Minutes – Begbrook Primary Academy Council

Date	30 June 2026	
Location:	Begbrook Primary Academy	
Time:	5.00 pm	
Present:	Dr Shaun Mudd (SM)	Parent Academy Councillor (Acting Chair for the meeting)
	Dr Pawel Capik (PC)	Sponsor Academy Councillor
	Nicole Owen (NO)	Support Staff Academy Councillor
	Helen Faulkener (HF)	Sponsor Academy Councillor
Attendees:	Vicky Counsell (VC)	Senior Principal
	Kate Richardson (KR)	CLF Director of Education
	Linda Corbidge (LC)	Academy Council Clerk
	Sally Bryant (SB)	CLF Deputy Head of Governance
	Emily Mowlem (EM)	Associate Assistant Principal (for item 5.1)
Apologies:	Sarah Page (SP)	Sponsor Councillor (Chair)
	Dr Paul Bland (PO)	Sponsor Councillor
	Anne Harris (AH)	Sponsor Councillor
	Sian Adams (SA)	Teacher Academy Councillor

Minutes

Item	Description	Action
1	**Introductions**	
1.1	SM welcomed councillors to the meeting and introductions were made.	
2	**Declarations of Interest**	
2.1	There were no verbal declarations of interest made for this meeting.	
3	**Minutes of Previous Meeting and Matters Arising**	
3.1	Minutes of the last meeting were approved as an accurate record.	
3.2	*Energy audit - NO to provide PB with existing data and will work with PB on further review if needed.* NO confirmed that she had been working with PB and no further action is required.	
3.3	*Update on elected Parent Academy Councillor recruitment checks* The clerk reported that requested documentation had now been received and recruitment checks were in process.	
3.4	*Bring comparison data between Term 2 and Term 4 staff, parent and pupil surveys to the next meeting.* **ACTION: Taken forward to next meeting.**	**VC**
3.5	*SA to request DDSL to identify whether data on mental health and wellbeing represents a recurring pattern and report back to next meeting.* See Safeguarding Item.	
3.6	*SA will update the wording under the safeguarding prejudice-related incidents section and re-share with councillors.* See Safeguarding Item.	

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3.7	*SA to provide comparison of Term 3 safeguarding incident data with previous terms to identify any recurring patterns and provide additional context for the current downward trend.* See Safeguarding Item.	
3.8	*Admissions Policy 2027–28 to be updated to remove reference to the Designated Area of Priority.* SB explained that due to time constraints, it was not possible to amend the Admissions Policy for 2027–28. The reference to the Designated Area of Priority will therefore remain in this version of the policy and will be removed from the 2028–29 Admissions Policy following the required consultation process.	
4	**Chair's Update**	
4.1	Councillors noted that one staff-elected councillor will be leaving the academy at the end of the current term and that another councillor's term of office will shortly expire. Discussion focused on the ongoing challenges of recruiting staff councillors, including potential barriers such as meeting commitments and limited understanding of the councillor role. Support was offered to assist with future recruitment and raising awareness of the position. **ACTIONS:** • **SB to share recruitment presentation slides with the Clerk.** • **LC to send election paperwork to NO for circulation to staff before the end of term.**	**SB** **LC**
4.2	SB provided an update following the COAC meeting, confirming that the first meeting of the academic year will remain two hours in duration, rather than being extended to two and a half hours as previously discussed. The meeting will include the annual safeguarding training.	
5	**Area of focus identified in agenda planning (child on child)**	
5.1	EM provided an update on the management of child-on-child incidents at Begbrook. • Incidents are closely monitored through whole-school tracking and targeted reviews of pupils involved in repeated incidents. Whilst overall incident numbers had remained high for some time, the most serious behaviours are now occurring less frequently. • Significant improvements have been achieved through enhanced lunchtime provision, including training for lunchtime leaders and the introduction of activity zones. As a result, incidents have reduced considerably, and lunchtimes are generally calm, positive and well-structured. With the improvement in school culture, the focus has now shifted to targeted support for individual pupils, particularly those with SEND-related behavioural needs. • Child-on-child behaviour is regularly addressed through safeguarding themes with pupils, who demonstrate a good understanding of expectations. Weekly professional development for lunchtime leaders has also been well received and has contributed positively to the improvements seen.	
5.2	**Why has there been a high rate of incidents at Breakfast Club?** EM explained that a spike in incidents was seen during the year; however, staff training and greater consistency in behaviour management have led to improvements. NO noted that some issues arose during time spent in the hall, while access to outdoor provision during the summer has had a positive impact.	
5.3	Further discussion took place, during which it was noted that child on child incidents had reduced due to a positive culture shift and the increased presence of senior leaders on the	

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	playground. NO also highlighted that additional PTFA-funded resources had enhanced outdoor play provision.	
5.4	**Is this a good time to consider what additional provision or support may be needed for the winter months?** EM confirmed that additional resources have been purchased since last winter and that planning for next year is already being considered.	
6	**Academy Council Report**	
	The Academy Council Report had been shared.	
6.1	**Quality of Education - data**	
	VC circulated data for Year 4 multiplication tables and overall headline data for Reception outcomes for phonics explaining that other data is not yet available. It was noted that SATs resulted would be released after 7 July.	
	Phonics	
6.1.1	VC reported strong phonics outcomes, with 85% of pupils achieving the expected standard, representing an improvement on previous years and exceeding the CLF average. Outcomes for disadvantaged pupils were also positive, with 79% achieving the phonics pass mark. VC reported that, while attainment at the expected standard had improved, a key next step is to increase the number of pupils achieving higher phonics scores. Of the pupils who retook the phonics screening check in Year 2, over 90% passed, including two of the three pupils eligible for pupil premium funding. Leaders also highlighted the significant progress made by several pupils who began the year with very low prior attainment and went on to pass, or come close to passing, the assessment.	
6.1.2	**Are you narrowing the disadvantage gap?** [Redacted - identifiable individual] **ACTION: VC will share comparative information from previous years in next report.**	**VC**
6.1.3	**What about outcomes for SEND E children?** [Redacted - identifiable individual]	
6.1.4	**What is the experience of the staff in Year 1?** The strong phonics teaching is a result of our experienced staff in Year 1, together with regular assessment, question-level analysis, precision teaching and targeted intervention groups.	
6.1.5	**How will these outcomes be sustained following staffing changes?** This is the second year operating with two Year 1 classes and outcomes have remained strong. Capacity is further supported by consistently placing a trainee teacher in Year 1, with the Year 1 teacher acting as a mentor for the SCITT programme, providing additional support and strengthening teaching provision.	
	Year 4 Multiplication Check	
6.1.6	Councillors noted strong MTC outcomes, with disadvantaged pupils achieving an average score of 23.6 out of 25, exceeding both last year's results and the national and Trust averages. Around 65% of pupils achieved scores of 24 or 25, while 45–46% achieved full marks, in line with national outcomes. Leaders reported a sustained upward trend in multiplication results over the past five years. The strong performance was attributed to consistent teaching, regular assessment and gap analysis, targeted interventions, effective use of resources such as Times Tables Rock Stars, and a structured approach to multiplication fluency from Years 3 to 6. Support from the	

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	Trust Maths Lead had also contributed to outcomes. Leaders confirmed that multiplication fluency remains a focus beyond Year 4 to ensure continued progress.	
6.1.6	**Will Year 4 staffing remain stable next year?** One Year 4 teacher will remain, and the teaching systems are well embedded.	
	Writing	
6.1.7	Councillors noted that teacher assessment moderation had taken place and had validated the Year 6 writing outcomes. VC reported that 81% of Year 6 pupils achieved the expected standard in writing, with 72% of disadvantaged pupils meeting the expected standard, representing an improvement on the previous year. The strong outcomes were attributed to effective leadership, collaborative working across the team, targeted support for writing and the decision to maintain three Year 6 classes. It was also noted that 1.8% of pupils achieved Greater Depth in writing; increasing Greater Depth outcomes has been identified as a priority within the school improvement plan.	
	Reception Outcomes	
6.1.8	Councillors noted that Reception outcomes were strong, with 81.5% of children achieving a Good Level of Development (GLD). Disadvantaged children also performed well, with 77% achieving a GLD. VC reported that investment had been made in high-quality Early Years resources and equipment to enhance learning through play, language development and curiosity, with the intention of supporting further improvements in outcomes. Future class organisation was also discussed, including proposed class mergers in some year groups in response to declining pupil numbers and budget pressures. Leaders explained that decisions regarding class structures had been carefully considered, taking account of cohort needs, available accommodation and the educational benefits for pupils.	
6.1.9	**How do GLD outcomes for disadvantaged pupils compare with previous years?** Disadvantaged pupils' GLD outcomes have improved from around 60%+ last year to 77% this year, reflecting the impact of targeted support, high-quality interactions and investment in Early Years resources and provision.	
6.1.10	**What are the risks around the changing class structures on disadvantaged and SEND students?** [Redacted – sensitive details] *(KR left the meeting)*	
6.1.11	[Redacted – sensitive details]	
6.2	**Attendance**	
6.2.1	VC reported that attendance remains a significant challenge despite some encouraging individual successes. Overall attendance year to date is 94%, compared with a national average of 94.8%, while attendance for disadvantaged pupils stands at 91%. Councillors noted that pupils identified as persistent absence case studies at the start of the year have shown improvements, with some increasing attendance from 83% to 91% and others maintaining attendance levels between 90% and 100%. VC noted that improving annual attendance figures can be particularly difficult where significant absence has occurred earlier in the year, and therefore the longer-term impact of attendance interventions will continue to be monitored into the next academic year. Councillors also welcomed the positive impact of the new Attendance and Family Support Officer, whose proactive work with pupils and families has strengthened attendance monitoring and support.	

Item	Description	Action
6.2.2	Councillors suggested revisiting the identified case studies next year to assess whether improvements have been sustained and whether pupils are no longer classified as persistent absentees. **ACTION: Continue to track the five attendance case studies and report back next academic year on the longer-term impact of interventions.**	**VC**
6.2.3	**Have the case-study pupils been selected because they show positive outcomes?** **Response:** No. The attendance case studies presented are the same pupils selected at the start of the process and have been tracked throughout, rather than being chosen retrospectively.	
6.2.3	Attendance trends were discussed, with councillors noting lower morning attendance, particularly on Mondays and Fridays, and the impact of lateness on attendance figures. Recently published DfE data was highlighted identifying trends such as absences linked to birthdays, term start and end dates. **Action: VC will ask the Attendance Officer what further DfE Data is available and consider actions to address identified trends.**	**VC**
6.2.4	**What is being done to encourage attendance at the end of term?** The school continues to organise events that pupils enjoy, including end-of-term celebrations and talent shows.	
6.2.5	Further discussion focused on lower attendance on Monday and Friday mornings, particularly in Years 4 and 6. SEND attendance, especially within Year 4, was also identified as an area for further investigation. VC noted that one pupil's prolonged absence may have significantly affected the data, but further analysis will be undertaken. Councillors noted the importance of targeted interventions for individual pupils and small groups where attendance concerns are greatest, recognising that relatively small percentage differences can represent a small number of pupils requiring targeted support. **Action: Attendance reports to include 'U' codes to support governor scrutiny and analysis of attendance patterns, particularly for Monday morning attendance.**	**VC**
6.2.6	**Could breakfast club support pupils who regularly arrive late?** Leaders confirmed that some families already receive free breakfast club places where attendance concerns have been identified.	
6.3	**Personal Development**	
6.3.1	**The summary appeared heavily focused on EDI. Is there scope to broaden the programme to include a wider range of themes and experiences e.g. space/ocean/world cup?** VC explained that EDI has been a key focus in recent years due to the school's diverse community and its commitment to ensuring all pupils feel a sense of belonging and are well prepared for life in modern Britain. Wider PD opportunities are also delivered through pupil committees and other school activities. VC welcomed the suggestion to further broaden the offer and consider additional themes as part of future curriculum planning. HF highlighted forthcoming non-statutory DfE guidance on the five personal development areas and suggested this could be used to support the review and evaluation of the school's provision. **ACTION: VC will include consideration of the new non-statutory DfE guidance and councillor suggestions when meeting with SLT to review and map the PD offer for 2026/27.**	**VC**
6.4	**Quality of Teaching**	

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6.4.1	**Councillors commented that reporting demonstrated positive progress against benchmarks and trust expectations questioning what the next stage of development would be and how the school would further raise pupils' aspirations beyond achieving expected standards.** VC explained that the school's focus in recent years had been on ensuring provision and outcomes were in line with national expectations. Having made significant progress, leaders now recognise that increasing the number of pupils achieving Greater Depth across the curriculum, particularly in writing, will be a key priority and this will be reflected in the Academy Improvement Plan.	
6.4.2	Further discussion explored what the school wants pupils to gain from their education beyond attainment measures. Councillors suggested considering wider opportunities for pupils, including enrichment activities, charitable involvement, aspirational awards and experiences that help define what makes the school's offer unique. HF also raised the ongoing curriculum review and the potential to further develop curriculum themes and wider learning experiences. **Action: SLT to discuss and consider what the school would like Begbrook to be recognised and celebrated for beyond academic outcomes and report back to councillors.**	**VC**
7	**Safeguarding, including link role, Termly Report**	
	The Term 5 Safeguarding Report had been shared.	
7.1	Councillors reflected on the safeguarding report and acknowledged the challenges faced by vulnerable children and families. Leaders reported an increase in the number and complexity of Child Protection and Child in Need cases during the year, resulting in a growing demand on safeguarding staff. Safeguarding responsibilities had been strengthened through additional capacity, including an administrator taking on a Deputy DSL role to support the safeguarding team and from September, the DSL responsibilities currently undertaken at another school will transfer to a newly appointed Head of School, allowing greater focus on safeguarding and family support within the academy. Councillors recognised the increasing pressures associated with safeguarding work and welcomed the steps taken to strengthen safeguarding capacity and support staff wellbeing.	
7.2	**Do the Designated Safeguarding Lead (DSL) and other staff involved in safeguarding receive appropriate supervision?** Leaders confirmed that supervision arrangements are in place and available to staff who carry out safeguarding responsibilities.	
7.3	**Is there any update on your role for next year?** VC confirmed that she would continue the role of Senior Principal, however with a new Head of School taking responsibility for the day-to-day leadership of Woodlands, she will be able to spend more time at Begbrook	
7.4	**Is there a year group breakdown for child-on-child incidents?** VC confirmed that child-on-child incidents are monitored by year group. Higher numbers are seen in Nursery and Reception, which is in line with expectations for those age groups. The school also monitors individual pupils to identify any emerging patterns or trends requiring additional support or intervention.	
8	**Link Reports**	

Item	Description	Action
8.1	Link Reports taken forward to next meeting. VC reported that AH would be meeting with NO later this term to discuss Health and Safety.	
9	**Confirmation of AC Link roles and meeting focus areas for 26-27**	
9.1	Taken forward to Meeting 1 in September.	
10	**Policies for Noting**	
10.1	None.	
11	**Any Other Business**	
11.1	None.	

The meeting closed at 7.00 pm.

Note: This is an edited version of the minutes as confidential matters have been withheld.

2026-27 Meeting Dates

BPA – 5pm – 7pm *(Academy Councillor pre meet 4.30pm)*
Wed 23rd September 2026 – CLF Annual Strategic Briefing (on Teams 5pm - 6.30pm)
Tues 29th September 2026
Tues 1st December 2026
Tues 2nd February 2027
Tues 16 March 2027
Tues 29th June 2027