

**Wallscourt Farm Academy Council Meeting Minutes**  
**Thursday 11<sup>th</sup> February 2021, 6.00pm**  
**Venue – Virtual online video/audio.**

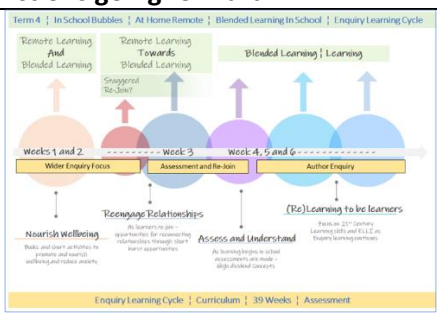
Success & Bright Spots (To grow)	Trails & Underperformance (Areas of focus)
•	<ul style="list-style-type: none"> <li>• Children with SEND</li> <li>• New joiners attainment &amp; Progress</li> <li>• Writing in Yrs 4, 5,6</li> <li>• Children at Greater Depth</li> </ul>

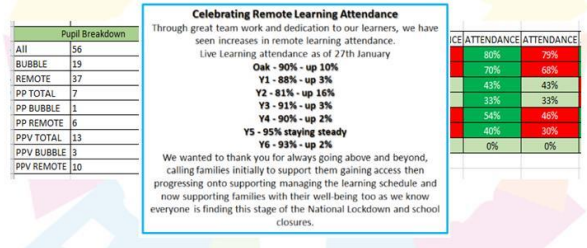
**Academy Council:**

AC Members		Attended	Apologies
Michael Small	Sponsor 1 (Chair)	✓	
Nathan Leigh	Sponsor 2	✓	
Linda Tanner	Sponsor 3	✓	
Phil Walker	Sponsor 4	✓	
Craig Phillips	Sponsor 5	✓	
Sue Kelham	Principal		<b>Apologies Accepted</b>
Susie Weaver	Executive Principal	✓	
Trevor Jones	Local Authority Rep	✓	
Dee Mason	Parent Councillor	✓	
Jenny Bodnarchuk	Parent Councillor	✓	
Helen Rea	Staff Councillor	✓	
Lucy Salmon	Student Advocate	✓	
Emma Montmasson	Support Staff Councillor	✓	
<b>Invited attendees</b>			
Hannah McDonnell	Vice Principal	✓	
Charlotte Black	Assistant Principal	✓	

Item	Description	Action
<b>1.</b>	<b>Introduction, Administration, and Apologies</b>	
1.1	The meeting was opened by the Chair, and all were welcomed. The meeting was deemed quorate.	
1.1.2	The meeting took place online video/audio conference on Microsoft Teams during the Covid-19 pandemic. MS explained the meeting protocol.	
1.1.3	Apologies were received and accepted from Sue Kelham	
<b>2.</b>	<b>Declarations of Interest</b>	
2.1	None	
<b>3.</b>	<b>Academy Council Membership</b>	
3.1	Charlotte Black was successful in her application for the Vice Principal position whilst Hannah McDonnell is on Maternity Leave – Congratulations to Charlotte. Charlotte will be invited to attend future meetings	
3.1.1		
<b>4.</b>	<b>Minutes of Previous Meeting</b>	
3.1	Minutes were confirmed. Actions are listed at the end of the document.	
<b>5.</b>	<b>Matters Arising</b>	
5.1	(HM) Thank you to SW for being on site daily at WFA to support Hannah, Charlotte and the rest of the team whilst SK recovers from illness. The support has been amazing, and we are very thankful.	
	<b>Following this discussion the Council moved to Section 10</b>	
<b>6.</b>	<b>Quality of Education including curriculum developments</b>	
6.1	Curriculum Developments include; <ul style="list-style-type: none"> <li>• Subject Leadership – We continue to build on this with our Middle Leaders</li> <li>• Subject AIPs</li> <li>• CLF &amp; WFA Curriculum Tree</li> <li>• III (intent, Implementation, Impact) – We remain on track with this</li> <li>• Learn, Focus &amp; Clarity – We are on a learning journey through the eyes of the children.</li> <li>• Assessments including I Know, I Remember – Clever Assessments, small short burst check ins.</li> <li>• Blended Learning</li> </ul>	
6.2	Action Plans are still on track this year despite lockdown, with teachers using consistent language with learners.	
6.3	Curriculum Curators lead development across the CLF. We have been strategic with our priorities, it is helpful being part of a large Trust as we have been able to Network with other staff.	
6.3.1	We have a remote and blended learning pedagogy with a shared CLF framework. We are guided by questions from the SLT and using the team of experts from CLF.	
<b>6.4</b>	<b>How are the SLT making sure the lessons are suitable?</b>	
6.4.1	(CB) We have weekly progress meetings, Trust wide and other academy updates and networking with other schools. Review & Planning in the termly ARMs and ARVs.	
<b>6.5</b>	<b>How are you providing Quality Assurance of live and pre-recorded lessons?</b>	
6.5.1	(CB) SLT are invited to all live lessons and have access to pre-recorded lessons. SLT are attending live lessons and providing feedback and watching and providing feedback on the pre-recorded lessons.	
<b>6.6</b>	<b>Are you monitoring the quality of provision for home learners?</b>	
6.6.1	(CB) Yes, we are able to record the quality of engagement and it has been helpful that we have been able to provide students more devices this lockdown to enable working online.	

6.6.2	(SW) The Insights on Teams gives useful analytics, so the team have been getting into the detail of this.	
<b>6.5</b>	<b>What is the Government guidance on the amount of hours that students should be doing daily, and are we providing that at WFA?</b>	
6.5.1	(SW) The Government expectation is that we should be providing between 3-5hrs per day for Primary students, which is moderated for younger and older students. CLF Primaries are providing approximately 4hrs of learning, but not 4hrs of screen time.	
6.5.2	(HR) We are able to see on Teams how long a student has been spending on Teams watching the learning videos etc. It enables us to track engagement and celebrate learning.	
6.5.3	(HR) We are also very conscious at WFA of really knowing our families and being mindful of their home life and individual situations and ensuring we do not put too much pressure on them.	
<b>6.6</b>	<b>During the first lockdown, workbooks were provided for students which as parents we felt was more visible, but the change to online working and submitting work, we feel that less work has been set and my child has been finishing work a lot quicker. How do you provide feedback to learners, as we used to help mark his work, and now we're not as involved?</b>	
6.6.1	(CB) We are able to give generalized feedback to the entire class during registration as we are able to pick up on trends through the work submitted, and see if there are any learning gaps. We've asked our teachers to teach the broader curriculum rather than specific new learning as not all students can cope with this and we would see large disparity when the students return.	
6.6.2	(HR) Initially it took families a while to get to grips with Teams. Our Family Support Worker was constantly supporting families and learners explaining how to log on.	
6.6.3	(CB) Some families feel we have set too much work, and others not enough, it is a fine balance. We have 1 registration and feedback session per day.	
6.6.4	(NL) The Registration and feedback session in the morning is excellent!	
6.6.5	(SW) The focus on each child and family is really key and has been important to monitor that really closely. Remote learning fatigue is definitely a thing for many learners.	
<b>6.7</b>	<b>(CB) During the first lockdown there were no live lessons, therefore we needed to provide guidance for staff on best practice for providing live lessons.</b>	
6.7.1	(JB) The content you are offering is very good, so thank you, you should all be really proud.	
6.7.2	(CB) We were conscious of safeguarding and the best approach to live learning with staff being at home.	
6.7.3	(SW) I get the benefit of looking across the trust and we have had lots of great feedback right across the trust. The WFA offer feels very rich, personalised and it mirrors the provision really well	
	<b><i>The Academy Council were shown an example of a pre-recorded lesson.</i></b>	
6.7.4	(HM) I am wowed daily with the learning on offer to our students.	
<b>6.8</b>	<b>Are you contacting the families that have broken the safeguarding guidelines whilst on a live lesson and are you aware of the settings to exclude learners from the video function?</b>	
6.8.1	(CB) Yes, when we have received notification or seen it ourselves we have acted quickly and accordingly. We have provided internet & safeguarding guidance, and requested other staff members to join the lessons to monitor if necessary. We have contacted families, but being mindful that some families are unable to support the online learning as well as others.	
	<b>NB: All safeguarding concerns are followed up and acted upon accordingly.</b>	
6.8.2	(HM) We have provided a Live Learning guide to families and learners, we have hosted a Safer Internet Day with a Whole School Gathering and further lessons within	

	the Yr Group to enable them to delve deeper into internet safety. We introduced a game, Trust it or Check it, for the students to see what they should check with parents whilst online.	
<b>6.9</b>	<b>Actions going forward</b>	
	 <ul style="list-style-type: none"> <li>• Remote and Blended towards Blended</li> <li>• Blended Learning – Pre-Teach/Home Learning</li> <li>• Computer Scientist – Huge learning opportunity</li> <li>• Review 39 Weeks – Flexible and responsive sequence</li> <li>• Subject Leaders – Relaunch and continue</li> <li>• Extending Subject Leader teams</li> <li>• Subject Action Plans and ILL statements</li> </ul>	
<b>6.10</b>	<b>Did the students settle back into learning &amp; lessons quickly when they returned in September 2020 (after the first lockdown)?</b>	
6.10.1	(HM) We were careful with our planning and were cautious to allow the children to settle in. The children actually asked to jump back into learning, they had missed it and missed the routine. We will take the same approach when they return after this lockdown.	
	<b>Quality of Education</b>	
6.11	OFSTED visits will be returning. The focus will be on how schools are teaching the curriculum. OFSTED won't observe live lessons unless they are invited to do so. The Inspectors will meet remotely with staff and students who are on site, <b>not</b> those learning or working from home.	
<b>7.</b>	<b>Achievement and Standards</b>	
7.1	(HM) The Yr1 Phonics assessment took place for those students in T2 of Yr2. 88% achieved the expected standard, an improvement on last year. There will be no SATs for KS1 & KS2 in the Summer, although CLF will assess internally.	
7.1.1	(HM) Our transition process for Yr6 used in 2020 will be used again as this proved to be very successful and provided students with a seamless transition.	
7.1.2	(MS) I recently met with Kate Richardson (Executive Principal) who is leading on this for the CLF and the updated transition plan looks very good.	
	<b>Attendance</b>	
7.2	(HM) Attendance remained positive in T2, and we continue with a daily register for T3. We have 2 learners receiving additional support for live learning. During T2, 3 staff members were self-isolating, along with 1 bubble and 2 further staff members isolating.	
<b>7.3</b>	<b>How were places allocated for onsite learners during this current lockdown?</b>	
7.3.1	(HM) Families filled out a Key Worker request form provided by the Central Team. We offered places immediately to students who had previously attended during the first lockdown, and then contacted our vulnerable students. At the end of the first week we felt there were too many students on site and reevaluated with families. Some students were then attending on a part time basis.	
7.3.2	(SW) We held a full CLF site wide SLT meeting across the Trust from 8:30-9:30pm immediately after the Government announcement to ensure a Trust wide approach.	
7.3.3	(HM) We reviewed the number of students again in Yr1 & Yr6 midterm as we still felt the numbers were too high, and reviewed our waiting list.	
7.3.4	(HR) Teachers are recording registration attendance and live lessons attendance. If students don't attend both the families receive a supportive phone call ie, is everything OK, are you overwhelmed, do you need help, do you have devices, what can we do?	

7.3.5	(HR) If telephone calls are made, we record the outcome, ie, no answer, voicemail, or details of the conversation.																																				
7.3.6	(HM) We celebrated attendance in January – Our average attendance was 93%.																																				
	<p>7. Achievement and Standards 7b Attendance</p> <p><b>Info on the attendance tracker for remote learners</b></p>  <p><b>Pupil Breakdown</b></p> <table border="1"> <tr><td>All</td><td>56</td></tr> <tr><td>BUBBLE</td><td>19</td></tr> <tr><td>REMOTE</td><td>37</td></tr> <tr><td>PP TOTAL</td><td>7</td></tr> <tr><td>PP BUBBLE</td><td>1</td></tr> <tr><td>PP REMOTE</td><td>6</td></tr> <tr><td>PPV TOTAL</td><td>13</td></tr> <tr><td>PPV BUBBLE</td><td>3</td></tr> <tr><td>PPV REMOTE</td><td>10</td></tr> </table> <p><b>Celebrating Remote Learning Attendance</b> Through great team work and dedication to our learners, we have seen increases in remote learning attendance. Live Learning attendance as of 27th January</p> <p><b>Oak - 90% - up 10%</b> <b>Y1 - 88% - up 3%</b> <b>Y2 - 81% - up 16%</b> <b>Y3 - 91% - up 3%</b> <b>Y4 - 90% - up 2%</b> <b>Y5 - 95% staying steady</b> <b>Y6 - 93% - up 2%</b></p> <p>We wanted to thank you for always going above and beyond, calling families initially to support them gaining access then progressing onto supporting managing the learning schedule and now supporting families with their well being too as we know everyone is finding this stage of the National Lockdown and school closures.</p> <table border="1"> <thead> <tr> <th>Y6</th> <th>ATTENDANCE</th> <th>ATTENDANCE</th> </tr> </thead> <tbody> <tr><td>88%</td><td>79%</td></tr> <tr><td>70%</td><td>68%</td></tr> <tr><td>43%</td><td>43%</td></tr> <tr><td>33%</td><td>33%</td></tr> <tr><td>54%</td><td>46%</td></tr> <tr><td>40%</td><td>30%</td></tr> <tr><td>0%</td><td>0%</td></tr> </tbody> </table>	All	56	BUBBLE	19	REMOTE	37	PP TOTAL	7	PP BUBBLE	1	PP REMOTE	6	PPV TOTAL	13	PPV BUBBLE	3	PPV REMOTE	10	Y6	ATTENDANCE	ATTENDANCE	88%	79%	70%	68%	43%	43%	33%	33%	54%	46%	40%	30%	0%	0%	
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	<b>Following this discussion, the Academy Council moved to Section 12</b>																																				
7.4	<b>Behaviour &amp; Exclusions</b>																																				
7.4.1	Behaviour continues to be outstanding, and we have revisited everyone's right to be safe, and discussed everyone's responsibilities during this pandemic.																																				
7.4.2	A few learners have found it challenging and SLT continue to support these students.																																				
7.4.3	One learner has received a 1 day internal exclusion relating to being unsafe with our covid rules, and has a behavior plan.																																				
	<b>Pupil Premium and LAC</b>																																				
7.5	1 CIC has moved from WFA and settled at a new school, and all our CIC learners have 100% attendance at school.																																				
7.5.1	Further meetings for several families have taken place ensuring our ongoing support.																																				
7.6	PP families will receive vouchers during half term, and we are committed to providing further resources to families that require them.																																				
<b>8.</b>	<b>Safeguarding</b>																																				
8.1	The Term 2 Safeguarding report was made available via Teams in advance, no questions were raised at the meeting.																																				
8.1.1	We have attended a CP conference to support a known vulnerable student attend school.																																				
8.1.3	6 children have not attended WFA in any capacity this academic year and are on our vulnerable list.																																				
<b>9.</b>	<b>Finance, Health &amp; Safety and Estates</b>																																				
<b>10.</b>	<b>Staffing &amp; Wellbeing</b>																																				
10.1	(HM) The Team is supportive of each other, we are quite a small team and do check in on each other. The staff have been resilient again during this lockdown.																																				
10.1.1	(HM) Our Mental Health & Wellbeing Lead, Jon Miller has shared the CLF wide resources available to all CLF staff, including the Thrive App. WFA has also been awarded the South Glos MHWB Award – a collaborative effort from Emma, and then Jon.																																				
10.1.2	(HM) Staff CPD has a wellbeing focus, and we are encouraging all staff, including SLT to switch off after hours and not send or reply to emails, including weekends. We have offered staff the chance to leave site when the children leave to continue working from home, and also given the option of working on site if they would prefer. Some staff live alone, and it breaks the week up for them.																																				
10.1.3	(HM) Several staff have been receiving External Supervision (Counselling in the workplace)																																				
10.2	(HM) Teachers in each year group work on a weekly rota, 1 week in school, 1 week at home leading the online learning.																																				

10.2.1	(HM) Teaching Partners are supporting Bubbles either in school, or providing virtual support from home, and Learning Partners are supporting 121 in school or linked to a specific Bubble.	
10.2.2	(HM) CLF have gone beyond Government advice, and advise that if anyone in your family is shielding or clinically vulnerable, then you should work from home.	
<b>10.3</b>	<b>Are Teachers getting Covid tested?</b>	
10.3.1	(HM) Yes – Up until 25 <sup>th</sup> January 2021 we were offered testing at our nearest CLF Secondary school site as they were/are set up for mass testing in anticipation of students returning after Christmas. Since this date, all primary teachers have self-testing at home kits provided.	
<b>10.4</b>	<b>Have the staff received any workplace training for supporting Mental Health in Staff, and do you feel that staff are ready and able to support the supporting mental health &amp; wellbeing when they return?</b>	
10.4.1	(HM) The team have not received any specific training, but there are various options available across the CLF.	
10.4.2	(SW) There is support available for identifying Mental Health & Wellbeing and recognised MH Leads in schools. They link in and use experts, ie Supervision (Counselling in the workplace).	
10.4.3	(SW) Training was provided during the last recovery programme so we will use this along with lessons learned.	
10.4.4	(CB) We are all pulling our resources together and reissuing information.	
<b>10.5</b>	<b>Does anyone within WFA have Mental Health &amp; First Aid training?</b>	
10.5.1	(SW) We are developing MHFA across each school in the trust.	
10.5.2	(HM) 3 WFA staff members have attended MHFA training pre-covid.	
10.6	We are currently advertising for an Assistant Principal.	
	<b>Following this discussion, the Council moved to Section 6</b>	
<b>11.</b>	<b>Policies</b>	
11.1	SEND policy makes reference to visits - which are currently not taking place. This is the same across the CLF.	
<b>12.</b>	<b>Student Voice/Student Advocate</b>	
12.1	(LS) Learners are challenging themselves with the use of 21 <sup>st</sup> Century Learning skills, along with phonics and handwriting practice.	
12.1.1	(LS) Learners are trying to maintain a sense of community, as they are keen to share their learning like they do in school.	
12.1.2	(LS) There is evidence of learners wanting a 121 connection with teachers, and we are mindful of how teachers connect with learners and supporting children's Mental Health.	
12.1.3	(LS) Children are sharing the things they are doing outside of screen time and have Practical, Creative and Imaginative learning	
	<b>Following this discussion, the Academy Council returned to Section 7.</b>	
<b>12.</b>	<b>Governance</b>	
<b>13.</b>	<b>Equality &amp; Diversity</b>	
	N/A	
<b>14.</b>	<b>Matters for the attention of the Board/COAC</b>	
	N/A	
<b>15.</b>	<b>AOB</b>	
15.1	The academic learning mentor was available as WFA meet the eligibility for disadvantage, which means we had access to funding from Teach First. We charged the oncosts to the Catch up fund as described	
15.1.1	JB has met with HM and planned to support KH in new SEND role	

<b>Meeting Closed at 20:18</b>		

**ACTIONS**

MEETING DATE	ITEM	ACTION	OWNER	STATUS
03.12.20	6.3	Councillors to schedule Link meeting is T3/4	ALL	Open
03.12.20		Discuss the AIP/ARV/ARM and the coding implementation to the council.	ALL	Open

Approved: \_\_\_\_\_ Date \_\_\_\_\_