

Minutes – Wicklea Academy Council

Meeting Date: Tuesday 12 November 2024
Location: WLA
Time: 5.00pm

Chair:

Vacancy	Sponsor Councillor & Chair
Jamie Conn (JC)	Sponsor Councillor
Harriet Potter (HP)	Sponsor Councillor
Vacancy	Sponsor Councillor
Vacancy	Sponsor Councillor
Stephen Pratt (SP)	Parent Councillor
Vacancy	Parent Councillor
Vacancy	Teacher Councillor
Vacancy	Support Staff Councillor

In Attendance

Heather Morris (HM)	Principal
Jan Saunders (JS)	Senior Principal (<i>joined via Teams and left at 6.00pm</i>)
Sue Burns (SB)	Clerk

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Item	Welcome, Introductions and Apologies	Action
1.1	SP welcomed Harriet Potter to the meeting.	
1.2	No apologies were required.	
1.3	The meeting was not quorate.	
1.4	Stephen Pratt acted as Chair for this meeting.	
2.0	Declarations of Interest	
2.1	Stephen Pratt is a Trustee for the Charity 'Talk Club'.	
2.2	Minutes of Previous Meeting & Actions	
2.3	The minutes of the previous meeting (16.07.24) were agreed to be an accurate record.	
3.0	Academy Council Membership	
3.1	There are three Sponsor AC vacancies, a Parent AC vacancy, a Support Staff vacancy and a Teaching AC vacancy.	
3.2	There has been no interest in the Teacher and Support Staff Academy Council vacancies, but they will continue to be advertised.	
3.3	There were no responses to the Parent AC vacancy advertisements, but HM will continue to approach parents on an individual basis.	
3.4	ACTION: HM to approach staff who have leadership aspirations to apply for the AC vacancies.	HM
3.5	Link Roles Maths: JC PP: HP Safeguarding: SP SEND: SP CIC: SP	

4.0	Academy Council Report	
4.1	I submit a Safeguarding Report each term to CLF Central, and a Behaviour Report, and I've completed an ARV (Academy Review Visit) which had a Maths focus. All this information has been assimilated into the AC Report.	
4.2	We track behaviour using CPOMS. The categories have been changed to CLF categories which means we can't compare historical data. 23% of the children have had a behaviour incident logged.	
4.3	Behaviour trends indicate that physical incidents take place during unstructured playtime and emotional dysregulation is from five children. Threatening behaviour is linked to one child. A lot of the physical incidents is from Y3 children who have yet to learn our behaviour expectations. That pattern is reducing as time goes on and the children embed into our values and expectations.	
4.4	The Y3, Y5 and Y6 year groups all have children with high level behaviour needs which is why the data is higher for these year groups.	
4.5	There is an increase in behaviour incidents during PPA and PE.	
4.6	We have two children with high needs and are liaising with external agencies to address their needs. We are in the process of applying for an EHCP. One child was suspended yesterday for unsafe and aggressive behaviour, and damage to the property.	
4.7	We've removed football at lunchtime and bats and balls on the astro turf because this was dominating play. We've introduced Playground Ambassadors who will help set up games and resources.	
4.8	This week we used Anti-Bullying week to raise the profile of 'kindness week'.	
4.9	Can you support the transition of Y3 children next year so that they are better prepared for your school? We can improve our induction by having a meeting with parents on our site but also on their site to communicate our expectations. We are also going to introduce parents' evenings with the parents before the children start. This would ensure that we would have a better understanding of the new cohort.	
4.10	What transition do the children have? We have two days where the children visit, and we also arrange additional days for those children who need some additional support.	
4.11	Do you issue supporting paperwork, e.g. the Behaviour Policy? Yes, we can arrange this for next year.	
4.12	ACTION: HM to draft a simplified Behaviour Policy to use as part of the Y2 transition process, to include social stories.	HM
4.13	We can also have the SENCO visit the Infants School so that she can start to gauge what the needs are.	
	Attendance	
4.14	Attendance is 96.1% and PP is 94% which is a small reduction on last year. I meet fortnightly with the FLW, and we discuss children with persistent absence.	
4.15	Barriers to attendance includes families taking holidays – we've been unable to issue penalty notices due to a lack of capacity in the admin team.	
4.16	What is the process for penalty notices? The office does the paperwork and then submit it to the LA who issue the fine.	
4.17	What proportion of absence is due to holidays vs sickness? There has been a minimum of eight families who have taken holidays during T1.	
	Staffing	
4.18	The Ops Manager is a shared role with another school (Summerhill). [REDACTED]	

	[REDACTED]	
4.19	The SLT often have to cover the office at lunchtime which is challenging when we have children and staff who require support.	
4.20	[REDACTED]	
4.21	[REDACTED]	
4.22	<p>Are there any office tasks that you can remove? We've already done that. Plus, we've introduced Bromcom as our new MIS system which the staff have had to learn.</p>	
	Personal Development	
4.23	We've introduced Wicklea Ambassadors which has been well received by the children.	
4.24	<p>How will you raise funds for the reward shop? We have the Book Fair, Children in Need and the Christmas Fair which means that we need to be mindful about over-asking for donations. We will sell the old rewards that no-one wants at the Christmas Fair and will have a non-Uniform day.</p>	
4.25	<p>What do the children receive as rewards currently? The children are banking their rewards in anticipation.</p>	
4.26	<p>Does attendance link into rewards? No. We had an attendance review with CLF last term who don't encourage rewarding attendance. However, we do issue a reward at the end of the year for 100% attendance.</p>	
5.0	Safeguarding	
5.1	The CiN and FiF cases will close this term.	
5.2	We have no CP children or CIC children currently.	
5.3	<p>Are there families who have not had input from social care but require it? The threshold for receiving social care is very high.</p>	
5.4	We are anticipating an increase of referrals to external agencies.	
5.5	We hold strategic safeguarding meetings where we proactively focus on safeguarding.	
5.6	The Safeguarding Audit Action Plan has been completed or are in the process of completing.	
5.7	<p>Is there any risk to safeguarding processes from the office capacity issue? No. Safeguarding and attendance are prioritised by the office.</p>	
	Quality of Education	
5.8	Jan Saunders is a Senior Principal who is supporting me and my leadership role. We are working with Chris Barret re raising attainment and Craig Jones re the Timetables Check.	
5.9	We are using Black Box data to target children in specific areas of the curriculum.	
5.10	<p>The SATs results last year were low? Why was that? We had a different curriculum for two years and behaviour had not been good in the school historically. We achieved 53% combined. Maths was our weakest subject.</p>	
5.11	<p>What were the results for the mock SATS that have taken place recently? There are 46 children in Y6. 24% are ARE for combined. There are six children who are only one or two points away and each child represents 2%. Reading – 43% Maths – 33% (the CLF average is 36% currently). Our PP children are underperforming compared to non-PP children.</p>	
5.12	We've started Core Team meetings fortnightly with the Phase Leaders where we discuss which children are not at ARE, what is being done and what the impact has been since the last	

	two weeks. All the PP children are included in these discussions. The Core Team meetings have replaced the Phase Lead meetings and have been well received – they form part of their directed time.	
5.13	How often do data drops take place? October, December, March, then in May it's SATs, then we do one at the end of the summer.	
5.14	The Y3 cohort are academically strong. The Y4 cohort are very engaged in their learning. Y5 and Y6 missed a lot of their Nursery or Infants school due to Covid.	
5.15	Are you confident that your data is secure? Yes, we've had CPD about what ARE looks like. We've undertaken internal moderation. Teachers have moderated across the Trust for their Year group.	
5.16	Is there a difference in teaching style for the Y4s? The curriculum is better structured and more progressive than it has been historically.	
5.17	The Y5 boys data is significantly lower? Writing pulled it down. Y5 has an extra teacher for two days a week working with small groups in Y5.	
5.18	Girls Maths in Y4 is lower? Yes, this is being addressed.	
5.19	<i>The Academy Councillors reviewed the black box data.</i>	
	Academy Improvement Plan	
5.20	Jan Saunders reviewed the AIP and I'm in the process of re-writing parts of it.	
5.21	I have started CPD with the teachers on what good learning looks like and the most recent research. I've liaised with the SKITT Department who have shared their resources.	
5.22	The SKITT trainer is investigating whether she can deliver some training to our staff when her trainees are on placement.	
5.23	Are there any trainee teachers on site? Yes, one.	
5.24	We are working as a staff to determine what makes a good lesson and have given staff autonomy over timetabling some lessons.	
5.25	The original teaching and learning handbook was very prescriptive because that's what was required then for staff development and we needed to get consistent processes in place e.g. working walls.	
5.26	Do you record the training that staff undertake at staff meetings? Yes.	
5.27	Does the CLF have a CPD Department? The Senior Principals direct where we can share best practice, and the CLF offer a range of network meetings.	
6.0	Policies	
6.1	Policies to Note: <ul style="list-style-type: none"> Health and Safety <p>The Academy Councillors noted the Health & Safety Policy.</p>	
7.0	Matters for the Attention of the Board	
7.1	None.	
8.0	AOB	
8.1	None.	
9.0	Close of Meeting	
9.1	The meeting closed at 7.00pm	