

Minutes – Haywood Village Academy

Meeting Date: 2 December 2024

Location: HVA

Time: 5.30pm

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

Apologies:	Sarah Saunter (SS)	Support Staff Councillor
	Hannah Cooke (HC)	Parent Councillor

In attendance:	Craig Jones (CJ)	Senior Principal
	Susie Weaver (SW)	Executive Principal
	Truon Ellis (TE)	Vice Principal

Item	Description	Action
1.0	Welcome, Introductions and Apologies	
1.1	KV welcomed everyone to the meeting.	
1.2	Absent with apologies: Sarah Saunter and Hannah Cooke.	
1.3	The meeting was not quorate.	
2.0	Declarations of Interest	
2.1	Paul Lovely declared that he's related to a member of staff at HVA. Hannah Cooke is an AC at HPA.	
3.0	Minutes of the last meeting	
3.1	The minutes of the last meeting (30 th September 2024) were agreed to be a true and accurate record.	
3.2	SW to raise the H&S Policy issues with the CLF Central Team – Carried forward.	SW
3.3	How many PP vs non-PP pupils achieved the citizens badge – We are investigating how to host the Citizen Certificate and haven't tracked this data to date but will do moving forward.	
4.0	Academy Council Membership	
4.1	Fiona Mayne's term of office was due to end in early 2025. She has moved to another Academy Council in the CLF. The Academy Councillors thanked Fiona Mayne for her commitment to the school during her two terms of office.	
4.2	Ewa Bowman have resigned from the Academy Council. A Parent AC Election will commence on Friday 6 th December 2024.	
4.3	The Academy Councillors were reminded to declare their pecuniary interests via Governorhub, as well as their KCSIE 2024 declaration and CLF training.	

4.4	Kathryn Volk is supporting a CLF school in Bristol by chairing their Academy Council, Hannah Cooke is an AC at HPA and Paul Lovely regularly supports the Trust with panel hearings.	
4.5	Russell Mogg has indicated that he may take the Chair position later in the academic year.	
5.0	Aerin Horton - Leadership	
5.1	This is my fourth academic year at HVA following my NQT at a different school. I have led in Computer Science, Historians and Phonics. I've also been a Team Leader for Y1 and Y2 and now lower schools which is Y1, Y2 and Y3.	
5.2	I'm a full-time teacher and a SCITT trainee mentor.	
5.3	I hold regular team meetings, return to work meetings, weekly team briefings, extended leadership briefings and provide emotional support within the team.	
5.4	I've undertaken a range of training including the Y1 Phonics Assessment check.	
5.5	Challenges include being a full-time teacher in addition to my leadership responsibilities.	
5.6	I have one-to-one support from the SLT regularly.	
5.7	Has the leadership roles changed your ambition? It's increased by confidence which I've welcomed.	
5.8	Do you get PPA cover as well as leadership release time? Yes. Sometimes it overlaps with those that I line manage, but I also visit them in their classrooms.	
5.9	What is the most challenging part of your leadership role? Having challenging conversations because I can be too empathetic.	
5.10	Oracy is a focus for the school, how are you managing that for the whole school? Truon leads for oracy across the whole school. I model good oracy practice for others to see and I've adopted the Voice 21 practices.	
5.11	<i>The Academy Councillors thanked Erin Philips for her presentation.</i>	
	Academy Council Report	
5.12	<p>An ARV has taken place, and the School Improvement Lead has visited and provided a very positive report:</p> <p><i>Hi all,</i></p> <p><i>Just wanted to get in touch after visiting this morning. It was really productive - Luke absolutely knows his stuff! We went through the 3I document and Luke could talk really knowledgably about each part of the Maths offer at HVA. If you do happen to get the call, I am more than happy to come down and support but you should feel really confident Luke, well done.</i></p> <p><i>We discussed potentially sharing this document at the Maths Leads network next week as inspiration for our new joining academies - would that be OK with you all?</i></p> <p><i>We also had a quick learning walk and saw great practice - all that Luke was expecting to see. Lots of great oracy, stem sentences, precise vocabulary, teachers modelling, addressing misconceptions and focusing on the method rather than a procedural focus to get to the answer.</i></p> <p><i>Thanks all,</i> <i>Katie Moore</i></p>	
5.13	The SEF includes the findings of our last OFSTED Report which we have been working to and we have moved to an NCTM Maths framework which allows the teachers to respond to their children's needs which has resulted in an increase in Maths outcomes.	
5.14	What Maths scheme were you using when OFSTED last visited? Maths No Problem. Gemma Burton is a very strong Maths teacher and has supported the staff with the appropriate use of resources as part of the new Maths framework.	

5.13	Maths had the lowest outcomes in the recent mock papers? The mock papers cover some parts of the Maths curriculum which haven't been covered yet.	
5.14	Do the mock outcomes correlate to previous years? I can compare the year-on-year data and report it at the next meeting. But the Y1 Phonics outcome is particularly strong.	
5.15	ACTION: CJ to compare the mock data for year-on-year trends.	CJ
5.16	Is there a risk that the Y1 persistent absence rate will result in children falling behind? Yes, because we teach a new Phonics sound each day. However, we provided targeted support when they return to school. We have ensured that our absence protocols are rigorously applied.	
5.17	Are there some children who won't pass the Phonics screening? Yes, but we ensure that they continue to make progress so that they are secure in their Phonics as they move up the school.	
5.18	How do you determine that persistently absent children receive appropriate interventions when they are in school? It's a careful balance because some of them have SEMH needs and therefore need to be around their peers. There is some emotional immaturity in the Y1 cohort.	
5.19	ACTION: CJ to reflect on how persistently absent children are targeted with interventions on their return to school.	CJ
5.20	Is the term-time absence request form perceived as a 'holiday request form' by parents? It may be a term that has been used historically.	
5.21	Can parents email the school about absence? We encourage parents to phone in so that we can speak to them about their child's needs and encourage them to attend school.	
5.22	Attendance YTD is 96.2% for all and 94.2% for PP children. The gap remains at 2% but overall attendance has improved.	
5.23	Do you have any severely absent children? One.	
5.24	Has the gap for PP attendance reduced? Yes, it has reduced by 0.3%. We have had some days where PP children's attendance has exceeded that of non-PP children.	
5.25	We are exploring decision making opportunities for the children so that they have some additional self-agency.	
5.26	We hold the Arts Mark Gold Award and will re-submit in 2025. This is being led by Sophie Giles along with Music. Using schemes like this scaffold the leader to improve the quality of the provision in place and acknowledges that afterwards.	
5.27	What is the Bristol International School Status? That within the curriculum we provide opportunities for international links and a wider perspective.	
5.28	Have you considered an international school trip? It would be cost-prohibitive for our community currently and resourcing it with sufficient staff would be challenging. The CLF Big Trip focuses on disadvantaged children and expanding their horizons. Our attendance coding indicates that our school has the highest attendance code for V which is visits to date.	
5.29	Truon is undertaking the NPQ SEN qualification to increase the capacity in the team.	
5.30	Luke is undertaking the NPQ Maths qualification.	
5.31	How long does it take to achieve the NPQ qualifications? About 18 months.	
5.32	Does the Trust support CPD? The school funds the qualification, and the member of staff commits to the additional time, but we support with flexibility.	
5.33	What happens if a member of staff leaves shortly after they have qualified?	

	That would mean that other children would receive the benefit.	
5.34	The recent ARV and ARM focused on the quality of subject leadership which in turn has informed our inset day planning and identifying succession planning for the next staff we can develop as leaders.	
5.35	<p>Have the demographics of the school changed?</p> <p>We use Insight Tracker to determine this information which also correlates to how many children are 'home grown' and what their outcomes are. This demonstrates that 'the longer we have them the better they do'. The OFSTED inspection dashboard also indicates the stability in the school.</p>	
6.0	Link Visits	
6.1	<p>Safeguarding – KV</p> <p>There has been an increase in prejudicial incidents, but the PSHE provision and teacher responses were robust.</p> <p>There has been an increase in domestic violence (four families) which includes self-reporting which speaks to the strong relationships between staff and families.</p> <p>A referral to CAMHS has been rejected as 'too high need'.</p> <p>Attendance - HC</p> <p><i>See Report.</i></p>	
7.0	Policies	
7.1	<p>Policies to Note:</p> <ul style="list-style-type: none"> • Exclusions and Suspensions • RHSE • Children with Health Needs¹ <p>¹ This policy does not reference North Somerset.</p> <p><i>The Academy Councillors noted the above policies.</i></p> <p>Policies to Approve:</p> <ul style="list-style-type: none"> • Children in Care¹ • SEND² • SEND Info Report <p>¹ The word 'negotiate' should be changed to 'discuss'. All references to governing body need to change to AC.</p> <p>² 'They hold day to day responsibility' should be changed so that this doesn't imply the AC.</p> <p><i>The Academy Council approved the above policies subject to grammatical changes.</i></p>	
7.2	ACTION: SW to determine if the Children with Health Needs Policy is a template policy that should be updated to reflect North Somerset.	SW
7.3	ACTION: TE to share a case study for KS2 progress and outcomes over time.	TE
8.0	Matters for the Board/COAC	
8.1	None	
9.0	AOB	
9.1	None	
10.0	Meeting Close	
10.1	The meeting closed at 7.00pm	