



**Notes and Action Record of the Hillocks Primary Academy
Local Academy Committee Spring 1 meeting
Held on Monday 19th January at 17:00 at Hillocks**

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

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

Quorum Required	3	Governors present	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 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 engagement, 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 / leavers form	LP	28/11/2025	Complete. Exit survey sent out but not returned.	C

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/18/2526 Welcome and apologies	Apologies were accepted from JM due to personal reasons			
HPA/19/2526 Declarations of Interest	There were no declarations of interest for any items on the agenda.			
HPA/20/2526 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. Governors discussed the new notes format and gave feedback, all agreed it was easier to identify governor check and challenge and actions required.			
HPA/21/2526 Governance Report	Link visit reports: Monitoring visit reports in the Autumn term had taken place in respect of: - Quality of Education - Health and Safety (to be written up and shared at a future local academy committee meeting) - Leadership and Management (to be written up and shared at a future local academy committee meeting)	Complete monitoring visit report “	SBen SBea	Next meeting – 19/3/2026 “

	Governor training and development: Governors were reminded that recent Trustee and governor training has taken place on safeguarding (predominantly for safeguarding link governors but available to all) and the new Ofsted inspection framework, links to the recordings are available via the governance report and governor Sharepoint site. The CoG encouraged all to review and advise the Governance Professional once any online training has been attended so that governor training records can be kept up to date Feedback from CoG/VCoG and Trustees meeting: CoG had attended this Trust event and feedback on areas discussed and next steps. The event provided an insight into what other schools do, chance to meet other governors across the Trust and share ideas. Scheme of Delegation: All governors confirmed that they had received the new Scheme and Delegation in advance of the meeting. All agreed it was helpful to see an overview of Trust governance arrangements, and which committees of the Board are responsible for different aspects. CoG advised academy committee governors of the additional areas that have now been delegated to LACs: • Uniform – specific guidance from DfE regarding accessibility and affordability – uniform policy should not isolate anyone • School food standards – such as hot nutritious meal, access to water, access to somewhere safe and clean to eat, covering nutrition and health eating within curriculum. It was noted that methods for monitoring these areas would be developed.			
HPA/22/2526 Principal's Report	ERM Report CoG advised that the latest ERM report had been considered at the November Academy Committee meeting, but welcomed any additional questions or matters arising from the previous meeting.			

	Q – It stood out that Maths progress still needs improvement and additional action. How do leaders feel about the scale of the task and timescales? Is this achievable? A – Focus this year is on increasing maths fluency of the children. Number Sense was introduced in January. This is already having an impact e.g. some children have gone from 20/40 to 40/40 in a single session. Teachers will look at data and go back to plug some of the gaps e.g. addition and subtraction knowledge is good but additional work is needed on number bonds. TTRS being used Years 3/4 – focusing on fluency of times table recall ready for Year 4 multiplication check. Magna for arithmetic knowledge in for UKS2 has also been recently introduced. This is an online tool which allows children to work through arithmetic problems in real time. Real time feedback is given to teacher, and the programme will update the types of questions needing more practice, tailored to individual children, as well as feedback to the children in terms of learning strategies and thought processes. 32 new ipads provided for UKS2 so they can access. This has been brought to us by our RISE partners Transform Trust, working with their Assistant Principal to implement, and who will provide training and support for staff. Transform Trust are working with us on maths, reading, writing, attendance and leadership, with maths receiving 3 days support per half term. We front-loaded the support for maths as know that maths scores needs improvement to uplift combined measure at KS2 SATs. Q – What feedback has there been from class teachers? A - Incredibly positive. The children are also enjoying the programme. Recent work has taken place with Charlotte Adams, SENCO, regarding SEND and adaptations in class. Proportions of children with SEND in the academy have gone up from 21% to 34% after carrying out more assessment and observations. This feels more representative of the SEND population in this school Q – Does the Executive Principal agree that the current proportion of children with SEND feels more representative of the academy?			
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	A – Yes. We have also been reviewing children on the ‘monitoring’ code, thinking about how long to keep on monitoring register and if and when to move them to the SEND register Q - What does the increase in children on the SEND register mean in practice? Will the academy keep working in the same way? A – Gives these children, their parents and teachers, appropriate focus and teaching strategies, with clear next steps. SEND team will ensure these children are getting what they need, to enable them to work to the best of their ability. Q – What will the impact be on staffing and resources? A – No additional resource – but will focus our SEND, nurture, inclusion teams to draw upon each other’s expertise and wrap around the child. We will apply for and secure additional needs funding as much as we can. Ensures that those children that are not at highest level of need, but now on the SEND register, will also have a tight plan do review cycle. Small but significant changes in pedagogy – moving from whole class approach and mastery to more knowledge of individual children and appropriate adaptation; grouping and differentiating appropriately based on what is being taught, recognising children’s strengths and weaknesses This is working well in Year 5 which has significant SEND needs. We will learn lessons and share approach with the rest of the staff, if we can do it for this cohort, we can do it in other classes / year groups LM feedback on her recent quality of education monitoring visit: • Visited a Year 5/6 class – observed a reading session with different groups working in different ways, not just whole class doing same thing, the sessions was tailored to need • Could see how children were grouped in very small groups and that it was evident that they were being taught the same thing but in different ways, appropriate to their needs and ability level. • Witnessed children being switched groups depending on need / level. • Immediate feedback and correction was provided by teaching staff.			
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	• Evidence of higher ability children being stretched – peer reading and listening in pairs. • Listened to students read and could see correct age and ability books being used. Governors noted that this is such a positive change from the recent past and previous Ofsted findings. The Principal confirmed that this focus continues. Focus has rightly been on maths for first term of this academic year, as well as Year 5/6 where the academy has a mix of ECTs and experienced teachers, so that the academy can see the gains and make a sustained change. Q – How are the teachers managing this approach? It sounds like an extremely skilled job to identify and interpret data to plan adaptations as well as intervening in the moment? A – Principal supports with data review, SENCO with planning. Mindful of staff wellbeing and workload as well as the need for coaching and scaffolding - have given time in staff meetings to review assessment data together so learn together to inform planning. Colleagues help and support one another. Knowledge of curriculum, core knowledge required, next steps and progression is key, as well as a teacher's ability to differentiate for greater depth students at pace. LM confirmed that during her visit to the academy it was evident that this was happening Additional interventions in Year 6, after school clubs etc are also being offered. Q – Is the academy funding the RISE programme of work? A – We were identified as needing support and invited to participate in the RISE programme due to historical Ofsted gradings. DfE funds this, not the academy or Trust. DfE advisor reviewed school context, conducted learning walks, used own knowledge and practice, to develop priorities in conjunction with school. Then commissioned the supporting academy trust (Transform Trust) to develop practical and more in-depth plan about how they can support us to deliver in key area Significant investment – mainly in people support, for example, support from:			
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	• English leads • Oracy leads • Maths leads • SEND • Leadership support • As well as seconding an Attendance Officer RISE support has given us additional capacity. The academy is not being done to, RISE priorities identified match ours, but we now have additional funding and capacity to deliver. Q – Would the academy have got where it needs to be anyway, given that the priorities already identified are the right ones? A – Possibly yes but has increased urgency Good to see how other schools and Trusts have approached the same issues as us. Q – Once RISE leave, are the solutions identified and progress made sustainable? Is this a sticking plaster? A – No, new ways of teaching already mentioned will be ongoing. Vast majority of RISE budget is for training and development for staff, along with some for programmes for learners Q – What is the length of RISE programme support? A – 2 years Q – So after 2 years, the current Year 5 cohort’s KS2 outcomes may be the marker of ‘success’ and improvement, but the governors recognise the significant needs of this cohort? Will the outcomes be representative of the staff hard work? A – We will see progress from starting point, regardless of whether or not this is as much improvement as we would like to see. Will look at other measures in school also e.g. EYFS good level of development, phonics check, multiplication check.			
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	Governors agreed that every member of staff and governor should be able to articulate the progress and school improvement journey, there should not just pressure on Year 6 teachers to improve outcomes. It was stressed that there is a balance between managing expectations with regard to the rate of improvement in educational outcomes, and using level of deprivation and need as an excuse. Q – How is the academy streamlining all initiatives to make sure they all work together? Governors recognise that a phenomenal amount of work is taking place. A – RISE partners at Transform Trust are collaborating and listening to us, we feedback on pace and layering of implementation. We are working with our DfE Advisor, who is aware of the scale of the challenge, to adapt the plan. The academy has said no to some areas e.g. deep dive on attendance, as we don't need more data just more capacity The Principal advised that the initial phases were extremely resource intensive, but the programme is now very much in an implementation and support phase, with new ways of working being introduced and becoming embedded. Q – What other new initiatives are being implemented this year? A – We have signed a Memorandum of Understanding with the Local Authority on behaviour and Thrive approach, which is already having a hugely positive impact for the children. We will be able to clearly measure and prove the impact this work has had from the baseline position. Behaviour surveys Q – Response rate was very low, was this survey sent to all parents/carers? A – Yes via Weduc, and reminders to complete were sent. Q – How does the feedback cycle work? How much is shared back with staff e.g a summary, or all parent comments?			
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	A – Yes, all comments have been fed back, so staff know the positive messages and perceptions of parents/carers. We are using a ‘You said, we did’ approach, inviting parents in to our celebration assemblies so parents can also see the positive feedback and reinforcement we give to the children. Q – As there is only one negative response in the survey results, this stands out. Does the academy understand why this parent feels the way they do? A – The surveys are completely anonymous so we don’t know the circumstances, but leaders are completely open and transparent and have shared the comments with staff and governors and will act on the feedback wherever possible. Q – There were previously many issues with unacceptable behaviour of parents on the playground – can you explain the differences in the academy now? A – There has been such a marked change, it feels like a different place. Real relationships with parents/carers have been formed, there is a much greater understanding of the needs of children and families. Happiness of the children in school is now feeding back to parents We had to go through a journey, enforce boundaries regarding unacceptable behaviour on the playground. Parents/carers know that we do all we can to work in the children’s best interests. Inclusion team in place are fantastic, completely understand their responsibilities and where they need to act, including: • Behaviour Mentor • Nurture room lead • Assistant SENCO and SENCO • FSA • AP driving the personal development and PSHE curriculum Q - Can the Inclusion team access support when they need it? A – Leadership recognise the mental load around safeguarding work. The team is encouraged to reach out to other FSAs e.g at WPA and SBPA. The teams visit each other’s academies and problem-solve and share practice.			
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	Academy Committee governors agreed that these trusted peer relationships were important and that it was pleasing to see collaborative working in schools across the Trust. They passed on their thanks to staff for all their hard work. Q – Some suggestions for improvement were made in the survey results, what is being implemented? A – Showcasing good behaviour, positive messaging on Weduc. As we understand our families more and are continuing to build up rich information, we have a variety of communication and information-sharing tools and know which families may need us more e.g. Weduc, communication booklets, staff visible and accessible on the playground at the beginning and end of the day. Q – How is this information that has been built up shared with new teachers during transition to new classes? A – We have set aside 2 staff meetings for this, teacher responsibility to pass on to incoming teacher. Teachers first make decisions on new class lists, then inclusion team check, using their knowledge for continuity e.g for peer issues, behaviour, family or community issues, a lot of thought goes into this. Academy Committee governors welcome the extremely positive feedback on the academy’s approach to behaviour that had been received; though commented that additional engagement would have been nice. The Principal confirmed that as well as Weduc, staff did give out paper copies and help parents complete at parents evening, so multiple methods were tried to increase engagement and maximise response rates. Safeguarding checklist: Q – How are patterns and trends picked up and addressed / children educated in the widest sense? A – We use the Jigsaw PSHE curriculum, but we also add cohort-specific issues to build awareness and resilience. Mini Police programme will be run again this year – all governors welcome to attend and observe. DART programme (formerly DARE) will run this year.			
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	As well as the confidential actions needed around safeguarding, we can adapt and deliver work with specific classes on broader issues. Q – Does the academy maintain an awareness of online / social media trends that may affect the children? A – Yes and we use online safety resources and teaching. Computing lessons always have an introduction and discussion on online safety. We look at children’s knowledge and then deliver content responsive to the needs of the cohort. Q – Has this work shown any impact yet? A – It is early days, but we will keep assessing impact. Risk register: Governors noted the new risk around <i>falling pupil numbers</i>, and suggested that this was already being mitigated against and so was perhaps an issue rather than a risk. The Principal and Executive Principal confirmed that the academy PAN will be reduced to 30 from 2027. No changes are currently being made to operational capacity for existing year groups. Variable year group sizes and under-occupancy has an impact on budgeting and planning. Academy Committee governors requested that consideration be given to removing this risk from the risk register as that felt it had already been partially resolved, but confirmed that they understood the need to wait for the numbers to flow through and have an impact upon stability of budgets and planning. Governors noted and accepted the risk around <i>Ofsted</i>. It was advised that feedback from Trust Chief Education Officer for Primaries and Ofsted Inspector, Cat Summers, was due to be shared with academy leaders across the Trust the following week. Governors were reminded that the new approach includes much greater focus on early years and inclusion.			
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	Governors noted and accepted a new risk around academy closures e.g. due to adverse weather and ensuring decisions are made in a timely way. The decision-making and communication process was discussed. It was confirmed that the process is robust but does need operational capacity to deliver. Academy Committee governors queried if this could be resolved and an update provided at next business meeting, with a view to removing this risk from the risk register.			
HPA/23/2526 Determination of Confidentiality	Governors determined that there were no confidential discussions			
HPA/24/2526 Report to / from Trustees	A report will be submitted to Trustees following the meeting, highlighting the following: • Behaviour survey results • Relationships with parents • RISE work			
HPA/25/2526 Date and time of next meeting	Monday 16 th March at 5.00pm. The meeting closed at 18:35			

Signed by Chair: S Beasley	Date: 16/3/2026
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