

## Wallscourt Farm Academy Council Meeting Minutes

### Thursday 25<sup>th</sup> November 2021, 5.30pm

### Venue – Virtual online via Teams

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	√	Part
Linda Tanner	Sponsor 3	√	
Kathryn Raftery	Sponsor 4	√	
Craig Phillips	Sponsor 5		A
Sue Kelham	Principal	√	
Susie Weaver	Executive Principal	√	
Trevor Jones	Local Authority Rep		A
Dee Mason	Parent Councillor		A
Jenny Bodnarchuk	Parent Councillor		A
Helen Rea	Staff Councillor	√	
Lucy Salmon	Student Advocate	√	
Emma Montmasson	Support Staff Councillor		A
<b>Invited attendees</b>			
Charlotte Black	Vice Principal	√	
Wendy Hellin	Acting Clerk	√	

Item	Description	Action
<b>1.</b>	<b>Introduction, Administration, and Apologies</b>	
1.1	MS welcomed everyone to the meeting. Apologies are recorded above. NL will need to leave the meeting at 6.30pm.	
<b>2.</b>	<b>Declarations of Interest</b>	
2.1	None	
<b>3.</b>	<b>Academy Council Membership</b>	
3.1	MS welcomed Kathryn Raftery (KR) as a new Councillor. MS proposed DM (in her absence) as Vice Chair. There were no objections.	
<b>4.</b>	<b>Minutes of Previous Meeting</b>	
3.1	The minutes of the meeting of 30 September 2021 were approved.	
<b>5.</b>	<b>Matters Arising</b>	
5.1	None	
<b>6.</b>	<b>Quality of Education including curriculum developments</b>	
6.1	MS reported that Charlotte Black (CB) has been covering a period of absence for SK. SK is now back in the academy on a phased return. CB and SK will present the AC report via a PowerPoint presentation.	
	<b>AC Report</b>	
6.2	<b>Quality of Education / Curriculum Developments</b>	

	<p><b>CB/SK highlighted:</b></p> <ul style="list-style-type: none"> <li>• Students have enjoyed doing whole school things (while avoiding whole school gatherings) such as celebrating Children in Need;</li> <li>• The focus for the year is embedding new curriculum areas, including ‘Being a Citizen’.</li> <li>• The academy has utilized some funding to buy books and texts for areas of the curriculum; these have been pulled together and aligned to the lines of enquiry for each year group.</li> <li>• Subject Leader Action plans have been completed.</li> <li>• There has been a high amount of staff sickness; resulting in less monitoring than planned.</li> <li>• A floor book look took place at the end of last term; some CPDL Floor Book sessions took place following the monitoring; this included work on ‘Through the Eyes of the Learner’; Pupil Voice has been carried out on the students’ sense of belonging.</li> <li>• The term 2 ARV has taken place and was very positive; MS was present at the wash up meeting. Georgina Tinker (VP at UVA) was also part of team – the outcome was that provision is of a high standard, with good examples of best practice – the 39-week plan is positive. Learners can articulate their rights and responsibilities, and understand the WFA community but do not understand that they are part of the wider trust. Pupil voice (particularly for disadvantaged learners) needs to take place regularly so they can talk in confidence about their learning and link it to key concepts running through the curriculum.</li> <li>• Bright spots were shared – these include the Citizens curriculum and the Year 2 planning.</li> <li>• Trails include access and engagement of PP learners, Standards in Year 6 (particularly PP students), middle leadership. The next ARV will explore middle leadership including impact and action plans, as well as how the academy is developing professional development.</li> </ul>	
6.3	<p><b>Achievement and Standards</b></p> <p><b>Phonics Check</b></p> <ul style="list-style-type: none"> <li>• A Year 2 phonics check has been carried out with very positive results. When in Year 1 75% of Y2 passed the test with 67% of PP students. For Year 2 89% have passed (with 77% of PP). There is not a big gender gap.</li> <li>• Year 2 teachers are running a Monday catch up club and all those children who were attending that have now passed the check; in terms of impact of intervention this is a real success story.</li> <li>• The next step is to reassess those current Year 3 students that did not pass during Year 2.</li> </ul> <p><b>Y6 Teacher Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher assessments took place at the end of Term 1; SK shared the mock data.</li> <li>• 57% of students have already passed the mock SAT paper for reading.</li> <li>• It is a mixed cohort with some children still very far of age-related expectations.</li> <li>• The target for combined this year is 75% (65% for PP); the current data is around 33%.</li> <li>• Bright Spots: gender gap is closing; reading is a strength; writing has improved overall (but remains a trail for PP).</li> <li>• Trails: greater depth for PP students.</li> <li>• Data for current Year 6 students has dipped in Term 1 compared to data when they were at the end of Year 5; this is normal and movements are minimal. There are some increases including for PP students in maths and reading.</li> </ul>	
6.4	<p><b>Question from AC: How does this compare the previous Year 6 cohort at this stage of the year?</b></p> <p>It is lower than the results for last year’s cohort; but this is as expected. Last year was a stronger cohort.</p>	

6.5	<p><b>Achievement and Standards: Targets</b></p> <ul style="list-style-type: none"> <li>The combined target for the year is 75% (65% for PP). Data for PP shows it is likely to be nearer 53%; however, there are clear reasons for each child. The cohort has some students with particularly complex needs that are working at Year 1 or Year 2 level; they are still making really good progress and staff are developing case studies to demonstrate this.</li> </ul>	
6.7	<p><b>Question from AC: What can we see at AC that will provide assurance that those children are making progress?</b></p> <p>Anonymised case studies can be shared at the next meeting. ACTION: SK</p>	SK
6.8	<p><b>Achievement and Standards: Attendance</b></p> <ul style="list-style-type: none"> <li>SK shared current attendance data showing attendance at 95.1%.</li> <li>There has been a spate of D &amp; V illness, as well as Covid related illnesses. There were 6 positive Covid cases confirmed for students in Term 1, and 12 so far in Term 2.</li> <li>WFA sits in the top half of the table for CLF primary attendance and is in line with national data.</li> <li>Attendance in Years 2 and 4 has slipped to 94.2% but there are reasons for that with some children being supported due to additional situations they are dealing with.</li> <li>In terms of groups, the area that requires focus is PP students.</li> <li>Attendance for students in care is usually 100%; however, there are 2 students who have recently become Looked After Children. Their attendance is now much improved but their legacy attendance from when they were in their home situation has skewed the data.</li> <li>SEN E attendance has been impacted by children with medical needs, where their families have chosen to keep them at home to ensure they are not put at risk of Covid.</li> <li>In terms of persistent absenteeism, there are 12 students in this category and 9 are PP students. With the exception of 2 of these 9, meetings have been held with the families to discuss ways the academy can support the students to attend.</li> <li>There has been a focus on punctuality, with breakfast club places being offered to support those students regularly late.</li> <li>New procedures have been put in place requiring families to submit absence request forms in advance of holidays or other such absences. This improves safeguarding but also means the family can consider the impact of the absence on the education of the child.</li> </ul> <p>HR explained the staged approach to attendance.</p>	
6.9	<p><b>Question from the AC: Have you started to see a positive impact on attendance due to the staged approach?</b></p> <p>It has really opened up conversations about attendance allowing the academy to be challenging but also supportive. If a student is absent due to the unwellness of the parent or carer, the academy offers to collect the child in order that they do not miss out on their education.</p>	
6.10	<p>SW provided some additional information on CLF wide attendance data and strategies and information on how the AC can support and challenge the academy to improve in this area. The slides have been shared on Teams.</p>	
7.	<p><b>Quality of Teaching and Learning</b></p>	
7.1	<p>SK provided the following update:</p> <ul style="list-style-type: none"> <li>Phase Leaders are now able to do lesson drop-ins; they are all released from teaching at the same time and so are able to talk to each other about what they have seen and can look for themes.</li> <li>The ARM and ARV processes are underway and link in from the AIP.</li> <li>Instructional coaching has been used since Term 6 of last year as a vehicle to promote the Quality of Teaching and give teachers the chance to work in pairs. This work paused during Term 1 to allow a focus on embedding the vision, culture, values</li> </ul>	

	and language in order that the teaching teams were secure before the instructional coaching partnerships were formed.	
7.2	<p><b>Question from the AC: Are we able to see instructional coaching in action when we are able to return to site?</b></p> <p>Yes, there are worked examples that can be shared when the next learning walk can take place.</p>	
7.3	<p><b>Behaviour and Exclusions</b></p> <p>SK provided the following update:</p> <ul style="list-style-type: none"> <li>• Behaviour at WFA continues to be good and this can be seen in school and is reflected in the CPOMs records.</li> <li>• Anti-Bullying week took place recently and the theme was on spreading kindness around the academy.</li> <li>• There have been 2 internal exclusions due to some unsafe and unkind behaviour between students.</li> </ul> <p>There has also been an increase in parental conflict and increased stress levels amid adults. Staff are lining closely with the central colleagues for support with maintaining positive relationships with the families concerned.</p>	
7.4	<p><b>Personal development</b></p> <p>Celebrating difference is the whole school theme for the term. This has been delivered remotely via PowerPoint sessions. The Future Leader and Green Ambassador elections have taken place and student representatives are now in place.</p>	
7.5	<p><b>PP and CIC</b></p> <p>There are 82 PP students in the academy, and 3 Children in Care. These students are prioritised over others for things like clubs and attendance at school during the start of the holidays. Some of the recovery premium may be used to fund a phonics and reading intervention teacher.</p>	
<b>8.</b>	<b>Safeguarding and Inclusion</b>	
8.1	MS confirmed that the end of term safeguarding report was included in the papers and is shared in Teams. SK advised that going forwards there will be a safeguarding lead (DSL) and 2 deputies (DDSL).	
8.3	SK confirmed there has been some training for staff on using provision mapping and staff are now ensuring plans are up to date. Children who are significantly behind age related expectations have now had an 'Assess, Plan, Do, Review' completed for them and staff are considering where EHCPs might be needed.	
<b>9.</b>	<b>Finance, Health &amp; Safety and Estates</b>	
9.1	The academy's Finance Manager is now Janet Brandon. SK meets with her fortnightly. The current surplus position remains £21k as budgeted.	
9.2	Out of Hours (OOH) income is slightly higher, however, the forecast has not increased based on the income to October. Attendance levels at OOH provision is steady but is lower than pre-Covid 19. Friday attendance is particularly low. Staff costs are higher than income and this remains a risk; it is hoped numbers continue to increase. This wraparound care provision is important to the academy as many families will accept a place at WFA based on the availability of wraparound care.	
9.3	CB provided an update on HAF funding and plans to run a pilot scheme where cluster schools come together to look at the wider ethos around family dining strategies and think of ways to enhance provision for disadvantaged families.	
9.4	Jo Rodman is now the academy's Health and Safety Officer. Events for Christmas are being assessed on a case-by-case basis. The first H & S committee meeting for the year takes place on 9 December 2021. ACTION: H & S update to be provided at the next meeting following TJ's attendance at this meeting.	TJ
9.5	KR has been approved to be on the Facilities Committee meeting. MS reported that the scout's leader is keen to meet with that committee to discuss community use. KR asked to be provided with further information about the Facilities Committee. ACTION: SK	SK

<b>10.</b>	<b>Staffing &amp; Wellbeing</b>	
10.1	SK provided a staffing update on the new Year 1 team.	
10.2	A wellbeing 'Chat, Cake, Slide' gathering took place to support staff wellbeing.	
<b>11.</b>	<b>Policies</b>	
11.1	The CLF Complaints policy and CLF Exclusions and Suspensions policy were noted. The Admissions Policy was approved subject to the amendment of some typos. Action: MS to advise SK of those offline.	<b>MS</b>
<b>12.</b>	<b>Student Voice/Student Advocate</b>	
12.1	MS said it was pleasing to hear about the student elections on 8 October. It was agreed that the topic for the next pupil voice would be A Sense of Belonging, with a focus on PP and SEND students in particular.	
<b>12.</b>	<b>Governance</b>	
12.1	The risk register was discussed. SW will link with BG to confirm the AC's remit for the risk register. ACTION: SW	<b>SW</b>
12.2	MS advised that once the new Clerk was in place, all link Councillor roles will be reviewed and confirmed at the next meeting. ACTION: MS	<b>MS</b>
12.3	MS reported that there is a New Councillor induction session being run by the central team on 15 December. WH will re-circulate the email.	<b>WH</b>
<b>13.</b>	<b>Equality &amp; Diversity</b>	
13.1	SK advised that the academy is part of a year-long project with Equaliteach on dealing with identity-based bullying and prejudice. The quality of input and support is very strong. They are assisting staff to audit the academy's policy and are providing some training for staff on identifying and dealing with incidents.	
<b>14.</b>	<b>Matters for the attention of the Board/COAC</b>	
14.1	N/A	
<b>15.</b>	<b>AOB</b>	
15.1	N/A	
	<b>Meeting Closed at 19.24 hrs.</b>	

#### ACTIONS

MEETING DATE	ITEM	ACTION	OWNER	STATUS
25.11.21	6.7	SK will provide case studies (anonymized) to demonstrate those students not expecting to reach age related expectations are making progress.	<b>SK</b>	
25.11.21	9.4	TJ will provide a H&S update after the H&S committee meeting.	<b>TJ</b>	
25.11.21	9.5	SK will provide KR with further detail about the Facilities committee.	<b>SK</b>	
25.11.21	11.1	MS will provide minor amendments to the Admissions Policy to SK.	<b>MS</b>	
25.11.21	12.1	SW will link with BG to confirm the AC's remit for the risk register. ACTION: SW	<b>SW</b>	
25.11.21	12.2	Link Councillor roles will be confirmed at the next meeting.	<b>MS</b>	
25.11.21	12.3	WH will email details regarding the New Councillor Induction session to the AC.	<b>WH</b>	

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