

# Minutes – Haywood Village Academy

**Meeting Date:** 16 July 2024  
**Location:** HVA  
**Time:** 5.30pm

<b>Chair:</b>	Kathryn Volk (KV)	Sponsor Councillor & Interim Chair
	Paul Lovely (PL)	Parent Councillor
	Craig Jones (CJ)	Senior Principal
	Susie Weaver (SW)	Executive Principal ( <i>joined the meeting at 6.00pm</i> )
	Truon Ellis (TE)	Student Advocate
	Della Hall (DH)	Teacher Councillor
	<i>Vacancy</i>	LA Councillor
	<i>Vacancy</i>	Parent Councillor
	Sarah Saunter (SS)	Support Staff Councillor

<b>Apologies</b>	Russell Mogg (RM)	Sponsor Councillor
	Hannah Cooke (HC)	Sponsor Councillor
	Ewa Bowman (EB)	Sponsor Councillor
	Fiona Mayne (FM)	Sponsor Councillor

Item	Description	Action
<b>1.0</b>	<b>Welcome, Introductions and Apologies</b>	
1.1	KV welcomed everyone to the meeting	
1.2	Absent with apologies: Hannah Cooke, Fiona Mayne, Ewa Bowman and Russell Mogg.	
<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 (30 <sup>th</sup> April 2024) were agreed to be a true and accurate record.	
3.2	FM to determine whether C&I pupils are in all year groups or just in younger year groups - <b>Completed</b>	
3.3	CJ to determine the number of defibs on site and update the Supporting Pupils with Medical Conditions - <b>Completed</b>	
3.4	CJ to check the wording of 5.5 re school nurse in the Supporting Pupils with Medical Conditions - <b>Completed</b>	
3.5	CJ to check how many children have Individual Health Care Plans and feed back - <b>Completed</b>	
<b>4.0</b>	<b>Academy Council Membership</b>	
4.1	Naomi Cox has resigned as an Academy Councillor wef 9 <sup>th</sup> July 2024.	
4.2	From next year the Academy Council constitution will reduce to nine which will include two parents, two staff, a Chair, a Vice Chair and three Sponsors roles.	
<b>5.0</b>	<b>Academy Council Report</b>	
	<b>Quality of Education</b>	
5.1	An ARV has taken place with VPs from Taunton and MPA. We focused on the signature pedagogy and their outcomes aligned with our own evaluation of the school.	

5.2	An ARM took place with Susie Weaver, and we explored staff changes and teaching strengths. A teaching and learning review took place which included brief classroom observations.	
5.3	All the statutory assessments have been completed.	
5.4	The school continues to offer a strong provision with a self-evaluation of good to outstanding.	
5.5	Not all the teachers need to be outstanding, but we do need to know which aren't and how to support them which we do.	
5.6	There have been some long-term absences which have been covered by arranging a job-share arrangement which resulted in positive parent voice.	
5.7	<b>Is the good to outstanding judgement based on the teacher or on the subjects?</b> The SEF indicates that writing is a strength of the school and that reading, and Maths are strong, as is PSHE. We offer a good broad curriculum and need to ensure that the children can talk about the other subjects and indicate their learning.	
5.8	We are also pleased with our Science and Art provision.	
5.9	<b>Have you chosen the Subject Leaders for next year?</b> Yes and handovers have taken place where required. The EEF has advertised a study and funding for Primary Science quality mark which we have applied for. We will meet over the summer and make preparations for science ready for next year.	
5.10	<b>Are there any support members of staff that align to a subject?</b> This has happened in Music, but finding release time for support staff is challenging within their working hours.	
5.11	<b>Do you still have vacancies?</b> Yes, we did not appoint on the last round of interviews and therefore are interviewing again shortly.	
5.12	<b>Do some fixed term contracts end at the end of the academic year?</b> Most schools advise their staff in T5 so that they can find alternative employment.	
	<b>Statutory Data - DH</b>	
5.13	<b>EYFS GLD:</b> 80% PP 44% (4 out of 9 children)	
5.14	<b>Y1 Phonics:</b> 93% and 80% PP which is significantly above national.	
5.15	<b>The GLD PP was below national by one pupil. The Y1 cohort was a Reception cohort at HVA the previous year. Della, has the fact that you've had additional roles impacted the PP outcomes?</b> It is cohort dependent. 14 children joined Reception from other pre-schools and 9 of those we knew would struggle. One child with 64% attendance achieved GLD which is a significant achievement.	
5.16	<b>If a disadvantaged family in the area don't achieve a place on your pre-school, is there a risk that they won't attend a pre-school?</b> Yes. We hope to offer more play and stay sessions next year. We will also promote the two-year old funding to disadvantaged families.	
5.17	<b>What is the pass mark for the Phonics screening?</b> 32 or more.	
5.18	<b>Y4 MTC:</b> 24.2 out of 25 was our average which was significantly above national, as was the PP outcomes. We are pleased with this because Y4 is PP heavy.	
5.19	<b>Reading:</b> 77% and 45% PP, both above national.	
5.20	<b>Writing:</b> 85% and 64% PP, both above national.	
5.21	<b>SPAG:</b> 78% and 45% PP, both above national.	
5.22	<b>Maths:</b> 82% PP 45% (not above national)	
5.23	<b>Combined RWM:</b> 67%	
5.24	We have challenged four outcomes for greater depth.	
5.25	<b>Why are PP children often behind their peers?</b>	

	PP funding is provided to families who are financially disadvantaged. A high percentage of those children will also have other needs like low prior attainment or SEND need. Often, disadvantaged families have less access to support and enrichment.	
5.26	<b>Are there PP children who arrive in Reception and improve their outcomes due to being in the school?</b> Yes, the Y4 data indicates that. We have identified the current Reception PP children who may need additional support so that we can close the PP gap.	
5.27	The Academy Councillors noted the PP data for each year group and noted that no PP children achieved greater depth outcomes.	
5.28	Eight or nine children were one mark off greater depth which would have made a significant difference to the overall outcomes.	
5.29	<i>Susie Weaver joined the meeting at 6.00pm in person and via Teams 20 minutes earlier.</i>	
5.30	The Y6 SATs are the best outcomes to date which we are pleased about.	
5.31	Cross checking the DOOYA with the PIXL outcomes was the focus for last term which has been impactful.	
5.32	PP is inline or above national for combined in all year groups, except for Y2.	
5.33	<b>Do pupils ever get combined greater depth?</b> Across the Trust, the Writing greater depth has impacted the greater depth outcomes. This is a trend nationally. 7% of children nationally achieve greater depth combined.	
5.34	We are supporting new staff to the school to understand how to use the data and we are utilising purple books to capture gaps in learning.	
5.35	SW: The Y6 outcome data is strong and indicates that the children are well prepared for Y7. The combined outcome is a significant outcome.	
5.36	<b>How many new teachers will you have?</b> Technically four, but three are known to us.	
5.37	<b>How much experience are you losing with the LPs that are leaving?</b> We have developed our LPs and will continue to do so, therefore even if mature colleagues are leaving, we continue to retain a well-qualified workforce.	
5.38	<b>What does the phrase 'safeguarding maturity' mean?</b> We hold CPOM transfer meetings ahead of next year so that the teachers are familiar with their cohort. Good communication and early information helps. Safeguarding is high on everyone's radar.	
5.39	<b>Behaviour and Attitudes</b>	
5.40	Our attendance data is strong which we are pleased with.	
5.41	Our persistent absence figures are significantly below the national average.	
5.42	<b>If a child has chicken-pox and can't come to school because they are infectious, it's beyond their control to achieve the 99% attendance?</b> We made a conscious decision to not celebrate 100% attendance which is why we chose 99% attendance, and we made it clear when handing out the certificates that there is some luck.	
5.43	<b>In the future, children with infectious diseases will be coded differently?</b> We will need to investigate this.	
5.44	We are considering whether to continue dance next year. It's very popular with the children and improves their confidence but we need to consider whether an additional adult needs to be present in the provision.	
5.45	<b>What percentage of PP students will receive citizen badges?</b> The teachers have adapted the reward where required and additional support has been put in place for things like safe cycling provision.	
5.46	<b>ACTION: CJ to determine how many PP vs non-PP students have achieved the citizen badge.</b>	<b>CJ</b>
5.47	Our PP club attendance is higher than our PP average.	
	<b>Leadership and Management</b>	
5.48	The SEF has been updated and the AIP for next year has been drafted.	

5.49	The leadership structure has been updated for next academic year. We have moved from three team leaders to two phase leaders which includes line management.	
5.50	A Reading Lead, Writing Lead and Maths Lead form the extended leadership team and will have release time to visit classes.	
5.51	<b>Do the extended leadership team get data in all subjects?</b> Yes, and they attend morning briefings and a termly extended leadership meeting to drive day to day operations.	
5.52	<b>Do you share these documents with new staff before they join?</b> Yes, with the exception of the AIP which is shared at the beginning of next term.	
5.53	We aspire to achieve really impressive outcomes for disadvantaged learners.	
5.54	<b>Should the measure be about progress instead of about outcomes?</b> Yes, because 'impressive' is relevant to the child and not limited to outcomes.	
5.55	Oracy remains a key concept for us next year so that children can talk confidently about their learning.	
5.56	<b>Who is the EDI Lead next year?</b> Miss Johnson will be the EDI Lead and will deliver PSHE.	
<b>6.0</b>	<b>Link Visits</b>	
6.1	SEND - FM	
<b>7.0</b>	<b>Policies</b>	
7.1	<b>Policies to Note:</b> <ul style="list-style-type: none"> <li>Attendance</li> </ul> <p>The Academy Councillors noted the above policies.</p> <p><b>The policy states that if you are absent due to infection it will not affect the attendance outcomes because there is an attendance code for not able to attend due to public health?</b> It is anticipated that it will still count as a nil attendance.</p>	
7.2	<b>Page 39 states that the Attendance Team constitutes the Principal, VP, AP, DSL and FSW. Later in the policy it refers to attendance concerns being reported to the DSL and Principal. Is that a redundant statement given that they are part of the Attendance Team?</b> It works for high-profile reporting.	
7.3	<b>Who is a Senior Attendance Champion that line manage the FSW and Office Team?</b> That describes the arrangement in Secondary Schools, but the VP line manages the FSW.	
7.4	<b>ACTION: CJ to ensure that the Attendance Policy represents the HVA Attendance Team arrangements.</b>	<b>CJ</b>
7.5	<b>ACTION: CJ to check whether infectious diseases (e.g. chicken pox) will result in a nil attendance code under the new attendance legislation.</b>	<b>CJ</b>
<b>8.0</b>	<b>PP Strategy</b>	
8.1	<b>Has the PP report been completed?</b> Yes, there are few changes. A large amount is apportioned to the FSW role, Forest School and Speech and Language provision. We also provide an enrichment budget for each class.	
8.2	Next year we will increase the enrichment budget to support the residential trip expenses.	
8.3	KV met with SS and reviewed child on child statistics which were equal for boys and girls.	
8.4	Next year the focus will be on filtering and monitoring.	
<b>9.0</b>	<b>Matters for the Board/COAC</b>	
9.1	None	
<b>10.0</b>	<b>AOB</b>	
10.1	HVA would like to change their meeting dates for next year so that they don't fall on a Tuesday evening which is the SLT meeting day.	

10.2	Monday is a preferred meeting day at 4.30pm provided they don't fall on a network night. AC meetings withing the school day would also be acceptable.	
10.3	SW: The governance review indicates that AC meetings should take place between 4.00pm and 7.30pm. COAC indicated that meetings in the school day could preclude people who work, but if that doesn't apply to a specific AC then that would be okay and could be coupled with an immersion day.	
10.4	Immersion days will be arranged Mon-Thurs again next year because that was successful this year.	
10.5	<b>Save the Date:</b> Wednesday 25 <sup>th</sup> September, 5.00pm – 8.00pm via Teams. The school can accommodate the AC in the school if required.	
10.6	Thanks and good summer break.	
11.0	<b>Meeting Close</b>	
13.1	The meeting closed at 7.15pm	