

## Minutes of the Academy Council Meeting

Great Wishford CofE Primary School

Monday 27<sup>th</sup> January 2020 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	
Sarah Penny (SPY)	Parent Governor	

Key Actions	Responsibility
Re-set JP email	LC/ZS

ITEM	
Time	Meeting started at: 17.30
Present	Jamie Melville (JM), Anna Tattersall (AT), Laura Clifford (LC), Sue Bale (SB), Diane Wilkinson (DW), Steph Cleaver (SC), Stuart Porter (SP), Rev Jonathan Plows (JP), Sarah Lamont (SL)
Welcome & Prayer	<ul style="list-style-type: none"> <li>Welcome by SB and prayer by JP.</li> </ul>
Apologies, Resignations and new members	<p><b>Apologies:</b> None</p> <p><b>Resignations:</b> None</p> <p><b>Non-Attendance :</b> Sarah Penny</p>
Declaration of Pecuniary Interests	<ul style="list-style-type: none"> <li>None declared</li> </ul>
Minutes of last Meeting 23.09.19 and Action Points	<ul style="list-style-type: none"> <li>All governors now have FFT login's.</li> <li>The updated SEF has been circulated.</li> <li>EYFS governor: SB has been attached to this so will continue.</li> <li>Reading governors: ALL AC members are to take responsibility.</li> <li>Marketing update: SC now has a good relationship with the journal with some success in having articles published regarding the school.</li> <li>The minutes were signed as a true record.</li> </ul>
Maths and English Leads report	<p><b>An overview of English for term 1-3 was provided by Rachael Banham-English lead.</b></p> <p><b>Early reading:</b></p> <ul style="list-style-type: none"> <li>There has been a huge focus this term on early reading and additional funding from the Ramsbury English hub has been secured to help with phonics books, to help with guided and independent reading. This will also fund Letters and Sounds to provide a cohesive programme on which all staff will be trained.</li> <li>Phonics has a new assessment system in place which will target individuals, highlighting gaps and will subsequently create appropriate interventions. If no improvement is seen, a consideration for SEND will be discussed.</li> </ul>

- New reading records across the school will be delivered on a weekly basis to help raise expectations for parents.
- **JM asked when will the school engage with parents if their child is behind?** SC explained a letter will be sent to parents with clear guidelines and an overview of the issue such as your child hasn't read the expected amount at home with parents then being invited into the school for a meeting with teachers.
- SC said feedback has shown that parents would much rather be informed by a letter than being approached at school. JM agreed and said the feedback from the last governor's day supported this.
- **DW asked what happens in cases when the parents aren't literate?** SC said parents are invited once a month to visit the school to listen to teachers read with children and then attend workshops after. This will help staff identify parents that are struggling.
- SB said the school could advertise local literacy classes which may be an option for parents and they are always encouraged to ask if they need help.
- SC said the phonics and early reading mornings help. Parents feel very welcomed into the school and not as a separate entity. A maths workshop is also scheduled for this week to help further break down barriers and going forward every term, a meet or workshop of some sort will be scheduled.
- New phonically decodable books are the backbone for the guided reading sets and will help children build on their knowledge of phonics, comprehension and decoding.
- Daily guided reading sessions are now scheduled across the school and the children have timetabled library sessions.
- Also in place is free reading choice, a book club and teachers leading the intervention guided reading (These are available across the whole school)

#### **Whole school reading:**

- Daily guided reading sessions are now in place with carefully chosen texts. This needs to be evident in each class.
- Timetabled library time for the children is now available.
- Quality and quantity of reading still needs some work however the long term plan and the INTENT statement for reading are both on the website.

#### **Next Steps:**

- To train all staff to use the same phonics delivery system.
- Clearer links between non-core and English to ensure writing across the curriculum.
- Ensure reading with comprehension is available across the school, to use VIPERS (Vocabulary, Infer, Predict, Explain, Retrieval, Sequence or Summarise)
- Staff development for teacher writing.
- On-going review and monitoring.

#### **Maths overview provided by SC on behalf of Lucy Brown:**

- **AT asked what ARE is?** SP explained it's Age Related Expectations.
- SP said the progress in Y6 data from LB overview doesn't match that in the SEF. SC unsure as to where the figures came from so will clarify with LB and recap on at the next meeting.
- SB said it is clear there are issues with times tables and poor basic skills. SC agreed and said across the school, times tables knowledge is a weakness.
- SC said since using the White Rose system, teachers can see where progression is happening and where gaps are still to be filled.
- **SP asked if regular monitoring and drop ins are taking place?** SC said yes, the SLT already does this and also looks at books however they are not being able to get into lessons as much as they would have hoped currently.
- **SP said as the quality of lessons is key, do staff have a good level of knowledge and skills to deliver?** SC said yes, they all do except one but training is being completed.
- **SP asked what the maths deep dive main focus was?** SC said ensuring progression was obvious within books, ensuring that White Rose is utilised with steps completed, and not being dependant on what the teacher deems as progress.

	<ul style="list-style-type: none"> <li>• SC explained that LB has taken the goals for Maths and broken them down into smaller, more manageable steps.</li> <li>• <b>JM asked if there are clear learning objectives?</b> SC said across the school within booked, the majority are showing progression and the teaching is sound. As LB has broken down all large goals into smaller steps, teachers can plan lessons and interventions more effectively to reach these objectives.</li> <li>• <b>JP asked if there is a time frame for monitoring?</b> SC said it is lesson by lesson. If a child is not understanding a step, they are taken out of class the next day if needed for relevant interventions.</li> <li>• SP said there is a danger of leaders making assumptions that children can do steps. Teachers have to be prescriptive and following the steps will help.</li> <li>• <b>JP asked how often children are assessed?</b> SC said formally 3 times a year and 3 times informally through teacher assessments. Children are also assessed during every lesson and through the monitoring of books which will help SC identify any weaker teachers.</li> <li>• <b>JP if the teacher receiving extra training has a mentor or is it a team approach?</b> SC explained it is RB that helps support the teacher. As GW is a small school, it can't be the whole team. Having a mentor also builds up a better 1-2-1 connection and trust.</li> <li>• SP said incremental teaching is key and explained that staff members are to focus on one area until they have full understanding before moving on.</li> <li>• <b>AT asked how quickly can the school identify which teachers need more help?</b> SC said it's clear as soon as books are looked through which happens on a daily basis.</li> <li>• SC said due to GW being a small school, teachers have a very open relationship with all. Books help, as do daily drop ins, questioning of teachers, staff meetings and general chats.</li> <li>• <b>JP asked how do teachers know if a child has reached a certain level?</b> SC explained this is done through live marking and checking of books. It is identified very quickly if a child is struggling, therefore interventions can be actioned immediately.</li> <li>• SP explained that the improving the tightness of the curriculum and feedback procedures has helped improve teaching. There is still work to do but huge improvements have been made.</li> </ul>
SEF	<ul style="list-style-type: none"> <li>• All governors were circulated the SEF before the meeting and asked to come with any questions.</li> <li>• <b>AT said she was disappointed to see so many RI and asked why this was?</b> SC explained the aim is to meet ALL areas to achieve a GOOD judgement, therefore she was airing on the side of caution until all the evidence is available.</li> <li>• SP added that he understood AT's point but higher standards are now expected. The school's curriculum needs to be built in, embedded and linked to outcomes supported by a high quality of teaching in every class.</li> </ul> <p><b>EYFS:</b></p> <ul style="list-style-type: none"> <li>• Only 56% of pupils achieved GLoD last year for EYFS against a national target of 75%.</li> <li>• The aim is to achieve above national this year and SC explained the children have come in with weaker starting points due to poor standards at the nursery. Activities are now geared to ensuring these children receive the essential early skills needed, such as holding a pencil correctly.</li> <li>• SP said there is Trust support available for smaller schools as the curriculum changes are too much work for the head to tackle alone.</li> <li>• <b>JP asked if the data is more accurate now than in previous years even though there has been a clear decline?</b> SP said yes.</li> <li>• <b>JP asked what is now being done to improve this?</b> SP explained that NFER tests are now set 3 times a year to help with data and assessments. The outcomes should also align with all teacher assessments.</li> <li>• <b>AT asked what % will the school aim for to achieve for EYFS?</b> SC said 67%</li> <li>• <b>DW asked if birth dates apply?</b> SC said they are included in reports and help to build the overall picture of a child but they are not a defining factor.</li> <li>• <b>JP asked what GLoD is?</b> Good Level of Development.</li> <li>• SB encouraged governors to join meetings with herself and SC and to attend head teacher's meetings to gain more insight and knowledge.</li> </ul>

	<p><b>DL: (Disadvantaged Learners)</b></p> <ul style="list-style-type: none"> <li>• JM asked if the current interventions now in place for DL are good enough? SB said the head has worked incredibly hard to get information regarding interventions collated and that there is a lot of information on the school website that governors that access.</li> <li>• SC added that the DL children remain in negative progress, particularly DL boys. This is now a focus and the already completed work in English will continue but be developed to ensure it is engaging for boys and DL boys also.</li> <li>• The AC asked if this will happen for other subjects also? SC said yes, the PP grant will help in ensuring the school is equipped with the right tools but it will take time.</li> <li>• JP asked how many male adults come and help with reading? SC said x2 (including SP) at the moment but a constant recruitment drive is underway.</li> <li>• DW asked if there is an attendance correlation with DL and SEND pupils? SC explained there is with DL, not SEND.</li> </ul> <p><b>Moving Forward and Positives:</b></p> <ul style="list-style-type: none"> <li>• Lower outcomes were gained last year but this was due to lots of issues and staff changes. Teachers will now focus on the SDP to move forward.</li> <li>• KS2 had exceptional results last year so the 2 smaller classes were allowed to remain. This is beneficial for the children as they have access to high end specialist teaching almost due to the low class ration.</li> <li>• Good progress has been made with Y5 and Y6. A positive start for the top end of the school.</li> <li>• Teaching in KS1 needs to ensure it is excellent to stop a huge catch up being needed in KS2.</li> <li>• JP suggested targeted resourcing and mentioned The Wilton Middle School Fund may be a possibility.</li> <li>• SC said governors need to be aware that Page 29 of the SEF states x13 children had joined the school in September which can be slightly misleading. X13 may have joined, but the Y6 students will have left which will affect the total number on roll.</li> <li>• AT asked why there tends to be a drop off in number at Y5/6? SC said in this instance, x3 children moved schools due to the close friendships of their parents. Most moves however are due to relocation/job changes.</li> <li>• SC has introduced parent reps to generate open conversations with parents about school progress and performance.</li> <li>• JM said is there some trust marketing in place to improve numbers? SP said the aim is to have open conversations with parents and to not rely too heavily on data. There are currently no plans to resurrect the nursery but if governors have evidence that children are moving away from the village due to the lack of preschool provision, then can be fed back to the trust.</li> <li>• Governors discussed how all of the local preschools are heavily subscribed.</li> <li>• The school is currently overstaffed which cannot be sustained and JP asked what can be done about this? SP said the PAN is currently set at 17 which will mean 120 is the capacity. This has been seen at other trust schools where the number has been relatively low yet dramatically increases over the course of 6 months.</li> <li>• JM said it is critical that parent engagement continues and integration with the school is key.</li> <li>• JP asked if the birth rates are known? SC said yes for the next year and SP added that this will also have an impact on the staffing levels. If the quality of teaching keeps improving, pupils will come but it's a case of time.</li> <li>• DW asked if some marketing can be produced highlighting the benefits of the trust and how they have supported staff since joining? SB said this was raised at the last chairs meeting and SE said the trust tends not to advertise as their aim is to provide local schools for local children. SB added there may still be an arguable case for advertising.</li> <li>• JM asked how often the parent reps meet? SC said once a term.</li> <li>• JP asked if governors can help? SB said to maintain their presence in the school at the carol services and parents evening for example.</li> </ul>
Ofsted Preparation	<ul style="list-style-type: none"> <li>• Discussed above in more detail.</li> <li>• Governors are to re-familiarise themselves with the questions generated in the activity at the last meeting.</li> </ul>

	<ul style="list-style-type: none"> <li>• JM asked how many governors are expected to meet with Ofsted at an inspection? SP said 2 or 3 of the AC's more experienced governors.</li> <li>• JM asked when Ofsted are likely to visit next? SP said they have already been to 4 of the trust schools since September so it could be at any point.</li> <li>• SP explained that all inspectors are different, they will ask different questions and have different agenda's. All governors can do is to keep checking if the curriculums are sequential, joined up and embedded.</li> </ul>
Safeguarding	<ul style="list-style-type: none"> <li>• Safeguarding and KCSiE updates have been circulated to governors.</li> <li>• A December review took place and AT will complete another audit in early February but is but feel much more confident with the trust changes that have been put in place and their support.</li> <li>• AT and SC are to meet to discuss any potential website updates and SP added that there have been no safeguarding issues in any of the Ofsted inspections to date.</li> </ul>
Policies	<ul style="list-style-type: none"> <li>• Comprehensive policies for Pupil Premium, Sports Premium and SEND are available on the school website.</li> <li>• A policy part took place last week with SB informing governors that the rest of the school policies are very nearly there.</li> </ul>
Training	<ul style="list-style-type: none"> <li>• The Rings of Growth presentation was discussed to ensure AC members know where they sit within the trust.</li> <li>• JP asked who are the members? SP said those who originally set up the trust.</li> <li>• JP asked if AGM's are scheduled? LC said an email was sent out inviting all governors to the next AGM on Thursday 13<sup>th</sup> February.</li> <li>• Action: LC to re-set JP email.</li> <li>• The latest governors' conference minutes were circulated by SB.</li> </ul>
AOB	<p>New Acorn standard forms were circulated on 21<sup>st</sup> January 2020 and included</p> <ul style="list-style-type: none"> <li>• Privacy Notice</li> <li>• Academy Council Annual Self Evaluation</li> <li>• School Visit form</li> <li>• Code of Conduct</li> <li>• Scheme of Delegation</li> </ul> <p>Governors felt that too many documents were circulated just before the meeting so SB will circulate only those relevant to the meeting such as the SEF and save the others for a more appropriate time.</p>
Next meetings	<ul style="list-style-type: none"> <li>• Monday 27<sup>th</sup> April 2020 @ 17.30</li> <li>• Monday 13<sup>th</sup> July 2020 @ 17.30</li> </ul>
Meeting closed at:	19.30

Chair of Academy Council: ..... Date: .....