

Minutes – Haywood Village Academy

Meeting Date: 30 April 2024
Location: HVA
Time: 5.30pm

Chair:	Kathryn Volk (KV)	Sponsor Councillor & Interim Chair
	Ewa Bowman (EB)	Parent Councillor
	Paul Lovely (PL)	Sponsor Councillor
	Craig Jones (CJ)	Senior Principal
	Susie Weaver (SW)	Executive Principal
	Truon Ellis (TE)	Student Advocate
	Della Hall (DH)	Teacher Councillor
	<i>Vacancy</i>	LA Councillor
	<i>Vacancy</i>	Sponsor Councillor
	Fiona Mayne (FM)	Parent Councillor
	Sarah Saunter (SS)	Support Staff Councillor

Apologies	Naomi Cox (NC)	Sponsor Councillor
	Hannah Cooke (HC)	Sponsor Councillor

In attendance	Sue Burns	Clerk
----------------------	-----------	-------

Item	Description	Action
1.0	Welcome, Introductions and Apologies	
1.1	KV welcomed everyone to the meeting	
1.2	Absent with apologies: Hannah Cooke and Naomi Cox	
2.0	Declarations of Interest	
2.1	None declared.	
3.0	Minutes of the last meeting	
3.1	The minutes of the last meeting (20 th February 2024) were agreed to be a true and accurate record.	
3.2	The Y5 and Y6 Belonging Survey will be circulated before the next meeting.	
4.0	Academy Council Membership	
4.1	Russell Mogg has applied to be a Sponsor Councillor; his application is in progress.	
4.2	<p>Immersion Dates</p> <ul style="list-style-type: none"> • Friday 10 May 2024 • Friday 28 June 2024 <p>The Academy Councillors were reminded that they can attend an Immersion Day at any point during the day.</p> <p>Save the date: Friday 5th July 2024 CLF Conference in Weston.</p>	

5.0	Link Visit Reports	
5.1	Immersion Day - EB	
5.2	H&S - EB	
5.3	Safeguarding - KV	
5.4	SEND - KV	
5.5	Attendance - HC	
5.6	Is the academy approach to child on child meeting the needs of pupils? Yes, this has been documented last term. The school are responding more robustly to bullying, they are phoning home, following the Behaviour Policy and recording incidents on CPOMS.	
5.7	Is CPOMS monitored for themes and patterns? Priority cases are pinned on CPOMS and staff log concerns under a chronological order. Any themes that are identified are responded to with a dynamic PSHE reactive curriculum.	
5.8	How much information can the school share with parents who raise child on child concerns? They can indicate that there are processes in place, but they cannot provide information that is pertinent to individual children.	
5.9	The Safeguarding Team meet every week, there is a regular training slot each week and the team discuss hypothetical case studies to aid learning.	
5.10	Filtering and Monitoring is supported by CLF IT. It is difficult to determine which child was using a flagged device which is inefficient as opposed to a safeguarding concern due to mitigations in place.	
5.11	In the Health & Safety meeting we discussed the reception lock-down and access arrangements. We are considering installing a buzzer for the external door.	
5.12	Have the front office team expressed any concerns about their working environment? They have advised that they sometimes feel vulnerable.	
5.13	There have been three near misses, one of which was a forest school whittling knife being discovered in a classroom.	
5.14	A fire audit took place over half-term which was very positive. A fire door survey will take place next term.	
5.15	COSHH is up to date. Refresher training will take place next term.	
5.16	Did any pupils accompany the H&S walkaround? No, but the pupils have undertaken a review of health and safety in the carpark and will be issuing tickets tomorrow for inappropriate parking.	
	SEND Update	
5.17	The school is in line with the national average except for SEMH which is 21%	
5.18	There are five pupils with top-up funding but no EHCP.	
5.19	Team Teach Training, and Emotional Literacy Support courses are planned.	
5.20	There is one child who is seeking a specialist setting; therefore the staff are focusing on ensuring that this pupil does not disturb the learning of others.	
5.21	The number of C&I pupils (communication and interaction) is high. Is this a result of the pandemic? This is not known, but I can find out.	
5.22	ACTION: FM to determine whether C&I pupils are in all year groups or just in younger year groups.	FM
6.0	Academy Council Report	
6.1	The SEF was updated in April and has been shared.	
6.2	How will you measure the impact of any changes adopted by the Learning Partners? We will measure the progress and outcomes in T6	
6.3	How do you determine which Learning Partners to develop?	

	It depends on who has a role which aligns to a specific need and who has a 30-hour contract and therefore has the capacity for the training. We asked those members of staff who met this criteria if they would undertake the training.	
6.4	The pupil survey highlighted that some children perceive that the Behaviour Policy is not being applied consistently, therefore we are addressing this by revisiting the zones of regulation. We've held an anti-bullying week and plan to extend this to families and parents. The DSL is working with pupil voice and introducing a 'safety scale' that pupils can use.	
6.5	We have reviewed our enrichment offer throughout the school to identify whether we can make any improvements.	
6.6	You are reserving spaces in after school clubs for PP children? We are trying to strike a balance to ensure that places are distributed to PP children where possible. Our PP percentage is 19%, therefore we set a threshold of 20%.	
6.7	Can some of the PP budget be used to support the after-school clubs? Yes, but it is already committed.	
6.8	We are targeting Y4 with the RISE programme because this year group has the highest number of PP children in it.	
6.9	<i>The AIP was tabled for review by the Academy Councillors.</i>	
6.10	The Phonic Reading Audit has taken place and was very positive. All of our books are Oxford Reading Tree which match the previous Phonics scheme. Therefore, we have purchased books to match the 'Unlocking Letters and Sounds' Phonics scheme which was 75% funded by the English Hub.	
6.11	Do the Middle Leaders have self-agency as Subject Leads? We give them capacity to review their subject and they get a clear curriculum oversight lead. They inform the SLT so that we are aware of the plans and can provide support and challenge where necessary.	
6.12	Do they have the confidence to attend the Primary Academy Collaboration meetings? They attend the subject leadership teams when they have release time, and they share best practice.	
6.13	How do you populate the AIP for next year? The extended leadership team determines what tactics will be used for each key item that was identified for this year, and then review them during the year. We then decide if anything requires a continued focus for next year.	
7.0	Teaching & Learning – Truon Ellis	
7.1	We've been focusing on our Teaching and Learning and looking at what impact our Learning Partners are having on pupil learning.	
7.2	We have reduced the amount of admin that's required.	
7.3	Care and support is very strong and the LPs use a calm approach which impacts on overall behaviour. The pupils are very inclusive at HVA.	
7.4	Teachers have high expectations of our pupils.	
7.5	We made a proactive decision to recruit staff from our local community where possible.	
7.6	Y6 tutoring has been consistently provided by the LPs which has had a positive impact.	
7.7	We hold termly Learning Partner meetings to share knowledge across the school.	
7.8	Are you recruiting any new staff? We have an ECT vacancy and an AP role that will be an internal appointment.	
7.9	How much self-agency do the Learning Partners have? Some colleagues require more direction than others and are directed to focus their time on being with the children.	
7.10	Each Learning Partner has been given a specified feedback slot and can identify any training needs they have.	

7.11	Will the budget allow you to retain the number of Learning Partners you have? The budget is in a good place. We have several fixed-term contracts that conclude at the end of the academic year.	
7.12	How much does formative assessments coming into Teaching and Learning reviews? Formative assessment is a focus for the SLT.	
7.13	Voice 21 is being utilised at HVA. Two teachers have received training and there is a clear impact on their teaching which will now be disseminated to the other teachers.	
8.0	Data – Della Hall	
8.1	The Attendance Placemat was developed at the recent Inset Day.	
8.2	We are focusing on how we close the gap between PP and non-PP children.	
8.3	Do you support children to catch-up on the work they've missed? Yes, where possible, but we have to be pragmatic about how much work they've missed.	
8.4	Do your tactics change if the attainment level of the child is high? We are consistent with how we approach attendance.	
8.5	Whole school year to date attendance is 95.6% which is above the national, North Somerset and CLF attendance data.	
8.6	What has caused that impact? Our culture in the school and our attendance processes have had an impact over time because we have raised the profile of the importance on attendance.	
8.7	PP vs non-PP remains at 3%, but our PP attendance is rising.	
8.8	The persistence absence rate has dropped to 8%, how many children is that? 14 children from Y1 – Y6.	
8.9	We have developed a pupil attendance questionnaire which is focused on PP children, this will be extended to further children eventually.	
8.10	We have undertaken Attendance Pupil Voice which was very impactful. And the “Welcome back, we missed you” culture has embedded.	
8.11	Do risk assessments take place for families transporting other children to school? We introduced parents to each other and then it was their decision about whether they wanted to use a shared transport option.	
8.12	We aimed to reduce PP persistent absence which was 25% in T2 and we are now at 16%.	
8.13	Do you have a different approach to PP absent families? No, but we the teachers are aware of who their PP children are.	
9.0	Y6 Data – Dell Hall	
9.1	Mock 4 has completed. There was a slight dip in reading but this was a very hard paper so that was anticipated.	
9.2	Maths = an additional 13% in children on track and at greater depth.	
9.3	75% Reading 80% Maths 71% SPAG. Writing is 73% currently.	
9.4	Does the variation in reading materials change the outcome of the SAT? We expose the children to texts from all different sources.	
9.5	Our PP outcomes are lower than non-PP children and are a focus.	
9.6	How does your data compare nationally? PP combined would be 44% compared to 27% for us. However, the cohort size is small, so each PP child represents 9% and the children are close to the pass threshold.	
9.7	A post mock analysis has taken place, and we have timetabled who will provide support and how.	
9.8	There are two more weeks of teaching, booster sessions in the half-term and gap analysis will help to support children with any gaps in learning.	
9.9	Do you run homework clubs?	

	No but we offer tutoring in the mornings.	
9.10	<p>What proportion of Y6 children are EAL? There are 7 EAL pupils in Y6 but there is no-one who can't access a paper or who requires additional time based on country of origin.</p>	
9.11	Our weekly core team meetings now include PP children so that we can identify what we are doing 'above and beyond'.	
10.0	Staff Wellbeing – Sarah Saunter	
10.1	Some high needs children are impacting on staff wellbeing and therefore we are providing additional support and upskilling them. SLT and SEND support for those children are also in place to ensure their needs are being met.	
10.2	There have been some high-level safeguarding concerns, so we have an open-door policy if they wish to discuss anything further.	
10.3	Younger career teachers are provided with mentoring which is well received.	
11.0	Policies	
11.1	<p>Policies to Note:</p> <ul style="list-style-type: none"> • Online Safety • Supporting Pupils with Medical Conditions • School Uniform <p>The Academy Councillors noted the above policies.</p> <p>The Supporting Pupils with Medical Conditions indicates there are two defibs on site, is that true? I believe so.</p> <p>ACTION: CJ to determine the number of defibs on site and update the Supporting Pupils with Medical Conditions.</p> <p>Medical conditions Policy 5.5 School Nurse will inform school if a child is diagnosed with a medical condition, is that the case for GDPR? It is likely that they will suggest that the parent informs the school, but this will be checked.</p> <p>ACTION: CJ to check the wording of 5.5 re school nurse in the Supporting Pupils with Medical Conditions.</p> <p>How many children have an Individual Health Care Plans? Unknown. I will check and feedback.</p> <p>ACTION: CJ to check how many children have Individual Health Care Plans and feed back</p>	<p>CJ</p> <p>CJ</p> <p>CJ</p>
12.0	Matters for the Board/COAC	
12.1	None	
13.0	Close of Meeting	
13.1	The meeting closed at 7.30pm	