

Minutes – Hayward Village Academy

Meeting Date: 13 December 2022
Location: HVA
Time: 5.30pm

Chair:	Kathryn Volk (KV)	Sponsor Councillor & Interim Chair
	Vacancy	Sponsor Councillor
	Vacancy	Sponsor Councillor
	Vacancy	Sponsor Councillor
	Craig Jones (CJ)	Senior Principal
	Susie Weaver (SW)	Executive Principal
	Vacancy	Student Advocate
	Della Hall (DH)	Teacher Councillor
	Vacancy	Support Staff Councillor
	Sarah Codling (SC)	LA Councillor

In attendance	Truon Ellis (TE)	Vice Principal
	Lucy Brice (LB)	Assistant Principal

Absent with Apologies	Hannah Cooke (HC)	Parent Councillor
	Fiona Mayne (FM)	Sponsor Councillor
	Ewa Bowman (EB)	Parent Councillor

Minutes

Item	Description	Action
1.0	Welcome, Introductions and Apologies	
1.1	KV welcome everyone to the meeting.	
1.2	Absent with apologies: FM, HC and EB	
1.3	The meeting was quorate	
2.0	Declarations of Interest	
2.1	None declared.	
3.0	SEND – Laura Lovely	
3.1	<i>Presentation shared via screen</i>	
3.2	I have highlighted our Intent, Implementation, and Impact. Our SEND children need to be assessed, individual learning plans are broken down into smaller targets, planning is inclusive, and we deploy our additional adults carefully. Children receive targeted and monitored interventions and we are fortunate to have a school funded speech and language specialist.	
3.3	Impact can be difficult to measure for children with SEND because improvement can be incremental. We have now added a number to our DOYA assessment to indicate the level that children are working at. This means we can more accurately track their progress and ensure that the gap between them and their peers is beginning to close.	

3.4	I have included attainment data for children from Y1 – Y6 which indicates that they may be behind their peers, but the progress overview that I have included indicates that they are all making progress.	
3.5	LPs now specialise in intervention areas so that we can efficiently delivery interventions and provides a robust and consistent measurement of progress.	
3.6	How often do you assess the progress of pupils with SEND? Their progress is assessed during the same assessment windows as the rest of the school, in addition they are baselined at the start of the intervention and then assessed again after 10 weeks.	
3.7	Do you wait the full 10 weeks before changing the intervention? We will make changes earlier if required.	
3.8	SC: The school is clearly taking a diversity approach as opposed to an equality approach which is best practice and to be commended.	
3.9	How do you ensure that SEND pupils reach their full potential if they are being removed from class for interventions? We use support staff in class where possible, but we do also remove children for interventions where required. We ensure that they only have three sessions of 20 minutes out of class per week. Wider research indicates that supporting children with interventions means that they can better access the wider curriculum.	
3.10	How can we raise the aspirations of SEND children? We have a celebration of neuro diversity and invite inspirational adults who have been successful in their fields to attend as role models. We have high aspirations for all our children, but the Inclusion Team could develop this work further with the families of children with SEND.	
3.11	There are more SEN-K pupils than SEN-E pupils, does this impact on the intervention budget? Currently in North Somerset we can access top-up funding before an EHCP. The K code means SEND support and we can access top-up funding. An EHCP lists the provision that needs to be delivered which means that although it may bring more funding, it is less flexible.	
3.12	<i>Laura Lovely left the meeting at 5.55pm</i>	
4.0	PSHE - Evie Johnson	
4.1	<i>Presentation shared via screen.</i>	
4.2	PSHE encapsulates school life and learning relating to personal, social, health and economic areas, RSHE relates to relationships, sex and health education.	
4.3	RE feeds into children's identity and beliefs and where they fit into our schools. PSHE is essential to everything we do in our school and underpins our culture.	
4.4	PSHE is implicit in our positive Behaviour Policy which focuses on constructive relationships and restorative conversations.	
4.5	Our AIP includes a section for PSHE which includes fostering good relationships between children.	
4.6	We use Jigsaw to deliver PSHE to ensure that we cover all the statutory elements as well as a broad PSHE provision.	
4.7	We deliver PSHE discretely once a week on Monday mornings which includes circle time which is discussion based and reflective.	
4.8	We collate floor books and PSHE journals to capture learning, these include photographs, reflections, whole class discussions and a child-led collective contribution at the end of the module.	
4.9	Our next steps will be ensuring consistency across the school and sharing of best practice.	
4.10	Do you receive any support and information from external agencies in order to deliver Inclusion and RE? Our PSHE modules includes diversity and aspects of a child's life compared to others lives. We highlight differences in a positive and inclusive way and perpetuate a culture of inclusion.	

	<p>We arrange regular assemblies with stories from other cultures and religions. The Trust has a developing RE framework which is based on guidance received and all schools will eventually adopt the CLF curriculum.</p> <p>We have been awarded the Equality, Inclusion and Diverse status award which demonstrates that we celebrate differences in our school.</p>	
4.11	In January we will link with a school in Bristol that is culturally very diverse from our cohort which will be an exciting project.	
4.12	ACTION: SC to share the North Somerset SACRE (Standing Advisory Council for Religious Education) network details with CJ.	SC
4.13	<p>Is PSHE recorded with DOYA?</p> <p>We use a Thrive assessment instead of DOYA in PSHE and have a range of ARE objectives under a single theme and can identify children who require a specific Thrive intervention where required.</p>	
4.14	<p>How do you support children who are learning at a lower level or are at deepening?</p> <p>We differentiate in PSHE and have a spiral curriculum which teaches the same termly learning at children's' ARE level. The children engage in conversations which means we can identify gaps and address them.</p>	
4.15	We use a vulnerability index to track children's PSHE and score children in the Early Years at the end of their Foundation Stage.	
4.16	<p>Post pandemic, are you noticing any differences in the grading of EYFS PSHE compared to pre pandemic?</p> <p>Yes, some children have gaps in their social and emotional development are presenting as immature, as well as demonstrating reduced speech and language skills.</p>	
4.17	<i>Evie Johnson left the meeting at 6.20pm</i>	
5.0	Y6 Attainment – Lucy Brice	
5.1	Y6 have mocks each term so that we can identify gaps in learning and where support may be required. This is showing a positive trend in Reading 65% are on track or at greater depth which is an improvement on 58% in T1.	
5.2	Guided reading sessions are having an impact on children's progress.	
5.3	Maths arithmetic has shown improvement since last term, but the reasoning paper was more challenging resulting in 33% at ARE or greater depth. Teachers are now introducing more reasoning questions and have reviewed where children lost marks. The LPs take children for key interventions based on the mock data.	
5.4	The SPAG data demonstrates 80% on or at greater depth with the spelling paper being particularly strong which we are really pleased with at this point in the year.	
5.5	Writing data is 67% at ARE or greater depth which is an improvement on last term.	
5.6	We will compare our data with the other schools in the Trust so that we can share best practice and network with each other.	
5.7	<p>How has the Maths outcomes affected the combined scores?</p> <p>It will form the baseline. However, some pupils only just missed the pass mark and should therefore convert on the next data drop.</p>	
5.8	We will share the data with the staff before the end of term and then review it together at the inset day in January so that teachers have a really good understanding of their children and who are the key marginals.	
5.9	<i>Lucy Brice left the meeting at 6.30pm</i>	
6.0	Minutes of Previous Meeting	
6.1	The minutes of the meeting of 4th October 2022 were approved.	
7.0	Actions and Matters Arising	
7.1	<p>CJ to add the Maths presentation to Teams – Completed.</p> <p>CJ to seek feedback from the SMSAs to see whether they feel part of the wider team – Completed. Lucy Brice has met with SMSAs and has received feedback about how they feel about their contribution to school. The SMSAs are working more efficiently and supporting</p>	

	<p>children with their lunchtime play. Many of the SMSAs are also volunteer readers which helps to integrate them into the school community.</p> <p>The professional services dashboard indicates that within the CLF, HVA has a high number of SMSAs compared to other schools which is to be commended.</p>	
8.0	ECTs – Truon Ellis	
8.1	Children have approached us and asked to start a debate team and to create room monitors which demonstrates self-agency.	
8.2	The T2 teaching and learning review relates to one area of our signature pedagogy, and we provide strong monitoring and support for our ECTs.	
8.3	We are very pleased with the progress of the ECTs. We utilise a cycle of staff meetings and professional development to share practice and receive feedback.	
8.4	We are hoping that all our teachers will be able to describe their personal development and where they are on that journey.	
8.5	<p>Is there any quality assurance in the coaching and mentor relationships?</p> <p>I have worked alongside the coaches to support them</p>	
8.6	<p>Is the feedback adopted quickly and do you check that they have responded to the feedback?</p> <p>Yes, it is part of the cycle, and we have a robust review system that aligns to the teaching and learning review.</p>	
8.7	ACTION: Della Hall to provide anonymised feedback from ECTs	CJ
8.8	[REDACTED]	
9.0	Academy Council Report - CJ	
9.1	<p>Attendance has dropped in the last two weeks?</p> <p>Yes, this has been the lowest two weeks of attendance and is due to illness which reflects the national picture.</p>	
9.2	<p>What support is in place for challenging persistent absence?</p> <p>We used to use an external company, but this was not impactful, so we are now utilising the wider CLF team and the Education Welfare Officer where necessary.</p>	
9.3	[REDACTED]	
9.4	<p>The Residential Policy indicates that the Academy Council should sign-off school trips on Evolve?</p> <p>It is a category 3 trip which is overseen by the Health & Safety Committee.</p>	
9.5	A experienced teacher has been recruited and appointed for Y4.	
9.6	<i>Susie Weaver left the meeting at 7.00pm</i>	
10.0	Safeguarding	
10.1	Sarah and Truon are adopting a pattern of Safeguarding reporting and audits following the departure of Mims.	
11.0	Policies	
11.1	<p>Policies for Noting:</p> <ul style="list-style-type: none"> ● Complaints Policy ● Admissions ● Exclusions and Suspensions Policy ● Information Security Policy for System Administrators ● Healthy Food 	

	<ul style="list-style-type: none"> ● Safeguarding ● Educational Visits ● First Aid ● SEND ● SEND Information Report ● Medical Conditions 	
11.2	<p>Supporting Pupils with Medical Conditions – KV</p> <p>There are two grammatical errors:</p> <p>5.2. A reference to AC making arrangements which should be changed to the AC should ensure that arrangements are in place.</p> <p>Page 13 - We mark students as absent regardless of medical conditions so it is not clear about what is meant by penalising absent students who have medical conditions? e.g. missing school trips</p> <p>Also, IHCP requires a definition earlier in the policy.</p>	
11.3	<p>The Academy Council noted the CLF Policies, and that the grammatical errors In the Supporting Pupils with Medical Conditions Policy have already been fed back to the CLF Central Team.</p>	
12.0	Governance	
12.1	<p>SC's Term of Office due to expire this month, she is considering whether she wants to be re-appointed.</p>	
12.2	<p>2022-23 Training Programme</p> <p>Permanent Exclusion training for councillors - 30th January 4-5.30pm on Teams</p> <p>Recently appointed councillor induction 31st Jan 4-5.30pm - Location TBC</p> <p>Holding Leaders to Account 1st Feb 4-5.30pm Teams</p> <p>Governance Conference - 8th March all day – Location TBC</p> <p>Understanding Disadvantage - 24th April 4-5.30pm on Teams</p> <p>What do I need to know about SEND? 10th May 4-5.30pm on Teams</p> <p>Attendance and Exclusions - 2nd June 22 4-6pm on Teams</p> <p>Recently appointed councillor induction - 15th June 4-5.30pm - Location TBC</p> <p>Link role networks</p> <p>Safeguarding: 31st January, 13 March, 22 May & 21 June - all 4-5.30pm - on Teams</p> <p>SEND: 14th December, 7 March & 26 June - all 4-5.30pm - Location TBC but probably hybrid</p> <p>PP: 13 December, 17 April both 4-5.30pm and 19 June at 4.30-6pm - on Teams</p>	
13.0	Matters for the Board/COAC	
13.1	<p>None.</p>	
14.0	AOB	
14.1	<p>SC advised that she has really enjoyed her term of office at HVA.</p> <p>KV wished everyone a lovely Christmas break.</p>	
15.0	Close of Meeting	
15.1	<p>The meeting closed at 7.10pm</p>	