

# Minutes – Begbrook Primary Academy Council

**Version:**

**Date** 14 July 2021  
**Location:** Teams Online  
**Time:** 4.00 pm

**Members Present:**

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
Rosie Wild (RW)	Parent Academy Councillor
Rachel Harris (RH)	Teacher Academy Councillor
Emily Mowlem (EM)	Student Advocate

**Attendees:**

Becca Hine (BH)	Academy Vice Principal
Sian Adams (SA)	Academy Assistant Principal
Nick Latham (NL)	EDI Academy Lead
Linda Corbidge (LC)	Academy Council Clerk

**Apologies:**

**Absent:** Alice Coyle (AC) Support Staff Councillor

**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>3</b>	<b>Academy Council Membership</b>	
3.1	GW reported that no prospective councillors had come forward since the last meeting. Discussion followed on further course of action – GW is particularly looking for councillors who reflect the school community. <b><u>ACTION: RW will forward contact details of a local group to GW to follow up. DR will ask friends and colleagues. GW will look at again in September</u></b>	RW DR GW
<b>4</b>	<b>Minutes of Previous Meeting</b>	
4.1	The minutes of the meeting held 27 April 2021 were agreed as accurate.	
<b>5</b>	<b>Matters Arising from previous meetings not dealt with elsewhere</b>	
5.1	5.1 LC to follow up on updated version of AC Report re amended glossary, and send to Principal – central team suggested amending locally until central template is updated.	
5.2	7.1 BH would reinforce Attendance Policy/message to parents ahead of the Summer holidays – completed.	

Item	Description	Action
5.4	14.1 SH would liaise with KR regarding queries on First Aid and the Toileting & Intimate Care Policies – KR had confirmed that choking was covered in First Aid Training. SA reassured councillors that it was recognised that the academy needed more first aid trained staff; additional staff will receive training resulting in 5 to 6 trained first aiders of which 3 will be paediatric trained and the present first aider will upgrade with school nurse training.	
	<b>Questions by Academy Council</b>	
5.5	<b>We need to ensure the level of first aid training and rota is clear across the week. SH offered a contact who would come into school to provide further training.</b>	
5.6	Once the additional staff are trained we will be covered in all areas of the schools.	
6	<b>Equality, Diversity and Inclusion</b>	
6.1	Nick Latham, academy EDI Lead, briefed councillors on EDI focus, highlighting: <ul style="list-style-type: none"> <li>Academy schedule for next year includes days of celebration of our diverse school to ensure there is EDI practice throughout the curriculum and that it is always in our minds whilst we are teaching. Staff survey and CLF Nimble training will now include an EDI training unit for all CLF staff so whole school approach.</li> <li>LM gave examples of actions: PowerPoints ensuring representations of school and community; celebrating Nelson Mandela day and continuing journey to provide books with diverse representation.</li> </ul>	
	<b>Questions from Academy Council</b>	
6.2	<b>Don't forget to include disability.</b>	
6.3	Inclusivity around all the characteristics is an ongoing focus within inclusivity and diversity work; ensuring children see themselves in every part of the curriculum.	
6.4	<b>A more proactive approach might have an impact on bullying – has there been any more impact of children becoming more aware – asking questions/having difficult conversations with them?</b>	
6.5	Our children are very proactive in not tolerating discrimination. Difficult conversations need to be had – moving from tolerance to inclusivity. Assemblies are followed by talk time to give time to unpick concepts. The message starts young from Nursery. <b>SH commented that Begbrook always feels as if it has the culture of inclusivity.</b>	
6.6	<b>Councillors commented on the importance of having positive representations and to recognise other cultures.</b>	
6.7	We use the concept 'meanwhile' which enables us to explain what is/was going on elsewhere.	
6.8	<b>What kind of maps do you use to teach?</b>	
6.9	LM showed multiple representations of maps used.	
6.10	<b>As Link Councillors we need to have a watching brief on EDI within our link areas as well as HM (EDI Link). Where does this fit into the AIP next year?</b>	
6.11	EDI is an element of every strategy; e.g. Reading - diversifying reading materials; History – about making sure we get those links in through the 'meanwhiles'.	
6.12	<b>Is there anything explicit you want in the AIP – about recruitment of workforce?</b>	

Item	Description	Action
6.13	The work around diversifying the teaching population is about the work we are doing now – about supporting children so they can do that in the future. 20% of students are BAME, 13% of teachers nationwide, Bristol 4%; it is a particular Bristol issue.	
<b>6.14</b>	<b>Is there anything the wider CLF trust are doing?</b>	
6.15	KR explained that schools now have and EDI Lead and EDI Network. BAME recruitment needs to improve, rather than jump to rash decisions we are looking at what others are doing and learning from that. Through the SCITT we know that it's about the earlier stages and also how we actively support pupils from BAME backgrounds to engage with our SCITT and how we eliminate barriers – examples are pupils from the SCITT course who have been funded or provided with additional mentoring to ensure they overcome those barriers. It's something we are all really aware of; next year we will be putting things in place to actively recruit from backgrounds of the communities the schools serve. NL added that UWE are putting things in place for students from BAME backgrounds and other protected characteristics to see how to overcome those barriers going forward.	
<b>6.16</b>	<b>Also, accessibility for adverts. Medicine does not have difficulty with BAME recruitment?</b>	
6.17	It is a complex issue.	
<b>6.18</b>	<b>Is there learning that can be sought from other countries with similar demographic make-up and cultures/association with professions which are considered to be a wealthy renowned occupation?</b>	
6.19	KR will take that suggestion to HR.	
6.20	Councillors suggested that NL could be invited to other meetings. NL invited further questions by email.	
<b>7</b>	<b>Pupil Voice / Student Advocate</b>	
7.1	<p>Councillors had asked EM to seek pupil voice on what changes children would like to keep when restrictions end.</p> <ul style="list-style-type: none"> <li>EM showed a film of children giving pupil voice on the general feeling of moving away from bubbles. They are excited about playing with other friends. We need to be aware of lunchtimes which will be a huge change. Some prefer eating in classrooms rather than the loud hall; this will be an extra layer of challenge next year. We are planning a lot of time in for that at the start of next year to help children form new relationships.</li> <li>LM explained that new classes have been organised for next year to encourage new friendship groups and we are trying to keep numbers at lunchtime slots as small as possible.</li> <li>Pupil voice going forward will be a changed cycle with a council meeting of one child from each class, changing every 2 terms followed by a meeting with a pre-arranged agenda which will feed back into a Friday afternoon class meeting; the document will then feed into Monday assembly so Pupil Voice happens first. Discussion topics from councillors can be added to agendas.</li> <li>Councillors commented that it was nice to see the video from the children.</li> </ul>	
<b>7.2</b>	<b>I have received some negative feedback from parents regarding the process for changes in classes (RW/SH). It has felt different this year - has there been a conscious decision to do it differently? It felt there was no personal touch this time and the mental health of our children is top priority.</b>	

Item	Description	Action
7.3	It has been organised differently this year with mixing at the end of Reception, Year 2 and Year 4 only. The Principal team looked at the range of children's ages; ensuring classes have even balance of diversity; gender and most vulnerable children but ensuring that children also had their voice to ensure they had a friendship. There will be opportunities to socialise. We have ended up in the past with classes that are very difficult to teach – the classroom is about learning. Our communication could probably have been better about the reasons for doing this; it may feel more difficult for children as it has not happened for 2 years. Children are absolutely at the centre of it; a lot of thought went into it.	
7.4	<p><b>The way it was communicated this year didn't reflect how you have just described the process. It would be valuable to clearly provide a rationale to parents of what was involved. ACTION: LM will include as a parent forum item.</b></p> <p>A suggestion was made for meetings going forward for parent councillors and LM, BH or SA to agree a process to feed back on any changes/comments from parents outside of academy council meetings. <b>ACTION: BH will arrange meeting with SH/RW to discuss further</b></p>	<p>LM</p> <p>BH</p>
8	<b>Early Years</b>	
8.1	<p>Sian Adams presented on Early Years at the academy: highlighting:</p> <ul style="list-style-type: none"> <li>• The new Statutory Framework and Guidance documents for September which includes areas of learning and development;</li> <li>• The new CLF 3 – 5 Curriculum planning is in progress which will be mainly in place for September. This includes statutory Early Learning Goals to enable judgement at the end of the year;</li> <li>• Developing and ensuring continuous and enhanced provision;</li> <li>• Adult led and child-initiated learning;</li> <li>• Next steps.</li> </ul>	
	<b>Questions from Academy Council</b>	
8.2	<b>Do you think the new changes will be an opportunity to develop the provision in Early Years generally – how much will this new development increase scores and success for learners next year.</b>	
8.3	This year has been difficult with bubble closures and a high needs cohort. The huge influence on data was lockdown from January during Term 3 as a lot of key learning happens during that term. The new framework gives an opportunity to reflect on practice and think about changes. The team are resilient, willing and keen; they are already looking at changes. Inset day will look at Early Years pedagogy and more – there is lots to do at the start of a really good journey and we are already making good progress.	
8.4	<b>It looks really exciting and can only be beneficial for children moving through. Thinking of children finishing Reception this year with 31% having GDL – it feels quite worrying, how do you feel about that?</b>	
8.5	The data is driven by the Writing – the key early learning goals are communication and language; emotional and physical development are much higher. Year 1 are ready and prepared and have skills to be effective learners, they just need more time. There are a large number of high needs children in the cohort who wouldn't have been able to reach GDL. It has been a significant challenge this year with Covid, illnesses and trauma within the team however the Reception team have been supported to ensure that children were happy, safe and learning at all times. We have absolute confidence in the Year 1 team who took a group of children last year and have gone on and got the Phonics	

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	scores. This shows the practice in Year 1 is very supportive to make that deficit. We will continue to focus on Early Years going forward.	
8.6	<b>Has the school received additional catch up funding and will you receive extra funding next year?</b>	
8.7	We have been given £30,000 which is not very much. We are not clear what the funding will be next year. Catch up will come from high quality provision. <i>(HM left the meeting).</i>	
	<b>Academy Council Report</b>	
9	<b>Quality of Education</b>	
9.1	LM briefed on highlights from the Academy Report. Academy Review Visit (ARV) We were able to see progress between the two ARVs. GW had attended the feedback session for both of those 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.	
	<b>Questions from Academy Council</b>	
9.2	<b>Actions from ARVs - are next steps going to be present within improvement plan?</b>	
9.3	The actions from ARV will be picked up.	
10	<b>Achievements and Standards</b>	
10.1	<b>Outcomes</b> <ul style="list-style-type: none"> <li>• Correction to data in report - Phonics is at 89%.</li> <li>• Times tables check – we learnt that we needed to do more work with the children on IT earlier as they have to navigate themselves around the keyboard. It was an optional test this year and will require additional attention to do well next year. It was interesting to see comparison to other schools in the Trust which was a very mixed picture.</li> <li>• End of year teacher assessments – if the year had been different we would not have been at 69% Writing; we have focussed on other things rather than evidence to support moderation with Writing.</li> </ul> <b>Attendance</b> Attendance analysis for Term 5 was shared. <b>Behaviour</b> There were two fixed term exclusions where incidents took place where children were violent to staff members – this has not happened again since their return. <b>Transition</b> Quality handovers are taking place – passports and on transition day children had a chance to meet with new teachers. Core team meetings have taken place for vulnerable children and children on the SEND register. Actions are in place from Term 1.	
	<b>Questions from Academy Council</b>	
10.2	<b>What actions will be in place for the times tables check?</b>	
10.3	It links back to INSET day content as in the academy council report – there is more additional learning to do to support children to think/reason around times tables.	

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<b>10.4</b>	<b>When is the final test for Phonics?</b>	
10.5	Children will take the test with Emily in Term 2 next year. Year 2 colleagues have done an incredible job working with children in Year 1 who missed the learning to develop the Phonic awareness.	
<b>10.6</b>	<b>How does that feel compared to previous years?</b>	
10.7	It feels really good to support those children to get there. Security of practice and a way of working that has become cultural has not always been the case here. The results in the last couple of years re reflecting strong practice and in the hardest possible years makes us confident for next year.	
<b>10.8</b>	<b>Why are the Year 3 and Year 4 results lower than other years?</b>	
10.9	This is due to different stages of the curriculum – there is only a national standard for Years 2 and 6; teachers are making a difficult prediction for other years and tend to err on the side of caution.	
<b>10.10</b>	<b>How does the data for Year 6 compare to previous years?</b>	
10.11	They are not dissimilar. In Year 6 we are working with the bottom 15/20% who are making progress to being On Track to ensure we are getting the results they need but a few year groups are looking at not quite making in the Yet to Be band.	
<b>10.12</b>	<b>What plans are there to improve EYFS Writing?</b>	
10.13	It will be better to take as an agenda item to see the progress they are making in the first two terms – <b><u>ACTION: Agenda item EYFS progress in Writing for Term 3/4</u></b>	<b>LM</b>
<b>10.14</b>	<b>How are the Writing outcomes in other years?</b>	
10.15	Ordinarily we are not concerned on writing outcomes. Everyone comes here to look at how good our writing is.	
<b>10.16</b>	<b>Can you clarify the attendance figure for Term 5?</b>	
10.17	Whole attendance doesn't include those children coded x (not in school for Covid reasons). This will change next year – all children ill with Covid will be included in the attendance figure as non-attendance.	
<b>10.18</b>	<b>Parents have commented to me that they feel conflicted around sending children in with colds etc. parents are finding it difficult to navigate. How will you provide clear communication with parents at the start of the year to establish expectations of attendance?</b>	
10.19	We always send an attendance letter and will include current Covid guidance plus guidance around other illnesses. The Delta variant has changed transmission rates however we are not going to have to isolate close contacts any more from September.	
<b>10.20</b>	<b>Were the children who were excluded children with SEN?</b>	
10.21	They primarily have SEMH needs.	
<b>10.22</b>	<b>Pupil Premium/Catch up Grant – has money been a barrier for some children accessing the Begbrook experience such as music lessons/extra-curricular activities/Year 6 camp?</b>	

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10.23	<ul style="list-style-type: none"> <li>We don't receive enough PPG (Pupil Premium Grant) to cover this, therefore we need to be creative. The majority of the spend goes on salaries for roles necessary because of the needs of the school community. A small amount is spent on education consumables and another fund is for trips and visits to give 50% subsidy. It is more around the opportunities we can create e.g. the music teacher doesn't pay a letting fee and is with us all week so between lessons he offers lessons in between to children who would benefit.</li> <li>A lot of children who didn't go on camp were from the Muslim community which was a different issue not funding – we will address this issue separately going forward. A third of children didn't go (not normally that high) – one of the reasons is that it was a financial risk as parents could not have a refund if there was a bubble closure.</li> </ul>	
10.24	<b>RSHE delivery and curriculum - What has been the feedback from parents on the RSHE curriculum and delivery?</b>	
10.25	It has been more contentious for Muslim parents. BH has done a fantastic job educating the community about it. We have been able to deliver the statutory elements with some withdrawals from non-statutory elements.	
10.26	<b>It is commendable that you have taken an individual approach with families.</b>	
10.27	It's been really nice to speak to families who find this sensitive and to be able to see the turn around so they trust us and will go with it. We have reflected on the fact we don't know why we deliver this in the Summer term every year and will look at delivering earlier in school year to give more time to talk through any issues.	
11	<b>Staffing and Wellbeing</b>	
11.1	<b>Are you and other teachers able to have a break over the Summer as you must need it after the last year?</b>	
11.2	We are currently managing day to day with multiple positive cases/bubble closures and will need to forward plan to next year. We will all have some break over the Summer.	
11.3	<b>Congratulations to Megan for passing her NQT year.</b>	
11.4	From September NQTs will now be called Early Career Teachers (ECTs). Support for ECTs has changed from September – all will have mentors to support development through next year.	
11.5	<b>There are a lot of new staff – are you confident that they will receive the training and support for their development.</b>	
11.6	New staff are coming into school for 2 days at the end of the Summer holiday to see what it is like to teach at Begbrook (paid back with time in lieu). This is beneficial as a lot of what we do here is different from everywhere else	
12	<b>Safeguarding</b>	
12.1	<p>Councillors had received the Term 5 Safeguarding Report, LM highlighted that:</p> <ul style="list-style-type: none"> <li>SA has become the Designated Safeguarding Lead (DSL).</li> <li>Online safety/conduct is going to need addressing – the issue has escalated during lockdown and this is likely to continue going forward. E-Safety week is no longer enough. We are looking at supporting parents as primary care givers to understand what children are able to access. <b>GW (Safeguarding Link) will discuss online safety/conduct with SA and what plans are put in place to help with that. ACTION: GW to report to next meeting.</b></li> </ul>	GW

Item	Description	Action
<b>12.2</b>	<b>Why is there no summer school provision?</b>	
12.3	We were working with a club however unfortunately they pulled out and it has not left enough time to work with other companies.	
<b>13</b>	<b>Health and Safety</b>	
13.1	Work to change the lighting during the summer holidays has been postponed by the council and will now be in half term. We are concerned that they will get it done in the time available.	
<b>14</b>	<b>Risk Register</b>	
14.1	The Risk Register has been updated and is in the Teams folder. GW will review and pass on any comments.	
<b>14.2</b>	<b>I am happy to meet to support with risk assessments for school re-opening in September (GW)</b>	
14.3	The biggest changes are that there will no longer be the requirement to isolate if there is a case in your class and we will be able to do things more widely amongst year groups which add value.	
<b>15</b>	<b>Governance</b>	
15.1	Link Visits - GW confirmed that he had the visit plan with SA for next year. Link visits will be refreshed from September. <b><u>ACTION: SA will email to councillors to refresh and focus visits next academic year.</u></b>	<b>SA</b>
15.2	Training – Nimble training will need to be completed in September. Further training opportunities will be emailed next year.	
<b>16</b>	<b>Any Other Urgent Business</b>	
16.1	GW commented that it had been a difficult year for schools - councillors were appreciative of how everyone has kept the school going. LM had received a complimentary open letter which was received well.	

The meeting closed at 6.30 pm

#### Next meetings:

For information the CLF Board and Academy Council Results Review meeting (to which all Academy Councillors and Principals are invited) that previously took place on a Saturday morning, will this year be held on the evening of **Wednesday 22nd September from 5 – 8pm via Teams.**

#### Academy Council – 4 pm (3.30 pm pre meet)

13 October 2021  
24 November 2021  
2 Feb 2022  
6 Apr 2022  
13 July 2022