

# Minutes – Haywood Village Academy

**Meeting Date:** 1 December 2025  
**Location:** HVA  
**Time:** 5.30pm

<b>Chair:</b>	Kathryn Volk (KV)	Sponsor Councillor & Interim Chair
	Paul Lovely (PL)	Sponsor Councillor
	Della Hall (DH)	Teacher Councillor
	Vacancy	Sponsor Councillor
	Vacancy	Parent Councillor
	Vacancy	Sponsor Councillor
	Vacancy	Support Staff Councillor
	Vacancy	Parent Councillor
	Russell Mogg (RM)	Sponsor Councillor

<b>In attendance:</b>	Craig Jones (CJ)	Senior Principal
	Kate Richardson (KR)	Education Director ( <i>via Teams – left at 6.50pm</i> )

Item	Description	Action
<b>1.0</b>	<b>Welcome, Introductions and Apologies</b>	
1.1	KV welcomed everyone to the meeting.	
1.2	No apologies were necessary.	
1.3	The meeting was quorate.	
<b>2.0</b>	<b>Declarations of Interest</b>	
2.1	Paul Lovely declared that he's related to a member of staff at HVA.	
<b>3.0</b>	<b>Minutes of the last meeting</b>	
3.1	The minutes of the last meeting (22 <sup>nd</sup> September 2025) were agreed to be a true and accurate record.	
<b>4.0</b>	<b>Academy Council Membership &amp; Chair's Update</b>	
4.1	A Parent Academy Councillor election and a Support Staff Academy Councillor election has taken place.	
4.2	A new Parent Academy Councillor is in the process of being appointed.	
4.3	There remains a Support Staff vacancy and two Sponsor vacancies.	
4.4.	CLF Central will circulate available training from T3 onwards.	
<b>5.0</b>	<b>Art - Sophie</b>	
5.1	The children have sketch books to practice their skills and then they display their final project.	
5.2	In T6 we showcase an Art Gallery in the school and last year the Y3 children showcased Voice 21.	
5.3	I meet termly with the children and undertake pupil conferencing to determine what the children know.	
5.4	I do lesson drop-ins and watch the children express their creativity.	
5.5	Each term I send out ideas for teaching each discipline and a progress sequence of lessons.	
5.6	We use formative and summative assessments which demonstrate the objective and whether it has been met or not.	

5.7	<b>Do you always aim for a final product?</b> No, sometimes we explore using tools or using art in play.	
5.8	I ensure that the staff have enough time to order art resources for the following term.	
5.9	<b>What Arts Mark do you have currently?</b> We have Gold at the moment, but we are aiming for Platinum this year.	
5.10	We are encouraging children to be able to discuss the art of others and what emotion they are trying to evoke in the viewer, but also artists who have influenced them.	
5.11	I am looking for a local artist who can visit the school and also a place in the community where we can display the children's art.	
5.12	I have leadership release time so that I can visit other classroom and do pupil voice.	
5.13	<b>In terms of your own professional development, do you find have more than one subject challenging?</b> No, because Art, Music and Designers all interlink.	
5.14	<b>What is the difference between pupil conferencing and pupil voice?</b> The terms are interchangeable, but the term 'conferencing' refers to the activity.	
5.15	We have high expectations for presentation and show children 'what a good one looks like' but we also encourage them to be creative and to try new things.	
<b>Academy Council Report</b>		
5.16	We are reviewing our SEF to include evidence of where we are secure in the new OFSTED inspection toolkit.	
5.17	We have 7 children accessing early help and 9 children identified as young carers.	
5.18	<b>What is your criteria for young carers?</b> Where a child is depended upon by a sibling or parent.	
5.19	<b>Are your SEND children able to access the curriculum?</b> The Maths data indicates that children are secure and we provide adaptations for areas of the curriculum like writing and art.	
5.20	<b>How do you identify dyscalculia in younger children?</b> It's difficult to determine dyscalculia in any child because there are many factors.	
5.21	The space opposite the Y2 classroom is being remodelled to provide an area that we can use for children who are dysregulated and need to be kept safe, but also as an area to meet the need of children with SEND.	
5.22	First quality teaching, readiness to learn, and interventions all form part of our three-way pathway provision.	
5.23	We have written to parents to communicate with them around some of the reasons why there have had to be some changes to the teaching staff in one classroom.	
5.24	We have undertaken a review of teaching and learning and instruction retrieval which is a signature of part of the pedagogy in our school.	
4.25	We are exploring what it is to be a Learning Partner and how to meet the needs of children.	
5.26	We have some ECT assessments to be submitted and Della is supporting with Phonics.	
5.27	<b>Do you have a small number of staff taking on more than on Subject Lead role?</b> In smaller schools a member of staff may take on two or three subjects. We have some ECTs on the staff body who can't take a Subject Lead because this is not anticipated for an ECT.	
5.28	We have clear templates and sequencing tools to support Subject Leads.	
5.29	The ECTs are observed regularly by their mentor and also as part of lesson drop-ins which is usual for them.	
5.30	We have set ambitious attainment targets: <ul style="list-style-type: none"> <li>• Reception GLD: All 90%, PP 88% (8)</li> <li>• Y1 Phonic Screening Check: All 90%, PP 100% (10)</li> <li>• Y4 MTC Average: 24.5/25 PP: 24</li> </ul> <p><b>Y6/KS2:</b></p> <ul style="list-style-type: none"> <li>• Reading: 90% (PP: 89%) GDS: 33%</li> </ul>	

	<ul style="list-style-type: none"> <li>• Writing: 82% (PP: 77%) GDS: 18%</li> <li>• Maths: 85% (PP:77%) GDS:30%</li> <li>• Combined:78% (PP:69%) GDS: 13%</li> <li>• SPAG: 82% (PP:73%) GDS :40% · Y6/ KS2:</li> </ul>	
5.31	A Writing moderation took place across the Trust in Term 1 and a Reading moderation is planned shortly.	
5.32	<b>How secure are you that the reading levels are correct?</b> We have a robust process that the Learning Partner undertakes, and the children need a certain score to move up to the next level. The children also need to read a broad range of books.	
5.33	<b>ACTION: CJ to explore how reading is moderated.</b>	<b>CJ</b>
5.34	Our Reception baseline was a low starting point but that may be because the process has changed to include a tablet, and we did the exercise early in Term 1.	
5.35	We are reviewing each area of the new OFSTED toolkit and then RAG-rating what evidence we have for that.	
5.36	We have had a significant reduction in PP attendance in recent weeks which we are exploring and may be due to environmental factors like the road works. We are also looking for trends and comparing them to last year's cohort.	
5.37	If children arrive after 9.30am they receive a U code because they are late, but it's calculated as an absence.	
5.38	The SEF indicates that personal development could be classed as exceptional under the new OFSTED toolkit due to the broad range of quality provision we can offer.	
5.39	<b>Has your new leadership role impacted on the SLT, and have you had support from the Trust?</b> The role that I'm currently doing is different from that which I've done in previous years, but when I am out of school there is robust cover in place, and I am always contactable to discuss any concerns. There has been no impact on the quality of teaching and learning in the school. In addition, it's an excellent opportunity for the SLT to develop their leadership skills when they step up.	
	<b>Safeguarding - KV</b>	
5.40	There has been an increase in domestic violence notifications via MASH results which are timelier than waiting for Police alerts.	
5.41	We talked about PSHE lessons that are specific to cohorts who may be experiencing domestic violence.	
5.42	The 175 audit is due at the end of the term, and the CLF Safeguarding Audit is scheduled for February or March.	
<b>6.0</b>	<b>Policies</b>	
6.1	<ul style="list-style-type: none"> <li>• EYFS – <i>the review date needs updating.</i></li> <li>• SEND</li> <li>• SEND Info Report – <i>2026 to be changed to 2025</i></li> <li>• Children in Care – <i>a link needs updating</i></li> </ul> <p><i>The Academy Councillors approved the above policies, subject to grammatical amendments. The Academy Councillors noted that the SEND Information Report was accessible to families.</i></p>	
<b>7.0</b>	<b>Matters for the Board/COAC</b>	
7.1	None	
<b>8.0</b>	<b>AOB</b>	
8.1	The Academy Councillors wished all the staff a good Christmas break.	
<b>9.0</b>	<b>Meeting Close</b>	
10.1	The meeting closed at 7.45pm.	