

Minutes – Summerhill Academy Council

Version: Approved
Date Monday 29 April 2024
Location: Summerhill Academy
Time: 4.30 pm

Type	Name	Link Role/date	Term Expires	In Attendance
Sponsor 1 - Chair	Kerry Francis (KF)		11/07/2026	Y
Sponsor 2	Zuwena Reid-Bailey (ZRB)	PP, LAC & EDI	07/10/2025	Y
Sponsor 3	Mike Eatwell (ME)	Observer	15/11/2027	Y
Sponsor 4	Lydia Mantle (LM)	Safeguarding	04/07/2027	Y
Sponsor 5	Hannah Doe - TBC			Y
Education Director	Kate Richardson (KR)		STAFF	Y
Student Advocate	Kirsty McLeod – Hughes (KMH)		01/01/2025	Y
Principal	Chris Barratt (CB)		STAFF	Y
LA Rep	Vacancy			
Parent 1	Dominic Smith (DS)		01/02/2028	Y
Parent 2	Kate Strong (KS)		01/02/2028	Y
Teacher	Luke Wilson-Reid (LWR)		13/10/2026	Y
Support Staff	Lily Lowther (LL)		13/10/2026	Y
In Attendance				
Clerk	Wendy Hellin (WH)			A

Action No	Action	Owner
27.11.23 01	ZRB will discuss the following EDI question with the EDI lead and report back to Council at the next meeting: Implementation across the school of the EDI plan is good, what are the next steps for the implementation in the school to be outstanding? Complete/closed.	ZRB
05.02.24 01	Vacant Link Councillor roles will be discussed at the next meeting. Ongoing	KF WH
05.02.24 02	ZRB will update the AC on progress to the EDI action plan at the next meeting. Complete/closed.	ZRB
05.02.24 03	CB to provide an update on SEND targets at the next meeting. These are included in the AC report and can be closed .	CB

	Description	Action
1	Introductions	
1.1	KF welcomed everyone to the meeting and introductions were made. Apologies are recorded above.	
2	Declarations of Interest	
2.1	No new declarations were made.	
3	Academy Council Membership	
3.1	Election of Vice Chair	
3.1.1	Action: This item will be carried to the next meeting.	KF WH
3.2	Recruitment	
3.2.1	A vacancy remains for a Local Authority representative Councillor.	

	Description	Action
3.3	Confirmation of Link Councillor roles	
3.3.1	Link roles will be confirmed at the next meeting as per the action table.	
4	Minutes of Previous Meeting	
4.1	The minutes of the meeting of 5 February 2024 were agreed as accurate.	
5	Matters Arising	
5.1	The action table has been completed above.	
6	Academy Council Report	
6.1	The Academy Council Report has been circulated in advance.	
6.2	Questions and comments from the Academy Council	
6.3	Behaviour and Attitudes	
6.4	Can we get a summary of what makes the cohort vulnerable? Would be good to understand context?	
6.4.1	There is a very diverse cohort at SA. There are 31 different languages spoken and 17 different ethnicities. There are a wide range of family economic backgrounds, religious and faith backgrounds. It is vibrant and interesting. There are some children who have particular reasons why they are vulnerable, including refugees, asylum seekers, children in care and families with housing issues and families accessing food banks. A family often falls into several of these categories and this makes it challenging for the family to support their children to access everything that education can offer, and the school has to mitigate some of that to enable access to the learning. LL leads on supporting those children to be ready to learn in each lesson. Pupil Premium (PP) children receive additional funding; this is purely an economic criteria. Vulnerability does not have to be economic. It could be that children have experienced adverse childhood experiences (ACES); not necessarily linked to PP.	
6.5	Mental Health is something which needs addressing across the city with limited resources, so it's great we have these weekly sessions, how have you been able to measure how impactful the primary education mental health care sessions have been for the cohort of children that have access to them?	
6.5.1	This is funded by BCC. Every primary has some primary educational mental health care time. Ellie carries out an assessment on the children, this is then RAG rated, and she works with children that are rated as amber. Those identified as red are supported by external agencies. It follows a limited programme and there is a report written at the end. This support can be bespoke and Ellie will support two to three children at a time; it can be very impactful.	
6.6	What sort of support has been provided to date by the member of staff who has completed the NPQ in Leading Behaviour and Culture?	
6.6.1	LWR is the lead for this. We are quite early in the process and are first looking at the perception of staff and children about where we are. From that we will look to support teachers to change their practice. Every teacher (with the exception of ECTs) have now completed an NPQ or is in the process of doing so.	
6.7	Attendance	
6.8	Has illness been your most significant concern which has impacted attendance? Also how are those pupils who are ill being caught up when returning to school so any gaps in their learning is close? (and so, this supports closing the PP gap).	
6.8.1	Attendance is at 94.1%. Of the 5.9% absence, 3.4% is illness so it by far makes up the largest reason for absence. The rest of the absence categories each make up a very small percentage of the 5.9%. Illness effects the attendance of our most vulnerable students particularly; this could be because they do not get as much nutrition or have access to green spaces; they tend to be ill more often and do not recover as quickly so are absent for longer. There is a robust structure in place for attendance in terms of phone calls home, children being actively welcomed back into class after a period of sickness and a plan being put in place to ensure they catch up on missed learning.	
6.9	There are a few schools in the trust whose attendance is slightly higher than SA's are you using similar practices to support attendance? If not, would it be worth liaising with them	

	Description	Action
	so see how our current practices towards attendance could be slightly adjusted or adapted to have an even more of a positive impact on attendance?	
6.9.1	We are quite a large trust now, with 18 primary schools and attendance is compared across them, however, some are village schools spread across Taunton, South Gloucestershire, Gloucestershire and Weston Super Mare. Of the Bristol primary schools, we are slightly above average generally, and for last week were a significant amount above. We have strong trust wide attendance processes in place and benefit from having a Trust Attendance Lead. We are very good at sharing good practice and all academies are audited for attendance processes.	
6.10	It's clear you're using a wide range of strategies to support improving attendance. Are there particular families that skew the data (multiple children, higher than usual /extended absences within one family) that could be supported in a different / more intensive way to have a bigger impact on reducing absence over all?	
6.10.1	With the exception of those with EHCPs, no, I do not think there are. For most, it is illness related. There are a few children that have specific needs, such as medical issues. As a junior only school, we also are less impacted from when families take the whole family out of school, as there are less siblings within the junior school. Unauthorised holidays make up just 0.2% of the total absence.	
6.11	What is the school's position on fining?	
6.11.1	The new trust wide attendance policy details that we should be using fines. However, we will always consider individual family circumstances and try to find a balance. We have a lot of families that visit overseas countries to visit families, for example, and these are often extended holidays. The community are now trusting the work we do; penalty notices have a place, but it is more nuanced than simply issuing them every time.	
6.12	You mention the PP attendance gap is wider. Could we see a more detailed attendance breakdown by year / different groups to give more context?	
6.12.1	The PP gap is not where we want it to be. Further data is included in the AC report. At this point last year attendance was 93.5% and it is now 94.1% so it has improved and shows the impact of the attendance processes in place. In terms of other groups there is not anything else too significant. Children that have a different language are performing above non-EAL; the lowest group is SEND K. ACTION: Attendance data by group will be included in the AC report going forwards to show trends over time.	CB
6.13	Personal Development	
6.14	Peer tutoring – is this being trialled amongst a small cohort of pupils or rolled out more widely?	
6.14.1	We have been using it for a while. Agata has been using it in her class and the team have been using it across Year 6 for some time. We are now trying to do it more consistently and across the academy. We get good feedback from teachers and also from children through pupil voice. They find it empowering. Children enjoy helping each other.	
6.15	Is there a way to measure the impact of the peer tutoring on outcomes to know it is this initiative that is having an effect rather than other things?	
6.15.1	It is very tricky. We do have anecdotal feedback through staff and pupil voice that says it is beneficial but it is hard to measure.	
6.16	Safeguarding	
6.17	Child on child- can you explain the number with the chart? You say you had 8 incidents, but the table shows 12 for T4? Which would be an increase on this time last academic year. I'm unsure which numbers are correct?	
6.17.1	LM met with Louise last week to review the report. There are a small number of pupils causing the figure to rise and we expected this. LWR has provided support for the teaching team and LL is supporting by mentoring four key children daily. The intense support in place is making a difference to those children.	
6.18	Equality, Diversion and Inclusion	

	Description	Action
6.19	Well done Agata for being accepted to undertake the Bell foundation EAL training to be a licensed practitioner.	
6.19.1	Agata has a secondment to another academy for a year, although she will still be at SA one day a week. On that day she will work with Year 6 with LWR and continue to be the EDI Lead, so this will trigger some staffing changes.	
6.20	LGBT History month – what sort of assurances re context were those families questioning the activities seeking?	
6.20.1	There were some religious questions from some of our Muslim families, where they were seeking clarity around the content. We have experience of dealing with a range of topics and we put out communications in advance and were proactive with them. We have built up a good level of communications with the community and many got in touch in advance of the learning. We had class meetings to share the content in advance and the majority were happy to go ahead with this.	
6.21	Were there push backs from the children on the day?	
6.21.1	No, it was a real success and we will continue to build on the strength of that.	
6.22	Did anyone opt their children out?	
6.22.1	Yes, there were 2 or 3 families across the school; they chose to not send their child on that day, so this is not a confirmed opt out, but is our feeling.	
6.23	Do we still have a plan to link the wider development to community e.g. lamplighters and carnival?	
6.23.1	Yes, where events are happening. It is understood that the funding was made available for the lamplighters parade so that is not happening; the carnival will take place but will be scaled back. It is hoped these will be back in full for next year.	
6.24	End of Questions	
6.25	Update from ZRB - link meeting for EDI	
6.25.1	ZRB has met with Agata and received an update on the previous audit. Saima Akhtar, Inclusion Lead for the trust has advised that the way to improve EDI at SA is to keep going with it. This year the EDI planner was in place and used to incorporate festivals and to map things throughout the year. Staff have changed the selection of the end of day stories; they are now linked with the big festival celebrations.	
6.25.2	The EDI planner is a 39-week planner and all the subjects are in there, spread throughout the curriculum. Agata was clear that other staff are involved in this; it is not solely Agata leading this work.	
6.25.3	Next steps were discussed. Agata is part of an EDI network team and supports other schools and uses the community to network. There is better communications with parents; they have been invited to a coffee morning and EDI clinic. For the next academic year there is far more EDI planned in the curriculum. Every other term there will be EDI drop ins with parents, in order to build up a stronger rapport with families.	
6.25.4	The academy is bringing in more outside speakers to deliver to assemblies and workshops; a bank of volunteers is needed for this to be cost effective so it is desirable to get more of the community involved. Work is underway to break the fear barrier to help parents to feel comfortable with EDI topics around race and religion.	
6.25.5	There are subject where EDI is linked naturally, such as Art and PE, but it is now being spread further through the curriculum, for example, in PE children are looking at different representatives from a variety of backgrounds and disabilities. EDI is not a standalone lesson or activity; the 39-week planner ensures it is happening throughout the curriculum and is well embedded.	
6.26	Teaching and Learning	
6.27	Congratulations on achieving your silver arts mark.	
6.27.1	It has been a long process and has been a joy to be part of. Collecting evidence helped us to inform the art action plan for this year and next.	
6.28	What is on the action plan for next year?	

	Description	Action
6.28.1	We are ensuring the art curriculum is enacted in the same way as the rest of the CLF curriculum, ensuring we have all the resources we need and the staff CPD and meeting time. We are also considering creating an Art Space- this will be discussed later under finance.	
6.29	Your visitors mentioned some excellent classroom practice. Where that has been identified, are the same strategies being confidently used in all classrooms so excellent practice can be seen across the school? If not, what is being put in place so this can be the case?	
6.29.1	Yes, we have teachers who have been teaching for 20 years, and some that have only been teaching for 20 weeks. We have SA standards and this holds everyone to account at a certain level. We use the PD cycle to ensure everyone is brought up to those standards, and use inset day, PD input and developmental drop ins by SLT and curriculum leaders to ensure the standard is consistently high. Developmental needs are then picked up by Line Managers and for ECTs there is a structured programme through the Ambition Institute.	
6.30	What are your next steps around curriculum design and implementation that you have identified internally? Have been identified as part of the ARV / ARM process?	
6.30.1	One strand linked to this, is making sure the curriculum areas (that staff have identified as not being as strong as reading, writing and maths) are on the radar for next year – so these include computing, art and music.	
6.31	ACTION: There is a SEND review in July; the SENCo will be invited to one of the first meetings of the next academic year to present that for discussion with the AC.	KF CB
6.32	Results	
6.32.1	CB reported that the SATS tests will be completed in two weeks' time; the results will not be available until after the next meeting on 8 July 2024.	
6.33	Finance	
6.34	Why has the budget reduced?	
6.34.1	This is directly linked to the school going from a three-form entry school, to a two-form entry school; each year the school loses a class and therefore pupil funding. This is a journey the school has been on for a few years. It is also a result of increasing costs across the board, but especially in terms of utilities and staffing. A budget meeting takes place on Wednesday and the budget will be tight. The academy has not had to go through any management of change processes, despite the reduction in classes, and this is a result of careful planning and the use of fixed term contracts. The offer the academy gives to the children will still be strong and this is in part due to the great staff team in place. The pupil numbers on roll are quite strong as are those at the infant school and this helps as those pupils feed through to the junior school. Previously, SA was a school that soaked up a lot of trust support, and this is now reversed, with SA actively supporting other schools in the trust.	
6.35	How do you plan to decide the larger fundraising project?	
6.35.1	The Summerhill Academy Friends have raised a high amount of funds; more than previously. In September, there will be a further spare classroom and the plan is to convert this to use it as a space for music and art. There will be a class set of instruments, maybe glockenspiels, and the room will be used to display artwork and to have music lessons in a dedicated arts space. It is also linked to the curriculum development work in this area. The idea of a computer suite was considered but is not viable within the given budget.	
6.36	Would the Friends support peripatetic lessons?	
6.36.1	We pay for peripatetic lessons from Bristol Beacon and try to arrange it on a two to one basis so that it is more cost effective for parents. PP students are offered the lessons at a reduced rate. We want all children to be able to play an instrument before they leave the academy, and investing in the space, and training for staff, will allow that.	
6.37	Staffing	
6.38	Have we seen any benefit to our joint Operations manager with the other CLF school in St Anne's?	
6.38.1	As the Operations Manager is used to working at SA, her time is currently being largely spent getting used to the processes in the other school. However, it will not be long before her	

	Description	Action
	learning from that dual role will positively impact back on SA. As well as those learning benefits, there are savings in the budget.	
6.39	Is she enjoying it?	
6.39.1	Yes. It is also nice to have another Junior school as part of the trust.	
7	Safeguarding	
7.1	This item has been covered within the AC report and through questions. No further questions were asked.	
8	Staffing and Wellbeing	
8.1	This item has been covered within the AC report and through questions.	
9	Policies	
9.1	The Academy Council approved the following policies: Attendance, Behaviour, SEND and Admissions.	
10	Student Voice / Student Advocate	
10.1	When are the elections for the Student Council?	
10.1.1	In September.	
10.2	How is staff wellbeing?	
10.2.1	Staff appear happy; staff turnover is a good indicator and this is low. We regularly arrange things on inset days that are wellbeing based. We try to have an overarching approach so that staff feel a sense of belonging and have agency and purpose in school. They feel connected to school and are happy to do the jobs that need to be done. I am part of the trust wide Mental Health and Wellbeing network; we get together for trust wide initiatives and create individual mental health and wellbeing action plans. There is a weekly wellbeing segment in the staff briefing and we try to provide staff with development opportunities to feel capable of doing the job. The team get enhanced release time compared to a lot of other settings; it is a budget consideration but one we feel is important as it has a big impact on the quality of education and staff wellbeing.	
11	Matters for the attention of the Board / COAC	
11.1	No matters for the attention of the Board or COAC were raised.	
12	AOB	
12.1	There was no further business reported. The meeting closed at 6pm. Future Meeting Dates 8 July 24 – 4.30pm	

Actions Carried Forward:

Action No	Action	Owner
05.02.24 01	Vacant Link Councillor roles will be discussed at the next meeting. Ongoing	KF WH
29.04.24 01	The election of a Vice Chair will be carried to the next meeting.	KF WH
29.04.24 02	Attendance data by group will be included in the AC report going forwards to show trends over time.	CB
29.04.24 03	There is a SEND review in July; the SENCo will be invited to one of the first meetings of the next academic year to present that for discussion with the AC.	KF CB