

# Minutes – Hayward Village Academy

**Meeting Date:** 28 March 2023  
**Location:** Teams  
**Time:** 5.15pm

<b>Chair:</b>	Kathryn Volk (KV)	Sponsor Councillor & Interim Chair
	Hannah Cooke (HC)	Parent Councillor
	Fiona Mayne (FM)	Sponsor Councillor
	Ewa Bowman (EB)	Parent 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
	<i>Vacancy</i>	LA Councillor
	Andrew Peacock (AP)	Sponsor Councillor pending COAC
	Naomi Cox (NC)	Sponsor Councillor pending COAC

<b>In attendance</b>	Truon Ellis (TE)	Vice Principal
	Lucy Brice (LB)	Assistant Principal

## Minutes

Item	Description	Action
<b>1.0</b>	<b>Welcome, Introductions and Apologies</b>	
1.1	KV welcome everyone to the meeting and introduced Andrew Peacock and Naomi Castellano, potential Sponsor Councillors pending appointment at COAC.	
1.2	The meeting was quorate.	
1.3	HC advised she needed to leave the meeting early.	
1.4	The Academy Councillors met without CJ and the SLT to agree their questions and lines of enquiry. They also noted the three CLF policies.	
<b>2.0</b>	<b>Declarations of Interest</b>	
2.1	None declared.	
<b>3.0</b>	<b>Minutes of the last meeting</b>	
3.1	The minutes of the last meeting (13 <sup>th</sup> December 2022) were agreed to be a true and accurate record.	
3.2	SC to share the North Somerset SACRE (Standing Advisory Council for Religious Education) network details with CJ – <b>Completed</b> .	
3.3	Della Hall to provide anonymised feedback from ECTs – <b>Completed</b> . <b>DH spoke with each of the ECTs and shared the feedback with the AC. They all advised that their mentor (TE) and the support of their partner teachers has been very beneficial. Their training did not allow them enough exposure to managing parental conflicts so would welcome support with that</b>	

	<b>and how to balance differentiation with curriculum coverage. One of them felt that the training did not prepare them for the workload of being a teacher.</b>	
3.4	<b>Can role playing scenarios be used to support with managing parents?</b> Yes, we have provided some training around managing difficult conversations and we have access to the Trust 'LEAP' model.	
3.5	<b>TE and LB are now in Y5, how will this impact on mentoring the ECTs?</b> We have met and discussed managing the workload and have one fewer ECTs. Fortnightly and weekly drop-ins are planned in which I can cover when required and can validate the judgements. TE continues to have availability in the afternoons.	
<b>4.0</b>	<b>Attendance and LAC - DH</b>	
4.1	<b>Attendance has improved term on term and is on target at 96% with some weeks being 98%</b>	
4.2	Some PP attendance is higher than non-PP attendance.	
4.3	PA is 9.6% and continues to reduce and is the lowest in the Trust; the target is 8%	
4.4	Fixed term penalty notices have been issued where required, with support from the Trust.	
4.5	Captain Ted is still celebrating the classes with the highest attendance.	
4.6	The Academy Council congratulated DH on the attendance improvement.	
4.7	<b>Does the prosecution of parents affect their relationship with the school?</b> CJ: My name is on everything which can produce some minor tension because I also meet and greet parents on the gate. DH: Prosecution is a worst-case scenario, and we meet with the families and support them prior to that point. Attendance has improved from 65% to 75% so the prosecution did have an impact and we phoned the parent and thanked them for their improved attendance which was restorative.	
4.8	SW: Against a backdrop of very challenging post-pandemic attendance, some Trusts are draconian in their approach to attendance, but in our Trust, we build relationships and support parents and families in the first instance to create a feeling of belonging.	
4.9	<b>What is the attendance for the SEND cohort currently?</b> We can determine this information from the tracker.	
4.10	<b>ACTION: DH to circulate the SEND cohort attendance.</b>	<b>DH</b>
	<i>Post Meeting Addendum - SEND Attendance figures from DH:</i>  <b>Current</b> Children with EHCP - 91.1% Children with SEND (no EHCP) - 91.8%  <b>Year to Date</b> Children with EHCP - 90.7% Children with SEND (no EHCP) - 91.6%  This is below our school target of 96% and also slightly below national average 93% (from 2019).	
4.11	HC: I met with Laura Lovely because we now have a LAC pupil in the school. They have settled in well with support from the school and some additional LAC pupils are anticipated from September.	
<b>5.0</b>	<b>Academy Council Report</b>	
5.1	The Academy Council Report links back to the SEF which was updated in March. The narrative around each section of the Ofsted framework has been updated.	
5.2	The Quality of Education is Good to Outstanding based on the teaching and the outcomes of the children. There are elements of outstanding practice and over time the children receive outstanding provision.	

5.3	We have just finished a Teaching & Learning review and the SLT will now get into the learning during the term with a focus on supporting the professional development of Learning Partners.	
5.4	Mocks have taken place four times and indicate rapid progress.	
5.5	Phonics and the Multiplication Test are on track.	
5.6	<b>When there are lower attaining pupils in a higher year and higher attaining pupils in lower years, can the intervention groups be mixed?</b> Yes, the interventions in the afternoon are sometimes mixed. We have one Learning Partner per year group and for the first 90 minutes they run a specialist intervention across the school e.g. Lego Therapy. We have had to make some adjustments to provision when we have had staff absence.	
5.7	<b>Is it possible to free-up Learning Partners to be used elsewhere in the school?</b> Most of our LPs are linked to a class in the morning and then half of them are available in the afternoon to provide the interventions.	
5.8	Where children are performing well, the teachers will look at deepening their learning and extending their learning as opposed to putting them with lower attainers from higher year groups. We also need to consider any mental health and wellbeing impact from children being moved to work with lower year groups.	
5.9	The SLT meetings have reviewed the Ofsted Framework to compare our provision with the framework. We are confident that Behaviour & Attitudes are outstanding when compared to the criteria for positive attitudes towards school and learning. Our work with Citizens UK looks at how we link to the wider community and challenge social injustice which is exciting.	
5.10	<b>How will you support the education of parents and record that for an Ofsted Inspection?</b> We are at the early stages of considering how we inform the community or our approach without being seen as patronizing because some parents believe in punitive sanctions.	
5.11	Some parents are finding they have challenges at home, and we may be able to offer parent courses where appropriate.	
5.12	<b>How will you encourage parents to attend parenting courses without implying that they are 'bad parents'?</b> Some parents have asked for help so this would make the delivery easier. We have been trialling the rental space in Hale where parents can drop in and speak to the SLT which we have learned from.	
5.13	EB: Having parent courses provided by staff that parents already have a rapport with would be welcomed.	
5.14	CJ: Having external agencies working in the closer community would be very beneficial, therefore identifying and developing services around the school may be something we can explore.	
5.15	<b>Personal Development Behaviour and Welfare</b>	
5.16	The Pupil Survey outcomes were very positive, and we have been having more showcases within the school to engage parents.	
5.17	We held a Team Talk about the school meals and followed-up on the feedback with Aspens.	
5.18	We need to better promote some of the enrichment opportunities that we offer our pupils.	
5.19	<b>Are pupils who are receiving interventions missing out on enrichment activities?</b> Enrichments equips children with a level of understanding of the work around them and enriches their language. Some interventions support basic skills which are required, but we are aware of this tension and manage it well where possible.	
5.20	Tolerance and respect for all faiths and beliefs will continue to be a focus and our assembly programme supports this.	
5.21	Our Y3 and Y5 classes will get whole class training on ukuleles and C6 clarinets as part of the North Somerset Music Service for 10 weeks.	
5.22	<b>Leadership &amp; Management</b>	

	There is some really strong work taking place with our SLT and Subject Leaders which feels robust.	
5.23	<b>Is Team Teach used for positive handling of dysregulated children? If there were fewer people trained, would you escalate to positive handling less frequently?</b> We have several staff trained in positive handling, 90% of the technique is based on supporting a child to de-escalate and regulate and we only use positive handling if the child is a risk to themselves or others. There has been a reduction in physical handling incidents, and we only use it as a last resort.	
5.24	SW: The number of staff who are Team Teach trained is inline with other schools in the Trust and the CPD for de-escalation is very helpful. The DfE have recognised the increase in post-pandemic mental health concerns and there is Trust-wide guidance about the use of positive handling which will be updated following the DfE consultation.	
5.25	All incidents of positive handling are recorded in the bound and numbered book which can be inspected by the Safeguarding Academy Councillor.	
5.26	<b>At the end of the SEF, you referenced the 2019 Ofsted visit and the pandemic has impacted on the oracy strategies, will Ofsted take this into consideration?</b> The provocations that we give children and how they articulate themselves following that provocation was very apparent in 2019, but how children were interacting with each other was not apparent. This continues to be a focus for our team and we model how to ask questions of one another.	
5.27	DH: We are enriching our environments to provide awe and wonder, and I have started an early language development course which I will disseminate with colleagues. Although children are starting school with lower language skills they're leaving as effective communicators.	
5.28	<b>Do you track complaints that are received so that you can identify trends?</b> We respond quickly to any concerns raised. Nicki Shapiro is our complaints co-ordinator and could notify the Clerk and the Chair when complaints are received.	
5.29	SW: At Board level I report on themes around complaints so that the Trust can track trends. We can alert the Chair and Clerk for information purposes, but not to interrupt the complaint process.	
<b>6.0</b>	<b>Writing Lead - Georgia Crisp</b>	
6.1	<i>Slides shared via screen</i>	
6.2	Our Intent for Writers is for children to understand that writing is a fundamental skill that will help them to access other areas of the curriculum. We teach them to write with purpose and meaningfully.	
6.3	It is important that children feel the impact of their writing and who their audience is. We have links across the curriculum which supports the children and influences their language and ambitious vocabulary.	
6.4	We want children to feel empowered by their writing and the way that the teachers speak and model writing demonstrates high expectations.	
6.5	We have secure Phonics lower in the school and non-negotiable spelling in upper KS2.	
6.6	We provide independent opportunities for writing, small group writing opportunities and stretch and challenge where required.	
6.7	We model handwriting in EYFS and KS1 and use 'I do, we do, you do'.	
6.8	Teachers are explorative about using resources and use a range of support opportunities to provide self-esteem in children as writers.	
6.9	In order to assess the impact that we are having, I meet with the staff and share the theory behind writers, and we use moderation both in school and across the Trust which is very valuable.	
6.10	Staff voice is considered regularly for writing and we listen and respond to the feedback.	

6.11	We have recently used a writing exhibit so that children can share their writing and the culture of writing within our school is reflected throughout.	
6.12	Children are beginning to develop a strong sense of agency and looking at books means we can review our assessment and determine the next steps.	
6.13	Our teaching sequences are well considered and planned from EYFS to Y6.	
6.14	We are continuing to develop our spelling provision.	
6.15	<b>Talk for Writing is sequenced, is there a risk that this limits Upper KS2 children?</b> Talk for Writing can be considered as prescriptive, but we can be inventive and personalise it and we vary the processes as the children get older. We encourage the Y5 students to start taking more risks and will start to exemplify risk taking within planning. World Book Week writing encouraged children to use the skills they had learned in independent writing.	
6.16	<b>Is the pen license an incentive?</b> Yes, the KS1 children need to increase their stamina and the technical level of their writing, and the pen license is a key motivator.	
6.17	Pen licenses are not based just on the aesthetic of the writing.	
<b>7.0</b>	<b>Safeguarding - KV</b>	
7.1	I will be completing my Link visit later this week and will submit the form following the visit.	
7.2	A communication about an Academy Councillor who is facing some criminal charges has been issued. Visitors are never alone with children, even if they are DBS checked.	
<b>8.0</b>	<b>Policies</b>	
8.1	<b>Policies for Noting:</b> <ul style="list-style-type: none"> <li>● Attendance</li> <li>● Online Safety Policy</li> <li>● Toileting and Intimate Care</li> </ul>	
8.2	The Academy Councillors noted the above CLF policies.	
<b>9.0</b>	<b>Governance</b>	
9.1	<b>2022-23 Training Programme</b> Understanding Disadvantage - 24 <sup>th</sup> April 4-5.30pm on Teams What do I need to know about SEND? 10 <sup>th</sup> May 4-5.30pm on Teams Attendance and Exclusions - 2 <sup>nd</sup> June 22 4-6pm on Teams Recently appointed councillor induction - 15 <sup>th</sup> June 4-5.30pm - Location TBC  <b>Link role networks</b> Safeguarding: 13 March, 22 May & 21 June - all 4-5.30pm - on Teams SEND: 26 June - all 4-5.30pm - Location TBC but probably hybrid PP: 17 April both 4-5.30pm and 19 June at 4.30-6pm - on Teams	
9.2	KV will email all the Academy Councillors with the Link Role details and appoint everyone with a Link Role.	
9.3	<b>ACTIONS: KV to appoint the ACs with a Link Role</b>	<b>KV</b>
<b>10.0</b>	<b>Matters for the Board/COAC</b>	
10.1	None.	
<b>11.0</b>	<b>AOB</b>	
11.1	The last meeting of the academic year will not include KS2 assessment data because it will be not be available by then. However, a full review will take place at our September meeting.	
<b>12.0</b>	<b>Close of Meeting</b>	
12.1	The meeting closed at 7.05pm	