



**Notes and Action Record of the Hillocks Primary Academy  
Local Academy Committee Autumn 2 meeting  
Held on Monday 17<sup>th</sup> November at 17:00 at Hillocks**

Membership	Initials	Governor category	Absence
Susan Beasley (Chair of Governors)	SB	Appointed AC governor	
Henry Reader	HR	Appointed AC governor	A
Michelle Barksby	MB	Appointed AC governor	A
Jemma Mee	JM	Appointed Parent AC governor	
Lucy Murungi	LM	Appointed AC governor	
Simon Bennett	SB	Appointed AC governor	

In attendance	Initials	Position	Absence
Gareth Letton	GL	Executive Principal	A
Claire Gledhill	CG	Principal	
Charlotte Adams	CA	SENCO	
Lynsey Parker	LP	Governance Professional / Clerk to Governors	

<b>Quorum required</b>	3	<b>Governors present</b>	4
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**Action Record**

Agenda / action ref	Meeting Ref	Action Required	Responsible Person	Timeline	Update	Complete / Carried Forward / Incomplete
HPA/03/2526	Autumn 1 2025/26	Governors with outstanding Code of Conduct and Declaration of Interests returns to complete	SB, MB, JM	30/9/2025	Any outstanding returns have been chased up	C/F

HPA/03/2526	Autumn 1 2025/26	Governors to complete annual mandatory training via National College and send certificates to governance Professional once complete	Governors	30/9/2025	Ongoing. To complete by end of Autumn term	C/F
HPA/06/2526	Autumn 1 2025/26	CG to look into additional rewards/incentives for TTRS and Maths resources to share with parents to enable them to support children at home and feed back to governors	CG	17/11/2025		C/F
HPA/10/2526	Autumn 2 2025/26	Governance Professional to write to MB to thank her for her contributions, and process resignation / leaver form.	LP	28/11/2025		

### Notes of meeting

**Blue text = academy committee governor check and challenge**

**Green text = academy committee governor decision-making / approval**

Q= Question from governors

A=Answer from senior leaders

Agenda item	Key points /summary of discussion	Action Required	Responsible Person	Timeline
HPA/10/2526 Welcome and apologies	Apologies were received and accepted from HR and MB.  Governors noted that MB has decided to resign from the academy committee upon expiry of her current 4 year term of office.	Governance Professional to write to MB to thank her for her contributions, and process resignation / leaver form.	LP	28/11/25
HPA/11/2526 Declarations of Interest	There were no declarations of interest for any items on the agenda.			
HPA/12/2526 Notes of last meeting / action log	Notes of the previous meeting were received and agreed. Action log was reviewed and updates provided for all outstanding actions.			

<p>HPA/13/2526/ Governor training and development</p>	<p><b>Governor training and development: SEND at Hillocks</b> Academy SENCO CA presented this session for governors. CA advised new model in place, she is now overseeing 3 primaries, with Assistant SENCOs in post at each.</p> <p>CA gave governors an overview of SEND at Hillocks including:</p> <ul style="list-style-type: none"> <li>• Local context- <ul style="list-style-type: none"> <li>- Ashfield is a deprived district, 1/3 of adults not qualified to L2 in English and Maths. Have to have this local context in mind in all actions / approaches</li> <li>- 2<sup>nd</sup> SEND parent coffee morning next week - NST will be in attendance to discuss referral pathway. CA has created SEND parent questionnaire for use in the meeting to obtain clear, honest account of parent voice.</li> <li>- SEND coffee mornings will take place every half term - Children’s Centre staff attending Spring 1 session to offer advice on 0-5s, sleep, diet, etc. Academy will keep evaluating for best way to maximise attendance and impact.</li> </ul> </li> </ul> <p><b>Q - Have parents been advised of special guests at the SEND Coffee morning to maximise attendance and impact?</b> A – Yes</p> <p><b>Q – Has the academy approached specific parents directly?</b> A – Yes, through class teachers, at school gates, flyers to specific parents. We have thought about those that might not want to be in a room and so we promote QR code to Padlet – where parents can have a look at resources and help themselves. We are mindful of prior educational experiences of parents and focus on breaking down barriers.</p> <ul style="list-style-type: none"> <li>• SEND pathway / mapping document and the assess – plan – do -review approach <ul style="list-style-type: none"> <li>- Governors noted that teachers take ownership over concerns, SENCO offers advice and support.</li> <li>- Classroom pathways document developed with approaches / ideas as part of quality first teaching.</li> <li>- Teachers to decide best approach for each child – SEND department give advice and support on possible strategies based on observations, parent / carer involvement, pupil progress data, assessment, but teachers lead implementation.</li> </ul> </li> </ul>			
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	<ul style="list-style-type: none"> <li>• SEND codes</li> <li>• Numbers of children in each group with SEND and categories of need</li> </ul> <p><b>Q – Are there any reasons for the variation in numbers of SEND children across year groups?</b></p> <p>A - variable, but as an example, our Year 5 cohort is complex with 22 children on SEND register. Many needs identified during return to school post-Covid. These children missed teaching of phonics in F2 and so did not acquire core language or numeracy skills needed to progress through the curriculum.</p> <ul style="list-style-type: none"> <li>• EHCPs <ul style="list-style-type: none"> <li>- Currently taking 9-12 months for plans to be produced and agreed</li> <li>- Often asked for by parents to protect entitlement and support in place as children transition to secondary</li> <li>- Academy will only apply when have a thorough / holistic view of why the child needs support that is more than / in addition to other children</li> </ul> </li> <li>• Monitoring / review of EHCPs <ul style="list-style-type: none"> <li>- Requirement to review annually</li> <li>- Within Diverse Academies Trust we review termly</li> <li>- Staff can see the long-term targets for a child that may be set as part of EHCP. We break down into smaller steps so more manageable</li> <li>- Now have in place a 1 page proforma with all legal requirements within the EHCP</li> </ul> </li> </ul> <p><b>Q – This is an excellent succinct summary of children’s entitlements. How confident are you that all teachers can implement within the classroom?</b></p> <ul style="list-style-type: none"> <li>- A – Used as a working document – teachers highlight when additional things have been done and add dates of inventions</li> <li>- Summary document regularly quality assured (QA) by SENCO so confident this is used consistently.</li> <li>- Daily diet of all ECHP children is also subject to QA to see if EHCP requirements being implemented effectively</li> </ul> <ul style="list-style-type: none"> <li>• Evidence of impact:</li> </ul>			
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	<ul style="list-style-type: none"> <li>- Excel grid details every intervention for every SEND child including learning, pastoral, SEMH and behaviour support, all recorded and tracked so we can see what has been put in place and can assess what is working and what may not be</li> <li>- IDL screening and interventions for dyslexia and dyscalculia or children below reading age expectations- children make an average of 8 months' worth of improvement in reading, or 5 months in spelling in 1 term.</li> <li>- SEMH interventions - 280 behaviour incidents at this point last year v 97 this year; 11 suspensions at this point last year v 5 this year</li> <li>• SEND funding and numbers of children in receipt of funding</li> <li>• Staff CPD calendar</li> </ul> <p><b>Q – How is CPD implemented throughout school?</b></p> <ul style="list-style-type: none"> <li>- A – ongoing programme.</li> <li>- SLT and SENCO work with teachers, coaching, reviewing impact</li> <li>- What works for on child doesn't work for all – key is getting to know all children and identifying correct adaptations, so CPD is cyclical / ongoing as staff strengthen their knowledge ad expertise</li> <li>- RISE project support</li> <li>- Ofsted – inclusion has become priority because of systemic issues. We have already put in place much of new framework because is the right thing to do for the benefit of the child, and to deliver quality first teaching for all, and we will continue to deliver this.</li> </ul> <p><b>Q – Being mindful of teacher workload, how does the academy leadership support teachers with transition to new classes – do they know the new needs of the new children?</b></p> <ul style="list-style-type: none"> <li>- A - At least 2 staff meetings take place for staff to write learning plans together for incoming children. New teachers meet all children beyond the meet the teacher days / sessions</li> <li>- Supporting teachers to deliver – academy has given additional time to plan, deliver and do e.g. reviewing B Squared baseline assessment data etc as recognise this are time intensive</li> </ul>			
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	<p>Governors commented that the approach to SEND at Hillocks feels really well thought through, with effective use of data to plan interventions, as in other areas of the academy. Knowledge and professional expertise shines through.</p>			
<p>HPA/14/2526/ Principal's Report</p>	<p><b>ERM report</b></p> <p>CG summarised the report for governors:</p> <p><u>Outcomes:</u></p> <ul style="list-style-type: none"> <li>• Reading: <ul style="list-style-type: none"> <li>- RISE partners have suggested use of Reading Wise, a similar programme to IDL. IDL is being used intensively this year and teachers have been given time and resources to use consistently and effectively.</li> <li>- Now this is becoming embedded, don't want to layer / introduce another programme for teachers if will not add additional value to what we already have in place.</li> <li>- Carrying out due diligence and visiting other schools that use Reading Wise to see if will be beneficial for us.</li> </ul> </li> <li>• Maths: <ul style="list-style-type: none"> <li>- More focus needed in this area, working closely with RISE partners.</li> <li>- Hillocks has a good curriculum, but need more confidence in teachers' delivery, identification of children working towards and working below expectations, and adaptations.</li> </ul> </li> </ul> <p><u>Attendance:</u></p> <ul style="list-style-type: none"> <li>• Further improvements in overall attendance, PA, and attendance gap between SEND and non-SEND and PP and non-PP pupils.</li> <li>• RISE funding provided for an additional Attendance Officer – the academy and Trust are working with our RISE partners Transform Trust on the ground as well as strategically.</li> </ul> <p><b>Q – How is the academy leadership ensuring no duplication, layering, between different funding initiatives and target groups for attendance?</b></p>			

	<ul style="list-style-type: none"> <li>- A - RISE commissioned Transform Trust to work with us, RISE commissioners will check progress periodically and ensure overall plan is on track</li> <li>- Excellent progress has already been made on attendance, so RISE funding will bolster what we are already doing</li> <li>- We will always concentrate on what the school needs – if RISE can offer something we need and which has been tried and tested then we will use or the benefit of our children</li> </ul> <p>Governors commented that Hillocks approach of looking at data and what our children and families need and then creating a bespoke offer as a result, is the right thing and is working well at the academy.</p> <p><b>Q - Do we ask about how parents feel supported and how the academy can further support parents from a parental survey point of view?</b> A – Yes, even if just a few questions in each survey.</p> <p><b>Q – How can we celebrate successes in the local community e.g. promoting in school newsletter the successes of Hillocks alumni such as GCSE success, university, careers, sporting success?</b> A - Olympic athlete has come in, local business people have come in</p> <ul style="list-style-type: none"> <li>- Staff CPD on personal development</li> <li>- Governors shared anecdotal evidence that at SCA Hillocks pupils do extremely well and the academy gives pupils a strong start.</li> <li>- CG confirmed that the academy will continually look to do more to raise aspirations and sense of pride amongst pupils.</li> </ul> <p><b>Q – Are there any young carers at the academy?</b></p> <ul style="list-style-type: none"> <li>- A – Our FSA is aware of all young carers and children with social care involvement</li> <li>- CG feedback that on Children in Need Day she showed children the website with the challenge they took part in, as this included information on being young carers – to spark interest and recognition amongst the children that this may be applicable to them and that they can receive support.</li> </ul> <p><b>Q - Does the PSHE curriculum on different types of families include young carers?</b></p>			
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	<p>A - Does not include caring responsibilities currently but will look at this.</p> <p><u>Suspensions / PEx:</u> Governors noted the significant improvement (reduction) in the figures.</p> <p>Governors acknowledged it takes time for improvements to flow through into the data but that this is being seen now in a number of areas, and thanked all staff for their hard work.</p> <p>Governors reminded staff to be kind to themselves.</p>			
	<p><b>Pupil Premium</b></p> <p>Governors received the 2025/26 Pupil Premium plan in advance of the meeting and CG asked if governors had any questions.</p> <p><b>Q – RWI for teaching of phonics has been used in the academy – has progress stalled? Why do gaps between PP and non-PP children occur by Year 1? How do we ensure any gaps are closed and knowledge caught up in later years?</b></p> <ul style="list-style-type: none"> <li>- A – In the previous national curriculum, there was too much content for children to learn in the early stages of their education journey.</li> <li>- Now acknowledged there needs to be greater focus on core knowledge</li> <li>- Curriculum across primaries to remove unnecessary knowledge / cognitive load and focus on core areas e.g. handwriting, spelling.</li> <li>- Under the new Ofsted framework, Ofsted will start any inspection visits with looking at early years / KS1 to understand and assess if foundations are right.</li> </ul> <p><b>Q – Governors acknowledge the work in early years to get the foundation right, but how are any gaps that appear then closed?</b></p> <ul style="list-style-type: none"> <li>- A – Whole school journey / approach. All teachers to have strong understanding of curriculum pathway</li> <li>- Assessment plan across all year groups so that we have a sound understanding of the level children are at and can target interventions for improvements in outcomes.</li> <li>- Nationally PP funding is not having the impact government thinks it should and gaps get wider to GCSE. Improving outcomes for PP students needs to continue to be a focus, but</li> </ul>			

	<p>at Hillocks the approach is to do so through quality first teaching that will benefit all children.</p> <ul style="list-style-type: none"> <li>- CG explained that as 50% of whole school is PP, so if we can improve outcomes for these children, we are improving whole school outcomes.</li> </ul> <p><b>Q – If PP funding is not having the expected impact, how is the academy refining approach this year? Where are main areas of change, where is there more of same?</b></p> <p>A – We will continue to have a focus on EYFS and KS1. New reading and writing pathways will make huge difference throughout school along with continued assessment and refining of approaches.</p> <p><b>Q - is any provision targeted at White working class boys?</b></p> <ul style="list-style-type: none"> <li>- A – A lot of the PP funding allocation is mainstreamed / absorbed into TAs to support whole class and deliver adaptive teaching.</li> <li>- The PP funding is not individualised or used for targeted programmes.</li> </ul> <p><b>Q - Are TAs best use of funding for quality-first teaching?</b></p> <ul style="list-style-type: none"> <li>- A – Yes, TA in the classroom this ensures guided work and allows teachers some flexibility in how lessons are delivered.</li> <li>- Not enough funding for a TA in every class.</li> <li>- CG will continue to look at effective deployment of TAs.</li> </ul> <p><b>Q – Reflecting on Hillocks approach and teacher expectations for lesson planning / quality first / adaptive teaching for children with SEND – will this also benefit PP children?</b></p> <p>A – Yes. A number of our children are both SEND and PP.</p>			
	<p><b>Primary PE and Sports Premium</b></p> <p>Governors received the 2025/26 PE and Sports Premium plan in advance of the meeting and CG asked if governors had any questions.</p> <p><b>Q – How long will it be to raise staff confidence levels and deliver sessions in-house so we do not have to buy-in coaching?</b></p>			

	<ul style="list-style-type: none"> <li>- A -Teachers currently deliver PE curriculum themselves.</li> <li>- Teacher survey regarding confidence levels to teach different sports and PA was carried out, so we are asking external provider to deliver in these sports alongside teacher to increase their confidence</li> <li>- An external coach comes in for one day per week e.g. Notts Forest. All classes benefit from coach and teacher delivering these sessions over the course of the year</li> <li>- We are using external resource for after school / extra curricular offer for additional activities that children may not otherwise get the opportunity to do e.g. fencing; as well as running sessions for our nurture children.</li> </ul> <p><b>Q – Do we have any access to additional resources? Does a role in school have a focus on / ability to raise funds and bid for additional pots of money to help with physical activity and play?</b></p> <p>A - Not in this academy but contact will be made with other schools within the Trust to see what is available and maximise opportunities.</p>			
HPA/07/2526 Determination of Confidentiality	<b>Governors determined that there were no confidential discussions</b>			
HPA/08/2526 Report to / from Trustees	<p>A report will be submitted to Trustees following the meeting, highlighting the following:</p> <ul style="list-style-type: none"> <li>• Significant improvements in attendance and behaviour</li> <li>• SEND development session – governors received assurance of approach and consistency of implementation within the academy, and of Trust oversight to support the Principal in school improvement.</li> </ul>			
HPA/09/2526 Date and time of next meeting	<p>Meeting closed 18.59</p> <p>Next meeting Monday 19<sup>th</sup> January at 5.00pm</p>			

<b>Signed by Chair:</b> S Beasley	<b>Date:</b>
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