

Minutes – Summerhill Academy Council

Version: Draft
Date Monday 5 February 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			NA
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)			Y
Observer	Sarah Redka (SR)			Y

Action No	Action	Owner
09.10.23 01	Confirmation of Link roles will be added to the next agenda. KF to send some proposals for the next meeting. This item is complete and can be closed .	KF WH
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? Ongoing .	ZRB
27.12.23 02	Results from mock 2 will be reviewed at the next meeting. This item is 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. Academy Councillors had the opportunity to meet Becks, the new school dog, immediately before the meeting.	
2	Declarations of Interest	
2.1	No new declarations were made.	
3	Academy Council Membership	
3.1	Election of Vice Chair	
3.1.1	This item will be carried to a future meeting.	
3.2	Recent Recruitment	

	Description	Action
3.2.1	CB confirmed that the recruitment process is underway for a further Academy Councillor – Hannah Doe.	
3.3	Confirmation of Link Councillor roles	
3.3.1	<p>KF confirmed that this is SR's last meeting and Councillors joined KF in thanking her for her support for the children at SA. SR's resignation means there is a vacancy for a SEND Link Councillor; ME has volunteered to take on that role. The Link roles were confirmed as:</p> <p>CHAIR - KF SAFEGUARDING - LM EDI - ZB PP - ZB LAC - ZB RISK - TBC YOUNG CARERS – TBC if required SEND – ME H & S – TBC RHSE - TBC</p> <p>ACTION: The vacant Link Councillor roles will be discussed at the next meeting.</p>	KF WH
4	Minutes of Previous Meeting	
4.1	The minutes of the meeting of 27 November 2023 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 from the Academy Council	
6.3	Behaviour and Attitudes	
6.3.1	<p>Are all the teachers fully aligned with respect to school behaviours and routines? How are we ensuring the ECT feel empowered to support the culture?</p> <p>ECT's supported in a range of ways. They have had a thorough induction and are on the ECT programme, overseen by MR. It is a nationally recognised programme of training. At SA there is an induction tutor for ECTS – Kirsty, as well as a mentor who is usually the other partner teacher in the year group. There are a few set structures around core values and SA standards which holds everyone to an agreed way of doing things. This helps ECTs and all staff. Staff are also included in DDL's (developmental drop ins) and ARV (Academy Review Visits).</p>	
6.3.2	<p>Can we see the figures of racist incidents at the next meeting and how these are progressing over time?</p> <p>Yes, the number of incidents are included in the termly safeguarding report.</p>	
6.3.3	<p>Sometimes when you provide training on something or increase awareness, there can be a spike in reported incidents. Is there any of that reflected in the figures?</p> <p>No, there is a delay in getting SARI in at present but it has been arranged. They are going to run an assembly and are also planning to come in alongside the police to highlight the seriousness of it. There has not been a huge increase; just one more incident that in term 2.</p>	
6.3.4	<p>How does SARI perceive SA?</p> <p>They are very positive. They have been positive about the way we have proactively engaged to seek out the training. They are yet to have any interactions with pupils but have spoken to CB and adults in the school.</p>	
6.4	Attendance	
6.4.1	<p>How is attendance?</p> <p>The attendance data is pretty stable. The school is 0.1% closer to the national average; however, this is because the national average has dropped, and SA has stayed the same.</p>	
6.4.2	What is out main source of non-attendance for the last term?	

	Description	Action
	It is illness, not holidays or anything else. We have had trails across different year groups. This week Year 6 has a lot of stomach bugs and children with high temperatures; last week that was the case for Year 3.	
6.4.3	<p>In terms of the script that staff have got checking absence details - is this linked/cross ref to the email that parents get advising when to keep your child off or not and also to the attendance coding? How have staff found the script.</p> <p>The script for office staff has worked very well. There are different layers depending on the time of day. It provides greater consistency in those conversation with adults calling in and it is linked to the wider attendance advice and processes.</p>	
6.4.4	<p>Are there some specific actions that you are putting in place to close the gap between PP and non-PP attendance? Or are your actions global which also impact on both groups positively?</p> <p>It is continuing to be as consistent with the procedures that we have now. In core team meetings, PP is prioritised first and we ensure the class teacher does communicate consistently home with families via Class Doja and having personal conversations with the child when they come back.</p>	
6.4.5	<p>Have the new strategies from the previous meeting to raise attendance had any impact? If so what impact, as unfortunately attendance is below national but above Bristol targets.</p> <p>Our attendance data has stayed the same, but the benchmarks have dropped, where we have held, closing the gap slightly. We are happy that the actions we have taken have held attendance during this period particularly where it is a time in the academic year of typically high sickness. We are happy to be above the Bristol attendance figure as that is the context we are working in, but we do want to be above national. We have had recent communications about a measles outbreak nationally; colleagues in the central team are having conversations with local public health teams and are provided updates to schools. As yet there are no cases in Bristol. If we do see measles in school, the guidance is currently that the child should isolate for up to 21 days; this will significantly impact attendance figures.</p>	
6.5	Personal Development	
6.5.1	<p>The learning around being safe with dogs that has come following Becks arrival is fantastic. How is Becks finding being in school? Will children get the chance to read to Becks (this happened previously with Rue and was one of the best bits of having a school dog).</p> <p>Yes, Becks is settling in very well and is continuing his training. The children are very much enjoying him being here, as are the staff.</p>	
6.5.2	<p>Year 5 seem to have had many out of school fun activities recently. Are all the years getting this?</p> <p>Every child gets the same amount but it is spread through the year. In terms of extra-curricular activities, every class gets a small, medium and big trip across the year. The last AC report detailed Year 6's trip to the natural history museum, Year 3 to The Matthew etc. The more local trip will be to places such as Troopers Hill, stargazing or the lamplighter parade.</p>	
6.5.3	<p>Where trips have a cost attached do you normally receive enough funds from parents to cover the cost?</p> <p>Yes, usually. Occasionally we will subsidise a trip. We pre-plan to ensure the costs are the same, the local trip often has zero cost, we keep the medium one around £5 and then £20 for the bigger trip – although that is becoming challenging due to transport costs. In addition, there is the Year 6 camp. We start telling parents about this in Year 5 and they can pay in instalments. We also applied for, and was successful in receiving, a grant from the John James Trust of £3500 to put towards the residential trip this year. This will ensure our most disadvantaged children get to experience the residential trip.</p>	
6.5.4	<p>What academy wide personal development initiatives are there for children and are we fully leaning into them?</p> <p>This includes things like the oracy work – these count as PD for us. We have a lot of pupil voice, formal and informal and celebration assemblies every week.</p>	

	Description	Action
6.5.5	ME advised that he had been able to attend the SA visit with Juliet Chau (DfE Director of Schools) along with the DfE STEM and English Leads. ME reported that the visitors were seriously impressed with everything they saw at Summerhill, including the strong leadership of the school and the engaged pupils. ME thanked CB and said the visit was a joy from start to finish.	
6.6	Safeguarding	
6.6.1	Any early insights from the safeguarding audit? We scored 84% which was the highest overall score. It is a CLF audit and is completed to a very high standard. The things not yet completed, that meant we did not score 100%, were things such as completing the s175 audit form from BCC which cannot be done until the end of the year. The audit has some 220 questions and takes around 4 hours to complete so is a big piece of work. Once the report has been finalised we will share it with Academy Councillors.	
6.6.2	Has the AC done all it is required to do in terms of that audit? Yes, the final bit was the Prevent Training which you have now completed.	
6.6.3	What is a roasting game? If there is more than one incident does this mean a more general assembly is required? It is similar to a comedy roast that celebrities do. They are exposed to it online and think it is fun, so do it to each other and it quickly becomes hurtful and not fun. We have not had any recent incidents, following staff reacting very quickly to it when it first came to light.	
6.4.4	How many young carers and LAC does the school currently have? What is their academic performance compared to other children? Even if they are on track, what additional support do they receive to help them to achieve even better outcomes? There are approximately 4 young carers and their attainment is spread across the spectrum, there isn't a typical young carer child. There is 1 LAC. The school has to have a designated LAC champion and that person is KM. The champion is responsible for ensuring all LAC have access to the support they need, including putting in bids for different therapies. PEP meeting took place for that child and their carers today. This involves the social worker, and an advocate from the Hope Virtual School and the students targets and progress is discussed. Things are going well for that child in school at present.	
6.5	Equality, Diversion and Inclusion	
6.5.1	Are there any items that were finalised in the EDI action plan that are posing a challenge? ZRB will meet with staff to go through the action plan in Term 4 and will provide an update at the next AC meeting. The EDI action team held an assembly today to launch the LGBTQ+ month. ACTION: ZRB will update the AC on progress to the EDI action plan at the next meeting.	ZRB
6.6	Teaching and Learning	
6.6.1	Summerhill Academy standards - for the 'design the learning' and 'formative assessment' Elements-what is the approach to develop this during the inset day? We have had an ARV, as well as the visit from the Director for School and the general indication is that practice is continuing to improve. Further improvements will take us to outstanding. Presently teachers are good at knowing in general what the next steps are: and adapting to meet need. By being more forensic about formative assessments, we can train teachers to identify how one child compares to another and can adapt in the moment. We had this as a focus at a recent inset and are planning a further inset after half term. We will collect feedback to see how it is going, and there will be further input based on data from DDIs. We can then start to deliver it from term 4.	
6.6.2	How do the Summerhill Academy standards translate into Basecamp? The culture is great – are there elements of the standards that can extend into Basecamp or other areas such as attendance? The children in Basecamp also belong in their own classes, as part of the whole school. They feel the SA standards through that belonging and are not treated separately due to attending	

	Description	Action
	Basecamp. Basecamp enables those children to access whole class and whole school activities.	
6.6.3	<p>Does the try it, use it, prove it methodology work/apply to TT Rockstars (TTR) when children use this (at home). Is TTR linked in any way to in school learning?</p> <p>It is a bit of a standalone thing. In Year 4 a solid knowledge of multiplication allows children to access the Upper KS2 curriculum. Year 3 and 4 are the engine rooms of learning times tables. Children that don't have access to TTR at home have been loaned some devices to ensure all children have the opportunity to practice times tables. The RA Lead looks at TTR regularly to see who is accessing it. KS advised that the TTR heatmap is working well.</p>	
6.6.4	<p>How do you share successes about your school to the wider community and the press? Do they always hear about the brilliant things that are going on here?</p> <p>In terms of the school community, we do this through Class Dojo and have 100% sign up for it. There are some minimum expectations of what teachers should post in a week to ensure equity of communications for all classes. In terms of the wider community the Office Manager leads on communications including Facebook and Twitter as does Dean Blake, CLF communications Manager.</p>	
6.6.5	<p>How are children supported at the 'prove it' stage so they can effectively articulate this in Maths?</p> <p>This can lead to a trail at times. The maths lead has a PD session in term 4 to do the accessible activities by design. A lot of students were getting through 'try it' and 'use it, some teachers were not sure how the 'prove it' should be designed; it should flow on. It was not fully understood by the teaching team, that is why the children find it a challenge. We did pupil voice and looked at planning and PD is in place in term 4 to redesign that link.</p>	
6.6.6	<p>How are send pupils being supported so they know their targets and how they can achieve them?</p> <p>Edukey is the system by which we run our SEND programme. On there it tracks children with any SEND need and those with EHCPs. Those are detailed reports by the educational psychologist service. There are often some extensive targets on there. They are shared with team. Children not fully aware of those statutory targets. We know that we need to improve in that and explain to the children in an appropriate way the things put in place for them and that they need to work on. We need to come up with a system to do that. What we do have more widely on SEND, is something called WE SEND that the whole trust has signed up to. This is an audit tool for SEND. We are now writing the action plan and will base it on the training on how to meet those audit needs. ACTION: CB to provide an update on SEND targets at the next meeting.</p>	CB
6.7	Results	
6.7.1	<p>How are you looking at getting more children to the higher standard now?</p> <p>We are on track to get similar results to last year. We have had a term 3 mock since the last AC report and the data has moved on again. Term 2 data for Years 3 – 5 is also included in the report. on there. We have had training from Integra around moderation and what Greater Depth (GD) looks like in writing. This means the staff know what GD looks like and how to teach to that standard. Some targeted children have been invited to a GD writing club. Maths and reading are coming out quite strong; writing is where the continued focus needs to be. We are carrying out some termly internal writing moderation.</p>	
6.8	Finance	
6.8.1	<p>Are the fire door updates funded by CLF or SA budget?</p> <p>It is the Summerhill Academy budget that pays for these. All of the key ones are done; we will continue replacing those that need it as we are able to; they are not emergency repairs. The stone walls are a bigger project and those would be an example of something likely to be funded centrally.</p>	
6.8.2	Is the meeting room going to remain a staff-based room?	

	Description	Action
	Yes, certainly for now. We will have another spare classroom upstairs when Year 6 leave. This room is used a lot for teacher trainees, health and safety courses etc. The school benefits from this in many ways, either through attending that training, or being able to take part in CLF recruitment and other meetings that are held here. It also means staff and children are exposed to events that we are able to host, like the visit from the Director of Schools.	
6.9	Staffing	
6.9.1	<p>It is great news concerning the Operations Manager role being shared with Wicklea Academy. Is Wicklea a part of the CLF? If not is there a plan to allow safe sharing of best practise? Is 0.5 of the week enough? What is the plan for her induction to the role?</p> <p>Yes, Wicklea is a recent joiner to the trust. Like Summerhill, Wicklea is a junior school; the infants go to St Anne's infant school which is not part of the trust. Wicklea is just 7 minutes away and the Operations Manager will spend half of each day at each school so they are working across the schools all week. Unlike a job-share, although only employed 0.5 of the week, they will be employed full time by the trust and so either school can call on her if there is an emergency. The successful candidate was a senior and well-respected administration officer from Summerhill Academy so there should be smooth transition into the role. Today we have finalised the staffing for the office – in addition to the Operations Manager there will be a full-time senior administrator in the office, and a full-time administrator too. All three members of staff will start an appropriate level apprenticeship course. This now feels like the right staffing for the size of the school and meets budget requirements.</p>	
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 noted the CLF Complaints Policy and SA Young Carers Policy.	
10	Student Voice / Student Advocate	
10.1	CB advised that an update on student voice is included in the AC Report. There are four pupil voice groups.	
10.2	Questions from Academy Council	
10.3	Does the infant school have a Pupil Council? Are we able to make links between our Pupil Council and theirs?	
10.3.1	No, we refresh the membership of the Pupil Council each year so it would be difficult to maintain links.	
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	<p>There was no further business reported. The meeting closed at 6pm.</p> <p>Future Meeting Dates 29 April 24 – 4.30pm 8 July 24 – 4.30pm</p>	

Actions Carried Forward:

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? Ongoing.	ZRB
05.02.24 01	Vacant Link Councillor roles will be discussed at the next meeting.	KF WH

05.02.24 02	ZRB will update the AC on progress to the EDI action plan at the next meeting.	ZRB
05.02.24 03	CB to provide an update on SEND targets at the next meeting.	CB