academy Council Membership</b>	
3.1	GW reported that due to other commitments Rosie had resigned as parent councillor. GW had followed up a lead for a new academy councillor however this was not successful. The number of vacancies were noted – GW asked councillors to seek interest in their networks for new councillors. Discussion followed on ways to recruit, including a suggestion to promote the vacancies in the local area. <b><u>ACTION: Clerk will go back to Wendy to feedback on suggestion and flag the number of vacancies.</u></b>	<b>LC</b>
<b>4</b>	<b>Minutes of Previous Meeting</b>	
4.1	The minutes of the meeting held 14 July 2021 were agreed as accurate.	
<b>5</b>	<b>Matters Arising from previous meetings not dealt with elsewhere</b>	
5.1	7.4 LM will include rationale or change of classes as a parent forum item – LM will invite discussion interest for next forum in parent newsletter.	

Item	Description	Action
5.2	12.1 GW (Safeguarding Link) will discuss online safety/conduct with SA and what plans are put in place to help – Following discussion with the Safeguarding Team, Luke England, the academy online safety lead, will receive training then deliver to staff in Term 3 ahead of Internet Safety Day. <b>ACTION: GW will put on agenda for next Safeguarding/H&amp;S meeting.</b>	GW
5.3	EYFS progress in Writing to be agenda item in Term 3 or 4 – LM updated that SA and KR had completed a learning walk in Early Years this week where they had seen evidence of improvements in Writing and lots of positives from the first day. BH had completed a learning walk yesterday and had been really impressed; there were still things to develop however it was well organised, provision labelled and felt really purposeful. All children were engaged, consistency was seen between the three classrooms and deliberate provision. Councillors requested updates on learning walks. <b>ACTION: BH and SA will do regular learning walks and update at each meeting.</b>	BH
	<b>Questions from Academy Council</b>	
5.4	<b>Is there parent input into the plans for online safety/conduct?</b>	
5.4.1	We will add a Safeguarding item into the newsletter. <b>ACTION: BH to include item in newsletter for parent input to online safety/conduct plans</b>	BH
5.5	<b>Do you feel the children’s starting point is different compared to the previous year?</b>	
5.5.1	In pre-school yes - some children are separating from families for the first time. This year’s Reception don’t feel different to intakes in the past; language acquisition is good, there are gaps but we know about them. Home visits were completed this year for the first time at Begbrook; as a result, transition feels smooth and home visits have given teachers in Reception a head start for the starting point.	
5.6	<b>It had been useful to talk through bright spots and trails at the strategy review meeting in September – part of that were the trails for Reception children moving into Year 1. How confident can we feel that those gaps are being bridged?</b>	
5.6.1	Part of the ARV (Academy Review Visit) was looking at Phonics in Year 1. There are gaps but teachers are able to articulate the plan for Phonics; all teachers in the six class visits were strong in practice. We are confident the children will receive what they need.	
5.7	<b>Do you feel with the new intake that there is capacity to pick up SEND early?</b>	
5.7.1	Last year it was impossible due to Covid disruption; moving forward this year – yes – it is about communication and language is the main area of focus this year. The cohort is different this year as some learners with higher needs have moved on as they had needs way above what was normal in a mainstream school. We are trying to identify needs early and already know from home visits and nurseries that there is quite a lot of need within Reception cohort again; we have adults in place to try and support that.	
5.8	<b>Have you still got the Education Psychologist as before?</b>	
5.8.1	We have been allocated 5 days this year – we also have a teacher who is training to be an Ed Psych this year who will hopefully return to Begbrook.	
5.9	<b>Does the high number of SEND pupils put pressure on teachers and have they got the right resource?</b>	
5.9.1	We always look at the curriculum in two groups; LEDs (learners experiencing disadvantage) and SEND children are at the forefront of our planning. SEND children often have different and additional needs - depending on what they are we adapt.	
6	<b>Council Visit Reports and Plan</b>	
6.1	SA updated on the visit plan:	

Item	Description	Action
	<ul style="list-style-type: none"> <li>Areas of councillor responsibility are: HM - EYFS and EDI; SH - SEND and Mental Health &amp; Wellbeing; GW – Safeguarding, Health &amp; Safety, Pupil Premium, Attendance and Behaviour; DR – Curriculum.</li> <li>Link meeting for councillors to meet subject leaders early in Term 2 – SA will circulate dates.</li> <li>An immersion day in Term 3;</li> <li>Link meeting in Term 5.</li> <li>GW also has termly Safeguarding &amp; Health &amp; Safety and Pupil Premium meetings.</li> </ul> <p>GW commented that he felt more confident about the organisation around link visits and was looking forward to councillors getting back into school again.</p>	
<b>7</b>	<b>Pupil Voice / Student Advocate</b>	
7.1	EM said that it was good to have a pupil council in a room together again and explained how the council will work this year with a pre-set agenda, and the pupil representative leading on a Friday in their classrooms, then notes shared in Monday assembly. EM gave an example of feedback which had been acted upon and fed back for children to see the impact of their meetings. <b>EM invited councillors to meetings at 2.45 pm on a Thursday and invited agenda items if councillors want to contribute.</b> There is a standing item on the SLT agenda to talk about pupil voice each week.	
	<b>Questions from Academy Council</b>	
<b>7.2</b>	<b>What is on future agendas?</b>	
7.2.1	After-school extra-curricular clubs; Children in Need – working with Eco Schools Lead so having a school mission on pursuing our Eco Award and also Arts for pursuit of Artsmark.	
<b>7.3</b>	<b>Will there be input from the children for anti-bullying week?</b>	
7.3.1	There is an agenda item for pupil voice meetings two weeks prior to anti-bullying week.	
<b>7.4</b>	<b>Is there input to the Bullying Policy through pupil voice – are you able to discuss with pupils how they are feeling and if they feel safe etc?</b>	
7.4.1	The policy was reviewed and edited following input from the previous pupil council. SLT today reviewed how best to capture pupil worries in a way which is age appropriate; currently KS2 and KS1 have weekly circle times.	
<b>7.5</b>	<b>Will you be doing a pupil survey in addition to pupil council?</b>	
7.5.1	We need both pupil council and a pupil survey with different questions – this is difficult to do with the whole school but could be a representative sample.	
<b>8</b>	<b>Staffing and Wellbeing</b>	
	<b>Questions from Academy Council</b>	
<b>8.1</b>	<b>There are a lot of new starters – how are they settling in and what support do they have?</b>	
8.1.1	We have 7 new teachers which is potentially challenging. New teachers attended a ‘Begbrook Boot Camp’ in the Summer holidays which supports new staff with Begbrook ways. The new teachers are good as a group. This year we are implementing a coaching model to support; each have mentors with year group leads supporting. This is part of the more rigorous new programme and range of support in place this year for ECTs (Early Career Teachers) for the first two years. We are continuing with 1:1s with SLT to support and coach them. <b>GW commented that it was important to follow the new teaching cohort across the year to see if the new coaching approach is having an</b>	

Item	Description	Action
	<b>impact.</b>	
	<b>Questions from Academy Council</b>	
<b>8.2</b>	<b>Are there any staff groups hard to engage with staff wellbeing?</b>	
8.2.1	Yes, SMSAs – all are invited and included in staff email.	
<b>8.3</b>	<b>Feedback from some TAs is that they would like a regular 1:1 meeting as they feel quite isolated and it is not always clear who they should talk to.</b>	
8.3.1	Supervision is happening tomorrow and Tuesday – TAs are always considered; some TAs are coming along to supervision tomorrow.	
<b>8.4</b>	<b>Could TAs have a meeting every 2 weeks in the morning?</b>	
8.4.1	This may be possible but would have to be outside of their working time. <b><u>ACTION: LM will survey the group to seek a time that is suitable.</u></b>	<b>LM</b>
	<b>Academy Council Report</b>	
<b>9</b>	<b>Quality of Education</b>	
9.1	LM briefed on highlights from the Academy Report: <b>Academy Review Visit (ARV)</b> Progress was seen between the two ARVs. GW commented that he had attended the feedback session for both visits and was pleased to hear that DN (Dan Nicholls) had said children get a good deal at Begbrook – as a council it was heartening to hear that.	
9.2	<b>Curriculum Developments</b> <ul style="list-style-type: none"> <li>• Music and designers are being implemented this school year;</li> <li>• The lens of disadvantage is being applied to curriculum delivery; weekly year group meetings look at how the curriculum is being adapted, working through barriers to ensure children access the curriculum. LM gave examples which included background knowledge given to LED children.</li> </ul>	
	<b>Questions from Academy Council</b>	
<b>9.3</b>	<b>Have you had any pupils who may have had those experiences that are getting bored or not engaging as much?</b>	
9.3.1	We say ‘crucial for some, harmful to none’. LM gave an example of a knowledge organiser where the depth of content addresses those who do not need the extra support.	
<b>9.4</b>	<b>Are the children set in groups?</b>	
9.4.1	Intervention groups, no streaming.	
<b>9.5</b>	<b>Do children have the opportunity to go as deep as they like? I have received comments from several parents that their children, who used to love maths, are finding it boring.</b>	
9.5.1	The last two years are not a good judge of maths teaching and some areas of reasoning are having to be repeated. <b><u>ACTION: We will visit the classrooms to check with the children and work with parents to explain how maths is taught. KR will pick up as part of ARV.</u></b>	<b>LM/KR</b>
<b>10</b>	<b>Achievements and Standards</b>	
10.1	<b>Outcomes</b>	

Item	Description	Action
	LM explained that 2021-22 targets are yet to be approved by the Board. It will be the attainment and progress of LEDs (Learners Experiencing Disadvantage) that will be the measure of our success.	
10.2	<b>Attendance</b> LM reported that children are currently catching a lot of bugs. LM explained new recording of attendance this year regarding Covid. Attendance is lower than the previous year, but relatively high comparatively. KR commented that she was confident that secure systems and processes are in place at Begbrook. Attendance is a bleak picture nationally; Begbrook are slightly above national, however we are not complacent.	
10.3	<b>Exclusions</b> LM explained that the one Fixed Term exclusion this term related to one incident – the child is being supported back into school; there has been more success for that child since return.	
10.4	<b>Pupil Premium Strategy</b> LM had shared the report using the new document template which now shows the approach of supporting those in receipt of the grant as holistically as possible. Spend is way above the grant received to support those children.	
10.5	<b>SEND</b> The report will be presented in Term 2 as we are awaiting the result of the top up panel for a number of children. <b><u>ACTION: SEND Report to be shared at next meeting.</u></b>	<b>LM</b>
	<b>Academy Council Questions</b>	
<b>10.6</b>	<b>What is the gap in attendance this year for LED children?</b>	
10.6.1	It is lower this year – between 1.5 to 2%. The target is to be less than 1%.	
<b>10.7</b>	<b>It would be good to follow actions through the year at the ARVs and ARMs – particularly actions around subject leaders being experts.</b>	
10.7.1	It is really useful for staff to talk to external people and have challenge around their understanding especially in areas not Maths and English. Colleagues and middle leaders will be supported through the year at INSETs.	
<b>10.8</b>	<b>Is there anything within the Inspection Framework about what a subject should be like?</b>	
10.8.1	It is generic - Ofsted are doing subject specific inspections and can see commonalities. The CLF curriculum exceeds expectations of the national curriculum. KR shared link to Ofsted Framework <a href="https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook">https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook</a> (para 194 onwards) for councillor information.	
<b>10.9</b>	<b>What is the comparable year on year data for exclusions? It would be good to have this data going forward.</b>	
10.9.1	Last school year we had two; we genuinely use as a last resort. <b><u>ACTION: SA will include comparable data in termly safeguarding meetings with GW.</u></b>	<b>SA</b>
<b>10.10</b>	<b>The Pupil Premium Strategy looks a really comprehensive well thought out strategy. We have 70% children PP – do we feel confident we have identified all eligible children, especially the younger children? Do we pursue it enough?</b>	

Item	Description	Action
10.10.1	We give families the opportunity for us to check for them – only 3 out of those came back. We are looking to make the check part of our induction next year although there is some challenge around GDPR issues and if some sign up they become ineligible for other grants. Despite issuing several letters throughout the year we are aware there are others who must be eligible although the demographic area is changing – Year 6 is now 22/23% (previously 50%), lower down the school it is now 12/14%.	
<b>10.11</b>	<b>Have we got an idea of how target setting might look for those children and how to track through this year?</b>	
10.11.1	The strategy is to raise academic achievement over time. If the strategy is working then children experiencing disadvantage should do better. Some strategies are not academic; we will have soft data around some pupils. GW commented that it feels as if it is a whole staff strategy.	
<b>10.12</b>	<b>Is there anything more we can do before the cut-off for the Census?</b>	
10.12.1	Nothing more regarding the Census however we want to reassure you that discussion meetings include all students that are experiencing disadvantage not just those in receipt of the Pupil Premium Grant.	
<b>11</b>	<b>Safeguarding</b>	
	<b>Questions from Academy Council</b>	
<b>11.1</b>	<b>It would be helpful to know more about SA's work in recording CPOMS – is there now improved recording and use of the system?</b>	
11.1.1	An INSET day refresh at the beginning of this term gave us the opportunity to set high expectations which has resulted in us having an increased number of incidents recorded. It is positive to see more staff now making the recording element part of their duties rather than passing on verbally. It is important to ensure that everything is recorded as evidence for top-up etc.	
<b>11.2</b>	<b>There are two incidences of bullying in a term?</b>	
11.2.1	One of them was incorrectly tagged as a racial incident but has been addressed; I will be doing more work to clarify correct recording to staff as this is an official record. <b>HM offered to support with this. ACTION: a question on bullying should be included in the survey.</b>	<b>SA</b>
11.3	LM reported that following feedback last year from both parents and staff, the first parents and carers evening will take place online in the last week of this term and will be offered again in the same format at the end of the year.	
<b>12</b>	<b>Finance</b>	
	End of year Management Accounts had been shared. LM reported that the academy had ended the year with a deficit. The main reason was due to funding an individual child's place in alternative provision; it was thought that Bristol City Council were funding however this has not been the case – the academy are still pursuing.	
<b>13</b>	<b>Health and Safety</b>	
	LM updated that more adults are being trained in first aid. There was an updated Covid Risk Assessment. Toilets are being renovated, new lighting had been postponed.	

Item	Description	Action
<b>14</b>	<b>Risk Register</b>	
14.1	LM reported that there were no updates to the Risk Register	
	<b>Questions from Academy Council</b>	
<b>14.1</b>	<b>Is there a Covid update?</b>	
14.1.1	It is in the Risk Assessment; there is an Outbreak Plan and Remote Learning Policy in place to support.	
<b>15</b>	<b>Any Other Urgent Business</b>	
15.1	KR suggested afternoon of 24 November as an immersion afternoon for councillors followed by the academy council meeting. <b>ACTION: SA will take forward.</b>	<b>SA</b>

The meeting closed at 6.05 pm

**Next meetings:**

**Academy Council – 4 pm (3.30 pm pre-meet)**

24 November 2021

2 Feb 2022

6 Apr 2022

13 July 2022