

# Minutes – Haywood Village Academy

**Meeting Date:** 2 May 2023  
**Location:** HVA  
**Time:** 5.30pm

**Chair:**

Kathryn Volk (KV)	Sponsor Councillor & Interim Chair
Hannah Cooke (HC)	Parent Councillor
Ewa Bowman (EB)	Parent Councillor
<i>Vacancy</i>	Sponsor Councillor
Craig Jones (CJ)	Senior Principal
Susie Weaver (SW)	Executive Principal ( <i>joined the meeting at 6.15pm</i> )
<i>Vacancy</i>	Student Advocate
Della Hall (DH)	Teacher Councillor
<i>Vacancy</i>	Support Staff Councillor
<i>Vacancy</i>	LA Councillor
Ned Jones (NJ)	School Dog

**Apologies**

Fiona Mayne (FM)	Sponsor Councillor
Naomi Cox (NC)	Sponsor Councillor

**Absent** Andrew Peacock (AP) Sponsor Councillor pending references.

**In attendance**

Truon Ellis (TE)	Vice Principal
Gemma Billitteri (GB)	EDI
Neil Sharp (NS)	PE Lead (Via Teams)
Lucy Brice (LB)	Assessment

Item	Description	Action
<b>1.0</b>	<b>Welcome, Introductions and Apologies</b>	
1.1	KV welcome everyone to the meeting.	
1.2	Apologies were received from Fiona Mayne and Naomi Cox	
1.3	Absent: Andrew Peacock	
<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 (28 <sup>th</sup> March 2023) were agreed to be a true and accurate record.	
3.2	DH to circulate the SEND cohort attendance – <b>Completed and included in last minutes.</b>	
<b>4.0</b>	<b>EDI – Gemma Billitteri</b>	
4.1	We are in a good place with EDI and have outlined our intent which includes EDI being embedded across the school and reflective of the community that we are in. We aspire to maximise all pupils' outcomes regardless of their background or protected characteristic.	
4.2	I have held a staff meeting about trans inclusive classrooms.	
4.3	Our Team Talk is very strong, and we discuss topics linked to protected characteristics.	

4.4	We celebrate specific days linked to the LGBTQ+ calendar.	
4.5	Y5 have linked to a school in Bristol and started pen-pal relationships which was very well received, and they are meeting the children in July which will include a workshop from St Pauls Carnival.	
4.6	<b>If pupils want to remain friends, do they exchange details?</b> This is not part of the programme, but we can ask. I've also asked all the CLF schools if they would like to partner for pen-pals.	
4.7	<b>How do you pair the pen-pals?</b> This was done by an independent person who identified a school who had a different context and beliefs to ours.	
4.8	<b>How were letters exchanged?</b> Via email and we also provided Teams calls. The schools have to pay for the transport so that the pupils from both schools can meet up at the end of the year.	
4.9	<b>How long has the programme been running for?</b> We started in January 2023 and the pupils communicate once a week with a diversity focus. The teachers receive training before the programme begins. Next academic year we will start in September.	
4.10	<b>Is it only for Y5 pupils?</b> Yes, this year we trialled it with one class, but from next year it will be the whole year group.	
4.11	We achieved the EDI quality mark at the end of last year.	
4.12	The children are confident and comfortable about talking about a range of protected characteristics both with their peers and with visitors to the school.	
4.13	Next steps will include giving opportunities for children of underrepresented groups to have a voice.	
4.14	<b>Could you provide opportunities for parents to come and speak about their diversity?</b> Yes, this could be arranged and would be welcomed.	
4.15	<b>Have you had any objections from parents about celebrating LGBTQ+ month?</b> No. We are going to arrange for a session about hate crime so that staff can feel comfortable about discussing this topic.	
4.16	<i>Gemma Billitteri left the meeting at 5.55pm</i>	
<b>5.0</b>	<b>Sports Premium – Neil Sharp</b>	
5.1	I am a Y4 teacher and have been the PE Lead for the last three years during which we have made good progression and last year we achieved the School Games Bronze Award.	
5.2	There are lots of strengths in PE, the curriculum is well planned and sequenced. We use two schemes 'Real PE' and 'Complete PE'.	
5.3	We offer a range of extra-curricular activities which are popular, and children are enthusiastic in lessons and progress well through them.	
5.4	'Real PE' fundamental skills are differentiated so that everyone can access it.	
5.5	Dance, gymnastics, swimming, games, athletics, and outdoor skills are included in the curriculum and extra-curricular activities.	
5.6	Areas for development include strategy and tactics because children are not always familiar with these. Our core PE lessons need to incorporate more dance and gym opportunities so that they are not restricted to after school clubs.	
5.7	Intent: We believe that our children should enjoy PE and develop their skills.	
5.8	Implementation: The Sports Coach leads on sessions three days a week and class teachers focus on the 'Real PE' curriculum.	
5.9	Inter school competitions and festivals are arranged across the year, within and beyond the CLF.	
5.10	SMSAs and Play Leaders encourage activity in the playground.	
5.11	Impact: Our children confirm that they enjoy PE and see a purpose to the lessons. Pupil engagement is high and there is evidence of progression within lessons.	
5.12	Many children represent the school in competitive events.	

5.13	The Sports Premium Allocation was £19,820 this year which was spent on training (via CLF Affiliation), resources, Sports Coach lessons, extra-curricular activities, and NSSPEA/School Games affiliation.	
5.14	<b>Have you considered mixing the age groups for PE lessons? Teaching younger children, the rules could help older children to remember them?</b> This could be considered as we often share hall space and children enjoy coaching younger children.	
5.15	<i>Susie weaver joined the meeting at 6.15pm</i>	
5.16	<b>How do you know that the Sports Funding has been well spent?</b> Having an affiliation helps us to support and run events and we can determine what additional equipment we need. The Play Leaders have a Play Book and next year we are considering investing in OPAL (Outdoor Play And Learning) training to support staff with incorporating play sessions into outdoor play. Adopting the PE curriculums has supported the staff to be more confident in delivering PE.	
5.17	<b>How do you ensure that PE is inclusive for all your students?</b> The PE schemes allow for differentiated for all students which means that the children can access it and enjoy it and make progress.	
5.18	<i>Neil Sharp left the meeting at 6.20pm</i>	
<b>6.0</b>	<b>Pupil Voice T5 Update - Truon Ellis</b>	
6.1	Our vision for the school includes oracy and that children learn to talk and talk to learn. We encourage a learning environment where everyone talks and where every child can articulate their learning and communicate and express themselves to others.	
6.2	A Y1 teacher is going to champion oracy and try some new initiatives for us.	
6.3	We have an acronym for team talk: 'CLEAR' to support children in understanding what skills are required for Team Talk. 'CLEAR' stands for: Clear Voices, Language choices, Engage with others, Articulate in full sentences, Respond and Reason respectfully.	
6.4	We plan our assemblies a month in advance and link them to a selection of topics, stories, subjects, community events and debate topics.	
6.5	Citizens UK is a charity who encourage powerful community movement. We have discussed with the children what they like about where they live and what annoys them. Responses included having a bridge over one of the streams so that children can safely see the wildlife, an additional zebra crossing, cycle safety, and community spaces.	
6.6	We are going to build power by inviting members of the community from across Haywood Village to support a movement for change.	
6.7	The children will become involved with a letter drop to get additional ideas about areas for change that the community would support.	
6.8	<b>Did you have good attendance for the tree planting?</b> There were approximately 15 people in attendance.	
<b>7.0</b>	<b>Assessment - Lucy Brice</b>	
7.1	A scale score of 100 = acceptable standard, 100+ = greater depth. <i>The Academy Councillors reviewed the data</i>	
7.4	The Y2 teacher has been through moderation and the judgements were agreed with.	
7.5	Y2 SATs will take place on the 16 <sup>th</sup> , 17 <sup>th</sup> , and 18 <sup>th</sup> May.	
7.6	We hold core team meetings and discuss our focus children who need support to be on track, including PP children.	
7.7	A live reading lesson for parents was well received.	
7.8	<b>How many students were taken to moderation?</b> A sample of on track and yet to be on track books from both classes were taken to moderation.	

7.9	<b>Were PP students included in the moderation?</b> The determining factor was those pupils who were borderline, not whether they were PP.	
7.10	SW: External moderation will include specific criteria including gender, PP, non-PP, SEND, etc	
7.11	<b>Is the combined score where you anticipated it to be?</b> Yes, we are satisfied with the predictions which are both above national.	
7.14	Huge progress has been made in Maths which we are really pleased about.	
7.15	We have made all the access arrangements and discussed them with the adults so that everyone is prepared for the SATs.	
7.16	The guided reading groups are continuing because they have been very impactful.	
7.17	We ran Easter booster sessions which were well attended and had an impact. We also sent home homework packs which were completed and returned.	
7.18	We are arranging a SATs breakfast for all children and a Y6 trip to Bristol has been arranged for them to look forward to.	
7.19	The Y6 class teachers are booked onto CLF greater depth training on 26 <sup>th</sup> May 2023.	
7.20	<b>Are extra time applications made externally?</b> Yes, via the Primary Gateway website which includes a list of questions that have to be answered to determine if pupils are eligible for extra time.	
7.21	<b>How many pupils have been awarded extra time?</b> 14.	
7.22	Maths PP is an area that we will continue to focus on. Y1 Phonics; 6 children are predicted to not pass, therefore we should achieve a 90% pass rate.	
7.23	PIXL tests are planned for Y3, Y4 and Y5.	
7.24	<i>Lucy Brice left the meeting at 6.55pm</i>	
7.25	<i>Ewa Bowman left the meeting at 6.55pm, the meeting remained quorate.</i>	
7.26	<b>ACTION: CJ to liaise with KV and HC to monitor the SATs administration process.</b>	<b>CJ</b>
<b>8.0</b>	<b>Academy Council Report – Craig Jones</b>	
<b>8.1</b>	<b>Are you planning for next year?</b> Yes, the budget has been set, AIP planning takes place this term and the teachers have been advised which classes they will have next year.	
<b>8.2</b>	<b>Will budget savings impact one-to-one support?</b> No, all pupils will one-to-one support will not be affected, but there may not be additional adults available for the wider provision.	
<b>8.3</b>	Attendance is increasing and we have several children with 91% attendance.	
<b>8.4</b>	One family are being prosecuted for unauthorised absence this week.	
<b>8.5</b>	<b>Do Sports Tours qualify as authorised absence?</b> No, because the tournaments are arranged to start on Saturdays, therefore Friday absence is not required.	
<b>8.6</b>	<b>Was the recent lockdown successful?</b> Yes, it was very quick and efficient and none of the children appeared phased by the process.	
<b>8.7</b>	<b>How do you disseminate your finding to the rest of the team?</b> We have a risk assessment meeting every Friday to review any H&S items, or update risk assessments and then we email all staff with any learning.	
<b>8.8</b>	We will add an additional alarm to the hall next year as part of our maintenance works.	
<b>9.0</b>	<b>Safeguarding</b>	
9.1	KV: I completed a link visit at the end of last term and discussed the safeguarding of persistently absent children and managing the relationship with parents.	
9.2	CJ: We have adapted our Attendance Policy on a case-by-case basis where required. Staff undertake home visits in pairs.	

9.3	The threshold for Early Help is much higher now which means that some families cannot access help.	
9.4	Some pupil needs are too high for the school counsellor but do not meet the threshold for CAMHs support.	
9.5	<b>Has the Section 175 Audit Report been received?</b> We have completed the audit but have not yet received the outcome.	
9.6	<b>ACTION: CJ to circulate the Section 175 Audit Report outcome when it is received.</b>	<b>CJ</b>
<b>10.0</b>	<b>Policies</b>	
10.1	None.	
<b>11.0</b>	<b>Governance</b>	
11.1	<p><b>2022-23 Training Programme</b>            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</p> <p><b>Link role networks</b>            Safeguarding: 22 May &amp; 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</p> <p>The Academy Councillors commented that they are reviewing the training slides following the training if they are unable to attend.</p>	
<b>12.0</b>	<b>Matters for the Board/COAC</b>	
12.1	None.	
<b>13.0</b>	<b>AOB</b>	
13.1	SW: We have a CLF Board meeting on Thursday and will review the strategy and plan for growth. The national landscape around the White Paper means that schools are keen to join Trusts and have approached us and made enquiries. We are being measured about the work that we are doing across the Counties and planned growth based on a greater number of clusters that remain within a tight geographical area with good commuting opportunities.	
13.2	CJ: SW is now one of three Education Directors and Dan Nicholls is the Deputy CEO.	
13.3	<i>The Academy Council congratulated SW on her new title.</i>	
<b>14.0</b>	<b>Close of Meeting</b>	
14.1	The meeting closed at 7.30pm	