

Minutes of the Academy Council Meeting

Great Wishford CofE Primary School

Monday 23rd September 2019 5.30pm

Governor	Type	Roles & Responsibilities
Stephanie Cleaver (SC)	Head Teacher	
Stuart Porter (SP)	Exec Head	
Sue Bale (SB)	Chair and Foundation Governor	Maths and Health & Safety
James Melville (JM)	Foundation Governor	Disadvantaged Learners
Anna Tattersall (AT)	Foundation Governor	Safeguarding
Diane Wilkinson (DW)	Foundation Governor	SEND
Rev Jonathan Plows (JP)	Foundation Governor	
Mandy Hewes (MH)	Staff Governor	
Sarah Lamont (SL)	Staff Governor	
Richard Pillans (RP)	Community Governor	Science
Sarah Penny (SPY)	Parent Governor	

Key Actions	Responsibility
Updated SEF with Y6 data to be circulated to governors	SB
EYFS lead governor to be decided	ALL
Reading lead governor to be decided	ALL
A marketing timeline for the school is to be created to help with numbers on roll	SC
The trust's INTENT statement to be circulated to the AC	LC
Completed Actions:	

ITEM	
Time	Meeting started at: 17.35
Present	Sue Bale (SB), Steph Cleaver (SC), Laura Clifford (LC), Stuart Porter (SP), Anna Tattersall (AT), Diane Wilkinson (DW), Jamie Melville (JM), Rev. Jonathan Plows (JP), Sarah Lamont (SL) Sarah Penny (SPY)
Welcome & Prayer	<ul style="list-style-type: none"> • Welcome by SB • Prayer by JP
Apologies, Resignations and new members	<p>Apologies:</p> <ul style="list-style-type: none"> • Mandy Hewes (MH) <p>Resignations:</p> <ul style="list-style-type: none"> • Richard Pillans (RP) • Many thanks extended to Rich for all of his work and contributions. • It was agreed there is no rush to fill the position at this time. <p>New Members:</p> <ul style="list-style-type: none"> • Rev. Jonathan Plows (Foundation Governor)
Chair and Co-Chair election	<ul style="list-style-type: none"> • SB volunteered to continue as Chair and all AC members present agreed. • No volunteers for vice chair however AC members asked for time to consider the position. • SB provided an overview of the role and the expectations
Declaration of Pecuniary	<ul style="list-style-type: none"> • None declared and new forms circulated by LC for completion

Interests	
Minutes of last Meeting 1.7.19 and Action Points	<p>General:</p> <ul style="list-style-type: none"> • JM asked if his question raised at the last AC in AOB could be minuted to say it was asked via email as he wasn't present at the meeting. • DW asked how will the governors roles now need to be re allocated considering RP's resignation? SB said responsibilities will now link into the school's KLoE • SB confirmed the governor's effectiveness meeting took place and the scheme of delegation was discussed. • JP asked if the scheme is available? SP advised him to refer to the document on the trust website as this is the most up to date. <p>FFT:</p> <ul style="list-style-type: none"> • SB asked if anyone has been able to access the FFT system? SP said accessing this isn't a priority for governors as the SEF pulls all relevant information needed. • SB explained governors have used the FFT system historically to compare external data against the school produced data to ensure it hasn't been falsified. JP added that having an overview of the FFT information in readiness for Ofsted inspection would be beneficial. • SP said the SEF will provide governors with all of the information needed. As this data is directly pulled from FFT and inspected by exec head's and the CEO, he asked for trust from the governors • DW asked why lots of work was carried out last year to gain access to the information-to improve the accuracy? SP agreed there were major issues with accuracy and only today has correct baseline data for Y6 been circulated. <p>SIAMS SEF</p> <ul style="list-style-type: none"> • The current report has been circulated although it is very much a work in progress. • JP asked if there is a deadline for its completion? SB said only a self-imposed one but it will be discussed and updated wherever possible in October.
Year 6 Data	<ul style="list-style-type: none"> • Wonderful progress has been made with the year group and with KS2 as a whole. • JM said from a governor's perspective, it's good to see the SEF and SDP coming together. • Action: SB to resend the updated SEF to include Y6 data. • Disadvantaged and KS1 are not progressing as well as should be so lots of work to be done. • Final outcome scores for KS2: <ul style="list-style-type: none"> *Reading 92% *Writing 85% *Maths 85% *SPAG 85% *Combined: 77% • Phonics has seen a huge improvement with a real focused approach. 81% achieved this year in comparison to 47% last year. • AT asked if the current cohort is abled and are next year's more so? SL said that due to the small size, issues have been ironed out and they should do well with excellent progress scores predicted • Attainment won't be as high as they are a less academically abled group but their progress since their KS1 results has been brilliant. • These results will provide a good bench mark going forward.
Governor Training on the new framework.	<p>Ofsted's new framework presentation was delivered by SP.</p> <ul style="list-style-type: none"> • SP explained that the new framework will see a huge shift from outcomes to evaluating children's progress. • A slight move away from Maths and English will be seen to allow other subjects to be explored. • The new judgement categories were discussed • Good outcomes will still be expected from the school but this should be as a result of quality teaching and a quality curriculum. • Intent, Implementation and Impact were all discussed and what each meant for Great Wishford.

Intent:

- SC explained this is where the school will discuss what the new curriculum will look like, what staff would like to see included and what the aim is.
- SB said that as GW is a village school, children's social experiences differ and suggested the wider world is included in the curriculum.
- SC agreed and said a focus for children joining YR also needs to include language as there is a clear lack of ability at this stage.
- JP asked how many children join from the pre-school? SP said 50%.
JP asked where to find information regarding the local socioeconomic issues? SP said local authorities would hold this data. It would be useful to have to help build an accurate curriculum for the children.
- SP explained how knowledge will need to be embedded in the child's long term memory with a sequential, broad and balanced curriculum. Doing this triggers certain parts of the brain that helps with learning.
- SC said the school have started discussing what order skills are taught and the next step is to put all of this into a more cohesive plan.
- JP asked how will history and geography fit in? SP said there will be a place for all subjects and this is where the secondary leads can help. For example, Mr O'Callaghan from Kingdown will be heavily involved in how geography will be taught in primary schools, with the same being said for art. Primaries will be encouraged to utilise this information as it will help build their curriculum and create the sequential flow of learning from primary to secondary.
- JP asked how firm the boundaries are between subjects? SL said there is lots of links and cross referencing between subjects already in place.
- JP asked to what extent is the curriculum coherent and where does differentiation fit? SP said this is where the teaching and CPD must be right.
- JM asked what policy does the trust have to help SC with her increased workload? SP said heads have the freedom to create the intent for their own individual schools. They are however in desperate need of help with specialist's subjects such as computing and so the trust can help with this.
- JP asked if the trust is bringing teachers together? SP said yes. Mr OC will meet with all heads and discuss their geography needs in the view of creating a scheme of learning.
- JM asked how leadership will be developed from a school perspective? SP said the activity governors will complete later in meeting will explore this.

Implementation:

- Schools need to ensure the curriculum for each subject is learnt and not always moving forward with new information always being delivered. It needs to be revisited to embed the learning.
- DW asked how the school will ensure the transfer of skills between each key stage? SP said the head will need to construct a system to ensure that subjects are intertwined. Teachers will need to support one another and create good links of communication between classes so each class isn't taught in isolation.
- SC confirmed subjects will be taught through other subjects.

Impact:

- The few Ofsted inspections that have taken place have shown they are concentrating on exploring the school's curriculum but at this time the trust is still unsure how much emphasis will be placed on outcomes.
- School's will need to be able to monitor how well students are learning the curriculum and document this.
- School's will need to ensure they achieve good outcomes but that they are supported by a strong curriculum. Good outcomes or a good curriculum alone, will not be sufficient.
- Schools must ensure there is a key focus on reading and vocabulary and that this follows through from reception to Y6.

	<p>Behaviours and attitudes:</p> <ul style="list-style-type: none"> • Not much has changed with the new framework within this section. • Bullying is included as before but how effectively issues are dealt with will be examined. • Permanent exclusions will be evaluated. • Off-rolling will be not be tolerated. • Attendance will still remain a key focus and it's advised that it's discussed at each AC meeting. Last year GW was below national and so this needs to be improved. • SB added the school knows why it dipped this year but there is still more to be done. Parental responsibility/attitudes will also play a key role. <p>Personal Development:</p> <ul style="list-style-type: none"> • Not too many changes have been made to this section but there will be more of an emphasis on healthy living. • SMSC (Social, Moral, spiritual and Cultural) <p>Leadership & Management:</p> <ul style="list-style-type: none"> • Vision and Ethos • Staff development • This section will also now include Workload and Well-being. Questions will be asked of staff how well they are looked after • Equality and diversity • Governance • Safeguarding <p>Activity:</p> <ul style="list-style-type: none"> • Governors were split into groups, each with a different area of the new framework: Personal Development, Quality of Education, Leadership and Management, Behaviours and Attitudes. • Using the descriptions for GOOD judgements only, governors were asked to list challenging questions for the school leadership team to demonstrate how this is being met. • Please refer to the attached document for a full list of questions.
SDP	<ul style="list-style-type: none"> • The SDP has been circulated, however it is still in draft form. • SB and SC evaluated the Academy Council input and added some updates, asking governors for their thoughts on how to question but support the leadership team more effectively. <p>Quality of Education:</p> <p>Phonics:</p> <ul style="list-style-type: none"> • A named phonics governor was suggested but SP said with approx. 16 areas of the SDP to cover, the AC needs to decide how best to make use of people in the room. • SB suggested a named governor attend staff meetings whenever phonics is to be discussed and nominated herself. <p>EYFS:</p> <ul style="list-style-type: none"> • SB asked if there is a need for an EYFS named governor? SP said unless you really understand EYFS it is difficult to be able to challenge. • The focus must be on ensuring the standards of EYFS learning are much better than the previous year by asking the correct questions. • SB suggested doing this through the AC meetings and governor days. • SP agreed and said there needs to be a more knowledgeable person within the group to take the lead to ask appropriate questions.

- JP asked if EYFS is a vital area and if so, would it not be beneficial to have a named governor with a strategy? SB said if all governors know this is a vital area, then it should be a priority each time they visit the school.
- SP said governors would be too busy to all take responsibility in reality, plus they can't be experts in all areas. A named individual who could properly challenge teachers would be much more beneficial.
- JP asked is the SDP aimed at the entire school including support staff? SB said yes.
- SB suggested SPY take the lead but it was felt there would be too much of a conflict as SPY is also part of the teaching team.
- **Action: Governor to be decided.**

Outcomes:

- Governors days, standards committees and governor meetings are all in place and sufficient enough to monitor outcomes.

Times Table Test:

- To be in line with national expectations in year 4.
- SEF will be the first port of call for information.

Reading:

- A priority for all is to ensure enough reading is completed by the children.
- JP asked if there is reading plan?
- It was agreed a dedicated reading governor be appointed due to it being such a big focus for Ofsted.
- **Action: Governor to be decided.**

Behaviour and Attitudes:

Attendance:

- AT asked how quickly do letters get sent home following an absence? SC said each half term.
- JP asked if the system can generate an automated letter? SP said it can but there are some reasons that need to be evaluated first.
- SP said it does need to be acted on quickly and would like weekly updates for SP expected going forward.
- SP added that only one school in the trust has attendance figures above national and so this needs to be improved.

Leadership and Management:

Curriculum:

- Lots of questions have been raised through the group activity by JP and SB.
- SP suggest a named governor who can help develop and provide updates at AC meetings.
- JP to take responsibility for curriculum.

Subject leaders:

- January 2020 has been earmarked for English and Maths subject leaders to visit Great Wishford.

Clear up:

- This is already underway with a weekly contract to upkeep the grounds and premises of the school being discussed.

	<p>Disadvantaged Learners:</p> <ul style="list-style-type: none"> • JM is the designated lead. • Nothing further to add at this time. <p>Safeguarding:</p> <ul style="list-style-type: none"> • AT the designated lead with JR supporting from a trust level. • Nothing further to add at this time. <p>Number on roll:</p> <ul style="list-style-type: none"> • Children were lost over the summer so the number on roll currently sits at 96. • SB suggested an entry into the Parish Magazine to boost interest. SP agreed. • AT suggested using the links with the twinned school in France to help raise GW's profile and to show an interest outside of the village. • AT was also impressed with the updated website and thought the videos of the children were a good addition. • Action: SC to create a timeline for relevant tasks to be completed. • JP asked what are the numbers of potential children in the community that could come to GW? SL said there are now lots of schools open in the area, providing much more choice for parents. • AT asked how long will the latest SIAMS report remain on the website? SB said until the next inspection, which take place every 5 years. • All agreed it would be a good idea to promote the changes the school has undergone, the improvements and the new management. This may help to improve numbers. • SP asked if a marketing governor would be possible? SB doesn't think there will be one but forums must be provided to allow marketing strategies to be discussed. <p>Staff Pedagogical:</p> <ul style="list-style-type: none"> • Any training needs for this will come through the SEF. <p>General:</p> <ul style="list-style-type: none"> • SB encouraged governors to look through the SDP periodically to ensure understanding, to encourage input and to ensure they are conducting their roles effectively. • SB told the AC that this has provided governors with the KLOE which need to be kept on top of now.
Curriculum	<ul style="list-style-type: none"> • SB asked SC if there were any further updates? SC wanted to add that lots of work has been done to ensure teachers are moving away from solely thinking of their individual classes. All classes are to have a progressive curriculum that links them all. • SP said once the school's INTENT statement is complete this needs to be circulated and shown how it will fit in with the Acorn curriculum statement. Action: LC to circulate the trust's statement. • JP asked if the SEF will be key to each meeting? SP yes but curriculum cannot be the only focus for the AC meetings. Other weaker area's that still need work such as attendance and KS1 need to be discussed also. • SP said the agenda must always be flexible and must be geared towards the problem area.
Safeguarding	<p>KCSiE document updates:</p> <ul style="list-style-type: none"> • Will update the AC as and when.
Updates	<p>AC Calendar:</p> <ul style="list-style-type: none"> • SB will update and circulate periodically. Any new key dates or scheduled meetings are to be forwarded to SB for inclusion.

	<p>Pre School:</p> <ul style="list-style-type: none"> • The village pre-school is now closed which will have an impact on the number on roll at Great Wishford. • Parents may choose to send their children elsewhere to get the pre-school offering, reducing the numbers even further. • JP asked if the latest report is available to read? SP said yes. <p>Policies</p> <ul style="list-style-type: none"> • SB said another policy party has taken place and all updates are now on the school website.
AOB	<ul style="list-style-type: none"> • The Code of Conduct is currently being updated and will be circulated in readiness for the December Chairs meeting.
Next meetings	Monday 27 th January 2020 @ 17.30 Monday 27 th April 2020 @ 17.30 Monday 13 th July 2020 @ 17.30
Meeting closed at:	19.40

Chair of Academy Council: Date: