

Minutes – Hayward Village Academy

Meeting Date: 4 October 2022
Location: HVA
Time: 5.30pm

Chair:	Kathryn Volk (KV)	Sponsor Councillor & Interim Chair
	<i>Vacancy</i>	Sponsor Councillor
	<i>Vacancy</i>	Sponsor Councillor
	<i>Vacancy</i>	Sponsor Councillor
	Craig Jones (CJ)	Senior Principal
	Susie Weaver (SW)	Executive Principal
	<i>Vacancy</i>	Student Advocate
	Della Hall (DH)	Teacher Councillor
	<i>Vacancy</i>	Support Staff Councillor
	Hannah Cooke (HC)	Parent Councillor
	Fiona Mayne (FM)	Sponsor Councillor
	Ewa Bowman (EB)	Parent Councillor

In attendance Truon Ellis (TE) Vice Principal

Absent with Apologies Sarah Codling (SC) LA Councillor

Minutes

Item	Description	Action
1.0	Welcome, Introductions and Apologies	
1.1	The Academy Council met without CJ and TE at the beginning of the meeting to discuss key areas of focus for the meeting, and link roles.	
1.2	KV welcomed Ewa Bowman to the meeting and introductions were made.	
1.3	Absent with apologies: SC. SW advised in advance that she would be late to the meeting due to a scheduling clash and arrived at 5.50pm.	
1.4	The meeting was quorate	
2.0	Declarations of Interest	
2.1	None declared.	
3.0	Minutes of Previous Meeting	
3.1	The minutes of the meeting of 12th July 2022 were approved.	
4.0	Actions and Matters Arising	
4.1	None.	
5.0	Academy Council Report	
5.1	Maths at HVA: Luke Allen - Powerpoint presentation.	

5.2	The Multiplication Table Check (MTC) for last academic year indicates that the average score was 23 out of 25 which is the highest score in the Trust. This shows strong progression as Mathematicians in the school.	
5.3	We want our children to be curious mathematicians who can think, and reason, and problem solve. The children explore Maths through talk with their peers and learn to breakdown problems to find solutions and use reasoning.	
5.4	What is the NCETM? It is a document designed by the DfE that outlines schemes of work to ensure that there is reasoning in children's learning e.g. the White Rose Hub has a lesson in negative numbers, but the NCETM has a two week module that describes the maths behind negative numbers.	
5.5	Does it run parallel to the CLF Maths curriculum? It is essentially the same curriculum with the same objectives, but it enhances our resources and independent work sheets.	
5.6	Does it support children with SEND? Yes, children who struggle with number sense find this scheme very beneficial because it breaks Maths down into small steps.	
5.7	Reasoning cards are included in the classroom environment to support children with their oracy and being able to describe their reasoning.	
5.8	Are the staff adapting to the change in teaching Maths? Yes, we have provided support with adopting reasoning, and high-quality modelling and opportunities. Allowing children to debate changes the "I do" "You do" "We do" order.	
5.9	We will use TT Rockstars again because we are able to manipulate the provision based on the data we have from Rockstars.	
5.10	How do you support pupils who don't have access to TT Rockstars at home? We provide 15 minutes of dedicated time per week to TT rockstars.	
5.11	How do you encourage children to engage with TT Rockstars at home? The programme provides certificates for progress which is very motivating, and we display the top-ten children from Y3-Y6 which is celebrated in the classroom.	
5.12	How are you rolling the programme out to teachers? The CLF Maths Lead is going to be doing some training with the teachers, but it is a practical activity that the teachers are comfortable trying in the classroom.	
5.13	ACTION: CJ to add the Maths presentation to Teams.	CJ
6.0	Academy Council Report - CJ	
6.1	A teaching and learning review was undertaken last week.	
6.2	What is the plan for improving the Y6 attainment and combined outcome? The combined outcome was 50% which was disappointing because there were one or two children who should have achieved that. There has been some learning around test administration so we will work with the team who are administering the tests to be aware of pitfalls like missing pages. We have reflected as a leadership team and will focus on the planning this term to ensure that the children are exposed to a range of high-quality texts. TE is now planning the reading with the team and we have additional scrutiny on Writing and Maths. We have shared the data with teachers and LPs and mocks will begin next week which is earlier in the year than last year.	
6.3	When you mark the mocks, do you know whose papers are whose? Yes. This is helpful because we can then see if there are any misconceptions.	
6.4	The Y6 teacher this year has taught Y6 before and is very familiar with the children.	
6.5	SW: The new DfE algorithm for calculating progress is now well over 100. We were not surprised by the subject outcomes, but the combined outcomes were disappointing. However, this has informed planning for this year.	
6.6	Do the staff realise that teaching and learning reviews form part of CPD?	

	Yes, they receive individual feedback sessions, and the process continues to be developed. We will reiterate at the Staff Meeting that this is quality CPD.	
6.7	Do the SMSAs feel part of the wider team? We would need to ask them, but often SMSAs start in the role with an ambition to be LPs.	
6.8	ACTION: CJ to seek feedback from the SMSAs to see whether they feel part of the wider team.	CJ
6.9	Is the mental health first-aid training for the children or parents? It covers adults and children. We aspire to eventually have all staff trained.	
7.0	Attendance - Della Hall	
7.1	Mims and I meet every week and we receive a weekly attendance update from the Trust which includes a prompt question which is useful.	
7.2	Our intention is for all children to attend every day and on time	
7.3	To reduce PA from 15% to 8% and quickly identify and support families if attendance is dropping. We want to close the attendance gap between PP children and non-PP attendance.	
7.4	We have worked on ensuring that we have a consistent and robust attendance procedure that consists of seven stages.	
7.5	Stage 1 = email to the family noting there has been a change in attendance and offering help. Stage 3 = An informal conversation with the family. Stage 5 = A celebration letter where there has been improvement. Stage 5b = A more formal letter to parents with an invitation to an attendance meeting with the EWO of Trust Attendance Lead. Stage 6 = Significant low attendance with a minuted meeting regardless of whether the family attends or not and agreed next steps. Stage 7 = A review of the attendance meeting and a decision about whether to prosecute. Further stages are under review.	
7.6	We triangulate between the families, staff team and attendance team to ensure a consistent whole team approach.	
7.7	The CLF provide an attendance tracker that can be analysed by several criteria. We can track what stage the child is at and what interventions have been used. This is a manageable workload and an important tool.	
7.8	What is the PP attendance gap? This week it has been 0.4% which was the lowest in the Trust.	
7.9	What is the school target? 96%. We display the class attendance every day and we celebrate good attendance. The class with the highest attendance get 'Captain Ted' which is very motivational. The PP gap is closing.	
7.10	The Admin Team encourage parents to bring children into school and advise they can send them home if necessary.	
7.11	Every class teacher can see the attendance data. We have brought forward the school gate timings by 5 minutes which has improved attendance at first registration.	
7.12	A daily email goes to the SLT which outlines any children who are not in school and haven't phoned in by 10.30am. This can trigger a home visit from a member of the SLT which also covers safeguarding.	
8.0	Personal Development Behaviour & Welfare	
8.1	Pupil Voice and Self-Agency – Truon Ellis	
8.2	The assembly timetable provides personal development opportunities for teachers, so we now have a timetable indicating who will host each assembly and what the topic will be which links to our values. Each week there is an opportunity for Team Talk in House Teams which provides valuable discussion opportunities.	
8.3	Do children de-select in Primary Schools as much as in Secondary Schools?	

	We encourage all the children to participate, and the groups are the same each week which creates a safe space.	
	We use deliberately provocative statements to encourage discussion and exploratory talk.	
8.4	What was required to qualify for the Eco Schools Flag? We followed prescriptive changes which has had a real impact. We have volunteer litter pickers who work in the Community.	
8.5	Has there been a good uptake in clubs? It depends on the club because some are over-subscribed. The Admin Team are very good at ensuring that everyone gets the opportunity to attend a cub each term.	
8.6	Why have you decided to have girls football and boys football? There is girls football and everyone's football. Some girls feel more confident playing in an all-female football team.	
9.0	Staffing	
9.1	How will the handover between Mims and Sarah be supported? A meeting will be timetabled, and shadowing opportunities will be arranged.	
9.2	How will middle leadership be supported? I will meet with Subject Leaders this term and discuss the three I's and action planning will be shared and reviewed. We provide release time for our Middle Leaders and utilise support from the Trust to for additional school improvement in Science. We also link with the Trust to utilise coaching opportunities where possible.	
10.0	Policies	
10.1	<ul style="list-style-type: none"> ● Data Protection ● Records Retention ● Health & Safety ● Gifts and Hospitality¹ <p>The above policies were noted by the Academy Council.</p>	
10.2	¹ Gifts & Hospitality Feedback: The volunteer training will be aligned to the new policy. Gift cards cannot be accepted because they are another form of cash.	
11.0	Governance	
11.1	There are several Sponsor Councillor vacancies on the Academy Council which are being recruited to.	
11.2	The Nimble software issue is being addressed by CLF IT and the training deadline has been extended to the end of October.	
11.3	Immersion Visits: <ul style="list-style-type: none"> ● Tuesday 8th November Maths Immersion Day. ● Tuesday 10th January 2023, Writers Immersion Day. ● TBC Inclusion Immersion Day. 	
12.0	Matters for the Board/COAC	
12.1	None.	
13.0	AOB	
13.1	None.	
14.0	Close of Meeting	
14.1	The meeting closed at 7.30pm	