

Minutes – Wicklea Academy Council

Meeting Date: 30th January 2026
Location: WLA
Time: 5.00pm

Chair:	<i>Vacancy</i>	Sponsor Councillor & Chair
	Jamie Conn (JC)	Sponsor Councillor
	Harriet Potter (HP)	Sponsor Councillor
	<i>Vacancy</i>	Sponsor Councillor
	Matt Windsor (MW)	Sponsor Councillor
	<i>Vacancy</i>	Parent Councillor
	Chris Evans (CE)	Parent Councillor
	<i>Vacancy</i>	Teacher Councillor
	<i>Vacancy</i>	Support Staff Councillor

In Attendance: Heather Morris (HM) Principal

Item	Welcome, Introductions and Apologies	Action
1.1	JC acted as the Chair for the meeting	
1.2	No apologies were required.	
1.3	The meeting was quorate.	
2.0	Declarations of Interest	
2.1a	Chris Evans advised that he works for UWE, and his wife is a governor at St Anne's Infants School.	
2.2	Minutes of Previous Meeting & Actions	
2.3	The minutes of the previous meeting were agreed to be an accurate record.	
2.4	HM to research the G99 Connection Agreement for the Solar Panels – Completed. This has been raised with the Estates Team.	
2.5	EDI – We use the Jigsaw curriculum for PSHE which covers all the protected characteristics and is updated if there is a change to legislation. We also have No Outsiders as part of our Academy Improvement Plan and is relevant to each year group and uses picture books to discuss a character in a book. We review the attendance of all children, with a focus on PP children.	
2.6	Are staff trained in EDI? Yes, via their Nimble training.	
2.7	Are there processes in place to support staff with any of their own EDI issues? This is outlined in the Staff Code of Conduct and we have done a lot of work with the staff body around belonging. We also include TAs in teacher training in order to be inclusive.	
2.8	ACTION: HM to determine from the Trust what is in place to support staff with EDI.	HM
3.0	Academy Council Membership	
3.1	Jamie Conn is stepping down as an Academy Councillor following this meeting. The Academy Council thanked Jamie for his support during his term of office, and Jamie was presented with a gift.	

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	A Support Staff Member of staff has been appointed to the Academy Council and will be at the next meeting. There are no teachers who have the capacity to join the Academy Council.	
3.4	HM is in conversation with a potential Parent Academy Councillor.	
4.0	Academy Council Report	
4.1	We had the data drop at the end of December which indicates that there is movement in PP Reading in Y4 and Y5 with more of them achieving ARE which we are pleased about.	
4.2	The ISDR indicates that PP Reading is a concern based on the last SATs data so we've done a lot of work analysing the results which indicates that it was cohort specific.	
4.3	Combined (Reading, Writing and Maths) is significant for pupils because it means their opportunities in life are much broader, according to research.	
4.4	You have 25% of the cohort as SEND. How do you report on PP children who are also SEND? We don't have many children who are both and we report on those on an individual basis.	
4.5	If children are not accessing the KS2 curriculum then they don't sit the SATs but we still report them in the results.	
4.6	We have a new Writing Lead in post who is supporting the staff with focusing on any changes to the provision that is required, which is mainly small changes that need to be embedded. We have undertaken Writing moderation as a Trust and we have exemplary materials for each year group which has been really impactful.	
4.7	Our Vice Principal is a moderator and therefore we are confident that our writing data is accurate.	
4.8	Y6 mocks took place at the beginning of December, and we were pleased with the improvement in Y6 data. 61% are currently meeting ARE in Maths. We've analysed the data for gaps in learning and are plugging those with interventions.	
4.9	We have four children that we are expecting to pass the scale score of 100. SPAG outcomes are not reported.	
4.10	The Multiplication Check is lower than the CLF average? We had some children who had been absent so hadn't practised as much. We also had some children who made significant progress. The Ashley Down method teaches in steps, whereas the MTC doesn't only test on what they've been taught.	
4.11	We have another MTC test this week and will remove the timer for some children who find that challenging. That's also permissible for the actual MTC test as an access arrangement.	
4.12	We provide children with their access arrangements during the mocks and we ask them to change what colour pen they write in when they are using extra time so that we can see if it's beneficial to them.	
4.13	Further work has taken place on our pedagogy and our teaching and learning framework and how we can reduce cognitive learning. We produced a bank of tasks that staff can use as part of their planning which includes extension tasks.	
4.14	We are in the process of monitoring, so we visit the classes and look at the experience the children are getting and whether anything needs to be changed to improve the delivery of lessons.	
4.15	We are seeing oracy in all lessons which is pleasing and we speak to the children about their learning to check that we're meeting the needs of all learners including those who need extension tasks and those who are working below ARE can access the curriculum.	
4.16	A full book look of English and Maths is planned shortly. The next step for Subject Leaders is to go and see their subject being delivered.	

4.17	Our new Writing Lead has met with the Trust Writing Lead to share best practice. She delivered a staff meeting last week to give staff strategies to unpick vocabulary and language in advanced texts. We're also reviewing the texts that we use.	
4.18	We used to do cold writing tasks as an assessment baseline, but on reflection we felt that was stressful for children so now we teach them the skills first.	
4.19	Attendance is 95.7% to date. [REDACTED] [REDACTED] [REDACTED] [REDACTED]	
4.20	The gap between PP and non-PP children for attendance has grown this year. [REDACTED] [REDACTED] We issue penalty notices where possible and we are working closely with the Education Welfare Officer.	
4.21	We track attendance closely and meet fortnightly and we meet with parents to discuss attendance. We also had a lot of illness absence at the end of last term. We always welcome children back and express that we've missed them.	
4.22	We tell children what we are going to teach the next day so that they want to come into school and I track absence patterns to see if I can work out what the barriers to attendance are.	
4.23	Broken weeks are disruptive because it means that children end up with gaps in learning. We let parents know what their child's current rate of absence is and the impact that has on their outcomes.	
4.24	Have families ever been taken to court? There are some who have gone to court, yes. [REDACTED] [REDACTED]	
4.25	Attendance is higher than at this point last year so we are anticipating that overall attendance will be higher at the end of the year.	
4.26	We've seen a small dip in behaviour, but there are less physical assaults against adults which is positive. Many of the incidents have been one off incident where children have fallen out with each other. There can be one incident that results in eight behaviour logs if it's an incident that was football related, for example.	
4.27	We've issued information to parents about Roblox because the children play it outside of school and then they bring those disputes into school.	
4.28	We record all behaviour incidents on CPOMS so that we can build up a picture over time and then we can sign-post families and refer for additional support.	
4.29	What are examples of emotional dysregulation? Tipping chair over, shouting, trying to exit the site.	
4.30	Is the behaviour trend similar this term to last term? On the whole, yes, but we have had fewer incidents of dysregulation and unkind behaviour. We had two children who ignored adult instruction but this has changed following support from the family.	
4.31	[REDACTED]	
4.32	The Pupil Premium strategy has been reviewed to reflect quality first teaching, targeted intervention and wider strategies that support attendance and pastoral needs.	
4.33	Two new teachers have been appointed. We have another teacher due to start maternity leave, so the cover teacher has been recruited.	
4.34	[REDACTED]	
4.35	We have moved our breakfast club supplier to Asda which will represent a saving.	

4.36	The water bill has gone down which was unexpected. And we've reduced our paper usage and the new photocopiers are cheaper to run. Risks to the budget include the cost of the coach to take children swimming, and staff overtime for cover.	
4.37	We are querying EDF re the energy bill following our transfer to them because it appears that we may not be making any savings. We are going to investigate the heating controls to ensure they are accurate and we're not heating the school when no-one is in there.	
4.38	If I spend the contingency then I will remain within the approved deficit amount, so we need to consider if there are any strategic purchases, e.g. a new panel in the boiler to ensure that the heating controls are accurate and the energy bill reduces. I am meeting with the Finance Manager at the end of this term to see if there is anything we need to purchase now in preparation for next year.	
4.39	We've replace a range of bulbs in the entrance hall.	
4.40	ACTION: HM to determine what strategic financial purchases could be made this year in preparation for next year.	HM
4.41	The SEF has been updated to reflect the new OFSTED Inspection Framework and we have recorded expected standard in all areas.	
4.42	What areas are you concerned about? I don't think we have any weaknesses, but we need to be able to produce sufficient evidence.	
4.43	How much notice are you given for an OFSTED Inspection? They will phone on a Monday morning and then inspect on the Tuesday and Wednesday.	
5.0	Policies	
5.1	None.	
6.0	Matters for the Attention of the Board	
6.1	None.	
7.0	AOB	
7.1		