



**Notes and Action Record of the Hillocks Primary Academy  
Local Academy Committee Autumn 1 meeting  
Held on Monday 22<sup>nd</sup> September at 17:00 at Hillocks**

Susan Beasley (Chair of Governors)	SB	Appointed academy committee governor	
Henry Reader	HR	Appointed academy committee governor	A
Michelle Barksby	MB	Appointed academy committee governor	A
Jemma Mee	JM	Appointed Parent academy committee governor	
Lucy Murunghi	LM	Appointed academy committee governor	

<b>In Attendance</b>	<b>Initials</b>	<b>Position</b>	<b>Absence</b>
Gareth Letton	GL	Executive Principal	
Claire Gledhill	CG	Principal	
Lynsey Parker	LP	Governance Professional / Clerk to Governors	
Simon Bennet	SB	Observing, pending appointment as governor	

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

<b>Agenda / action ref</b>	<b>Meeting Ref</b>	<b>Action Required</b>	<b>Responsible Person</b>	<b>Timeline</b>	<b>Update</b>	<b>Complete / Carried Forward / Incomplete</b>

HPA/064/2425	Summer 2 2024/25	Principal to provide update to academy committee governors on launch of nursery information / communication pack for prospective and current parent/carers			<p>Half-termly Discovery days have been launched. This morning x4 parents attended for 1 hour along with children. EYFS lead met the children.</p> <p>Nursery section on academy website has been updated - marketing campaign, videos, ethos and approach:  <a href="#">Welcome to our nursery - Hillocks Primary Academy</a></p> <p>Working on 'new to nursery package' between academy Early Years lead and Trust SDG.</p> <p>Extended transition will be run by EYFS team and FSA. Early Help teams to be in attendance. Package of 6 sessions.</p> <p>Padlet – QR codes for parent to access resources and tell us what areas they would like support with.</p>	C / ongoing delivery
HPA/064/2425	Summer 2 2024/25	CG to confirm when informal parent coffee mornings / drop-in sessions with the SENCO and FSA have been re-established.			<p>Fist SEND coffee morning last week.</p> <p>Suzy Meeson, FSA, is hosting a session for parents next week.</p>	C
HPA/064/2425	Summer 2 2024/25	Celebrating success to be added to LAC agendas	LP	22/9/25	Now included with the 'Principal's Report' section	C

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		
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		
HPA/06/2526	Autumn 1 2025/26	CG to look into additional rewards/incentives or TTRS and Maths resources to share with parents to enable them to support children at home e.g. video guides/walkthroughs for TTRS, Number Sense, Oak Academy and feed back	CG	17/11/2025		

#### 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/01/2526 Welcome and apologies	Apologies were received and accepted from HR and MB			
HPA/02/2526 Declarations of Interest	There were no declarations of interest for any items on the agenda.			
HPA03/2526 Governance Report	<p><b>Academy committee governors voted and unanimously agreed to re-appoint HR for a 4 year term of office.</b></p> <p><b>Governors voted and unanimously agreed to appoint SB as academy committee governor for a 4 year term of office.</b></p>			

	<p><b>Governors unanimously agreed for SB to remain as Chair of Governors for a 1 year term of office.</b></p> <p>Code of Conduct and Declarations of interest were discussed and SB reminded governors to complete if they had not already done so.</p> <p>Mandatory training was discussed and all governors were reminded to complete.</p>	<p>Governors with outstanding Code of Conduct and Declaration of Interests returns to complete</p> <p>All governors to complete mandatory training via National College</p>	<p>SB, JM, MB</p> <p>All governors</p>	<p>30/9/2025</p> <p>30/9/2025</p>
HPA/04/2526 Minutes of last meeting	Minutes of the previous meeting were received and agreed.			
HPA/05/2526 Action log	Updates were provided for all actions from the previous meeting – see Action Log above			
HPA/06/2526 Principal's Report	<p><b>2025/26 AIP Objectives</b></p> <p><b>Q – we understand from conversations last year and from looking at our outcomes data why this year's AIP priorities were chosen. But Rapid improvement planning also identifies more areas of focus. How is there time to deliver? What is the impact on staff workload?</b></p> <p>A - Key strategic focus across the academy is on outcomes – maths, writing, attendance, behaviour and attitudes.</p> <p>Early years has a separate action plan and priorities.</p> <p>There is also additional work/areas of focus in the RISE plan.</p>			

	<p>CG ensures these plans complement one another and that success in one area contributes to success in another, and is linking all pieces of work together to lead to improved outcomes</p> <p><b>Q - Lots of hard work was carried out in relation to last year's AIP objectives, but this has not necessarily led to improved outcomes / results. How are outcomes being improved this year?</b></p> <p>A - RISE partners to work with us on Maths first, as the area of greatest need. RISE plan is over 2 years, we are pacing actions and putting Maths at the forefront.</p> <p>CG advised it does take time for outcomes data to catch up for us to see the cumulative and see impact of actions.</p>			
	<p><b>2024/25 Outcomes</b></p> <p>Governors thanked CG for providing the Outcomes Data Story document highlighting success and areas for development, to accompany the raw data.</p> <p>EYFS: Increase in % of pupils achieving GLD in 2024/25.</p> <p><b>Q - What is GLD?</b></p> <p>A - 17 areas of development in the EYFS. 5 areas of development are 'core' and include reading and writing. If a child meets these then they have a Good Level of Development / GLD.</p> <p>Despite a cohort with additional needs, pupils at Hillocks are achieving as they should be at the end of this stage.</p> <p>Discussion on benchmarking against similar schools with similar cohorts and not just national average took place.</p> <p>KS2 SATS: Maths results brought the combined measure of % of pupils achieving expected standard in reading, writing and maths down.</p>			

	<p><b>Q - What is the plan for the combined measure this year?</b>  A – Forensic look at progress throughout the key stage, maths assessments will take place throughout the key stage to ensure more children are on track at the end of every year. Interventions will be put in place for those students who need additional support to meet age related expectations in any area.</p> <p><b>Q - has there been an analysis of which parts of the maths curriculum children are struggling with? Are children asked about their confidence levels and which area they are struggling with?</b>  A - our aim is to ensure the right support is throughout the key stage and children are not having to ‘catch up’ in any area in Year 6.</p> <p>Greater use of IDL intervention – this does have impact when done consistently. Technology capacity issues previously reported to governors being addressed. Have shared understanding of impact with staff, staff meeting next week will confirm approach and give staff confidence to use consistently as part of their teaching.</p> <p>Use of Number Sense - Trust Maths SDL has QA’ed delivery and confirmed we have hit the ground running this year. Children could articulate what they were learning, and displayed good attitude and good levels of confidence in maths.</p> <p>Look at whole child and their social, emotional and mental health as well as their academic performance. Our Thrive work will look at confidence, self-esteem and building resilience.</p> <p>We look at the testing environment and try to make as familiar as possible. Access arrangements are put in place for some children as appropriate, but we do need to normalise this throughout any testing and assessment in school.</p> <p><b>Q - Maths club is running at the academy again this year, what has the take up been like?</b>  A - Good attendance for variety of clubs so far. We ended the year with good attendance and engagement from a from low starting point</p>			
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	<p><b>Q - What is parental engagement like in maths?</b></p> <p>A – the academy runs leaderboards for TTRS to encourage engagement at home. However some children repeatedly earn the most points, so do need wider coverage and engagement.</p> <p>Other rewards / incentives for high use of TTRS e.g. most improved, most increased usage were discussed and considered.</p> <p>Last year the academy held a bonfire breakfast and invited parents into classrooms. Will base this event on maths and Number Sense this year as this is an easier to understand package to support with at home.</p> <p>Short videos for parents on how Maths is taught at the academy and how to support at home were discussed and considered</p>	<p>Consider rewards/incentives for TTRS, and maths resources to share with parents to enable them to support children at home e.g. video guides/walkthroughs for TTRS, Number Sense, National Oak Academy and feed back</p>	<p>CG</p>	<p>Next mtg - 17/11/2025</p>
	<p><b>Behaviour and Attendance</b></p> <p>Attendance:</p> <ul style="list-style-type: none"> <li>• Overall attendance at this point in the year has improved by 1.3%, on top of a previous improvement last year.</li> <li>• FSM attendance has improved by 3%</li> <li>• SEND attendance gap against national average closing</li> <li>• Persistent Absence (PA) is improving. Around 20% of children are PA, down from 29% last year, but still not at national average.</li> </ul> <p>DfE recognise the improvements we have made in attendance.</p> <p>RISE plan shows no intention to change our approach, but to increase our resource and give more capacity. Funding has been made available via RISE to second an attendance officer to work with us and our families.</p>			

**Q - What is the single biggest factor affecting attendance at Hillocks?**

A - Combination of factors:

- Term time holidays have an impact, but the academy routinely fine for these now
- 86 days of fixed period suspensions in 2024/25 count as absence
- Alternative Provision (AP)
- Part-time timetables
- Alongside other cultural issues within the community e.g. children have time off for birthdays, other family events. We celebrate birthdays in school and more children want to come in to participate in this.

RISE will provide practical on the ground support, even if just on a temporary basis, and will give us more capacity to work with families and build relationships.

Secondment will be appointed after half term, could possibly be in the form of a couple of days of support per week from another academy within the Trust.

**Behaviour:**

Thrive :

First September INSET day training on Thrive looked at brain development, attachment theory, and where behaviour is rooted.

2x Thrive Apprentices at the academy.

Meet LA termly regarding support that can be offered e.g parenting sessions, Forest School, therapy for some children.

Additional nurture room funded by LA.

LA Virtual School is funding a GTA to provide more capacity around reducing suspensions for vulnerable children. MOU for this support is for children who are LAC or have Social Care involvement, trauma and attachment issues.

Alongside significant support, behaviour policy and pathway will be followed. Poor behaviour and breaches of behaviour policy will be sanctioned. Messaging to

	<p>parents stresses that we are giving children all available tools to manage in school, whilst having the highest expectations on behaviour.</p> <p><b>Q - Do suspensions improve behaviour?</b>  A - Can lead to change for some children, for others there is not lasting change.</p> <p>Ultimately, mainstream provision may not be the right setting for some children. Issues to consider when considering sanctions alongside support include staff having to keep children safe, and other children having the right to be educated in a safe environment.</p>			
	<p><b>SEND</b>  Governors thanked Charlotte Adams, Academy SENCO, for preparing the SEND report for governors.</p> <p>Pleasing to see some successful moves to specialist schools for children with ECHPs, but a number of children are still waiting for places.</p>			
	<p><b>Safeguarding</b>  <b>Q – is the pilot of the SENSO filtering and monitoring software at Hillocks on behalf of the Trust? What support is being provided? How will we know if the pilot has been successful to enable a decision to be made on roll-out to other primaries?</b>  A - financial support is being provided by Trust. SENSO is already in use in all secondaries across the Trust.  Can be used on ipads aswell as laptops as technology is now in place to allow for this, so will cover all devices the children may be using in school.  Children have previously used shared logins, but now KS2 children will have individual logins when accessing IT.  Staff will be trained in usage. D/DSLs will be able to access the search terms.</p> <p><b>Q – Safeguarding concerns are not reducing and staff workloads in this area remain high. How do we support parents/carers and pupils in relation to issues identified and any patterns and trends in the data?</b>  A – The academy incorporates broad issues into the PD curriculum.  Staff CPD calendar is based on data we have on the needs of the children, starting with nurse and the Padlet work to gain a greater understanding of parent/carers</p>			

	<p>needs and which staff may also need a greater understanding of, to be able to respond and support the children and community effectively.</p> <p><b>Q – Are the two referrals to Be U Notts for mental health support noted in the Safeguarding report to support staff or pupils?</b></p> <p>A – Pupils. CG confirmed Be U Notts is a lower tier support service before CAMHS.</p>			
	<p><b>Stakeholder update</b></p> <p><b>Academy risk register:</b></p> <p><b>Q - what support is being provided at Trust level to help mitigate the budget/funding risk? Is there anything governors can do to support?</b></p> <p>A - The academy budget risk follows the Trust risk. Funding / resourcing for schools is a national issue.</p> <p>Trust provide significant support to help mitigate the likelihood and impact:</p> <ul style="list-style-type: none"> <li>• Business lead working on admissions policy and PAN to create more stable and viable intake</li> <li>• Marketing supporting promotion of Early years /nursery provision</li> <li>• RISE working with Trust as well as the academy directly</li> <li>• Trust good at understanding that when there are numerous voices and pieces of work, it needs to maintain a strategic approach and support the academy with strategic school improvement priorities</li> <li>• Strategic leaders supporting the academy in delivery of RISE implementation plan</li> </ul> <p><b>Admissions local policy appendix for 2027/28:</b></p> <p><b>Q - What are the reasons for the proposed reduction in PAN (from 45 to 30) and what will be the cumulative impact on pupil numbers and budget?</b></p> <p>A - PAN of 30 would stabilise intake into Reception and allow us to have a single class for the year group as the children move through the academy.</p> <p>Current numbers are above 30. So as not to breach infant class size limits we would need to organise the year group into additional classes, requiring additional teachers. But we cannot sustain for example, 2x classes of 18 pupils.</p>			

	<p>As well as intake to Reception, there are in-year admissions to the cohort, LA will keep placing children here if we are below PAN and so are considered to have places available. Leads to difficulty planning / resourcing as the children move through the academy.</p> <p>PAN of 30 would give stability and allow us to have 1 teacher for the year group and invest in TAs to support.</p> <p><b>Q - has consideration been given to setting an Operational PAN capacity on existing year groups, not just entry into Reception?</b></p> <p>A - We will consider the rationality for potential change and the positive benefits of stability of cohort size for other year groups within the school.</p> <p><b>Q - What does the statutory consultation involve?</b></p> <p>A - Consultation with LA, parents and other local schools on the proposed approach. Consultation period is for 6 weeks between October and January.</p> <p><b>The Hillocks Local Academy Committee, as the Admissions Authority, determined the admissions arrangements for 2027/28, and approved the academy policy appendices.</b></p>			
HPA/07/2526 Determination of Confidentiality	<b>Governors determined that there were no confidential discussions</b>			
HPA/08/2526 Report to Trustees	A summary of the meeting notes and action record will be submitted to Trustees following the meeting.			
HPA/09/2526 Date and time of next meeting	<b>Next meeting</b> Monday 17 <sup>th</sup> November at 5.00pm			

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