

Minutes – Begbrook Primary Academy Council

Version:

Date 24nd November 2021

Location: Online via Teams

Time: 4.15 pm

Present:

Graham Wilkie (GW)	Chair of Academy Council
Divya Raj (DR)	Sponsored Councillor
Hayley Moulding (HM)	Sponsored Councillor
Sally Harrison (SH)	Parent Councillor
Laurie Munro (LM)	Principal
Kate Richardson (KR)	Executive Principal
Emily Mowlem (EM)	Student Advocate
Alice Coyle (AC)	Support Staff Councillor

Attendees:

Charlotte Seavill (CS)	Academy Council Clerk
Sian Adams (SA)	Assistant Principal
Becca Hine (BH)	Vice Principal

Apologies: Rachel Harris (RH) Teaching Staff Councillor

Item	Description	Action
1	Introductions	
1.1	Introductions were made.	
2	Declarations of Interest	
2.2	No new declarations.	
3	Minutes of Previous Meeting	
3.1	The minutes of the meeting were agreed as accurate.	
4	Matters Arising	
4.1	ACTION: GW requested councillors to complete their annual declaration if not done so already –clerk will re-send link. Complete	GW
4.2	ACTION: Clerk will go back to Wendy to feedback on suggestion and flag the number of vacancies. Clerk to feedback at the next meeting	LC
4.3	ACTION: GW will put on agenda for next Safeguarding/H&S meeting. Following the link meeting, additional training is going to be provided on online safety. There is e-safety training available through the Trust. There is a online safety update in both the staff and the family newsletter.	GW
4.4	ACTION: BH and SA will do regular learning walks and update at each meeting. Ongoing	BH/SA
4.5	ACTION: BH to include item in newsletter for parent input to online safety/conduct plans	BH
4.6	ACTION: LM will survey the group to seek a time that is suitable. The academy has recruited two new T.As so this survey will take place then they can participate as well.	LM

Item	Description	Action
4.7	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. <i>The Trust Maths Lead joined the recent ARV who provided feedback and actions for us. The academy has engaged with NCTEM with regards to fluency, supporting early number sense and new material. The actions taken won't have immediate impact but it's clear that teachers are thinking more clearly about how to develop their practice.</i>	LM/KR
4.8	ACTION: SEND Report to be shared at next meeting.	LM
4.9	ACTION: SA will include comparable data in termly safeguarding meetings with GW. Complete	SA
	ACTION: a question on bullying should be included in the survey. <i>Results from this survey will be shared at the next meeting – Clerk to diarise.</i>	SA
	KR suggested afternoon of 24 November as an immersion afternoon for councillors followed by the academy council meeting. ACTION: SA will take forward. <i>Due to COVID recommendations, the immersion day has been postponed until the new year.</i>	
5	Governance	
5.1	Membership – There have been three applications for the parent councillor vacancy. The election process will follow and the new councillor introduced at the next meeting.	
6	Pupil Voice	
6.1	Pupil voice is going really well at the academy. The process is very smooth now with team meetings, agendas and feedback collection. There has been feedback about lunchtimes as this part of the day has been changed numerous times to meet COVID guidance. SLT have discussed ways to maintain calm in the free time portion of lunchtimes once children have eaten. Staff are trying to ensure that any new ideas can withstand and future tightening COVID restrictions. The children planned the Children in Need fundraising Pyjama Day which was an excellent day and raised lots of money. The children discussed a questionnaire for Anti-Bullying Week. They understood the concept well and led the process for the survey. The children are working on Christmas arts at the moment and then in the new year there will be an election for new student councillors.	
6.2	Are there opportunities to maintain links for the outgoing reps and handover activities?	
6.3	Yes, the outgoing reps are given the opportunity to model and share tips for the new reps.	
6.4	Does being a rep have an impact on children's self-esteem or confidence?	
6.5	Yes, the oracy work in class is evident in the children putting themselves forward for the council and it's really nice to see children able to develop these skills. It's an elected process and teachers are very clear about what being a rep is like.	
7	Academy Council Report	
7.1	The report was shared beforehand via Teams. The report included an overview of what a Behaviour Hub School is and the process BPA is going through to obtain this status, including the upcoming interview. The report	

Item	Description	Action
	covered the impact of the recent INSET day training including music and DT in classrooms and core team meetings. The report included student outcomes, PP in Early Years, mock exams, attendance and the impact of COVID, ARV outcomes, behaviour, PP and Catch up Premium, SEND report, staffing and wellbeing, recent events and EDI.	
	Questions from the Academy Council	
7.2	Does this status come with additional funding?	
7.3	The offer is negotiable and is based on what the academy is able to offer. We need to think closely about what could be offered and what we would need to be able to offer more.	
7.4	What are Core Team Meetings?	
7.5	Core Team Meetings are fortnightly meetings where staff meet to discuss provision, the children most in need of support and how they can be supported.	
7.6	How well has Music and DT been adapted for LED (Learners Experiencing Disadvantage)?	
7.7	Children were given the opportunity to see the instruments before hand and the opportunity to choose instruments first so they knew what was coming and had time to explore. We asked a range of adults from the academy to play instruments for the children so they could experience how it looks and feels and sounds like when listening to live music. We aligned the curriculum with British Science Week where the children were all designers and scientists.	
7.8	The writing outcomes for PP students is less encouraging – what is being done to support these children?	
7.9	Children have been very honest that, when working remotely last year, they engaged with writing activities the least. Each PP student represents 7% in this data. Reading is our focus because reading will support writing, but it will also support all other subjects.	
7.10	Is it reasonable to expect the children in the Y category to reach ARE by the end of the year? And are they in receipt of more targeted interventions at this stage?	
7.11	Yes, there are a variety of interventions in place including, pre-teaching, being taught phonics again, fluency and handwriting and therapy groups amongst others.	
7.12	<u>ACTION: LM to share the mock data at the next meeting to review the targets and interventions in place.</u>	LM
7.13	Are the Y2 phonics outcomes high compared to other settings?	
7.14	Yes, the results are great. Phonics is a bright spot for BPA. It's much higher than the national average and is inline with the Ofsted expectations for a good school.	
7.15	There is a larger gap for Y2 PP students. How confident are we that we can close that gap over the year?	
7.16	The children in years 1 and 2 have had such a large proportion of their education disrupted due to the pandemic that it's unlikely that we will make up the deficit in 1 year. It needs to be a longer-term response to their experiences. Its part of the school vision, that all children are next stage reading and that takes time. We are maintaining a broad and balanced curriculum for all children.	

Item	Description	Action
7.17	There are 3 children in Reception in receipt of PP funding which is a change to previous year groups. Does this bring different challenges?	
7.16	<p>The school has been set up to provide a breadth and depth of curriculum, to nurture creativity and be joy-filled which fulfils the desires of the local community so much so that families are moving her to attend the school. This years cohort is very different to past cohorts with many more families being from white British backgrounds. Parents report the school having a very good reputation locally. We remain a very diverse school with 38 languages spoken. Our disadvantaged strategy isn't a PP strategy – it ensures that children facing any disadvantage, not just PP, are put front and centre.</p> <p>The group most in need of support at the moment are the EAL cohort. The council agreed that this would be a key focus for the rest of the academic year.</p>	
7.17	What percentage of COVID cases is classed as an outbreak?	
7.18	<p>An outbreak would be either 5 cases in a class or 10% of the whole school. The academy has been looking at how we can continue with events such as the nativity, in a COVID secure way, including making groups smaller and reducing the audience size.</p>	
7.19	The persistent absence percentage is high – why is that?	
7.20	<p>There has been a lot of COVID related absence, which at this early point in the year, has a big impact on the overall percentage. We are working with some families and the EWO and have resumed use of our full attendance policy.</p>	
7.21	How are you addressing the ARV feedback with regards to maths training/CPD?	
7.22	<p>There was a CPD session for maths after school today. Teachers are being supported to understand how to assess the content of the curriculum and children's ability to reason. It focuses on being able to understand when a child is thinking hard about maths and making links.</p> <p>There was also a staff meeting last week that focussed on maths.</p>	
7.23	Will this training support or make the learning experience for more able students more interesting?	
7.24	<p>During the ARV we saw children able to show what they know and able to explore in more depth the concepts they were learning. Training for staff is focussed around ARV observations and feedback.</p>	
7.25	What were the findings and feedback back for EY in the ARV? Was it in line with the improvement plan?	
7.26	<p>There have been fortnightly learning walks focussing on areas of the AIP. Findings are that activities to meet children's next steps are really embedded across all three classes. Classes are pitched at the right level and children are engaged. Children were choosing the enhanced provision because they are so engaging, rather than choosing other activities.</p> <p>The timings of the day have been adjusted to ensure that children aren't sat for long periods. Outdoor activities have the same level of planning as indoor activities.</p> <p>The Reception classes have been joined to Y4 classes for outdoor play which enables teachers and TAs to make the outdoor provision more interesting as its not being used inappropriately at play times. The impact is clear as there is more mark making and making signs that wouldn't be possible if that space wasn't part of the classroom too.</p>	
7.27	How many exclusions in a school year would be considered high?	

Item	Description	Action
7.28	The national data for the last two years would be very different to pre-pandemic. The Trust produces a black box for suspensions and a very specific exclusion protocol to support children to make better choices and support repair work if needed with Executive Principals.	
8	SEND Update	
8.1	The SEND Link Councillor gave an update from their recent link visit to the school. The report will be available in Teams. ACTION: SEND Link Councillor visit note to be shared by GW.	GW
9	Safeguarding	
9.1	There was an update on safeguarding at the academy, including the proforma that outlines key families, any concerns, the level of CP plan, CIN level, Family in Focus, LAC, children under assessment and school based support. It is a live document that is shared with the safeguarding team, with actions, that is updated as needed with logs from CPOMS. It allows staff to track needs and support well. There has been an increase in the number of CPOMS logs but this is down to staff being better at logging concerns, rather than there being an increase in the number of incidents. There has been a safeguarding focus at CPD sessions including relationships, sex and health education which will be taught in Term 3.	
10	Finance, Estates and Health and Safety	
10.1	There is a change to budget as, due to a glitch in the spreadsheet, £39k of salaries weren't accounted for in the original budget.	
10.2	Is the PE grant brought forward from last year ring fenced this year?	
10.3	This has been committed to providing basket ball coaching for pupils which is very successful at BMA – the secondary school that most children from BPA attend.	
10.4	The council discussed the changes to the library to provide support and books to all families, especially those experiencing disadvantage to ensure everyone has access to books to read at home. How are books chosen? Does the school accept donations? How does the school draw out an inappropriate books or old fashioned classics that are no longer appropriate?	
10.5	The books taken home from class are all vetted and there is an ever increasing range of texts with diverse characters or authors. In the library, we take donations and screen books to ensure that anything inappropriate is removed.	
11	Staffing	
11.1	Are we seeing any disparity in outcomes class by class where there are early career teachers (ECT)?	
11.2	No, we have data to analyse where students were and where they are now. There was positive feedback from the ARV with regards to the support available to early career teachers due to the three-form entry at BPA. There are meetings for ECTs with mentors and all are meeting expectations at the moment. ACTION: GW and LM to discuss further in 1:1 session before the next meeting	GW/LM
11.3	LM to check if councillor link visits can take place in person this term.	LM

Item	Description	Action
12	Policies	
12.1	<p><u>ACTION: Councillors to share any feedback or amendments to policies with LC.</u></p> <p>The council approved behaviour policy but did suggest articulating in the policy that exclusion is a last resort. It was also noted that the sanctions need to not be in an order and that levels can be skipped depending on the severity of the incident. It was discussed how some children with SEND would be supported outside of the policy to meet their needs.</p> <p>The council discussed the affordability of uniform, including being able to buy non-branded uniform and how the policy is written with no reference to gender identification.</p> <p>The council discussed the need for a PE kit.</p>	ALL
12.2	<p><u>ACTION: LM to seek parent and pupil voice on the need for a PE kit in school.</u></p>	LM
13	AOB	
13.1	None	

The meeting closed at 6.15 pm.