

Minutes – Woodlands Academy Council

Meeting Date: 4 December 2025
Location: WDA
Time: 3.30pm

Members	Lance Mason (LM)	Sponsor Councillor
	<i>Vacancy</i>	Parent Councillor
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	Carey King (CK)	Support Staff Councillor
	Andy Kendall (AK)	Sponsor Councillor
	Katherine Brockett (KB)	Teacher Councillor

Apologies	Sarah Rowley (SR)	Sponsor Councillor
	Catherine Bennett (CB)	Sponsor Councillor
	Kate Richardson (KR)	Director of Education

In Attendance

Vicky Counsell (VC)	Senior Principal (via Teams)
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Item	Welcome, Introductions and Apologies	Action
1.1	The meeting commenced at 3.30pm and LM welcomed everyone.	
1.2	Apologies were received from Sarah Rowley, Catherine Bennett and Katherine Brockett.	
2.0	Declarations of Interest	
2.1	Catherine Bennett advised that she works for Trust in Learning Academies (TiLA) and is an Academy Councillor at Waycroft Academy.	
3.0	Academy Council Membership	
3.1	There are two parent AC vacancies.	
4.0	Minutes of Previous Meeting	
4.1	The minutes of the last meeting were agreed to be an accurate record.	
5.0	Actions and Matters Arising	
5.1	None.	
6.0	Academy Council Report - VC	
6.1	What currently are the three most significant strengths in the school? The adaptability and the willingness of the team to embrace school improvement. We have some members of staff who are new to the school but are championing the children and the community and supporting one another. Katherine's commitment to the children and community and the work she is doing with the Y6 class is also a strength. The community and parents are also a strength and its very rewarding to hear them talk positively about the school.	
6.2	And what are the three most important areas of concern? How are you addressing these? Attendance remains a focus which is true for most schools in the country. However, the Attendance Lead for the Trust meets with us every week and noted that we are 1.9% higher	

	year to date than this time last year which is positive. It remains an area of concern and we have robust processes in place to support families. We are starting to change the culture in the school and for parents to value education and how poor attendance can effect outcomes. The messaging to parents is consistent which helps. Provision for children with SEND is an area of development because we welcome sharing best practice to meet children's needs. The other area of concern is our Maths and English curriculum. We are making changes and improving our offer which requires support to embed it to ensure impact.	
6.3	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	
6.4	What has improved your attendance year to date? It's hard to be sure because we have different children to last year. However, our consistent approach and individualised priority support is having impact, and we will collect children where required	
6.5	Is there a risk of in-term holidays? One of the things that we do is that we are careful not to give the impression that we only use punitive measures. New guidance has been issued whereby the fining system has changed to prevent families from taking repeated holidays. We help our families to understand the progressive nature of our curriculum and that missing part of the learning impacts them as they move on and that can cause anxiety in children.	
6.6	How many children are there on the SEND register? Approximately 33%. We also have a watch list. We have a weekly meeting where we track the children who are on the SEND register and those where teachers' have concerns and we discuss who may need support from an external agency.	
6.7	How is the implementation of the Maths curriculum going? We have put in place additional professional development every fortnight to review the new scheme and receive training on planning and lesson structures. Maths now takes place daily. We are exploring adaptive techniques for those who are working at a higher level as well as scaffolding those children who are working below ARE. Because there is a lower cognitive load we have seen that the children are making rapid progress.	
6.8	How are you progressing English? We've introduced non-negotiables so that at each stage the fundamentals are in place and secure before we introduce new content. We have also met with the Trust English Lead so that we reduce the amount that the children write but it is of a higher quality. We also provide each year group with high quality texts.	
6.9	Please explain the three columns Exp Std / Nat Av 2025 / CLF Av data for the year 6 mock 1 results. Our Academy Council meetings don't align well to the mocks. The combined data for Reading, Writing and Maths indicates that we achieved 26% vs the national average of 63% but that figure reflects the SATs in May and our data is from mock 1. The CLF average is linked to the expected standard for mock 1. PP is approximately 50% and is above the CLF average, but non-PP is below the CLF average.	
6.10	What was the data for Y4 multiplication? It was very positive and we were above the CLF average of 19.	
6.11	There's a difference in data for PP and non-PP data?	

	Yes, for O1, but not as much for the O2 children which indicates that 50% are on track for writing. We have some children under the category of Y but they are working on the curriculum within their year group.	
6.12	Does adaptive teaching ensure that children are working on the same curriculum as their peers? Yes. We have high expectations for our children and need to scaffold them appropriately which is the work we are doing with our teachers.	
6.13	What is the work that you have been doing to reduce the lunchtime behaviour incidents? The lunch break is an hour long which is challenging for some children, and we noticed a spike in behaviours at the end of lunchtime. Therefore, we have reduced this slightly which has had a huge impact on reducing negative behaviour. We've also introduced a reflection space where children who are not being successful in the playground can have a high quality reflection conversation with an adult. We are also investing in some new resources and will include pupil voice in those decisions.	
6.14	Are there any safeguarding concerns that we need to be aware of? We are finding that there are some cases of children disclosing poor parental mental health. Therefore, we are considering how we can support parents with their mental health. We are going to talk to the children in an age-appropriate way so that they can understand what they shouldn't be experiencing and who they can disclose that to. Other examples are child on child harm so that they children understand the terminology. We also talk about their rights to be heard and the rights to have their needs met.	
6.15	AK: I've met with Sian and will meet with her again this term. I've also spoken to Claire Finney about checking the SCR.	
6.16	KR: The CLF networks with other Trusts to share best practice in terms of school improvement. We are a very inclusive Trust and we want high inclusion to lead to high attainment and WDA is a very inclusive school that is on a continuous improvement journey.	
6.17	So, when Academy Councillors visit the school what would you want us to see? Adaptive teaching. That teachers are planning and delivering lessons that meet the needs of all children. We want children to have a sense of belonging and engage and embrace opportunities that we give them. We would want you to see improved attendance and that children value their education.	
6.18	How do you capture pupil and parent voice? We have surveyed our families and our children about safeguarding and we are due to review that data this term. This will then feed into our safeguarding action plan. Families visit for class assemblies and we had a SEND parent coffee morning which was very well attended. We are looking at inviting our parents to tell us what they would want from us in terms of support and activities.	
7.0	Policies	
7.1	None.	
8.0	Matters for the attention of the Board /COAC	
8.1	None	
9.0	AOB	
9.1	None	