

**Wallscourt Farm Academy Council**  
**Thursday 29 February 2024, 5.30pm**  
**Wallscourt Farm Academy**

<b>AC Members</b>		<b>Attended</b>	<b>Apologies</b>
Michael Small (MS)	Sponsor 1 ( <b>Chair</b> )	✓	
Haidong Li (HL)	Sponsor 2	✓	
Linda Tanner (LT)	Sponsor 3		✓
Kathryn Raftery (KR)	Sponsor 4		✓
Colette Percival (CP)	Sponsor 5	✓	
Charlotte Black (CB)	Principal	✓	
Susie Weaver (SW)	Executive Principal	✓	
Trevor Jones (TJ)	Local Authority Rep	✓	
Vacancy	Parent Councillor		
Jo Hewitt (JH)	Teaching Staff Councillor	✓	
Vacancy	Support Staff Vacancy		
Ellen Hardy (EH)	Student Advocate	✓	
<b>Invited attendees</b>			
Hannah McDonnell	Vice Principal	✓	
Wendy Hellin (WH)	Clerk	✓	

Action No	Relates to	ACTION	OWNER
29.06.23 /2	7.5.1	SW will share the SEND review in the meeting folder, and it will be discussed at the next meeting. This will be carried forward and a wider update provided at the next meeting. <b>Update 11.01.24:</b> The SEND review report has been shared. 3 key strengths and 3 key recommendations have been identified as within the report. The recommendations are already being worked on. At the next meeting the SENCo will be invited to the meeting to discuss how SEND is working in WFA and progress towards the recommendations in the SEND review. MS to invite the SENCo. <b>Update – there has been some absence in the inclusion team over the last month. MS will meet with the SENCo and invite them to the next AC meeting.</b>	MS
09.11.23 /1	5.7.2	SW will follow up as to whether someone from the trust has contacted Rolls Royce to invite them into CLF primary academies to deliver some sessions on STEM. Update: 11.01.24: SW advised that it would be helpful to start with a two-school link (WFA and KOA). ACTION: HL will provide the details of relevant Rolls Royce colleagues to SW to take this forward. Ongoing. Update – Rolls Royce is undergoing a reorganisation. Once a revised structure is in place, RR will be in touch which the CLF again. HL has given SW a couple of contacts. <b>This item can be closed.</b>	
09.11.23 /2	5.7.3	CB to add a piece in the newsletter to explain what the Friends group does and how people can offer their services. It was suggested local residents in care homes and retirement homes might also like to be involved, as well as linking to the Parish Council. Update 11.01.24: A planning meeting has been arranged for next week between CB, HM, HS and current members of the Friends group to discuss how to build that team. CB noted that the Friends are also about to start publishing their own newsletter which will also reach out for potential new members. This item will be discussed within the AC Report and will be <b>closed.</b>	
11.01.24 /1	7.6.6	MS and CB to schedule a learning walk for members of the Academy Council. Update – the next AC is 18 April. MS asked if Councillors could attend earlier in the afternoon to complete a learning walk before the meeting. <b>ACTION: MS to put out a doodle poll for dates for an AC learning walk once CB advises the date of the ARV.</b>	MS CB
11.01.24 /2	8.3.1	A high-level summary of behaviour incidents in unstructured times will be brought to the next AC meeting. This is covered within the AC report and can be <b>closed.</b>	
11.01.24 /3	11.1	Feedback on the Academy Scrutiny Meeting will be provided at the next meeting. MS reported there were 7 recommendations focused on – <ul style="list-style-type: none"> <li>• Continuing to build the AC</li> <li>• Develop team culture through Voices work</li> <li>• Continuing the curriculum development</li> <li>• Reading – especially PP</li> <li>• Ensuring strong outcome data at each milestone</li> <li>• Strengthen partnerships – as in AIP</li> <li>• Attendance</li> </ul> This item can be <b>closed.</b>	CB MS
11.01.24 /4	11.2	CB/WH to arrange a parent election process for the start of Term 4. This item is complete and can be <b>closed.</b>	CB WH
11.01.24 /5	11.3	Clerk to check if LT is able to serve another term of office. This item is complete and can be <b>closed.</b>	WH

Item	Description	Action
<b>1</b>	<b>Introductions and Previous minutes</b>	
1.1	MS welcomed everyone and introductions were made. Apologies are recorded above. MS advised that HS has resigned from the AC. The parent Councillor vacancies have been advertised.	
<b>2</b>	<b>Declarations of Interest</b>	
2.1	No new declarations were made.	
<b>3</b>	<b>Approval of Previous Minutes</b>	
3.1	The minutes of the meeting of 11 January 2024 were approved.	
<b>4</b>	<b>Matters Arising</b>	
4.1	The action table has been updated.	
<b>5</b>	<b>Academy Council Report</b>	
<b>5.1</b>	<b>Behaviour</b>	
5.1.1	CB reported that the school is exploring ways to gather high-level information on behaviour, to get a better understanding of the type and frequency of behaviour incidents that are happening. Data for particular cohorts is also being looked at. The logged incidents on CPOMs have been added to a tracker to enable them to be reviewed in more detail. The data shows that child on-child abuse is the most common behaviour type; this involves any child being physical with another. The numbers of incidents are currently – 7 in Reception, 6 in Year 1, 1 in Year 2, 6 in Year 3, 6 in Year 4, 9 in Year 5 and 10 in Year 6. In total there were 25 child-on-child incidents in Term 1, and 54 incidents in Term 2. There are also a number of incidents of children ignoring instructions and use of inappropriate language.	
5.1.2	CB advised that a number of things have been actioned following the review of behaviour data. For example, there have been changes to lunch times as a number of incidents happen in unstructured times. Different activities have been introduced to keep children busy and engaged and lunch time staff have received further training. Term 3 data will be reviewed shortly and included in the next AC report.	
5.1.3	SW noted that the data was useful; where there was a spike, for example, in sexual harassment incidents, the 'Pants' training can be repeated.	
5.1.4	CB updated the AC on a recent isolated racist incident and explained the actions being taken in response, including a review of the Anti-Bullying policy and the EDI policy.	
<b>5.2</b>	<b>Bespoke PD Feedback term 3 2024 results</b>	
5.2.1	WFA follows a bespoke PD cycle with teachers and Teaching Partners, to provide staff with the opportunity to focus on an aspect of their own professional development that is more suited to their role and to their skills and experience. Staff provided feedback on their experience of the process. The results are shared in Teams. Overall, the feedback was very positive. The teachers PD cycle and Teaching Partners PD cycle will continue. The Teaching partners expressed unanimously that they welcomed the PD and wanted more of it; it was useful and pertinent to their role and they valued having another peer to have time to discuss their practice with, and talk about progress, teaching and learning. In terms of the feedback from teachers, they felt there was huge value in going out to observe others in year groups; but also to work in collaboration with others. The impact of content can be seen, and impact of PD as a vehicle. The cycle will be repeated again in Term 6, with a different lens.	
<b>5.3</b>	<b>Questions from the Academy Council</b>	
5.3.1	<b>Has this data been shared back with Chris Baker?</b>	
5.3.2	<b>Not as yet but we will do that, as well as sharing it with the whole staff team.</b>	
5.3.3	Mike has this been shared back with Chris. Not yet will do, and with whole staff team.	
5.3.4	<b>Is there any data to support the feedback from teachers, around impact of the PD?</b>	
5.3.5	Not yet. It will take some time. We have met with the maths lead to discuss next steps. There are instances of great practice across the school, but it is varied. The PD will lead to greater consistency so that we are able to say what problem solving looks like in each year of the curriculum, for example. The staff team are eager to do well and engage, and want to do more PD.	

<b>5.4</b>	<b>Friends of WFA Group [FWFA]</b>	
5.4.1	The Friends of WFA Group and CB attended an evening meeting, to engage parents and galvanise interest. Unfortunately, no parents attended. A discussion took place around why there is a lack of engagement; it may be that the core members have been in place for some time and now some are moving on. This is an opportunity to bring fresh people in. The information on FWFA has been shared in the newsletter and a barcode has been included for people to scan to express an interest. CB and HM are considering some people who FWFA might want to proactively engage with. There may need to be some changes made – the group currently meet at 6pm as the Friends are all working parents; this might put off some people with young children. Going forwards, a varied start time could be considered, as well as a mix of in person, online and hybrid meetings. CB advised that it would be good to have at least 2 parents from each year group as part of the Friends group. Currently there are two-year groups where there is no representation. Governors discussed ways of encouraging further interest in the group, including promoting FWFA at the Pupil Learning Conference.	
<b>5.5</b>	<b>AIP</b>	
5.5.1	CB reported that some of the actions around EDI had slipped as the trust’s Inclusion Lead is currently unavailable. However, the training that SA did provide to SLT left CB confident that many of the things highlighted by SA were already being done, or had started, at WFA.	
<b>5.6</b>	<b>Questions from the Academy Council</b>	
<b>5.6.1</b>	<b>When discussing communications, you mentioned that it was hoped the implementation of Bromcom would be helpful in that respect. Is that any further along? It had previously been paused.</b>	
5.6.2	Yes, some staff are working with partners in the CLF on this and are trialling an application on their phones and are carrying out some troubleshooting, and checking things from a parent perspective too. It has no longer been paused and is all in progress.	
<b>5.6.3</b>	<b>You were looking to create a New Joiner Assessment Policy – how is that going?</b>	
5.6.4	Yes, staff continue to work on the policy and it should be ready to bring to the next AC meeting. <b>ACTION: CB to bring the New Joiners Assessment Policy to the next AC meeting.</b>	<b>CB</b>
<b>5.6.5</b>	<b>Is the Academy Council able to hear pupil voice on oracy or history at the next meeting?</b>	
5.6.6	Yes we can arrange that. <b>ACTION: CB to bring pupil voice on oracy to the next AC meeting.</b>	<b>CB</b>
<b>6</b>	<b>Quality of Education</b>	
6.1	CB advised that the key focus for this term is reading. The English Lead recently attended a conference in London with CB. Words For All is part of Whole Education, that EH has been working on for SEND action planning.	
6.2	Reading is an area that the school want to invest in. The teaching of whole class reading has been inconsistent across the academy and the focus is now to pull together all the strands. WFA is in its tenth year and has explored a range of things around the curriculum, culminating in the curriculum in place today. The academy has added capacity to the English team and CPD has been organised for the team. Structures for whole class reading in KS2 are now in place. There will be further monitoring over this term with drop ins into the learning zone.	
6.3	Alongside reading, there is a focus on writing; it remains a key area of the AIP. A new writing framework has been trialled that teachers use to moderate learners books and to track where the gaps are. Two different systems have been trialled over the last term and there has now been a decision to implement one of them and that work will dominate this term.	
<b>6.3.1</b>	<b>Questions from the Academy Council</b>	
<b>6.3.2</b>	<b>How do you become a ‘vocabulary ninja’?</b>	
6.3.3	The structure of being a reader in lessons was shared. There is still a focus on being an author, however, it is also about being specific in the sequence of learning re skills and knowledge. Staff want to ensure a lesson is clear around the language we use. The learning of reading will now be in the learning journey and linked to the enquiry where possible. We will be able to see progress as a reader, within the learning journey.	
<b>6.3.4</b>	<b>Is it over burdensome for teachers?</b>	
6.3.5	No, it is clear and has clear sequencing. It gives it status, in their learning journey.	
<b>6.4</b>	<b>Student Outcomes – mock data</b>	

6.4.1	The data included is for Year 6 and includes a comparison for term 1, term 2 and term 3 for reading, maths and SPAG for the papers that Year 6 learners took over those terms. The percentage points shows are based on the standard reached at the end of term 5. PP is a bit below in the combined figure, however, reading for PP pupils is strong. The combined figure is lower due to writing. There are a lot of additional focus groups taking place with key adults to ensure progress is being made.	
6.4.2	<b>Questions from the Academy Council</b>	
6.4.3	<b>Are the children enjoying it?</b>	
6.4.4	Yes almost all are enjoying it. There are maybe two children who are struggling with it.	
6.4.5	<b>Is support in place for those two children?</b>	
6.4.6	Yes. One of them has outreach and I am reading with the other child daily and this is boosting their enthusiasm for reading and their confidence.	
6.4.7	<b>Do the Year 6 team need anything?</b>	
6.4.8	No. They are doing a great job. I attend their core team meetings weekly. They are very positive and passionate about the success of their learners in the year group.	
6.5	<b>Attendance</b>	
6.5.1	Whole school attendance is at 94.4% compared to CLF average attendance of 94.2% and national of 94%. PP attendance at WFA is 91.5%, compared to CLF average of 92% and the national average of 91.5%.	
6.5.2	For the first time this year, the attendance figures have reduced below others in the trust. In analysing this data there are a range of reasons for this. There are 4 PP children whose admission status is currently unclear. All are on roll but the parents have requested home education; these children will stay on roll at present for safeguarding reasons.	
6.5.3	<b>Questions from the Academy Council</b>	
6.5.4	<b>Are leave of absence requests increasing?</b>	
6.5.5	We do have a lot and they are all very different. They range from holiday requests, religious pilgrimages, visits to sick relatives and funerals. We look carefully at each request individually to see if it falls in the parameters of exceptional circumstances and most of the time, they do not, and we do not approve them.	
6.5.6	<b>Can you give us a steer as to how 50 leave of absence requests compares to other CLF academies?</b>	
6.5.7	Yes, we can check that. <b>ACTION: CB to check with FL as to whether the number of leave of absence requests at WFA is average compared to those across the trust.</b>	CB
7	<b>Safeguarding</b>	
7.1	CB reported that there have been some very complex safeguarding cases recently, included one child on a CP (child protection) plan. The Child in Need (CHIN) cases have now closed. The CIC plan has also closed and there are no longer any CIC learners at WFA.	
7.2	CB noted there had been several online safety incidents lately, including one today and one last week. The school is doing everything it needs to in response to these. Both have a social media element. The academy has shared information with parents via the Pupil Learning Conference and has produced an internet safety booklet for families.	
7.3	CB described an incident that took place in Year 1 with 4 learners and outlined the academy's response to it.	
7.4	<b>Questions from the Academy Council</b>	
7.5	<b>Has there been any further follow up to the Walk to School Policy?</b>	
7.5.1	There was a little bit of push back initially. A lengthy email was sent to one or two families outlining the reasons why the policy has been introduced and offering a meeting. We have since informally checked in with those parents, and all are understanding. There was one additional person who had not read the communications. The following week we sent the same communication to that family but have not heard back. Things have settled now and it feels much more appropriate for year 5 learners to be collected. For the teaching team in Year 5, it feels calmer and safer. There are still some children that arrive on their own in the mornings. We have made it clear that we are not responsible for the children until they arrive at 8.45am and continue to encourage parents to bring their children to school or arrange for them to come to school with another trusted adult.	

8	Staffing and wellbeing	
8.1	This has been covered in the AC report. No further updates were provided.	
9	Policies	
9.1	The AC approved the following policies: <ul style="list-style-type: none"><li>• Code of conduct for families and visitors.</li></ul>	
10	AOB	
10.1	No further business was reported. The meeting closed at 7.25pm. Future meeting dates (all at 5.30pm at the academy): Thursday 18 April 2024 Thursday 27 June 2024	

Number	Relates to	ACTION	Owner
29.06.23 02	7.5.1	MS will meet with the new SENCo and invite them to the next AC meeting.	MS
11.01.24 01	7.6.6	MS to put out a doodle poll for potential dates for an AC learning walk, once CB advises the date of the next ARV.	MS
29.02.24 01	5.6.4	CB to bring the New Joiners Assessment Policy to the next AC meeting.	CB
29.02.24 02	5.6.6	CB to bring pupil voice on oracy to the next AC meeting.	CB
29.02.24 03	6.5.7	CB to check with FL as to whether the number of leave of absence requests at WFA is average compared to those across the trust.	CB