

Minutes – Wicklea Academy Council

Meeting Date: 16th June 2026
Location: WLA
Time: 5.00pm

Chair:	<i>Vacancy</i>	Sponsor Councillor & Chair
	<i>Vacancy</i>	Sponsor Councillor
	Harriet Potter (HP)	Sponsor Councillor
	<i>Vacancy</i>	Sponsor Councillor
	Matt Windsor (MW)	Sponsor Councillor (via Teams)
	<i>Vacancy</i>	Parent Councillor
	Chris Evans (CE)	Parent Councillor
	<i>Vacancy</i>	Teacher Councillor
	Chioma Aggarwarl (CA)	Support Staff Councillor

In Attendance:	Heather Morris (HM)	Principal
	Jan Morris (JM)	Senior Principal

Item	Welcome, Introductions and Apologies	Action
1.1	MW acted as the Chair for the meeting	
1.2	Absent without apologies: Chioma Aggarwarl	
1.3	The meeting was quorate.	
1.4	ACTION: HM to follow up with CA about Academy Council meeting attendance.	HM
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	Interim clerk to provide CE with a link to the CLF Chair's handbook for info – Carried forward.	
2.5	HM to pull PP out of behaviour data for the next meeting – Completed.	
2.6	Principal to update the council regarding the H&S audit at the next meeting – Completed.	
3.0	Academy Council Membership	
3.1	There are 3 Sponsor Academy Councillor vacancies.	
3.2	There are no teachers who have the capacity to join the Academy Council.	
3.3	HM is in conversation with a potential Parent Academy Councillor.	
3.4	CLF Central team has requested that only the following positions are Link Roles: Safeguarding, SEND and Disadvantaged.	
3.5	Link role training will be provided in July by CLF Central Team.	
4.0	Academy Council Report	
4.1	The AC Report summarises the Self-Evaluation document. The curriculum has been updated for all CLF curriculum areas. The children are enjoying and their skills are developing.	
4.2	We have seen the impact of Real PE at lunchtimes and their skills and engagement with physical activity has really developed.	

4.3	Inclusion remains a strength throughout the school and we work closely with families to meet needs and we use pupil voice to determine what they feel works. Classroom adaptations are clear and have impact.	
4.4	We have a clear intent, clear expectations, the teaching and learning framework is used in all classrooms. Next year our AIP will focus on lesson planning to ensure 'sticky learning' takes place. Experienced staff will share lesson plans to support colleagues who are less experienced.	
4.5	How do you know which teachers are more experienced in the teaching and learning framework? Through classroom monitoring and pupil voice. We have also undertaken planning reviews which indicates that the cognitive load is too much, so we need to refine planning and working together for partner planning.	
4.6	Pupil voice indicates that children are engaged in learning and feel safe at school.	
4.7	When are the SATs results out? In two-weeks' time. MTC results come in on Monday, and we will have black box data towards the end of term.	
4.8	We were moderated yesterday by the LA for KS2 Writing, and the Standards and Testing Agency visited to review our processes.	
4.9	Oracy has had a huge impact on the children and their confidence in new situations.	
4.10	What specific oracy activities take place? The children have a 15-minute lesson every week with a specific focus like listening or use of voice. In every lesson we offer paired talk, working in group, discussion and challenge, and using stem sentences.	
4.11	How do you demonstrate the impact of oracy? We would invite people to come and talk to our children and observe a lesson where they will see the children using their skills. We may consider oracy assessment from September, but we need to consider any inclusivity implications around that.	
4.12	What are your priorities for next academic year? We will evaluate the AIP for next year with the SLT. Oracy won't be a specific strand because the foundations are in place. We will train staff returning from maternity leave.	
4.13	We are really proud of the children and their approach to SATs. [REDACTED] [REDACTED] [REDACTED] [REDACTED]	
4.14	The Multiplication Timetable Check was undertaken on the new iPad. We had access arrangements in place where appropriate.	
4.15	We had two new children join the week before, one of whom has joined on a part-time timetable, which will impact on the MTC results.	
4.16	The behaviour data indicates a drop in incidents, but it was a shorter term. [REDACTED] [REDACTED] [REDACTED]	
4.17	Does the LPA outreach provision come with a fee? No.	
4.18	Why do you have so many children with SEND? Our cohort is 30% SEND. We have a good reputation for our SEND provision which is attractive to parents.	

4.19	HM tabled a behaviour table which breaks down PP and non-PP data. Most of the incidents are non-PP children, except for upper KS2. There are no apparent trends. The PP children in upper KS2 are children who have joined the school midway through the school year.	
4.20	We have a teacher with very high expectations and record all behaviour incidents.	
4.21	Do PP children take part in extra-curricular activities? Yes, we track our vulnerable children and 34% take part in wider opportunities.	
4.22	Attendance year to date is above the national average, CLF and Bristol for all pupils, but below for PP children. The trend has also gone down over the year, so we have investigated that. [REDACTED] [REDACTED] [REDACTED]	
4.23	Term time holidays remain a challenge with parents knowing how to avoid the fine.	
4.24	We have a strong pastoral provision which has resulted in a reduction in mental health incidents. 18% of the school meet with the Pastoral Lead across four days of the week. [REDACTED] [REDACTED] [REDACTED]	
4.25	The number of safeguarding cases is similar to last term, but the families have changed.	
4.26	Does the number of mental health incidents reflect the time of year? Yes, there is often anxiety and changing of friendship groups with the approach of transition into Secondary Schools. There are also a range of challenging situations for children outside of school which we support with.	
4.27	How are the behaviour expectations of Y2 children when they transition into WLA managed? We have visited the Infants and talked about behaviour, and we've made a child prospectus which includes behaviour expectations. We took some children with us who also discussed behaviour with the younger children. We've held new parent open evenings and discussed behaviour expectations and our values.	
4.28	The Health & Safety Audit took place in March 2026, and we were judged as outstanding. We had one flagged action which was an overdue boiler service. There are a few little admin things we need to address. A lunchtime safety inspection also took place, which is new. Risk assessments, training and first aid was reviewed, and the inspector spoke to the children. No required actions arose from the inspection which is very positive.	
4.29	What is SCITT? School based teacher training. The students spend one day at university and four days in the school. We had two students in T1 and T2, a different two in T3 and T4 and then in T5 and T6 we had the original two return and retained one from the middle terms. We have appointed two of the SCITT students wef from September which we are thrilled about.	
4.30	[REDACTED] [REDACTED] [REDACTED]	
4.31	[REDACTED] [REDACTED] [REDACTED] [REDACTED]	
4.32	How are job shares arranged? They work as a team with the partner teachers and there is an overlap so that they can exchange information.	
4.33	[REDACTED] [REDACTED] [REDACTED]	

4.34		
4.35	Will you have SCITT students again next year? Yes. We will definitely have one but we need to consider the workload on the staff who need to provide mentorship.	
4.36	Could a SCITT teacher provide some of the interventions that the Teaching Assistant would have provided? No, because they have their own curriculum that they have to follow as part of their own learning.	
4.37	We have undertaken training for No Outsiders which we will roll out from September and enhances the PSHE curriculum we offer. We have books as resources from early years and KS1 which we can use to support children who are working below their age group or who require additional support around a certain topic. We will share the books with parents at the beginning of the school year so that they are aware.	
4.38		
5.0	Policies	
5.1	CLF Complaints Policy. <i>The Academy Councillors noted the above policy.</i>	
6.0	Matters for the Attention of the Board/COAC	
6.1	None.	
7.0	AOB	
7.1	Do you support children with the use of AI? The staff use Co-pilot via CLF Teams who have been trained. The children don't have access to AI on their devices in school. We are looking at a new DfE approved computing curriculum which updates regularly and would include AI.	