



Haywood Village Academy Council Meeting Minutes
Tuesday 14th May 2019, 6.00pm
Venue – Academy.

Academy Council:

David Jordan (DJ) CHAIR	Sponsor 1	Susie Weaver (SW) *	CLF Executive Principal
Fiona Mayne (FM)	Sponsor 2	Craig Jones (CJ)	Principal
Kathryn Volk (KV)	Sponsor 3	Sarah Codling (SC) *	LA Rep
Dave Robson (DR)	Sponsor 4	Vacancy	Student Advocate
Cara MacMahon (CM) *	Sponsor 5	In Attendance	
Fred Fraser (FF)	Teacher	Tamara Dexter (TD)	Associate Member
Vacancy	Support Staff	Tony Searle (TS) Senior Principal and HPA 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 5.30pm
 Welcome to Marcus Puddy, an Academy Councillor from Hans Price Academy.
 Apologies were accepted from: CM, SC, and SW.
 The meeting was deemed to be quorate.
 DR joined the meeting at 6.30pm and KC joined the meeting at 6.45pm.

2, Declaration of Interests

The Councillors signed the attendance and pecuniary interest register.

3, Minutes of the last meeting

The minutes of the previous meeting (6th March 2019) were agreed to be a true and accurate record and were signed by the Chair.

4, Actions and Matters Arising

C/F T3, CJ to provide an anonymised case study for persistent absence – **Completed, paper tabled.**

9, TB to review the Risk Register on Friday 8th March 2019 – **Carried forward.**

(CJ and TD left the meeting so that the Academy Council could discuss and identify their lines of enquiry).

Matters Arising

The Academy Councillors reviewed their Link Roles.
The Support Staff Councillor vacancy will be filled in September.

(CJ and TD returned to the meeting)

5, Review SEF

No questions.

6, Academy Council Report

Paper circulated in advance.

Ofsted is due to inspect shortly. Can the academy demonstrate that it is outstanding?

Ofsted are our regulators, but we ensure our provision is outstanding for our children, not for Ofsted. There are always areas of focus that we are working on. Currently, this is planning across the curriculum to ensure that it is consistent and sequential. We have completed collaborative planning and arranged planning workshops. We are using Iris to exemplify excellent teaching and explicit modelling for children to ensure that it is learning focused. Teachers' need to take more risks if we wish to have consistently outstanding teaching. Over time our outcomes are very strong.

Is there a risk that Outstanding will not be awarded as we are a new school?

A new school in Bristol achieved outstanding in their first inspection. We are larger than an Infants schools and we have three years of consistently strong data. Ofsted need to judge the provision at the time of inspection.

Safeguarding

A child protection plan is now in place for a child?

There are two children with child protection plans, one child has been referred to Early Help and we are accessing additional support from third party providers.

There has been a half-day exclusion?

Yes. The half-day exclusion allows the school time for a strategy meeting so that we can improve the provision. The parents are really supportive and over time the behaviour has been improving.

The culture of Safeguarding continues to be embedded, ie. for new children, do they understand the need for different lanyard colours and what they mean.

Attendance

(Anonymised attendance case studies tabled)

In the first year of opening we had very high persistent absence in Y1 (33%). This dropped to 6.8% which is below the national average and has dropped again to 5.8%. In Y2 there are two children with SEND who have attendance below 90%.

50% of PP children have persistent absence in Y2?

Yes, but the pupil numbers are very low (16 children in total, 8 of whom are persistently absent).

How are you addressing this issue?

Some of the children are new to the provision this year. We inherit previous in-year data from their previous settings. The EWO has been working with specific families, and clarification about penalty notices have been issued to parents. Broken weeks

and attendance letters have been issued and we have celebrated improved attendance. This has resulted in an improvement in persistent absence, but it will continue to be a focus.

The PP persistent absence appears to be having the biggest impact on your overall persistent absence data?

The current Y2 PP children are below ARE and do less well than their peers. However, term on term their progress and attainment has improved. The HVA PP data is above national average in most year groups and in the Y2 founding children.

Persistent absence in Y1 remains high?

There is one child in Y1 with persistent absence.

Y2 attendance is lower than Y1?

A child joined the provision in November 2018 and has impacted on the attendance data. His attendance has improved vs his attendance at his previous provision. We are working with the family to raise their awareness of the importance of good attendance.

Are you using penalty notices?

Yes, this is done at the Headteacher's discretion and is based on a case by case basis. We are engaging with families initially with support from the EWO. We are refusing holiday requests and supporting families with the need for punctuality.

Are the penalty notices effective?

This is a government initiative. Making school enjoyable and raising the profile of attendance with parents are key.

Do parents discuss penalty notices?

Some parents at other schools have determined that it is still cheaper to go on holiday and pay the fine than it is to go on holiday outside of term time.

Are there any cultural challenges? In some European countries, children start school at an older age?

Extended leave is the biggest challenge as some families return to their home country to visit family.

Pupil Outcomes

How cost effective are enrichment days?

In the next teaching and learning review we will capture this data. The children really enjoy activities like Forest School, but impact is subjective and can be difficult to measure. Children's work is influenced by their off-timetable experiences and trips can stimulate their engagement with the curriculum. Trips do not have to be expensive and therefore can provide cost-effective inspiration that infuses children's learning.

Y3 greater depth in Writing is 11% which is lower than in Maths and Reading, how will you improve this?

We had 18 children last year in Y2, 16 of whom joined the provision with low prior attainment. We now have 27 children in Y3. Greater depth Writing has increased and is now above the national average. We were moderated externally last year for

Reading, which resulted in increased scores for Reading. However, some of the Writing did not provide evidence of all the Writing in the KS1 framework.

What are you anticipating the Writing outcomes to be?

25% for greater depth which is in-line with the national average and demonstrates the rapid progress the children have made within the school which will continue until Y6.

Pupil Premium

Why are the PP students not attaining in line with non-PP children?

Quality first teaching ensures that they are making rapid progress. Some of the PP children who have joined the school mid-year were working significantly below and therefore have made rapid progress. The Raising Attainment Lead has introduced a range of provisions to support the PP children, and their books evidence their rapid progress. Over time we aspire for them to achieve in-line with their peers. Areas of focus remain an intake of additional PP children in this year, and to ensure that there is evidence that they are attaining at the national average.

ACTION: DR to monitor the progress of the new PP children as part of his Link visits.

SEND

What is the criteria for outstanding SEND provision?

We need to ensure equity in provision so that pupils with SEND achieve in line with their peers. The strategies need to be impactful and teachers need to know their children's needs and provide for them appropriately. Tamara documents this carefully to ensure that SEND targets are meaningful and that pupils make progress. Within SEND it is not always appropriate for children to meet ARE. Clear intent, clear implementation in practice and impact of interventions are all documented with pupil passports. Eight top-up funding requests have been successful, but there may be some staffing challenges as the funding is only for a year.

Reception is over-subscribed?

We had 65 first choices for 60 places, 97 applications in total.

Are you going to arrange home visits?

No. Twenty-seven children are coming from the pre-school provision. Children with SEND will have Nursery visits. We will meet with all the pre-school providers and invite the new children and parents to Stay and Play sessions and the whole school picnic. This is a result of reflecting on our practice over the last few years to determine what is most effective in terms of transition.

Have you finalised your staffing provision?

All our class teacher recruitment is complete and will be finalised next week. We have had one unexpected resignation. The recruitment has been strong, and we are pleased to welcome new teachers and individuals who are taking on additional responsibilities.

7, Achievement & Standards

See above.

8, Safeguarding Update

See above.

9, Finance, H&S and Estates

Health & Safety

A H&S walkaround has taken place. Classroom storage has been identified as a concern, to ensure that it is practical and fit for purpose. The maintenance of door closures has been addressed quickly.

The football pitch is currently closed to pupils due to subsidence. Heidi Clement at the CLF is liaising with Midas re determining who is responsible for the repairs. The negotiations are complex due to the site being owned by North Somerset and an implication that the maintenance schedule is not robust enough.

What is the timeline for progressing the issue?

This is a high-profile issue which is being addressed. We may be able to cordon off a smaller area so that pupils can access it.

Does the school have funds for the repairs if necessary?

There are some reserve funds, but we need to consider the issue in the whole to ensure that it does not recur.

Has the carpark been risk assessed?

The revised carpark plan has been reviewed and quotes for pedestrian railings have been received. Adult supervision and temporary bollards have been installed as an interim measure.

What is the timeline for addressing the carpark issue?

The work will take place during the summer break, following approval of the costs. In the meantime, we will continue to remind parents of the need to ensure the safety of their children whilst they are in their care.

Do parents need to access the carpark?

From T1 it will be closed to parents. However, we need to have a conversation with Hale with regard to public access when required. We will also extend positive messaging to the children with regard to walking to school.

ACTION: CJ to liaise with the PCSO re visibility at school drop off time.

10, Staffing

All staff are working well together and are confident about the forthcoming Ofsted inspection.

11, Student Voice

Carried forward.

12, Policies that require review

All the policies are based on CLF templates.

- Critical Incident Plan (to include a power-cut process and community integration)
- Equalities (to include reference to the Assessment Policy and SCR)

- EYFS (minor spelling mistakes)
- Accessibility (to include provision for guests)
- Fire
- Asthma (to include checking inhaler expiry dates)

Are inhaler dates checked?

Yes, TD checks the emergency inhaler dates and the class teachers check the class inhalers. We update staff regularly about any changes to pupil medical needs at staff meetings.

Do children take their inhalers to PE?

This is determined by the children's individual plans.

We have completed a medical needs audit and have introduced a process where medical needs can be recorded online as well as in the blue class folders.

Are all the classroom doors fire-doors?

Yes, they all retain fire when required.

Should fire doors be propped open?

We can investigate automatic fire door closers.

ACTION: CJ to investigate automatic fire door closers.

The Academy Council approved the policies, subject to the minor amendments indicated, with the exception of the Critical Incident Plan which will be reviewed again at the next meeting.

13, Papers for Information

- Health & Safety Link Visit

14, AOB

TEAMS

Microsoft Teams has been introduced by the CLF as a secure way of sharing documents. TS demonstrated to the Academy Council how to log-in and navigate Teams.

CLF Developments

The NSETC provision will cease from 1st July 2019 and will be refurbished into a broader provision (11-19) within the CLF. Assuming the consultation is successful, Y7 will be admitted from September 2020.

Broad Oak will shortly be joining the CLF as part of the development of the North Somerset hub which will contain HVA, HPA, Herons Moor, Broad Oak and NSETC (which will likely be re-named to Winterstoke 100 Academy).

What will happen to the students currently at NSETC?

Y11 are due to leave. The Y10s (14 students) will transition into local schools. The Post-16 students have already transitioned to Weston College.

What will happen to the building during year before it is re-opened?

We are looking at a number of options and are liaising with several organisations. We will retain the current lettings to support the local community.

Will any changes be required to the building?

Yes, significant changes will be required to support the new provision to ensure it delivers for the community.

15, Date of Next Meeting

Wednesday 10th July at 6.00pm

Meeting ended at: 8.00pm

Item	Action	Initials
C/F T5	TB to review the Risk Register	TB
6	DR to monitor the progress of the new PP children as part of his Link visits.	DR
9	CJ to liaise with the PCSO re visibility at school drop off time.	CJ
12	CJ to investigate automatic fire door closers.	CJ

Mid-Year Review of TLG - Mims Yacomeni

Some of the children have gaps in their social and emotional learning due to deprivation. Because of this we have implemented 'TLG (transforming lives for good) Coaching' which includes seven coaches who spend an hour a week with one child for a year. We spend time with the child building trust and discussing anything that they are worried about. All the coaches have formed strong relationships with the children and their parents are very supportive. After each session we contact the parents and give feedback.

A TLG weekend away is taking place in July. Most of the children have signed-up for this. We have met with the parents and collected anecdotal feedback. One parent advised that their child struggles to go to school, but on the TLG coach day the child is very happy to go. Another child took part in the school play after gaining confidence from working with a TLG coach. One child is less emotional and no longer cries loudly in school. One hour a week is really significant for the children and has supported them in their progress in school. The staff have been made aware of the importance of the coaching and next year the school are considering using it again.

If coaches are concerned about the content of a conversation, can they approach a teacher?

Yes. There is a portal that the coaches record all their conversations on and there is a disclosure box which can be ticked to alert me and the teachers to follow up.

Has there been a disclosure?

No. One child had made a disclosure prior to coaching which we were aware of and which has been discussed as part of the coaching support.

This was a one-year trial?

The year will finish at the end of T1 which will support the children with their transition into their next year.

Do you want to expand the service?

We need to determine if the coaches wish to continue for another year or recruit more coaches. We also need to discuss funding.

Will the school support the funding?

There is a rationale for using some of the Pupil Premium funding to pay for the coaching.

One of the participants was upset because you couldn't meet with her. What happens if a Coach is ill or on holiday, does this impact the pupil and the class?

If someone can't come we let the teacher know. Some of the children were selected because of their challenging behaviour. These are young children who have made significant growth in their social and emotional development who were already disruptive in the classroom. We also have Thrive practitioners who can support the child with the disappointment if a Coach cannot make a session.

How will you finish coaching with a child having supported them for a year?

We have discussed this with the coaches. In the second year they will work with children in another class so that the individual doesn't have to see their coach working with another child in their class.

Do Coaches work with more than one child?

Only on occasions where we need to introduce another child into a session, e.g. discussions about friendship.

How much does the service cost?

There is a one-off fee (£650), and then £70/month regardless of the number of Coaches who are supplied.

TS advised that future considerations would need to include how this provision will be scaled if HVA is considering growing the provision in the school, and if there is evidence that home-life has been positively impacted.

The Academy Council thanked all the Coaches for the work they have done with the children over the last year and in principle endorsed the provision within the school, further to additional information about cost.

Approved: _____ Date _____