

**Minutes of the Local Academy Committee Meeting  
held on the 20 January 2025 at 5.00pm  
at Hillocks Primary Academy**

<b>Name</b>	<b>Title</b>	<b>A=Apologies</b>
Mrs Susan Beasley (Chair)	Appointed Academy Committee governor	
Mrs Michelle Barksby	Appointed Academy Committee Parent governor	
Mr Henry Reader	Appointed Academy Committee governor	
Mrs Jemma Mee	Academy Committee Parent governor	A
Miss Lucy Murungi	Appointed Academy Committee governor	

In attendance:-

Mrs Claire Gledhill	Principal	
Mr Gareth Letton	Executive Principal	
Mrs Rhianne Chambers	Governance Professional	
Mrs Alison Elway	Head of Governance	
Quorum: 3	Governors Present:	4

Responses, **challenge, support**

<b>Item No</b>	<b>Item</b>	<b>Action/ by who/when</b>
<b>HPA/024/ 2425</b>	<b>Welcome and Apologies for absence</b> The Chair welcomed everyone to the meeting. It was acknowledged that Mrs Gear was not in attendance as prior to the meeting she had sent her resignation due to a change in work commitments. Mrs Gear's term of office therefore ended on the 10.01.2025. Mrs Mee had sent her apologies due to a family emergency, these were accepted.	
<b>HPA/025/ 2424</b>	<b>Declarations of interest</b> There were no declarations of interest, either direct or indirect, for any items of business on the agenda. The chair asked if anyone had any declarations to update. Academy Committee governors confirmed that the declarations given at the beginning of the academic year were correct.	
<b>HPA/026/ 2425</b>	<b>Training - Outcomes</b> The Principal explained that the assessment calendar is a check point in time for summative assessments that the academy completes. It is a rolling programme as there are conscious decisions around the number of tests happening at once, teacher workload, and ensuring the tests are completed at the right time. The academy researches the best way to assess the children's flight paths including Star Reader, phonics checks and RWI checks. These are completed frequently and are in line with the other primaries within the Trust which feeds into a bigger picture where	

	<p>the academy works with other Principals and strategic leads to look at patterns Trust wide and sharing of good practice. <b>The governors asked</b> if there is a forum for this to happen. The Principal confirmed she attends a termly Principal progress meeting where the Principals, Executive Principal's and Chief Education Office meet to discuss each academy's data, the evaluations from this, and then to look at what the next steps are for the academy. This then opens discussions as to where the academies can support each other, and governors were advised these meetings are beneficial and is good to hear from other primaries within the Trust.</p> <p>The governors were advised on the process for marking and inputting data from the assessments as well as seeing how the information is recorded. The information highlights children who are Pupil Premium as well as SEND which allows the academy to manipulate the data to show how these groups of children are performing. Mr Letton added that often if a question has a low score, then it can be an indicator that that topic has not yet been covered within the curriculum. The Principal added that it also highlights stamina which can help to indicate the children who need access arrangements for their SATs exams.</p> <p>The Principal explained that previously only the Y6 teacher has completed a writing teacher assessment framework (TAF), however this has now been implemented across the academy and will be completed every half term. By completing these TAFs it allows teachers to understand the children who are working towards, those working towards expected and then those who are working towards GDS. From there, guided groups can be created to help get the children to the next stage. <b>The governors queried</b> if the teachers complete this themselves. It was confirmed by the Principal that teachers do complete these every half term but that staff meetings are set aside for staff to complete them. By doing it within these meetings, teachers can complete with colleagues and allow for professional dialogue. The academy was moderated last year, and the feedback was that the Y6 team had completed the TAFs accurately and they were pleased with the way the team had prepared and planned their planning accordingly. <b>The governors questioned</b> if the Principal is confident with the teachers to assess accurately and complete peer reviews. The Principal confirmed that the academy will continue to work together on this and there is a staff meeting each term to sit together and look at books to help encourage professional discussion. In terms of confidence, the TAFs are more accurate and are moving forward in terms of progress. It will be continuous progress for the rest of the year to ensure it is embedded but the more the team uses it then the easier it will become, and the staff will be more aware of what the children's targets are. Mr Letton further added that this has been standardized across the academy and the Y3 teachers will work with the Y3 teachers</p>	
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	<p>across the trust. By standardizing across the Trust, it allows the academies to get an increased understanding around greater depth.</p> <p>Governors were advised that the academy has a new literacy programme and as a result, have bought into the exemplification material. Previously, the academy has had this for Y2 and Y6, but the academy now has it for every year which allows the academy to compare nationally what would be expected for the other years. <b>The governors asked</b> if the curriculum map shows the same line of progression to which it was confirmed it does. <b>The governors also queried</b> if the data is shared with parents. The Principal explained that teachers do discuss this with parents at parents' evenings rather than overwhelming them with all the statistics. When children are in the statutory assessment year groups, then the academy must report the children's outcomes with their annual reports. <b>The governors questioned</b> if there is a direct correlation between outcomes and attendance to which it was confirmed by Mr Letton that there is a direct link.</p> <p>The Principal explained that the academy looks at the progress and outcomes of children as part of the summative assessments, but the key is with what they are remembering and knowing. The quality assessment calendar allows subject leaders to talk to the children about their learning but also to ensure that the right content is being taught in the right sequence and that it covers the curriculum. <b>The governors acknowledged</b> that Ofsted had raised that teachers were not identifying when pupils were not engaging and not going over what had been taught <b>before asking</b> how the Principal knows that children are understand the lesson and engaging as they should be. The Principal advised that the academy now has a rapid improvement plan where they are working with Strategic Development Leads from the Trust on how to work on retrieval and questioning as well as adaptations for all children. With this work, she can now see it happening and there is confidence that teachers now understand the starting points for the children as well as understanding the data that is being collected from assessments. <b>The governors queried</b> if the staff are finding it difficult. The Principal advised that the academy is making adaptations to ensure the appropriate support and scaffolds are in place and that staff are on board with this. Miss Murungi confirmed that evidence of this had been seen when completing a recent link governor visit.</p> <p>Governors were advised that the subject leaders complete book studies to ask the children questions on what they should know. These discussions are recorded which allows leaders to complete and then revisit but then also allows the Principal to look at what the quality assurance is telling the academy. <b>The governors questioned</b> if the children are getting better at articulating what they have learnt. It was</p>	
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	<p>confirmed that the children are improving their ability to express themselves in terms of their vocabulary, but the academy's next aim is oracy. This will transform the children's ability and confidence to articulate what they have learnt. <b>The governors asked</b> why oracy and not literacy. The Principal advised that oracy is a strand of the literacy framework and must be taught explicitly. <b>The governors acknowledged</b> that children at Hillocks tend to have a low starting point therefore if it will help them then it will be beneficial.</p> <p>The governors looked in a variety of books from across the academy and <b>before praising</b> the quality of handwriting in the books. The Principal explained that the academy implemented a handwriting policy last year and whilst there is a long way to go, the work completed so far has made an impact.</p>	
HPA/027/2425	<p><b>Governance report by GP &amp; CoC</b></p> <ul style="list-style-type: none"> <li><b>Local response following central training</b></li> </ul> <p>It was confirmed that Mrs Mee has yet to complete the cyber security training which was distributed. Mrs Mee to complete the training as soon as possible.</p> <p>Mrs Beasley, in advance of the meeting, had confirmed to the Governance Professional that she had caught up on the GDPR link governor and Ofsted training. The academy training record has been updated accordingly.</p> <ul style="list-style-type: none"> <li><b>Link governor role, visits, and reports</b></li> </ul> <p>In advance of the meeting, a safeguarding link governor visit report had been distributed to the committee. There were no key issues that arose from the visit.</p> <ul style="list-style-type: none"> <li><b>Governor action plan update</b></li> </ul> <p>Governors were advised that the Governance Professional and the Chair have recently reviewed and updated the action plan and that all actions are being worked on. The Chair to discuss stakeholder engagement with the Chair at The Holgate Academy as lots of work has been done there.</p> <ul style="list-style-type: none"> <li><b>Governance Strategy and Scheme of Delegation/Terms of Reference 2024/25 – review AC remits</b></li> </ul> <p>It was confirmed that following a period of consultation, the Scheme of Delegation has been agreed by the board for publication. In advance of the meeting, the scheme of delegation was shared with governors along with the changes. The governors confirmed they had no queries on the amends.</p>	JM

HPA/028/ 2425	<p><b>Minutes of the meeting dated 18 November 2024</b></p> <p>The minutes of the meeting, having previously been received were agreed and signed by the chair.</p>	
HPA/029/ 2425	<p><b>Matters arising</b></p> <p><b>HPA/018/2425</b> – To note, the Pupil Premium strategy was shared with governors in advance of the meeting.</p> <p><b>The governors asked</b> if the DfE template was used for the strategy and if this has now been uploaded to the website to ensure the academy is compliant. The Principal confirmed the DfE template was used, and it is on the academy's website. Governors were informed that the academy will be using most of the funding for professional development for teachers as the strategy is about quality first teaching for all and ensuring that the academy are;</p> <ul style="list-style-type: none"> <li>• Pushing attendance</li> <li>• Getting children started as soon as they can in Early Years</li> <li>• Getting children on to the reading pathway as quickly as possible as the academy knows that this will help the children to access the curriculum in KS2</li> <li>• Investing heavily into Maths as it is acknowledged this is a focus for Hillocks.</li> </ul> <p><b>The governors queried</b> if there was a similar programme to Star Reader for Maths. The Principal explained that the tests the academy currently uses are in line with the curriculum. The academy is also using the automated system, IDL, that completes a baseline assessment and then teaches the gaps. Programmes like Mathletics and TTRS are also used to supplement the curriculum and can tell the academy information on the children's performance. <b>The governors noted</b> the ability for the programme to create interventions and for it not to be solely on the teachers.</p> <p><b>The governors acknowledged</b> a drop in PP children this year <b>before asking</b> if this percentage is an accurate representation or if there are children not in receipt that should be. The Principal advised that each year group is very different in terms of the number of PP children. There is confidence that the academy is capturing the majority and whilst there are children on the radar, they sit just above the criteria for PP. From a data point of view, teachers are aware of those children and the barriers they have so they can reduce these. <b>The governors queried</b> if children are new to the country are they included in the PP numbers. The Principal advised that when a child enters the country, they are given a code and the academy admin team are working with these codes to obtain PP funding to help meet the needs of these children.</p>	

The academy is also working closely with the LA admission team to inform the academy of this information when a child joins.

**The governors questioned** what the changes the academy have made to the strategy moving forward. The Principal explained that the academy is on an improvement journey so the decision was made to do the things what will have the greatest outcome. Progress takes time and the academy are doing all the right things so now it is a chance to keep doing it, sustain it, and embedding it. **The governors further asked** how the academy know it is the right thing to which Mr Letton confirmed that whilst research is great, it is key to ensure that the strategy is right for the children of Hillocks specifically. **The governors noted** that there is a correlation with performance and outcomes for PP children which often stems from a lack of aspiration **before asking** how the academy is building this into the PP strategy. Mr Letton explained that this is covered mostly within the PD and PSHE curriculum and ensuring the academy do not limit the children's dreams. **The governors discussed** the reduction in sixth form opportunities locally especially is parents do not travel. Mr Letton explained that there are other academies in the Trust who have sixth form options and that is why the work on carers and the children's aspirations is important. The Principal informed governors that the academy has forged connections with Nottingham Trent University who came to the academy and was well received by the children. **The governors queried** how the engagement has been from the parents as they need to aspire for their children too. The Principal detailed the discussions that the academy has had with the university before explaining they are offering funded professional development for both staff and parents of which has been shared with the families. **The governors asked** what the uptake has been like to which it was explained by the Principal that the offer was sent out by the university and therefore, the academy do not know how many parents have taken up the offer. It was added that the work with the university has been shared with the Trust so that it can be investigated how all the academies in the Trust can benefit.

**HPA/018/2425** – To note the Notts CC safeguarding audit was sent to the LA before the deadline.

**HPA/018/2425** – The link for the BBC video that was to be shared with the governors is - <https://www.bbc.co.uk/news/av/world-africa-64336086>

**HPA/018/2425** – In advance of the meeting, information on the work that Mrs Meeson has been doing on mental health was shared with the committee. Mrs Meeson will be invited to a future meeting when she has further embedded her work.

	<p><b>The governors asked</b> if the academy have entered for the Mental Health award as the work has been done to contribute towards it. The Principal confirmed the academy has not engaged with the award to date.</p> <p><b>The governors queried</b> if Mrs Meeson has Trust wide support for her work on mental health. It was confirmed by the Principal that Mrs Meeson attends Family Support Advisor meetings with all the FSA's from across the trust as well as meeting with other mental health leads. During these meetings, best practice is shared as well as supporting each other.</p>	
HPA/030/2425	<p><b>Principals ERM Report</b></p> <ul style="list-style-type: none"> <li>• <b>Standards</b></li> </ul> <p>The Principal explained that the academy's rapid improvement plan involves the Strategic Development Leads from across the Trust in areas like behaviour, SEND, English and Maths which help the academy to move at a quicker pace as they have a greater capacity for a more targeted approach. <b>The governors asked</b> when the rapid improvement plan was implemented to which it was confirmed it began in November and has already seen an impact through;</p> <ul style="list-style-type: none"> <li>• Quality assurance</li> <li>• Coaching and mentoring</li> <li>• Meetings with staff</li> <li>• Targeted support</li> <li>• Followed by a time to try out methods and make changes to practice</li> <li>• Planning surgeries. For example, the Maths lead for the Trust, has been working on the issues, looking at the plans and then being specific with the teachers so that coaching and instruction, will happen automatically which will be less time consuming in the end.</li> </ul> <p><b>The governors questioned</b> how this has been received by staff. The Principal confirmed that staff have been receptive as they know that the Strategic Development Leads are working with the staff and therefore feel like they are working together. Whilst it only started in November, regular review meetings are taking place, and the leadership team are being careful not to overwhelm staff especially on the implementation stages. Mr Letton added that there have been conscious decisions in terms of the year groups in which the Strategic Development Leads are working so that teachers are only working on one area but that it has always been stipulated as a supportive process.</p> <p><b>The governors queried</b> if it is too early to see an impact. The Principal confirmed it is. The academy has implemented a new literacy curriculum and the academy took the time to choose the correct books as a</p>	

	<p>leadership team. All staff were provided with CPD, and this was started the first week back after Christmas. Therefore, the academy is not going to rush in and do quality assurance as this would be unfair as staff need the time to build confidence, give them support and give them time to embed it before quality assurance can be completed. Mr Letton advised governors the academy have already seen significant improvement in the reading ages of children across the academy. The Principal added that the feedback from teachers around the new curriculum has been incredibly positive.</p> <ul style="list-style-type: none"> <li>• <b>Behaviour and attendance/PD update</b></li> </ul> <p>There were no questions on behaviour and attendance.</p> <ul style="list-style-type: none"> <li>• <b>P/Ex, FPS, persistent absence and alternative provision in place (number of days/pupils)</b></li> </ul> <p>There were no questions on suspensions and exclusions.</p> <ul style="list-style-type: none"> <li>• <b>Receive any surveys/audits/reviews</b></li> </ul> <p>There were no audits or surveys to be discussed at this meeting.</p> <ul style="list-style-type: none"> <li>• <b>Safeguarding - Compliance and culture</b></li> </ul> <p><b>The governors acknowledged</b> the checklist which had been sent through and thanked the Principal for including the contextual safeguarding areas as it is important to know what is the most appropriate for the community. The Principal confirmed it is ever growing but that knowing the families is a large percentage.</p> <ul style="list-style-type: none"> <li>• <b>SEND</b></li> </ul> <p>There were no questions on SEND.</p> <ul style="list-style-type: none"> <li>• <b>Stakeholders</b></li> </ul> <p>There were no questions on Stakeholders</p> <ul style="list-style-type: none"> <li>• <b>Staff and pupil well-being</b></li> </ul> <p><b>The governors asked</b> if the issues on the playground have improved. The Principal advised that there are still issues. Mr Letton added that the inclusion team are working well together to manage a lot of these issues which is helping to share the load and to know who the best person is to deal with families. It was explained to the governors by the Principal that as the team get to know the families more, build relationships and obtain trust then the incidents are fewer. The team are also growing in confidence and are learning and growing together. <b>The governors acknowledged</b> that it is good to know the academy have the Trust as a backstop and to support the academy.</p>	
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	<p><b>The governors queried</b> how Mr Tomlinson, the new behaviour mentor, has settled in. The Principal explained that he has built relationships quickly and is visible to both the children and families. It has also been noticed how children know they can go to him when support is needed and there has been a reduction in behaviour incidents following his work with some children.</p> <p>Following a link governor visit, <b>the governors</b> wanted to <b>express concern</b> on the time it was taking to input data when there are systems that can be used to allow more time efficiency. The Principal advised that the Trust are working on a system that would make it easier and more efficient but that it is a bespoke system therefore it is work in progress.</p> <ul style="list-style-type: none"> <li>• <b>Data Protection (any breaches/SARs/FOIA/Police requests) complaints, claims (no's/overview)</b></li> </ul> <p>There were no questions on data protection.</p> <ul style="list-style-type: none"> <li>• <b>Confirm determined admission arrangements &amp; approval of local appendix</b></li> </ul> <p>The Governance Professional advised the committee in advance of the meeting, that the consultation period has closed on the admissions appendices. The Trust board will meet on the 29th of January 2025 to agree the proposals, but it was acknowledged there were no representations made about any changes for Hillocks Primary Academy.</p> <ul style="list-style-type: none"> <li>• <b>In-year admissions numbers – all year groups</b></li> </ul> <p>There were no questions on in-year admissions.</p> <ul style="list-style-type: none"> <li>• <b>Policies/local appendix to review/ratification</b></li> </ul> <p>The following policies were approved at the latest round of sub-committees and Board meetings in November. All policies were accompanied by summary pages:</p> <ul style="list-style-type: none"> <li>• Health and Safety policy</li> <li>• Premises management policy</li> <li>• Relationship, sex and health education policy (RSHE)</li> <li>• Provider access policy</li> </ul> <p>There were no comments from governors regarding the policies.</p> <ul style="list-style-type: none"> <li>• <b>H&amp;S Committee minutes</b></li> </ul> <p>In advance of the meeting the governors received the H&amp;S committee minutes from the autumn term. <b>The governors noted</b> there was a need to complete a lockdown during the spring term <b>before asking</b> if communication will be shared with parents so they can prepare their</p>	
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	<p>children. The Principal advised that this will be completed during this term, but the academy have completed partial lockdowns previously. <b>The governors noted</b> that the communication between the office and classrooms will be an issue as the building is not laid out in a way that aids lockdown. The Principal explained that learning points will come out of the exercise like it they have previously.</p>	
<b>HPA/031/2425</b>	<p><b>How have the Academy Committee held senior leaders to account</b></p> <p>Challenge had taken place throughout the meeting in respect of:</p> <ul style="list-style-type: none"> <li>• Outcomes</li> <li>• Pupil Premium</li> <li>• Staff wellbeing</li> <li>• The rapid improvement plan for the academy</li> </ul>	
<b>HPA/032/2425</b>	<p><b>How have Vision, Mission and Values of Trust/Equality been upheld</b></p> <p>The Chair confirmed vision, mission and values and Equity remained at the forefront of discussions throughout the meeting.</p>	
<b>HPA/033/2425</b>	<p><b>Consider information to be advised to the Trust Board and complete the report</b></p> <p>Discussions took place and the document was populated with information required as discussed during the meeting. The document was subsequently returned to the Head of Governance.</p>	
<b>HPA/034/2425</b>	<p><b>Determination of confidentiality of business</b></p> <p>Academy Committee governors considered whether anything discussed during the meeting should be deemed as confidential. It was Resolved:</p> <ul style="list-style-type: none"> <li>- There have been no confidential discussions.</li> </ul>	
<b>HPA/035/2425</b>	<p><b>Date and time of next meeting:</b></p> <p>Monday 17 March 2025 Training Meeting at 5.00pm Main Meeting at 5.30pm</p>	
	<p>The meeting closed at 6.58pm</p> <p>Signed.....S. Beasley (Chair) Date..... Agreed via email 10.02.25</p>	