

# Minutes – Begbrook Primary Academy Council

<b>Version:</b>	Final	
<b>Date</b>	29 April 2020	
<b>Location:</b>	Begbrook Primary Academy	
<b>Time:</b>	4.00 pm	
<b>Members Present:</b>	Graham Wilkie (GW)	Sponsor Academy Councillor (Chair)
	Emily Mowlem (EM)	Student Advocate
	Laurie Munro (LM)	Academy Principal
	Sally Harrison (SH)	Parent Academy Councillor
	Hayley Moulding (HM)	Executive Principal
	Kate Richardson (KR)	Teacher Academy Councillor
	Rachel Harris (RH)	Sponsor Academy Councillor
	Tony Mooney (TM )	Parent Academy Councillor
<b>Attendees:</b>	Jen Shaw (JS)	Academy Assistant Principal
	Becca Hine (BH)	Academy Vice Principal
	Linda Corbidge (LC)	Academy Council Clerk
<b>Apologies:</b>	Shashi McGregor (SM)	LA Representative Councillor (unable to access the online meeting)
	Divya Raj (DJ)	Sponsor Academy Councillor
	Emma Pearn (EP)	Operations Manager
<b>Absent:</b>	Alice Coyle (AC)	Support Staff Councillor

## Minutes

Item	Description	Action
<b>1</b>	<b>Introductions</b>	
1.1	Welcome and introductions were made by GW.	
<b>2</b>	<b>Declarations of Interest</b>	
2.1	None.	
<b>3</b>	<b>Minutes of Previous Meeting</b>	
3.1	The minutes of the meeting held 12 February 2020 were agreed as accurate.	
<b>4</b>	<b>Matters Arising from previous meetings</b>	
4.1	<ul style="list-style-type: none"> <li>Academy Councillor Visit Summary for last term to be sent to LC for upload to Teams. GW requested Academy Councillors to email completed visit forms for the summary. <b><u>ACTION: Councillors to send GW visit notes for summary to be circulated.</u></b></li> <li>Academy Council information on website to be updated – EP had confirmed that this was in process by the web team. <b><u>ACTION: take forward to monitor website update at next meeting.</u></b></li> <li>Governance training conference 23 March, registration link and agenda to be circulated – due to lockdown this had been cancelled.</li> </ul>	<p style="text-align: center;"><b>GW</b></p> <p style="text-align: center;"><b>EP</b></p>



Item	Description	Action
	<ul style="list-style-type: none"> <li><i>Risk Register to be updated re Coronavirus.</i> GW would arrange a meeting with LM/EP to review risks, including online safety. <b><u>ACTION: GW/LM to meet virtually to update Risk Register.</u></b></li> </ul> <p><b><u>ACTIONS Taken forward for return to school:</u></b></p> <ul style="list-style-type: none"> <li><i>Curriculum statement to be updated on website</i> – LM explained work was ongoing. <b><u>ACTION: Taken forward</u></b></li> <li><i>Arrange Academy Councillor Immersion Date</i> – <b><u>ACTION: Taken forward</u></b></li> <li><i>Report requested on gender attainment gap, looking at DOYA and wider - curriculum as evidence (data to be provided in advance)</i> – Following discussion it was agreed that this would be a focus for Term 1. <b><u>ACTION: Taken forward to monitor attainment gap to include gender.</u></b></li> <li><i>KR to talk to Heidi re Aspens/ inadequate portion sizes for lunch</i> – KR reported that this had been rectified following a site visit prior to lockdown. <b><u>ACTION: Taken forward to review on return to school.</u></b></li> </ul>	<p>LM/GW</p> <p>LM</p> <p>GW</p> <p>LM</p> <p>EP</p>
	Academy Council Report	
5	Quality of Education including curriculum developments	
5.1	<p>LM briefed councillors on the position at BPA prior to lockdown: Innovations and changes to curriculum and delivery had been implemented resulting in significant successes being seen with method of working. The main challenge where really clear provision was not where they wanted it to be was in the teaching of reading, particularly Reception to Year 3; difficulties had arisen from not having the right resource to deliver Phonics where required. The AIP had been amended to reflect that by creating different sub groups.</p> <ul style="list-style-type: none"> <li>Distance learning had been prepared and was now being adapted following feedback. The school were providing a daily learning balance between some screen time/not too much, ensuring accessible by the majority, particularly for IT limited families. LM explained the range of ways the children could access learning; this included YouTube videos which were used as way of seeing teachers' faces, alongside email and hosting on web pages. Initially learning already taught was provided; now moving this term into accessing and providing elements of the curriculum which are realistic in the current environment without equipment.</li> <li>The initial rota included three teams of teachers for keyworkers and vulnerable children of Begbrook families. Begbrook then became one hub for primary children from Minerva/Frome Vale/Wallscourt Farm and Begbrook where there was a rota of Teachers, TAs and admin staff from the four schools through the Easter holiday. Every four weeks there was a new set of staff in the building which meant a lot of quite vulnerable children had to adapt to new adults each week. The largest number of children using the provision had been 55 (now 5 schools as Haywood Village were also now using the provision). It had been complex to create but they were now in a flow and implementing all necessary social distancing provision possible. Numbers of children attending were rising; it was estimated that mid 60's was the limit, therefore discussions were now taking place to create another hub. <b>Councillors commended LM and the staff on how the new processes had been implemented so quickly.</b></li> <li><b>Councillors questioned whether the new curriculum would support students with different starting points.</b> LM explained that the new curriculum would be more supportive as it was not so reliant on English and Maths. There were</li> </ul>	



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	<p>likely to be more difficult around elements of fluency, therefore some children would need bespoke focus.</p> <ul style="list-style-type: none"> <li>• <b>Councillors questioned the effectiveness of the home learning across all pupils and the expectation of the gap when pupils return.</b> LM said there would inevitably be a negative impact, particularly in disadvantaged families. The academy were trying to help with a significantly higher amount of phone calls to children expected to need extra support. Impact wouldn't be known until they return when assessments would take place on what was most important for accessibility to the curriculum, with the curriculum then being adapted from those results. A quiz/questionnaire would be sent out, which would help understand if children are firstly engaging with the learning and then to understand how it is for them.</li> <li>• <b>Councillors questioned the evidence for the effectiveness of distance learning.</b> LM referred to EEF produced guidance (quoting John Hattie) about how and what good distance learning might look like; research was that distance learning could happen outside of the classroom - the bigger driver was quality of the provision, which was reassuring. As a result of research around the power of story they had made YouTube videos more narrative based.</li> </ul>	
6	<b>Achievements and Standards</b>	
6.1	<ul style="list-style-type: none"> <li>• LM reported that prior to lockdown, the academy had just had the most successful mock data for Year 6; if they had continued to end of the year the academy would have had the best outcomes they had ever had as a school. The latest teacher assessment had shown 80% Combined, a 15% increase from last year; this had also included some of the children who would normally have been removed from the data. Data had also shown between 14- 17% Greater Depth (GD) Combined which was securely above the targets set as a school. The Academy knew prior to the current situation that they were beginning to secure really strong outcomes for the school; as a result of the current situation, the children in September would now be different due to their experience during this period of non-school attendance.</li> <li>• <b>Councillors questioned teacher assessments for KS2 data.</b> LM explained teacher assessment would take account of where children were expected to be, alongside how they may have engaged in distance learning and any opportunities to have any secure teacher activities before having to record the assessments. It would be similar for all children in the country. Mock data, including moderated writing would provide a range of ways to moderate the robust production of the data from Term 4. LM said that they would ensure that Year 6 assessments would also include the good outcomes from last year for Writing, which had been moderated from outside visits.</li> <li>• <b>Councillors asked if there were plans for any current work to be included in the assessments.</b> LM said there would be an opportunity for children to submit responses to questions however this would be used to monitor involvement in learning rather than KS2 assessment. Feedback was already in place via email.</li> <li>• LM commented that nobody currently knew what the situation would be regarding the re-opening of schools to more children; 5 conditions needed to be met before the current situation would change, also recognising a societal pressure for children to be back in school. A range of thinking included a range of scenarios with the recognition that it would not be same as before the pandemic.</li> </ul>	



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	<ul style="list-style-type: none"> <li>• <b>Councillors asked if the school were thinking about trauma informed practices when children do return.</b> LM explained that there would be a changed curriculum which recognised the pandemic as a cultural reference point but not defining. A lot of support was available as Begbrook’s behaviour systems were already based on trauma informed practice.</li> <li>• <b>Councillors asked if there was any provision for additional staff recruitment or bringing in resources from other CLF schools.</b> LM/KR responded that given the current flexibility of staff teams, planning was under way which may rely on flexibility of staff across schools to respond in a graduated way for a phased return.</li> <li>• <b>Councillors questioned transition arrangements.</b> LM said they were starting to think about virtual tours/meetings and sharing information electronically for children joining the school. The same processes would be used for information sharing for Year 6 children moving on; arrangements for visiting schools was currently unknown. Year 6 children would be able to attend a Begbrook graduation at some time. For transition within the school classes may be keep the same for continuity, with teachers teaching the same teaching key stage.</li> </ul>	
6.5	<p>Pupil Premium</p> <ul style="list-style-type: none"> <li>• <b>Councillors asked what particular provision was being provided for disadvantaged children and families.</b> LM explained there was significantly more contact from the school to the 85 children on the vulnerable list, bespoke for each family. The focus was now on accessing learning, to see where to target interventions. 2000 family boxes had been distributed trust wide by CLF staff over the Easter holiday as well as food vouchers and packs provided by schools.</li> </ul>	
7	<p><b>Safeguarding</b></p>	
7.1	<p>LM advised that all staff had confirmed they had read the Addendum to the Safeguarding Policy (CLF COVID Specific Guidelines &amp; Modifications to Safeguarding Policy) which had been shared with Academy Council.</p> <ul style="list-style-type: none"> <li>• <b>Councillors asked how the attendance of vulnerable children was being managed and if any children were not attending who were expected to attend.</b> LM explained that some children with particular needs re social distancing were not in, some were in school because it was felt they were vulnerable, even if not on the government list. Fifty children were attending with 10 social workers involved. The children in the hub were ones with more complexities. Ensuring children socially distanced in a sensitive way was challenging. Attendance was monitored on a daily basis, with the attendance lead ensuring follow-ups where necessary. Only one child was not attending on the academy list (not on the government list) but attendance was low generally so this was not unexpected. <b>Councillors asked LM to pass on their thanks to all staff working in the hub as they appreciated how stressful it must be. ACTION: LM to pass on thanks to staff.</b></li> <li>• <b>Councillors questioned the risk assessment around the safeguarding and welfare aspect of distance learning.</b> LM referred to the contextual safeguarding risk assessment template which has been shared. In order to manage the 85 risk assessments on a weekly basis, children were rag rated in terms of risk. Outcomes of the risk assessments each week inform the plan to implement actions and wider work where necessary.</li> </ul>	LM



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	<ul style="list-style-type: none"> <li>• <b>Councillors asked if there was good communication between the school and social workers.</b> LM responded that there was good communication as the social workers were not out in the community.</li> <li>• <b>Councillors asked if the academy was continuing to receive domestic abuse notifications.</b> LM said they had not increased but they were still being received and were informing the risk assessments.</li> <li>• <b>Councillors asked how the children knew how to keep safe.</b> LM said this was usually communicated in assemblies; they were currently planning ways of getting information to children sensitively by adding to other communications. <b>ACTION: GW/LM to meet virtually to undertake Safeguarding Link Visit.</b></li> <li>• <b>Councillors asked if staff in the hub were still able to deliver the intimate care plans.</b> LM confirmed they had the necessary equipment to deliver the plans.</li> <li>• <b>Councillors commented on the difficulties of social distancing in the hub.</b> LM said social distancing was the most challenge, particularly around lunchtime.</li> </ul>	GW/LM
8	Finance, Health & Safety & Estates	
8.1	<p><b>Finance</b></p> <ul style="list-style-type: none"> <li>• <b>Councillors discussed the budget, asked if there were any staff leaving or recruitment taking place.</b> LM explained there was a tight budget for next year; fixed term contracts were ending. <b>Councillors questioned the reasons for the tight budget.</b> LM explained that in addition to recruitment all other budgets were at the bare minimum; the biggest issues were pension contributions; pupil numbers as year groups were not full and less funding for Pupil Premium as numbers had reduced over the last few years.</li> <li>• <b>Councillors asked if all families eligible for free school meals were applying for them.</b> LM explained there may be some families of children in KS1 not applying but there was no incentive to apply as the children were already eligible for a free school meal.</li> <li>• There were ongoing budget discussions around other elements of income which could be more profitable e.g. after school club/nursery provision.</li> <li>• <b>Councillors asked what the impact would be of losing the projected members of staff.</b> LM said teaching provision would be reduced by 2 teachers; any extra work they wanted to deliver to children through therapy interventions would need to come from SLT release. LM said they would not be engaging the counselling service next year due to the budget. Councillors commented that it was bad timing for inability to support children with trauma etc. Further discussion followed on Pupil Premium funding, with councillors noting there may be more families eligible due to the current situation, however with lagged funding, next year's budget would be difficult. LM had written to parents last week offering families support to access to their entitlement.</li> <li>• <b>Councillors asked what the expected numbers were for next year.</b> LM explained the Year 5 now had a cohort of 2 classes totalling 60 children which would result in the school becoming a three form entry as they moved up through the school, which would carry its own costs. 90 offers had been made for Reception with 79 acceptances so far.</li> <li>• <b>Councillors asked if there was anything else which could be done to increase the budget, e.g. conversations with CLF regarding use of reserves.</b> LM explained that reserve funding could not be used for staffing; there was a possibility of some funding through reserve bids for capital projects e.g. refurbishing the toilets.</li> </ul>	



Item	Description	Action
9	<b>Staffing and Wellbeing</b>	
9.1	<p><b>Councillors asked about the impact on teaching staff and what the academy were doing for staff wellbeing.</b> LM explained the weekly check in with staff by SLT, recorded on a spreadsheet. SLT had two meetings a week one business/one not, as a supportive measure. The team recognised that every family situation was different so not expecting everybody to work in the same way. Made really clear in briefings and communications.</p> <ul style="list-style-type: none"> <li>• <b>Councillors asked staff in attendance for their views on support from the academy.</b> EM felt everyone was well supported; all year group leaders were conscious of their own teams, speaking daily; the YouTube video was also helping staff wellbeing.</li> <li>• <b>Councillors asked if there were any staff currently exhibiting symptoms.</b> LM said there had been situations where some, either pupils or staff have had symptoms and they had followed guidance to the letter. It was noted that testing was now available for key workers if they had symptoms. LM confirmed that there were no staff currently showing symptoms.</li> <li>• <b>Councillors asked if the staff were aware of any bereavements relating to the Begbrook community.</b> LM said they were starting to become aware of families impacted. Councillors noted the updated Bereavement Guidance which had been shared.</li> <li>• KR shared the CLF Wellbeing WordPress blog explaining that the CLF Mental Health strategy which had been in place for 6 months had been accelerated due to the pandemic. KR encouraged councillors to go to the blog to see the support provided for all CLF staff, plus signposting to things to do for staff and students. (<a href="https://clfwellbeing.wordpress.com/">https://clfwellbeing.wordpress.com/</a>). KR was liaising with LM to ensure staff at Begbrook felt well supported; counselling slots were also available.</li> </ul>	
10	<b>Policies</b>	
10.1	The following CLF policies were circulated and <b>noted</b> : Admissions 2021/22 (noted by Email); CLF Online Safety; CLF Remote Learning; CLF COVID Specific Guidelines & Modifications to Safeguarding Policy; CLF Bereavement Policy.	
11	<b>Pupil Voice / Student Advocate</b>	
11.1	<p><b>Councillors asked EM for feedback on the distance learning.</b> EM said she had been speaking to children this week which had been lovely. The message currently was 'to do what you can'. Feedback was generally positive; the children loved to sit and watch the videos. Year 2 had found pieces of writing hard and adjustments had been made following feedback. Planning was currently taking place on different ways of gathering student voice. JS advised that a summary of general feedback from parents/carers was now available in the Teams folder for councillor information.</p> <p><b>Councillors asked if there was an opportunity to get pupils together via Zoom classes.</b> BH explained that families had requested this, however current safeguarding advice was not to do 1:1 or group video calls with children; the academy would be communicating this with parents.</p> <p>SH fed back that the home learning was good for both her children. HM commented that she had looked at what was provided and found it very diverse, appealing and engaging. Councillors congratulated staff on the innovative use of videos which was good for children to see their teachers.</p>	
12	<b>Governance</b>	

Item	Description	Action
12.1	Training – academy councillors were reminded to complete any outstanding NIMBLE training.	
<b>13</b>	<b>Equality and Diversity</b>	
13.1	LM explained that Trust-wide work was ongoing and still in process due to the current situation.	
<b>14</b>	<b>Matters for the attention of the Board/COAC</b>	
14.1	None to report.	
<b>15</b>	<b>Any Other Business</b>	
15.1	LM said that he would like it noted how well the Begbrook Team have responded under constant changes and insecurity of what we are doing. <b>On behalf of the Academy Council GW commended how well the academy and the team had responded to put in place a well working provision and continued to respond to changing guidance. Councillors wanted staff to know that they recognised the amazing work the team are doing.</b> <b>ACTION: GW will write to staff on behalf of the Academy Council.</b>	<b>GW</b>

The meeting closed at 6.00 pm.

**Meeting Dates:** (all Wednesdays at 4.00 pm (pre-meet 3.30 pm)  
**8 July 2020**