



Hans Price Academy Council Meeting Minutes
Thursday 18th October 2018, 4.00pm
Venue – Conference Room.

Key Issues (OFSTED Inspection February 2018)

Leaders, and those responsible for governance should ensure that;

- Pupils across the school make the progress they are capable of in Science

Academy Council:

David Jordan (DJ) CHAIR	Sponsor 1	Steve Taylor (ST)	CLF CEO
Paul Marsh (PM) *	Sponsor 2	Tony Searle (TS)	Principal
Marcus Puddy (MP)	Sponsor 3	<i>Vacancy</i>	LA Rep
Wayne Richards (WR)	Sponsor 4	Rachel Allchurch (RA)	Student Advocate
Joanne Harper (JH)	Sponsor 5	In Attendance	
Tim Pottle (TP)	Teacher	Hannah Jones (HJ) *	Vice Principal
Christine Weeks (CW)	Support Staff	Chantelle Cresser (CC)	ABM
Jacqui Taylor (JT)	Parent		
Louise Statter (LS)	Parent	Sue Burns	Clerk
*	<- <i>Indicates absent.</i>		<- Indicates question asked

1. Preparation Meeting

The Academy Council spent twenty minutes before the meeting started, reviewing, and discussing the papers with Steve Taylor, to identify trends and lines of enquiry.

2. Welcome

The meeting commenced at 4.00pm.

Welcome to Steve Shaw, (Deputy Head of a school in Gloucestershire) who is observing, and Tim Pottle, the new Teacher Councillor and Head of Maths.

Apologies were received and accepted for: PM.

The meeting was deemed to be quorate.

(DJ joined the meeting at 4.25pm and TS joined the meeting at 4.30pm, due to interviewing candidates at HVA.)

2a, Elect Vice Chair

Proposal for LS to be the Vice Chair of the Academy Council: DJ

Seconded: MP

Show of Hands: Unanimous

3, Declaration of Interests

The Councillors signed the attendance and pecuniary interest register. The CLF are drafting a new style of annual pecuniary interest declaration form, which will be circulated for the next meeting.

4, Sign to Confirm have read KCSIE (September 2018 version)

The Councillors signed to confirm that they had read, and understood, Part One of KCSIE (September 2018 version).

5, Scrutiny of English & Science Departments

- **English – Sam Prescott**

Are the English outcomes where they should be, and if not, what is being done?

Last year there was a negative Progress 8 score, but there were improvements on the previous year so we are on an upward trend. Our focus is PP, HAPs and Boys. We narrowed the PP gap last year -0.3 which is a considerable improvement to the year before.

Why is PP attainment low?

The literary culture is a limiting factor for many of our students where reading at home is not the norm and so they often lack the cultural knowledge to understand the text.

What more can we do to support English?

We are being supported by the CLF Central team who are supporting HAPs and the teachers with the top sets, in a coaching style. The drive is to improve teaching and learning.

The PP student outcomes need to improve by one grade?

We are using Linda Allchurch to work with key students. This year she will work with HAPP and MAPP students.

What went wrong last year?

We took students out of Photography to do English and Maths interventions, which was a limited pool. Alex Streater has returned from maternity leave for three days a week and is working with set three to improve grades with small group work. We are focusing on independent study in lessons so that students can think for themselves in exam situations. Students are supported in how to review for English, and revision guides are provided to support learning at home. Literacy Planet for Y7, Y8 and Y9 has been purchased to support spelling, punctuation, and grammar with home learning.

What should the Academy Council focus in in English?

HAPs and Boys.

- **Science – Simon White**

When you first started at HPA, you advised that Science improvements would be seen in this latest year 11 cohort. You have made some improvements. Did you achieve your goal?

There were large KS3 gaps in knowledge and a lack of engagement in Science. We used PIXL resources to plug the gaps which in turn raised the 9-4 figures. We are now building a strong science base at KS3 including application and evaluation which are higher band skills.

What is Tassomai?

An online independent study resource where students answer multiple choice questions.

How confident are you that you will continue to raise standards in Science?

Our focus this year, from in depth exam analysis, is the evaluation of practical science experiments, so we are ensuring that students can access those questions in lessons. We started the course earlier so the new content was finished quickly, allowing more time for revision and core practicals. We are doing retrieval practice questions and exam style questions, to improve our Grade 8 and Grade 9 results.

What would Ofsted say about your department?

That we are a strong department with an upward trend.

Is there consistent good practice.

There is a greater leadership capacity with a Second in department now in place. We have retained Science teachers and have improved consistency across the team.

You invested in the six-mark questions last year, did this strategy work?

Yes, we analysed twelve papers and the six-mark questions never flagged in our bottom five responses.

What is the KS3 science experience now?

There has been a lot of development across the federation in KS3. HPA have been involved in the shaping of that. KS3 is distinct and does not feel like a five-year GCSE course. We have moved to mixed-ability classes which has been challenging, but is lifting the weaker students.

What should the Academy Council focus on in Science?

HAPs and SEND.

(Sam Prescott and Simon White left the meeting at 4.50pm)

6, Approve minutes from the previous meeting (10th July 2018) and Actions

The minutes of the previous meeting were agreed to be a true and accurate record, and were signed by the Chair.

Actions

5, TS to circulate the 'Impact of the Science Action Plan' report with the T6 minutes – **Completed.**

Science presented at this meeting.

6, TS to determine the breakdown of reasons that students are in seclusion – **See Agenda.**

6, BF to hand over Safeguarding and LAC information to the new Link Counsellor – **Completed. LS will be the new Safeguarding Link Councillor.**

7, Academy Report and Scrutiny

Paper circulated in advance

Behaviour

There were 113 SEND Behaviour incidents in T6, compared to 73 in the same term the previous year, but the intake is similar (15%). Can you, therefore, explain why the progress of SEND is recorded as only -0.7?

SEND needs are not consistent across cohorts. Meeting students' needs every day in lessons with differentiation is key. We have been doing additional research about the use of colour overlays, which has made the production of documents more streamlined. We have some students with very specific needs, which the staff are being supported with planning for. There is no direct correlation as the cohorts are not the same.

So what constitutes a cohort?

The group of students across Y7, Y8, Y9, Y10 and Y11. The Y11 students have left and the Y7s have much higher and more specific needs. We are advertising for additional TA's to increase capacity. HPA is often named in student's EHCPs. Staff are becoming more skilled, but we have 200 students in Y7, many of whom have additional needs, including behaviour needs.

Are there personalised support packages for behaviour and attendance?

Yes, one student is a recidivist, we are therefore reducing the number of seclusions and providing one to one work with a mentor.

An experienced LSA who works with Y11 is leaving, what plans do you have in place to mitigate against impact?

We are recruiting currently and will examine the quality of the applicants. We will analyse the needs of the SEND pupils and how recruitment can support this.

Academy Improvement Plan

How do you monitor the AIP?

The AIP is a working document. Our focus is on improving the quality of teaching to improve the quality of learning, and therefore the outcomes. Team meetings involve an aspect of the AIP. The person responsible for that area will email their progress to date and the staff then scrutinise and RAG-rate the areas.

How will the Academy Council monitor progress against the AIP?

The AIP will be RAG-rated which can be monitored. The AIP and SEF are two documents that are used strategically. Aspects of the AIP are covered in the Academy Council Report.

Should SEND be part of the AIP?

SEND is included in the AIP and includes progress, behaviour and attendance, as well as recidivism.

Is there an executive summary for the AIP?

The AIP is stored centrally so that the CLF executive can access it at any time.

Progress outcomes for LAC are -0.78, why?

There is one LAC child who has made a lot of progress from -2.0, therefore we are spending his LAC money efficiently as he has made good progress. We have ensured that this student is well resourced for Bucket 3 outcomes and he has one to one in English and Maths for some periods in the week. We work closely with this student's carer, and he is in the top 10% for Science. He also has one to one for History.

HAPs and HAPP are above national. You refer to quality first teaching as having an impact on this.

What is the definition of quality first teaching, how does it differ from normal teaching?

Quality first teaching is of a high standard as it meets all the needs, of all the children, all the time, as an aspiration. It depends upon high-quality planning in the short and medium term. Practice is specific to the gaps in student's knowledge and addressing misconceptions to ensure they are not taught misconceptions initially. Teachers need to know the students in their class really well, and use lessons to identify gaps and fill them.

Are the Y11 HAPs on track in terms of Progress 8?

There are eight students who are yet to achieve English and Maths 9-5, based on entry data. We are aware of these students and are monitoring them closely.

Quality of Teaching

The quality of teaching is described as good, but the narrative does not support this?

Areas of concern are on an upward trend, the English team has improved, we need to ensure we meet the needs of the current cohort as they have different needs. Outcomes last year were not good enough in English.

The CLF is giving good feedback on teaching observations, the Academy Review Meeting (ARM) and the Academy Review Visit (ARV) have also resulted in good feedback. The judgement is a whole across the whole academy, across time.

What is above and below Good?

Outstanding and Requires Improvement.

What would you class as outstanding teaching?

Improvement in outcomes.

The English outcomes are below the national average, therefore can you conclude that teaching is Good?

Results have to improve. Attainment is improving, a 9-5 above the national average will underpin this. Observations and work scrutinies demonstrate good teaching.

ACTION: TS to invite Academy Councillors to the CLF teaching observations, as observers.

There is a proposal for judging quality of teaching as a triangulation?

There will be nuances, but these are the three elements that will demonstrate the quality of teaching. Student feedback is key and the data is the litmus test. The triangulation will be the start of the conversation with teachers.

When areas of improvement are identified, how are they addressed?

Support from CLF SLEs for Maths and English, coaching and professional development, pathways and middle leadership.

Pupil Premium

How will the Engage Centre strategy work in the school and support PP outcomes?

There has been some success in that some students have returned to mainstream lessons. However, some students are still struggling to re-integrate to mainstream. It is difficult to measure specific impact, but the fact that students are able to return to lessons is key. It will be some time before we can determine if there is an impact on outcomes.

Is there a process to quantify the outcome?

We can give data about how many students have returned to lessons, and where they were at the beginning and end of the year.

ACTION: SH to provide data for students accessing Engage.

Looking at exclusion and seclusion data, is there an issue with girls?

There are a small number of Y10 and Y11 girls who are responsible for a high number of exclusions and seclusions, one of whom is a managed transfer from another school

What is the plan for these students?

Engage the families, provide a three-day programme, one student will be offered a managed transfer.

8, Risk Register, Academy Improvement Plan & SEF

Paper circulated in advance

Carried forward.

9, Student Council (Reading & English)

Safeguarding was discussed, the students were positive, they feel safe in the Academy and know who to approach. They were concerned about having less time with go-tos as there are more students. Y7 behaviour was raised as an issue. We are introducing Link Councillors to assist the College Leaders and to link to the SLT meetings. Students Councillors feel empowered.

What is the next focus?

The students make suggestions via a suggestion box. We will appoint the Link Councillors at the next meeting.

ACTION: RA to invite Academy Councillors to attend the Student Council meetings.

10, Impact of Recidivist Action Plan

The three-day programme is now running as part of the recidivist action plan, and we are working to identify what the students need and how can we support them.

Those students who were recidivists last year were put on report immediately, to ensure immediate focus and the opportunity to demonstrate that their behaviour has improved. This has reduced the number of recidivists, and those who are visiting seclusion are different students.

Are the new Y7 students settling in according to expectations?

There is a core cohort of boys who are not making the transition from Primary to Secondary quickly enough and we are working hard to get them to understand our Ready to Learn ethos. The Y9, Y10 and Y11 students are exerting peer pressure on them by setting a good example, but they seem slow to adjust. An assembly tomorrow will help to address this and re-calibrate behaviour. This is work in progress but we are confident we will achieve the required standards of behaviour very soon!

If we are going to have big cohorts in the future, how will you improve transition?

We are working with the cluster schools to bring in a four-day transition into HPA so that the new students understand the systems and events, prior to joining HPA. We will also calibrate our new staff into HPA and the Ready to Learn ethos. During recruitment we ensure that candidates are aware that Ready to Learn is sacrosanct.

11. Finance Update

Papers circulated in advance

PM attends the H&S meetings and will visit HPA next term to undertake the Risk Assessments. We have advertised a 30-hour post for the Sports Centre, and there have been five applicants. A customer who uses the facility regularly has offered to be on-call on a casual placement. She is known to the Academy and is having a DBS check.

We are considering how to market the gym to generate income for the school. This will need to go to tender as the contract value is £50k. Competitive gym memberships are being considered, payable via Direct Debit. This could generate £10k to £18k per year. We are increasing the marketing for the MUGA to ensure all year-round income, and we are also considering using the sports hall for birthday parties with access to the climbing wall, and personal training sessions.

Is the new risk assessment process for trips robust?

Yes, all staff meet with CC two weeks before the trip and the day before the trip. All staff are undertaking the risk assessments in a timely fashion. This process may be rolled-out across the CLF.

The Academy Council thanked Dave Weir for his contribution to developing the Sports Centre.

(CC left the meeting at 5.10pm)

12, Health & Safety, Staff Matters, Equality & Diversity

The Staff remain concerned that there is still no staff-room. As the Academy grows this will become more of an issue. Private work spaces are provided for staff to utilise their planning and work.

Equality and Diversity

The badges remain very positive with over 200 students choosing to wear them. Students have expressed the importance of equality very eloquently. A Y7 student requested a badge on the first day of term.

13, Ratification of Policies

- **HPA First Aid – Carried forward**
- **Safeguarding – (Updated in-line with KCSIE September 2018)**

14, CLF Developments

Professional and consistent clerking has been introduced across the Federation. Three Clerks are now in post.

RA is the first recipient of a heart award from a nomination by a CLF Trustee.

HPA has set the bar for Equality & Diversity matters with their LGBTQ badges.

The CLF Autumn Conference is on Thursday 25th October 2018, this will include launching the five-year strategic plan, and empowering learning.

Hérons Moor Academy (a two-form entry Primary School) will join the CLF on 1st December 2018.

15, Papers for Information

- Academy Council Tor
- GDS Annual Training Booklet
- KCSIE (Sept 2018)
- CLF Board & Council Strategic Headlines

16. AOB

Summer Outcomes

RAG-rated and projected on a white board.

HPA was the only school in Weston to achieve a positive Progress 8 score.

Today's data drop indicates that English is projected to improve.

Proposed Admissions Arrangements 2020-21

There is limited space in the building, the PAN is currently 240 which equates to 1,280 students when full. This will be very challenging; therefore, we are recommending that the CLF Board ratify reducing the pan to 200. If we agree to a PAN of 200, we could breach it to 240 students for two years, and then we would be full with 1,080 students. Alternatively, we will need to approach the LA with reference to expanding the building in order to accommodate everyone.

There are 203 students in Y7, and over 800 students currently on roll which is a noticeable increase. Over 300 families attended the recent open evening, and tours are very popular. This suggests that we may be over-subscribed, so we have bought-in to the LA Admissions Appeals service, in anticipation.

Are Y5 and Y6 boom years?

Yes.

When will we need to start the process to change the PAN?

Once we have determined with the CLF Board that this is the strategy we wish to follow, we can start a consultation and build a business case.

What is your advice re the Admissions Policy?

It encompasses all the statutory changes required.

Proposal to ratify the Admissions Policy (subject to being able to reduce the PAN if necessary): DJ

Seconded: WR

Show of Hands: Unanimous

Term 2 Academy Council Activity

There is no Academy Council meeting in T2. Therefore, this term will be used for training opportunities that DJ will arrange.

17, Time and Date for Next Meeting:

Thursday 10th January 2019, 4.00pm

ACTIONS

Item	Action	Initials
7	TS to invite Academy Councillors to the CLF teaching observations, as observers.	TS
7	SH to provide data for students accessing Engage.	SH
9	RA to invite Academy Councillors to attend the Student Council meetings.	RA

Approved: _____ Date _____