



Uphill Village Academy Council Meeting Minutes
Tuesday 23rd March 2021, 6.00pm
Virtual meeting via TEAMS due to Covid-19 restrictions

Academy Council:

| | | | |
|---------------------------|----------------------|---------------------|-----------------------------|
| Shane Hawkins (SHa) Chair | Sponsor 1 | Susie Weaver (SW) | Executive Principal |
| Stewart Castle (SC) | Sponsor 2 | Sam Hodder (SHO) | Principal |
| Vacancy | Sponsor 3 | Vacancy | LA Rep |
| Vacancy | Sponsor 4 | Anita Beal (AB) | Student Advocate |
| Vacancy | Sponsor 5 | In Attendance | |
| Sarah Goode (SG) | Teacher | Georgie Tinker (GT) | Vice Principal |
| Becky Frise (BF) | Support Staff | | |
| Toby Blackburn (TB) | Parent | | |
| Lizy Kacou (LK) | Parent | Sue Burns | Clerk |
| * | <- Indicates absent. | | <- Indicates question asked |

1, Welcome and Apologies

The meeting commenced at 6.00pm.

No apologies were necessary.

The meeting was deemed to be quorate.

SW advised in advance that she would be late to the meeting due to a scheduling clash.

2, Declarations of Interest

The Academy Councillors confirmed that they had no pecuniary interests pertinent to this meeting.

3, Minutes of Previous Meeting (2nd February 2021).

The minutes from the previous meeting were agreed to be a true and accurate record and were signed electronically by the Chair.

4, Actions and Matters Arising

14, SW to query Andy Ling (IT) the GDPR requirements for user accounts following lockdown – **Completed.**

5, AC Report

Powerpoint Presentation shared via screen.

The AIP has been summarised as an aide memoire.

We are reviewing our CPD requirements, analysing gaps in attainment, with a focus on SEND, and supporting families as part of our recovery curriculum.

Data is being collected via classroom assessments following lockdown.

We have been reflecting on the positives of lockdown and the strengths in our school community.

The parents and carers provided daffodils for all our staff which were gratefully received.

We have reintroduced the recovery curriculum now that the students are all back on site. The children and staff have settled in quickly and have remembered all the Covid protocols that were in place. We are still using staggered starts and finishes and have extended the time between drop-off and pick-up following feedback from the last lockdown. We have supported the children in re-building friendships and adopting classroom routines.

Wellbeing and Pupil Voice – AB

All the Y6 children are eligible to be a Prefect; Council Crew (Student Council) have structured meetings from Y2 to Y6, led by the Prefects. Feedback from “Can you share the positives of lockdown” included being closer to their families, spending time with their parents, seeing their teachers online, having time with siblings and pets, and practising new skills.

I worked with Jupiter Group today to discuss how they are feeling and to prepare for Council Crew tomorrow. Some children expressed concerns about the masks which we discussed, and some are finding school routine tiring following lockdown. However, the meeting was positive overall. The Learning Mentor has reported that behaviour is very good, the children are sticking to the rules and are settling well. Attendance has been very high this week. The Learning Mentor has been supporting children with anxiety and those who have had to settle into new class bubbles. Staff are quick to address any concerns that children raise.

The Academy Councillors commended the school for instilling in children that concerns can be discussed and shared.

(SW joined the meeting at 6.20pm)

Staff wellbeing

Staff morale is good, and the staff are pleased to be back and to have all the children on site. The requirement for bubbles can feel isolating which we are acknowledging. We are gradually introducing new practices, have begun socially-distanced assemblies, and are planning an Easter Bonnet parade around the track.

Are the teachers provided with opportunities to share how they feel?

Yes, they have access to What’s App Staff Groups and they are proactive about looking after one another. We are going to participate in the ‘CLF Walk’ along the sea-front.

Attendance

Attendance has been high (97.7%) which is above our attendance in September. We have no persistent absenteeism. Attendance dropped at the end of last week, but this was the case nationally.

We have refreshed our expectations and discussed with the children what knowledge and skills they may need for the next stage in their education and the need for good quality work. Our Work and Learning Habits (OWLHs) are now displayed in the classrooms to support the children in understanding what being an ‘Uphill Learner’ means.

6, Quality of Education including curriculum developments.

Writing and Reading - GT

We have reflected on the first lockdown and what we learned with regard to writing and that there was lower engagement in writing with reduced stamina and quality. Teacher reassurance, support and scaffolding were missing and the opportunity to provide good quality feedback.

During the most recent lockdown children have been able to submit pieces of work. Engagement has increased to 80% and we have been able to provide live lessons which has enabled scaffolding activities. Teachers and Teaching Partners provided really effective small support groups.

Children have been able to share work with one another via TEAMS which could then be celebrated. We have used the TEAMS feedback function and next steps for the next piece of writing.

Were these processes used in KS1?

Yes, Y2 used these processes and Y1 had recorded daily lessons for Phonics and Writing. Feedback was provided via Tapestry. Parental feedback was very positive.

We have reviewed where children are with their independent writing and two pieces of sustained independent writing has been produced that can be used for formative assessment. We have a writing checklist that is aligned to the CLF curriculum that we can use to determine which areas require the most focus. Range of punctuation, tier-3 vocabulary (effective verb and adjective choices), and sentence structure are all areas of focus because these have been under used during lockdown. Alice and I are monitoring the assessments and moderation is taking place. Data collection via teacher assessments will take place by the end of term and Talk for Writing strategies are being incorporated into planning.

Reading

During the first lockdown there was a reduced opportunity for children to read out loud with fluency and expression. All year groups had access to a quality text which all our reading and writing was based on. Teachers read a text that was at a higher level than children would choose to read themselves which exposed them to a richer vocabulary.

Weekly guided small group sessions took place which were very impactful because it felt small and intimate. All the children read out loud and then engaged in a rich discussion about the text. Attendance was very high which indicates that the children valued the opportunity. Comprehension tasks were set via TEAMS and feedback was provided, especially for inference questions.

Our priorities are; Teaching Partners will have an afternoon a week to support our lowest 20% of readers using the new benchmark that we have purchased. The TPs have been trained in the process and are developing their practice with it. Rachel Simons (CLF) has produced a live session in T2 and will return in T5 to provide professional development.

Jess Hood and I have been taking part in a trust wide reading moderation and have recorded children reading to compare with other schools as part of our moderation. We will listen to children read regularly to build their oracy skills and provide whole class guided reading sessions.

Do you feel that you have learned teaching strategies from the lockdown?

We now consider how a teacher can make a difference and the objectives of teaching and learning.

Are you engaging with the parents of children who require an intervention?

We are careful with the use of our language in the classroom and need to give children the opportunity to make progress. Some children take longer to settle back into routines and progress at different rates, therefore we will discuss assessment outcomes with parents at the next parents evening, unless we have any express concerns, in which case we will contact them individually.

Will Parents Evening be via TEAMS?

We will give the parents the option of TEAMS or phone calls because we are not anticipating being able to host parents on site. We will photograph some of the school displays to share with parents.

Maths – SG

Presentation shared via screen.

We had planned to move away from the White Rose lesson by lesson approach but retained it because it works well remotely. We removed fractions from remote learning in lower KS2 so that we could support them with this topic when they returned to school.

I attended the Boolean Maths Conference and realised that we need to focus on key areas of the Maths curriculum and identify core concepts and key learning for each year group in order to ensure they can access the curriculum in the following year.

Moving forward we will use the Ready to Progress materials and support the children to generalise. We are working with other schools within the trust and planning CPD via the Sustain Mastery Group and CLF courses. Our main focus for the rest of this year is to secure the Ready to Progress criteria first, before extending into other areas of the Maths curriculum.

All of our assessments will be based on the Ready to Progress criteria which will then form the basis of any interventions that we use, and we are hoping to be able to split Y3 and Y4 next term. We are also considering providing some recorded sessions in the future to support parents with teaching their children Maths.

Are all the CLF primary schools focusing on Ready to Progress criteria?

The schools can determine for themselves what strategy they want to use to best meet the needs of their children. I have shared the Ready to Progress information with some of the other schools.

SW: Across the trust we are coordinating and supporting, ensuring alignment whilst recognising local needs and approaches.

Other curriculum areas.

Every term we have a PAC meeting (Primary Academy Collaboration) which are well received by the Subject Leaders who enjoy the opportunity to discuss their subject and pedagogy with other Subject Leaders. Several of our staff are supporting the trust with developing curriculum areas and they are enjoying the collaboration opportunities.

Transition

We are using the rest of this year to consider how to support our Y6 pupils and utilising the trust transition timeline. We have been able to have discussions with Y7 children and teachers about what good transition looks like. Exemplars of work are being shared and what data the Secondary Schools may require. We are using a 'whole child' approach which includes learning dispositions to inform a learning passport which celebrates what they do well, including extra-curricular activities. We are developing this tool for all the feeder schools (not just CLF schools) to ensure a collaborative approach in Weston so that all primary children in Weston use the same passport as a form of student voice. Priory Learning Trust are using the same timeline as CLF to ensure consistency.

Do you know which schools the Y6 pupils are going to attend in September?

34 are going to Broad Oak, 7 are going to Hans Price, 1 is going to Worle and 1 is going to Priory.

Catch-up Funding.

We have received some catch-up funding to secure the learning. We are spending this on splitting our Y5/Y6 into four classes until the end of term. The children have settled well and the data is already looking strong. In T5 the Y5 and Y6 will regroup and we will focus on the Y3/Y4 children who will split in the mornings for English and Maths.

Targeted support by providing TPs with extra hours and some additional resources have also been purchased. CPD for supporting the emotional needs of pupils, additional home learning resources and some IT devices have also been purchased for one of our classes.

How are you monitoring the quality of teaching during remote provision?

We dropped into live sessions and monitored recordings. We can go into classrooms and stay at a distance and continue to utilise subject monitoring and triangulation.

ACTION: SHo to circulate a data summary before the next AC meeting.

EDI

We are doing a project with our Y5 children to link to schools in culturally different areas. We are linking with two North Bristol Schools and joint lessons will be delivered in T6. The Bristol Links Partnership runs the programme.

CPD

Each term we set targets and review them. Next term we will review the T3 and T4 targets and set our T6 targets. We have analysed our professional development using the CLF template. Some areas of focus will be to develop our lunch and wraparound staff, emotional coaching, middle leader development and coaching opportunities, and the dissemination of training.

Online CPD training via TEAMS has been well-received by staff.

7, Policies

CLF Policies (to note)

- **Data Protection**
- **Records Retention**
- **Freedom of Information**
- **Information Security (Staff)**
- **Information Security (System Administrators)**

UVA Policies (for approval)

- **Attendance (updated following safeguarding training)**
- **Behaviour**
- **Teaching & Learning**
- **Feedback and Marking**
- **Collective Worship**

Proposal to approve the above policies: SC

Seconded: TB

Show of Hands: Unanimous

8, Safeguarding Audit Outcome and Action Plan

The Safeguarding Audit has been completed and the main actions have been identified. The CLF Audit is aligned to the Bristol requirements, so they are now working with North Somerset to ensure it aligns with them. The audit is very robust.

Some of the audit actions include:

- Prevent Refresher Training, Safer Recruitment Update Training, Contextual Safeguarding, and Offensive Weapons.
- A Safeguarding Board in school for children.
- Updated induction guidance.

- SCR alignment to CLF processes.

The Academy Council commended the small list of actions arising from such a large and robust audit.

9, Student Voice

See above.

10, Governance

There are three vacancies on the Academy Council. Councillors are encouraged to consider if whether know anyone in the community who may be interested in the vacancies.

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.

11, Matters for the Attention of the Board

The COAC meeting is on Thursday 25th March 2021.

12, AOB

Outdoor afterschool clubs are being re-opened. Are any of the UVA afterschool clubs planning to run?

Yes, these will be reintroduced from T5 onwards, depending on accommodation availability, in liaison with the CLF Health & Safety Team.

13, Date of Next Meeting: Thursday 15th July 2021, 6.00pm

Meeting ended at 8.20pm

| Item | Action | Initials |
|------|---|----------|
| 6 | SHo to circulate a data summary before the next AC meeting. | SHo |

Approved:



Date: 15th July 2021