



**Hans Price Academy Council Meeting Minutes**  
**Thursday 10<sup>th</sup> January 2019, 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) <b>CHAIR</b>	<b>Sponsor 1</b>	Steve Taylor (ST)	<b>CLF CEO</b>
Paul Marsh (PM)	<b>Sponsor 2</b>	Tony Searle (TS)	<b>Principal</b>
Marcus Puddy (MP) *	<b>Sponsor 3</b>	<i>Vacancy</i>	<b>LA Rep</b>
Wayne Richards (WR)	<b>Sponsor 4</b>	Rachel Allchurch (RA)	<b>Student Advocate</b>
Joanne Harper (JH) *	<b>Sponsor 5</b>	<b>In Attendance</b>	
Tim Pottle (TP)	<b>Teacher</b>	Hannah Jones (HJ)	<b>Vice Principal</b>
Christine Weeks (CW)	<b>Support Staff</b>	Chantelle Cresser (CC)*	<b>ABM</b>
<i>Vacancy</i>	<b>Parent</b>		
Louise Statter (LS) <b>VICE CHAIR</b> *	<b>Parent</b>	Sue Burns	<b>Clerk</b>
*	<- <b>Indicates absent.</b>		<- <b>Indicates question asked</b>

**1. Preparation Meeting**

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

**2. Welcome**

The meeting commenced at 4.20pm.

Apologies were received and accepted for: JH, LS, MP

The meeting was deemed to be quorate.

ST advised in advance that he would be late to the meeting and arrived at 4.25pm

JT was appointed in January 2018, but has never engaged with the Academy Council, or attended a meeting. Therefore, a new Parent Election will take place this term.

**3. Declaration of Interests**

The Councillors signed the attendance register and submitted their annual pecuniary interest form.

**4. Scrutiny of Y11 - Adrian Esch and Steve Holland**

***Paper tabled.***

We are predicting negative progress 8 in English, Maths and EBacc subjects. The predictions are deemed to be robust. We have had one-to-ones with all the teachers to identify which students have the potential to achieve a Bucket 1.

The progress figures for the open bucket indicates that there would be a three-year downward trend.

### **What is a one-to-one meeting?**

SLT has a one-to-one discussion with all Year 11 teachers on an individual basis to determine how things are going, and what the SLT can do to support quality first teaching.

### **How long have one-to-one meetings been taking place?**

With subject teachers, since last February. In two weeks-time TS will meet with the Bucket One and Bucket Two teachers, and Steve Holland with the Bucket 3 teachers for an update on progress being made and to agree the actions to be taken to ensure good results.

### **Is an overview given to the Department Heads?**

Yes, the meetings are then summarised for the Department Heads which allows for targeted conversations about how to support teachers.

The Basics have dipped since September 2018 due to Set 3 Maths which has had inconsistent teaching. This has now been addressed and therefore we are anticipating an improvement at the next data drop. All students will complete past papers as homework.

There has been a positive impact on students' progress in English with access arrangements (Reader or Scribe) now in place. Christine Weeks has arranged for two English lessons a week to have the Reader or Scribe working with them so that students are familiar with them before the exams. An Outstanding school has found this process has had a beneficial impact so we are hoping to replicate it.

Nightclub ran in 2017 and 2018. This has been re-launched for two nights a week, (starting with last night) and is run by four members of the SLT; 49 students attended. The culture of staying later in school until 5.30pm has embedded. HAPs are staying longer in school which should be reflected in the outcomes.

Adrian Esch has responsibility for the role of tutors working with Y11 students. He is working with College Leaders and the use of apps for online homework, and attendance. He is also working with parents to encourage their children to attend Nightclub.

SLT assemblies now have Y11 remaining with their tutors for a progress meeting. Post 16 applications are a focus this week, as students knowing their destinations is motivating for them. The Y11 students feel valued by their tutors and the College Leaders have been upskilled. College Leaders understand the data and are able to identify any concerns and follow them up.

Directed study time is an extra period that is used at the end of the school day. Students can attend specific sessions which are co-ordinated by Adrian Esch.

### **Has there been any challenge to the lengthening of the school day?**

There was some minor resistance early on, but all the students have now settled down and are engaging with the additional opportunities.

We are investigating if students are using apps correctly to support them in Maths and Science. After the Y10 exams, we held a results assembly as though it were the real thing, and then the students reflected on it. We have given the students their reflections from last year, which has had a really good impact on motivation.

In Term 4 all the teachers will be given a final countdown document indicating what lessons are left before the exams. This has worked well in previous years as teachers can fine-tune their planning.

### **Looking at the predictions, do you think that they will improve with all your interventions?**

This will depend on how the students react to the additional support on offer. Many students are responding well to Nightclub and are settled and focused but there are also a key set of students who are more reluctant to engage and require additional pastoral and academic support. We are confident that the outcomes will improve, but maximising grades in Bucket 3 is key. There is a 20% gap nationally between grade 4 and grade 5 students, this is mirrored at HPA.

### **What additional support are you offering less engaged students?**

We have identified them with the College Leaders and are encouraging them to attend Nightclub. We are seeing improvements in their progress and are targeting them and their parents.

### **Since Progress 8 began, HPA has not had a positive Progress 8 in English?**

Yes, this is a trend that we have not bucked yet. The students are now able to write exam quality answers now whereas in the past this standard has not been reached until much closer to the final exams. We are utilising PIXL to identify gaps and are working hard to improve the English outcome. However, we believe that this year English will still result in a minus Progress 8.

### **What else can be done to support English at Hans Price?**

We must not overload with more strategies, but we need to ensure that the strategies we currently use are done well.

### **Are all the English staff suitably qualified?**

Yes, all the staff are qualified. We have some non-specialist teachers in Y7 and Y8, but they are not doing specialist teaching. We have a range of interventions to meet the needs of different students and need to ensure that we do these well.

### **What do you do to improve aspirations in students?**

We ensure they attend Weston College and Bridgwater taster weeks. And we ensure that all possible routes into further education are identified, and that students are aware that there are more institutions than Weston College. The quality of presentations from the Colleges has also improved.

*The Academy Council thanked all the staff at HPA for their commitment in supporting the students in the run up to the exams.*

*(Adrian Esch and Steve Holland left the meeting at 4.55pm)*

## **5, Approve minutes from the previous meeting (18<sup>th</sup> October 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**

7, TS to invite Academy Councillors to the CLF teaching observations, as observers – **Carried forward as the date has changed to Thursday 24<sup>th</sup> January 2019, 8.30am – midday.**

7, SH to provide data for students accessing Engage – **Carried forward.**

9, RA to invite Academy Councillors to attend the Student Council meetings – **Completed. The next meeting is Tuesday 22<sup>nd</sup> January 10.15-10.45am.**

### **Matters Arising**

JT was appointed as a parent councillor in January 2018, but has never engaged with the Academy Council or attended a meeting. She resigned shortly before today's meeting began and, therefore, a new Parent Election will take place this term.

## **6, Academy Report and Scrutiny**

*Paper circulated in advance*

### **Behaviour**

*Paper tabled.*

#### **Can we have an update on the three-day programme?**

Six students attended in T1, only one remained a recidivist and one went on a managed transfer. The three-day programme includes two days of interventions, and three days of observation and support, to support transition back into the classroom.

#### **There is an increased size in the cohort, what is the transition plan?**

We have discussed transition with the feeder primary schools and will be utilising a four-day transition programme with the first day being at the primary school, with three days and a showcase event at HPA. Working in conjunction with the Y6 teachers, this should be really impactful.

*(ST left the meeting to take a call at 5.05pm)*

#### **Is there any way of establishing feeder schools who have pupils with poorer behaviour?**

We have looked at this, but there is no trend. The improved transition programme should help to address this as pupils and Y7 teachers will be more familiar with each other. We offer additional transition support for students with special needs, and may look to extend this style of transition to additional vulnerable groups.

#### **Is four days long enough for a robust transition?**

Yes, most schools offer one day. We need to be mindful of staff wellbeing, and also that the Y6 teachers have their own end of year procedures to complete.

#### **Is it usual to have so many Y7 recidivists?**

The Y7 pupils are more confident than historic cohorts, and are not yet familiar with the HPA culture, the rigour of Ready to Learn, and our expectations. This process takes a little bit of time. We also have an increased number of complex children, due to the growth of the school.

### **Will the transition plans prevent Y7 recidivists?**

No, it will improve the situation, but not fix it. We also need to ensure that new teachers are supported with Ready to Learn, and that they apply it consistently.

### **There appears to be more boys as recidivists, is the curriculum engaging enough for boys?**

The curriculum is broad, and varied, and boy-friendly texts are utilised. Not all the primary schools have strong boundaries, and many homes do not. These are external factors beyond our control.

### **Does the School Council raise concerns about recidivists?**

The prefects often speak to the Y7 pupils about their behaviour.

*(ST re-entered the rom at 5.15pm)*

### **Is there sufficient College Leader time for the increased cohort?**

There are more students for each College Leader. We are considering alternative structures to improve capacity, but we will not introduce an additional College.

### **What is the timescale for a broader College Leader structure?**

We are discussing the teaching requirements for next year currently, and will then consider the College Leader structure.

## **Quality of Teaching – Hannah Jones**

### **In the last AC Report teaching was graded as Good, but it is now graded as Requires Improvement?**

Work scrutinies have indicated that there is inconsistency in all areas, which means we are not confident that teaching is good across the Academy. There is not an overall deterioration in the quality of teaching, but there are pockets in English, Humanities, and HAPs where outcomes are not good enough.

### **What strategies are you going to put in place to improve the quality of teaching?**

We will use the leadership of teaching and learning. We have reduced the amount of quality assurance work, to create more capacity for analysis. We undertake programme leader one-to-ones and IDRs (Individual Department Reviews). We then triangulate the outcomes, learning walk and quality assurance data, which results in a plan.

English have developed a rapid improvement plan from the beginning of this year, which is having impact, and teachers are being very responsive. We are ensuring that there are clear expectations about the use of exercise books, and encourage teachers to really engage with their pupils.

Humanities has had two new members of staff, and there have been some transition issues which have been slower to solve. Additional curriculum work was required to ensure that the planning and feedback is adequate. Some of the KS3 CLF planning for History is very scant and is not sufficient to support non-specialist teacher's planning. There has been some movement, but further work is required.

### **Was planning not inherited?**

The curriculum schemes have emerged in the last 18 months. Some modules are brand new and have never been taught before. We need to ensure that the KS3 provision scaffolds the KS4 curriculum.

### **'Pg 15 HAP data; students are not encouraged to think deeply'...are you referring to Humanities in particular?**

Two Y11 and Y9 work scrutinies have taken place. There are pockets of concern, but these are not across a whole department.

**When you identified the problem, how did you fix it?**

The Y9 HAP work scrutiny was followed up with a MELT session, and then a department follow-up, and some informal and formal support plans.

**Will you follow support through to a conclusion?**

We are swift to act and provide informal and formal support as soon as it is required. The procedure is robust, and where necessary it is followed through to a conclusion.

**The HAP data is promising in some areas, is this because some curriculum areas are optional?**

Yes, but also how work is assessed; if there are new specs, the way in which colleagues use data to predict outcomes, perceived grade boundaries, etc.

**Do the CLF prescribe what examples are used?**

It is a shared decision.

The rapid improvement plan in History and Geography focuses on HAPs. The amount that students have to learn for Progress 8 is greater than the old A-G curriculum. Humanities has been slower in adopting strategies for knowledge acquisition.

**Have Y11 finished the curriculum so that they can now start revising?**

Geography have just finished, History have another few weeks of teaching. This is significantly earlier than in previous years. This means that revision and exam skills can be a focus from T4 onwards.

**Are there any other areas of concern?**

We have AIP priorities which remain relevant, this includes homework, and marking and feedback. An inset day on Monday was devoted to curriculum, planning and teaching.

**One of your priorities is to “Continue to strengthen the impact of the line management system on the quality of teaching and learning”?**

Pedagogy and progress are subject specific and are best dealt with by subject leaders who are skilled in these areas. This is how we will accomplish improvement.

**Can you grade teaching as good with the current outcome predictions?**

No. Therefore we need to be mindful of our Quality of Teaching judgements. We would anticipate improvement however.

**Is teaching consistently good in subjects other than English and Humanities?**

Fundamentally yes.

*The Academy Council concluded that they were confident that the SLT is addressing the quality of teaching in the academy, and will continue to focus on identifying improvement in English and Humanities in particular.*

**Academy Improvement Plan**

The AIP has been RAG-rated against the self-evaluation at the end of T2. The success criteria are aspirational; therefore many areas remain red at this stage in the academic year.

### **What are your areas of concern?**

The quality of teaching and the predicted outcomes.

### **What areas are RAG-rated green?**

Staff attendance is excellent, and Safeguarding is effective.

### **7, Risk Register, Academy Improvement Plan & SEF**

*Paper circulated in advance*

*Carried forward*

### **8, Student Council**

At the next Student Council meeting we will identify Link Councillors and plan for the next few terms.

### **9, Impact of Recidivist Action Plan**

See above minutes.

### **10, Finance Update**

#### **There was a £9k additional spend in educational consumables in the last part of the year?**

The ABM was absent. We had anticipated the spend, but an additional £10k was required for fencing to safeguard the site which then impacted on the available spend for the educational consumables.

### **11, Health & Safety, Staff Matters, Equality & Diversity**

*Paper tabled*

PM has visited the academy and reviewed the high-risk departments. It is important that all staff are aware of the risk assessments that are on file. Some areas require additional processes to ensure that procedures are robust.

### **Staffing**

#### **Has the 'PA to the SLT' post been advertised?**

Yes, there were eleven good quality applicants, shortlisting is taking place currently.

### **12, Ratification of Policies**

- **HPA First Aid** – *Approved as there have been no changes.*

### **13, CLF Developments**

A new Finance Assistant is starting in February, a temp will cover the vacancy in the meantime, with support from HVA.

We are recruiting for a College Leader to cover maternity leave, and a Deputy SENCo role.

Chantelle Cresser is leaving at the end of January 2019 after 14 years in post.

*The Academy Council thanked Chantelle for her commitment to the school, and Nic Hobson who has moved to City Academy following covering a maternity leave absence.*

#### **Who will be responsible for H&S moving forward?**

Dave McKilven, the Site Manager, who will report in to Liz Tinknell.

### **CLF Changes**

Liz Tinknell has been appointed to the Senior Operations Manager role, which is a structural change to better support clusters.

Hérons Moor has joined the CLF following a re-brokerage from IFT.

A bid has been submitted for a new school in Yatton. This is a competitive process so the CLF are waiting for the outcome.

The CLF has been identified as a sponsor MAT for INSET-C, therefore due diligence now needs to take place.

**14, AOB**

None.

**15, Time and Date for Next Meeting:**

Thursday 7<sup>th</sup> March 2019, 4.00pm

**Meeting ended at 6.05pm.**

Approved: \_\_\_\_\_ Date \_\_\_\_\_