



**Haywood Village Academy Council Meeting Minutes**  
**Tuesday 15<sup>th</sup> January 2019, 6.00pm**  
**Venue – Academy.**

**Academy Council:**

David Jordan (DJ) CHAIR	Sponsor 1	Vacancy	Support Staff
Fiona Mayne (FM)	Sponsor 2	Craig Jones (CJ)	Principal
Vacancy	Sponsor 3	Sarah Codling (SC)	LA Rep
Dave Robson (DR)	Sponsor 4	Vacancy	Student Advocate
Vacancy	Sponsor 5	In Attendance	
Fred Fraser (FF)	Teacher	Tamara Dexter (TD)	Associate Member
Susie Weaver (SW)	CLF Executive Principal		
Tim Branfield (TB)	Parent		
Kelly Chard (KC) *	Parent	Sue Burns	Clerk
*	<- Indicates absent.		<- Indicates question asked

**1, Welcome and Apologies:**

The meeting commenced at 6.00pm  
 Welcome to Gemma Hawks, tonight's Student Advocate.  
 Apologies were accepted from: KC (Maternity Leave)  
 The meeting was deemed to be quorate.  
 Congratulations to Kelly Chard on the birth of her baby boy!

No member of staff has been appointed as a Student Advocate yet, therefore this role will rotate between key members of staff for the near future.

**Student Voice – Gemma Hawks**

Team Talk was launched at the beginning of the year, to allow all children to have a voice in the school as it continues to grow. Team Talk develops speaking and listening skills and enables children to successfully participate in a discussion and extend their vocabulary. Children are organised via their House Teams and range from pre-school to Y3. Two Learning Partners or one Teacher facilitate each group. Questioning cards help to direct questioning and the adults help to instigate and summarise. Topics have included; bed times, making playtimes fun, disposal of paper, and raising money for children in need. Sentence stems prompt children to draw conclusions and encourages them to speak in full sentences. The last child to

speaker chooses the next child to speak and we are considering using a ball of wool to indicate who has spoken the most and who has not contributed.

Children are encouraged to stand-up to speak in classrooms, and teachers have advised that sentence stems are being used in the classroom as a result of Team Talk. Older children are developing nurturing relationships with younger children and vocabulary is growing in pre-school children. When it is time to return to class, the older children assist the younger ones back to their classroom. We are already committed to the Healthy Schools regime, but Team Talk helps to support our mental health curriculum.

### **Do you introduce pupil solutions into the school?**

Yes, if it is a solution-based discussion. The School Council is made up of Y3 children, and they have voted on cycling ideas and Children in Need fund-raising suggestions, to date.

### **All Academy Councillors were reminded that they are invited to attend Team Talk on Friday mornings at 10.20am**

*(Gemma Hawks left the meeting at 6.20pm)*

*CJ and TD left the room for fifteen minutes, whilst the Academy Council discussed the areas of challenge for the SLT.*

## **2, Declaration of Interests**

The Councillors submitted an annual CLF pecuniary interest declaration form.

## **3, Minutes of the last meeting**

The minutes of the previous meeting (17<sup>th</sup> October 2018) were agreed to be a true and accurate record and were signed by the Chair.

## **4, Actions and Matters Arising**

5, CJ to add an article about attendance to the school newsletter - **Completed**

5, CJ to ensure that Mims is made aware of the positive impact she is having on attendance - **Completed**

5, All Academy Councillors are invited to Team Talks on Fridays at 10.20am - **Completed**

5, CJ to ensure that visitors know the procedure for Lock Down and Fire Drills - **Completed**

### **How often do you undertake a Fire Drill?**

The statutory requirement is three times a year, but we aim to undertake a test on a termly basis.

## **5, Review AIP**

Paper provided for information.

## **6, Academy Council Report**

**Paper circulated in advance.**

### **There has been a significant increase in PP and EAL students since T1?**

Yes, we have had additional children join the school, but we have also identified some parents in receipt of benefits who are eligible for Pupil Premium.

### **Have you screened children for dyslexia?**

We do not currently offer this facility in-house, however, children have to reach a certain age before they can be diagnosed. There are three children who may have dyslexia, but no formal diagnosis has been made.

### **At what age can pupils be screened for dyslexia?**

From Y3 onwards. There is a specialist dyslexic teacher within the school who can be accessed.

## **Pupil Outcomes**

### **What is the definition of mobility?**

Children who move into our school after Reception.

### **Y3 vulnerable groups: Reading - SEND, Writing - Boys, Maths – PP. What provision is being made for these pupils?**

This picture fluctuates as we are regularly receiving new pupils. Children are assessed on arrival, and we are finding that boys are below where we would expect them to be in Writing. There are three PP pupils and one PP/SEND pupil who all had low attainment on entry. There is a concern about the attainment of PP children as they are on track to achieve below their peers.

### **What are you doing to address this issue?**

We have a range of interventions available, and our ratio of Learning Partners is higher than most of our CLF schools.

### **There has been a change in the Y2 data?**

This cohort has grown from 46 to 52 since T1, however we are on track for 78% to achieve ARE, and broadly 30% are on track to achieve greater depth.

### **How are you supporting HAPs?**

With first quality teaching and guided group work to ensure that Teaching Partners are working with all the children and not just lower attainers. Teachers are teaching interventions outside of the classrooms. The pupil progress review indicates that those children who are at greater depth appear secure. Our main development point is stretch and challenge for higher ability pupils.

### **Can you explain the process for teachers delivering interventions?**

The teacher will model and present a concept to children, and the class all work collectively together, before moving into independent practice time. The teacher will then take a smaller group outside the class and work with them. This prevents a culture of the street being used only for lower-attaining children.

### **You have had an Academy Review Visit recently?**

Yes, this went well. Stretch and challenge, independent learning, widening the curriculum, and quality of teaching were all included in the feedback.

### **When is the next Academy Review Visit?**

Week commencing 21<sup>st</sup> January 2019.

### **Attendance**

#### **Attendance is now outstanding?**

Yes, we have achieved 96% attendance, due to an improvement in the attendance of Year 1 and Reception pupils.

#### **How are you challenging persistent absence?**

One child moved to another area and was not enrolled at another school. Therefore, we reported them as 'missing in education' to ensure robust safeguarding, but this has impacted on our attendance data. This pupil is now off-role.

#### **What is 'missing in education'?**

After 20 days of absence, the pupil becomes a 'child missing in education'. We report this to a LA Officer and indicate what engagement we have had with the family.

#### **If that child is removed from the statistics, does the persistent absence improve?**

There is a Y1 child who has medical needs. We are in regular contact with the family and the Education Welfare Officer.

**ACTION: CJ to provide an anonymised case study for persistent absence.**

### **Quality of Teaching**

#### **How many NQTs are in the school?**

One.

#### **How many new staff have started this term?**

Two new Learning Partners in pre-school (Early Years Practitioners)

A new SMSA.

A Learning Partner for Thrive provision.

#### **Are the new staff inducted?**

The NQTs first assessment has been submitted, and she has been given a more consistent timetable and targets. She joins the class teachers for planning, and moderation will take place in February with the CLF. She attends NQT conferences and will meet with the two NQTs at Herons Moor fortnightly.

The Learning Partners are inducted by working alongside other practitioners to share best practice, and they follow the probation process with key documents.

#### **Do any teaching staff require improvement?**

We model best practice and encourage whole school oracy and high-quality practice. We undertake lesson observations and give feedback about areas for improvement. We are developing co-teaching which has been very impactful, particularly in supporting Maths provision. This is a model that we would like to develop further but would need to be managed carefully. We also use 'Iris' to film staff so that they can reflect on their own practice, which is very progressive. The

SLT can also review the film and comment alongside specific frames which can be more meaningful than receiving feedback after the fact.

### **Behaviour**

Behaviour has been rated as outstanding.

*The Academy Council noted that the atmosphere within the Academy is calm, and that children are engaged in learning.*

### **Risk Register**

#### **Are there any areas that are red on the Risk Register?**

We have been impacted financially by a clerical error, which has resulted in us having to alter our staffing plan in Early Years.

### **7, Safeguarding**

#### **What is Team Teach?**

This is an approach to positive handling and how to de-escalate situations and manage challenging behaviour. We have ten members of staff who are now Team Teach trained, including in the wrap-around provision. We have had a significant reduction in positive handling incidents, with no incidents last term.

#### **Will the training continue?**

This will be dependent on finances, but as the school grows it is likely that we will train more staff. We will also access refresher training.

#### **Do you now record your safeguarding meetings?**

Yes, we are using the CPOMS calendar to record our regular safeguarding meetings. We are also using CPOMS to track our safeguarding curriculum and updates, as a record of our safeguarding culture.

### **8, Finance, H&S and Estates**

#### **Health & Safety**

Nicki Shapiro has been appointed as the new Operations Manager. Herons Moor has joined the CLF and is already working with HVA. HVA are also linking with other schools in North Somerset in the spirit of collaboration. HVA has supported HPA with Finance administration this term.

### **9, Staffing**

See Academy Council Report.

### **10, Link Roles and Monitoring Schedule**

#### **Safeguarding Link Role**

**Proposal for KV to be the Safeguarding Link Councillor: CJ**

**Seconded: DJ**

**Show of Hands: Unanimous**

**Proposal for TB to be the Health & Safety Link Councillor: DJ**

**Seconded: CJ**

**Show of Hands: Unanimous**

**11, Policies that require review**

- Healthy Lunch – *For Information.*

**12, Papers for Information**

- HVA SEF – *this will be updated after the next Academy Review Visit.*

**13, AOB**

None

**11, Date of Next Meetings**

6<sup>th</sup> March 2019, 6pm

**Meeting ended at: 8.00pm**

**ACTIONS**

<b>Item</b>	<b>Action</b>	<b>Initials</b>
<b>6</b>	<b>CJ to provide an anonymised case study for persistent absence.</b>	<b>CJ</b>

Approved: \_\_\_\_\_ Date \_\_\_\_\_