



Herons Moor Primary Academy Council Meeting Minutes

Tuesday 4th May 2021, 5.00pm

Virtual meeting via TEAMS due to Covid-19 restrictions

Academy Council:

| | | | |
|--------------------------|----------------------|-------------------|-----------------------------|
| Paul Westwood (PW) Chair | Sponsor 1 | Susie Weaver (SW) | Executive Principal |
| Louise Statter (LS) | Interim Sponsor 2 | Julie Fox (JF) | Principal |
| Kathryn Volk (KV) | Interim Sponsor 3 | Vacancy | LA Rep |
| Vacancy | Interim Sponsor 4 | Dave Beesley (DB) | Student Advocate |
| Vacancy | Sponsor 5 | In Attendance | |
| Vicky Green (VG) | Teacher | | |
| Wendy Stack (WS) * | Support Staff | | |
| Vacancy | Parent | | |
| Vacancy | Parent | Sue Burns | Clerk |
| * | <- Indicates absent. | | <- Indicates question asked |

1, Welcome and Apologies:

The meeting commenced at

Apologies were received and accepted for WS

The meeting was deemed to be quorate.

2, Declaration of Interests

The Councillors advised that they had no pecuniary interest pertinent to the meeting content.

3, Minutes of the last meeting

The minutes of the previous meeting (3rd March 2021) were agreed to be a true and accurate record and were signed electronically by the Chair.

4, Actions and Matters Arising

Actions

6, SW to liaise with Steve Bane to determine if causes for concern can be included in the termly safeguarding report – **In progress**.

6, JF to liaise with Sandra Bray (Safeguarding Lead at HPA) re how they use CPOMS – **Action superseded as training has been provided by Steve Bane (CLF Safeguarding Lead). All staff are now using CPOMS which is reviewed by a member of SLT twice a day and re-categorised if required.**

Matters Arising

The Risk Register has been reviewed and distributed.

Parent Academy Councillors

We have advertised again but there has been no take up. The new Reception Parents will visit the school next term which may result in some leads.

5, Academy Council Report

English – Teresa Wright

Since we have been back, we have been focusing on spelling and handwriting and have been using the CLF ‘Getting Writing Back on Track’ materials. Y1/Y2, Y3/Y4, Y5/Y6 have been provided with separate picture books and the focus this term is comprehension. We have distributed the ‘I am a writer’ CLF documents for the teachers to study.

Internal moderation usually takes place twice a year. We missed the first one due to the lockdown, but the next moderation is being arranged for T6 which will provide a baseline for next year.

Do you have any baselines from earlier in the year?

We have a baseline from Y5 when they were on site before the first lockdown. We used our DOYA predictions but have had to make some judgements about whether any children had fallen behind during the lockdown. The ‘Getting Writing Back on Track’ documents have been really helpful because it has given us a focus.

Reading – Nick Smart and Andi Bennett

Papers presented via screen share.

We have developed an action plan to build on the reading strengths identified in our last Ofsted. Phonics Groups have been devised for Y2 children who did not pass the Phonics test.

Historically all Y1 children have been moved on to the RRPM books and benchmarking levels, but these were not always accessible to children with low phonics so we’ve bought decoding books and have introduced 20 minute sessions every day for children to learn comprehension skills.

Marking and feedback sessions have been introduced to provide feedback.

We have discussed whether children can progress through the reading levels, with benchmarking taking place at key levels to prevent acceleration through the levels without comprehension.

We’ve introduced opportunities for poetry and non-fiction in the daily reading, and teachers model fluent reading and expression.

All staff have access to the CLF Reading Key Essentials sheet.

We have purchased some comprehension materials for Y1 which has been very impactful.

The CLF have produced a fluency rubric which we have provided staff training for. This helps us to focus on what fluency looks like and how to grade it which is particularly useful for Y6 as there are no SATs this year.

How does the fluency assessment work if children score highly in two areas?

The scoring will indicate which areas of the fluency rubrics need to be addressed.

How do you check on classroom activities with the bubble arrangements?

As part of our monitoring schedule, we review planning which is shared online. Book shares have not taken place but will be reintroduced later this year. We are available for all staff to approach if they have any questions. Informal conversations can take place via TEAMS and in communal areas.

SLT are monitoring the planning and are in different year groups.

Does the wider team feel the benefit of being part of a trust?

We've been liaising with Rachael Symons at CLF Institute who has been really helpful and supportive. We are sharing information formally with the staff which is very impactful.

Maths - Rosie Vian, Kate Amor.

Papers presented via screen share.

Our learning has been split between in-person teaching and TEAMS. In September we adapted a two-week recovery curriculum that had been supplied by the CLF which included lots of practical tasks and gave the staff confidence with the delivery of the recovery curriculum.

The children's engagement during lockdown has been variable which we have recorded in order to identify who may require additional support.

Planning is shared online and staff training has been provided including "habits of mind" which links to the CLF Maths language.

We are supporting children with developing the skills they need to be a mathematician.

We have evaluated curriculum priorities following lockdown. Our focus currently is:

- Improving provision for children working at greater depth.
- Developing an engaging and thorough EYFS curriculum in preparation for KS1.
- To explore the Ready to Progress criteria, particularly for intervention work.

We have been working closely with the CLF Maths Team and have been utilizing Boolean Maths training online. We are looking forward to implementing our new EYFS curriculum in September.

Monitoring has been impacted by the bubble arrangements, but we have bespoke Maths planning in each year group in response to children's lockdown experience.

The Teacher Research Group has met recently to discuss the curriculum prioritisation which focuses on curriculum planning and how children move on to the next level of their learning.

What is the curriculum prioritisation document aiming to do?

This involves analysing what has been taught during lockdown and then determining what key skills the children need, to prepare them for the next stage of their learning.

How are you monitoring progress without classroom drop-ins?

The SLT have reviewed the data and identified any issues that need additional focus. The next teacher for the year group will be given the information about what areas the children need to re-visit.

Other Curriculum Developments – Julie Fox

We have been looking at the Science curriculum to ensure it aligns to the CLF.

We are determining how to support children working below expected.

We will be doing the Y4 timetables assessment, it is optional but is a good opportunity for the children to practice. Times tables Rockstars has been very impactful and has indicated where interventions may be required.

Y1 will take the 2017 Phonics test as a benchmarking measure. All CLF primaries are doing this.

How many children are working below expectations and was this anticipated following lockdown?

It is higher than anticipated, however the children are doing well in Reading. We have reviewed all the children with their class teachers so that we can understand where they are.

Susie, in the CLF are you starting to get a picture of lockdown impact on children?

The summer assessments and teacher professional judgements will identify gaps. Our younger cohorts and those children who did not engage during lockdown have some significant gaps in concepts which we will address with specific planning.

How are you using the catch-up Funding?

We have been able to utilise part-time staff by offering them overtime which provides consistency for the pupils. This has been in every year group but with a focus on Y1, Y4 and Y6. The focus on Y6 will change to Y5 soon to help them be ready for Y6.

Term 4 Outcomes – Dave Beesley

All our pupil progress meetings have taken place which has informed planning and assessment in T6.

The NFER Reading test, Writing Moderation and a Maths test will all be used.

The T4 data indicates cautious optimism which is a pleasant surprise.

Y6 was strong in expected plus for Reading, Writing and Maths and are all on target for predictions.

Girls outperformed boys in Reading and Maths. PP children did well, compared to their peers.

Greater depth in Maths was well below what we would expect at this time of the year, but this is due to lockdown. However, greater depth children should be able to achieve accelerated progress which is encouraging.

Y5 Reading and Writing is on track. There are some issues with Maths, but we are planning interventions to address this. Boys are out-performing girls in Maths. PP pupils were lower than the main group which will be a focus.

Y4 had strong data. Reading, Writing and Maths values were all close to the data-set, particularly in Maths where expected plus was 90%. Y4 PP data was strong, particularly in Reading and Maths. Boys outperformed girls in Reading and Maths. Greater depth were below where we expected them to be.

Y3 were below expected, but not by much which is encouraging. PP were below the main group. Boys outperformed girls in Reading and Writing. Greater depth was well below national data from 2019.

Y2 data is comparable to Y6 and well above the last national values for Y2. The PP data was the same as 2019 data. We have discussed the greater depth with the Y2 teams because it was zero. This is because the teachers were very reticent about recording greater depth without any evidence, therefore, they will re-visit their data.

Y1 similar to Y6 again and well above the 2019 KS1 national data. Some judgements may be overly optimistic and therefore will be re-visited and adjusted accordingly, particularly as some values exceed national KS2 values.

EYFS

Girls are outperforming boys, but this cohort has low attaining boys and several EAL children who have had less exposure to English speaking during lockdown which has impacted their language acquisition. The GLD percentage is predicted to be lower than previous years.

Overall, the data was better than we thought it would be and the assessments are robust to identify needs, which means that the children should be ready for the start of next year.

Has the gender pattern changed since previous years?

It has never been a solid pattern and changes year on year.

Is the greater depth data the same across the trust?

Greater depth was an HMA priority prior to the lockdown. There are significantly lower predictions for greater depth across the trust, but some of this may be due to reticence to record greater depth in the absence of robust evidence.

Staffing and Wellbeing

One teacher is returning in June from maternity leave and one is returning in July.

One newly recruited TA has worked with us in the past and it is good to welcome her back. We have another newly recruited TA.

We have a new member of the Nursery team working for three lunchtimes.

The staff have settled in well post lockdown but are tired which we are mindful of.

We share the CLF Wellbeing resources with the staff as well as offering bespoke signposting where required. Fifteen staff are joining the Big Run and the Big Walk.

How have you found online safety during lockdown?

We set clear expectations during lockdown learning and have not had any reported problems on return. Some Y6 pupils have had additional support in using Instagram and TikTok appropriately.

6, Policies that require review.

A number of policies have become due for review which will bring them up to date.

7, CLF Policies to Note:

- First Aid
- Online Safety
- Intimate Care and Toileting
- Charging & Remissions

HMA Policies to Approve:

- Teaching & Learning – Approved, subject to the appendices being updated.
- Accessibility Plan – Approved.

Proposal to approve the above HMA policies: KV

Seconded: VC

Show of Hands: Unanimous

8, Governance

Link Roles will be allocated ready for next year.

All the Academy Councillors were reminded to complete their Nimble training as soon as possible because this impacts the Academy's SCR.

The Academy Councillors were reminded to save the date of Friday 2nd July 2021 for the CLF Summer Conference. There are two CLF conferences each year which encompasses the whole trust and provides a range of professional development opportunities. Potentially this year it will be a virtual event and all Academy Councillors are encouraged to attend.

9, Risk Register

The Risk Register has been reviewed and distributed.

10, Matters for the attention of the Board/COAC.

None.

11, AOB

How are relations with the campus?

They are good, we are meeting via TEAMS and reviewing budgets and Health & Safety.

We will arrange a visit to HMA for Academy Councillors as soon as we are able after May the 17th.

12, Date of next meeting: Wednesday 14th July 2021, 5.00pm

Meeting ended at: 6.45pm.

Approved:



Date: 14.07.21