

Minutes – Summerhill Academy Council

Version: Approved

Date: 12th July 2022
Location: At Summerhill Academy
Time: 6 pm

Present:

Tony Cherry (TC)	Chair of Academy Council
Sarah Redka (SR)	Parent Councillor
Zuwena Lewis (ZL)	Sponsored Councillor
Kerry Francis (KF)	Sponsor Councillor
Kirsty McLeaod-Hughes (KM)	Student Advocate Councillor
Chris Barratt (CB)	Principal
Kate Richardson (KR)	Executive Principal
Jai Sambou (JS)	Parent Councillor

Attendees: Charlotte Seavill (CS) Academy Council Clerk

Hanifa Tazaoui (HT) Sponsored Councillor
Absent: Isabella Joy (IJ) Teaching Staff Councillor

Item	Description	Action
1	Introductions	
1.1	Councillors were welcomed to the meeting and apologies accepted.	
2	Declarations of Interest	
2.1	There were no new declarations of interest to declare.	
3	Minutes of Previous Meeting	
3.1	The minutes of the meeting were agreed as accurate.	
4	Matters Arising	
4.1	ACTION: RS to send the academy council a list of the curriculum leaders and the areas they lead. COMPLETE	RS
4.2	ACTION: Feedback from councillors is welcomed with regards to the Academy Council Report format. COMPLETE	All
4.3	ACTION: Immersion day – this will be planned for early in the autumn term. CARRY FORWARD	CB
4.4	ACTION EDI actions to be discussed at next meeting; add to agenda. COMPLETE	CS
4.5	ACTION: CB to include a rubric or narrative to explain how to read the various data tables COMPLETE	CB
4.6	ACTION: ACH reported that he had reviewed the Risk Register with CB; it requires some update due to Ofsted now having taken place and things with Covid having moved on. CB reported that the Risk Register was being reviewed by SLT the next day. ACTION: ACH to provide a note of his meeting with CB ahead of the next meeting CARRY FORWARD	TC
5	Governance	

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5.1	Councillors discussed the current vacancies within the team and recruitment processes in place. Councillors interested in becoming the COAC should register their interest with KR & CS.	
6	Presentation from KM-H	
6.1	KM-H gave a presentation on her role within the academy and the work, training, strategies, networking and best practice sharing being done both within the CLF and the LA, in disadvantage, teaching and learning, DDIs, professional development, behaviour support, and her work leading Y3 & Y4 and SMSAs.	
6.2	Do you have metrics for the impact of PP spending?	
6.3	Yes, the report will be published on the academy website in December.	
6.4	What have you taken from your networking and ARVs at other schools?	
6.5	We've been able to take a fresh perspective to schools and see little ideas to tweak our practice and rationalise our approach.	
6.6	What percentage of PP students are accessing activities such as forest school and how are these activities being chosen? How do these activities level the playing field for students in receipt of PP? What happens if a student doesn't have access to the right clothing or equipment for an activity?	
6.7	Our PP strategy is to privilege the disadvantaged. We look at activities that PP students typically don't have access to outside of school. We use these activities as an opportunity to improve and practice oracy skills, communication and vocabulary. It encourages a sense of belonging and confidence in themselves and builds into follow up activities to build resilience. We ensure PP students are prioritised in activity enrolment and have access to transport when needed. Currently 50% of Community Award recipients are PP students and we are providing access to experiences that they wouldn't usually have access to.	
7	Academy Council Report	
7.1	The Academy Council Report was shared via Teams prior to the meeting for review.	
7.2	There are 2 main challenges in attendance, term time holiday and mild illness. How are you managing these challenges to raise attendance and what is classed as a mild illness?	
7.3	The challenge remains and we have a big push on attendance for September and into next year. It's a national picture and improvements are needed across the board. Attendance is currently hovering around CLF average. There are more than just those 2 challenges in attendance, but we are making more progress with those. There has been a huge culture shift during the pandemic in staying home when mildly ill, in case it was COVID, we need to rebuild a culture of coming to school. In terms of term time holiday, we need to let parents know what the consequences are of missing time in school and the building blocks of learning each day that lead to the learning the following day in a cumulative curriculum. We need to build a culture of belonging and have teachers working with children and families to encourage good attendance.	
7.4	There have been less incidents recorded in CPOMS – are we sure we are capturing everything?	
7.5	We have lots of reminders in place through out the week and in different forums and formats to ensure that staff are reminded to use CPOMS to log	

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	incidents. There is a strong safeguarding culture at the school. We are confident that the drop in reports is down to a drop in incidents. We have had several CLF visitors recently who were all impressed by the calmness in school. This spills in to break and lunch time and children are happier.	
7.6	Councillors discussed how staff, including SLT make themselves available and are contactable either in the playground at pick up or drop off, by phone and email to build good relationships with families.	
7.7	How do you monitor progress in your EDI objectives and how do you ensure EDI is included in all aspects of the curriculum?	
7.8	The curriculum is well documented on a range of levels. We have curriculum documents live on the website. We share documents across the whole Trust and we adapt them to meet the needs of our community. Our core value document makes clear that we value our diverse community. We have an intent and impact statement. We have a 39 week plan that sets out the long term way we are going to ensure the curriculum is taught in a year. There are more detailed plans with each objective listed and how this will be achieved throughout the year. We do a lot of pupil voice and we have an EDI actions team. We would like to encourage and EDI link councillor in our school also.	
7.9	How diverse was the group of student representatives from the survey and how were they chosen?	
7.10	The EDI lead in school is best placed to talk through the detail of the survey and could join the next meeting to present on EDI at the academy. <u>ACTION: CS to diarise EDI presentation including EDI survey in the next agenda</u>	CS
7.11	<u>ACTION: ZL to meet with EDI lead to discuss presentation ahead of next meeting</u>	ZL
8	Outcomes	
8.1	Councillors congratulated the school on their SATs results.	
8.2	What strategies were used to get these results?	
8.3	We used a good curriculum with raising attainment strategies that fir with our curriculum aims. SATs results aren't going to come at the detriment o a broad and diverse curriculum. There is no curriculum narrowing to enable greater SATs outcomes. We have core team meetings fortnightly for all children to discuss progress and attainment. We focus on disadvantaged students first. We don't shy away from assessment practice 3 times a year for formative purposes, checking gaps and planning skills and knowledge time. Data is fed into the black box.	
8.4	What is the next step for the children who didn't reach the expected standard and are there any trends in that group?	
8.5	There are no trends in the group of students.	
8.6	Councillors discussed how the culture in school is much calmer and focussed but there are a small group of children with high needs who need more intervention that we are able to offer at this time. There is the opportunity to work with The Nest for some early SEMH interventions, Thrive support and reintegration back into mainstream education, however the academy will be putting in an earlier intervention, within school, called Summerhill Base Camp. This will be for selected children, using currently spare classrooms, to work with Tas at the beginning of each day to get them ready and set up for the day. This will include breakfast, target setting, rewards, timetables, SEMH	

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	interventions and support to go into lessons well. There will be support at break time and lunch time and support again at the end of the school day. There will be 5 or 6 students at a time and there will be regular reviews to note progress and interventions to ensure support is targeted and impactful.	
9	Finance, Health and Safety & Estates	
9.1	Councillors discussed the budget for next year and the impact of moving to a 2-form entry. Councillors discussed the delay to the roof works.	
10	Policies	
<u>10.1</u>	<u>ACTION: KR to take question back to the Central Team re. how children report safeguarding concerns if they are remote.</u>	KR
10.2	All policies noted/approved accordingly.	
11	AOB	
<u>11.1</u>	<u>ACTION: KR to share councillor roles and responsibilities and mandatory link roles.</u>	KR
<u>11.2</u>	<u>ACTION: All councillors to share feedback on the new meeting format to KR & CS</u>	ALL