



**Hans Price Academy Council Meeting Minutes**  
**Thursday 7<sup>th</sup> March 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>	Dan Nicholls (DN)	<b>CLF Director of Education</b>
Christopher Cox (CC) *	<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 thirty minutes before the meeting started, reviewing, and discussing the papers to identify trends and lines of enquiry.

**2. Welcome**

The meeting commenced at 4.30pm

Apologies were received and accepted for: JH, ST, CC, CW, WR and RA.

The meeting was deemed to be quorate.

**3. Declaration of Interests**

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

**4. Scrutiny of Year 11 - Adrian Esch, Chris Lee and Steve Holland**

**Adrian Esch**

Y11 are in a really good place. There have been two-weeks of mocks, cross-over students have been analysed. A results morning is planned next week for students to see how close to they are to the grade that they want.

### **What is a cross-over student?**

They are a boarder-line student in English and Maths or are predicted to achieve one without the other.

A cross over parents-evening has taken place which focused solely on the subject that students were weaker in, to detail what areas they need to revise. A revision session took place over half-term which had excellent attendance, and only one student did not turn-up. Personal targets were produced to focus half-term revision.

### **How confident are you that the results will be an improvement on last year?**

We are cautiously optimistic. Basics will have a huge impact on Progress 8, we know where the challenges are and how to address them. Teachers are aware of how many lessons are left before the exams and what is required in them.

### **To enter Weston College, you need a five in English and Maths?**

Yes, for A-Levels, but for a Level 3 course students would need 4 and above. 9-5 is a strong pass. Below a 4 requires a re-sit which the College will support with.

Post-16 engagement has been very strong, and they have visited regularly. Students are very clear about what grades they need and are working hard to achieve this.

### **Do you feel that students are coping emotionally?**

Yes. There are a couple of students who require additional support, but the culture has changed in HPA which the students have grown up with. The invigilator team record the behaviour of the students in an exam, which is fed back to the College Leaders and Tutors. This allows for additional emotional support where needed, and praise for students who have used their additional time.

*The Academy Council were reassured by the feedback about how access arrangements are used appropriately at HPA to support students, and thanked Christine Weeks and her team for their rigour.*

### **Is this approach used in the other CLF academies?**

Raising Attainment Leaders from all the CLF secondaries share best practice and use variations in their own practice. Photographs of the room demonstrating access arrangements have been circulated to all Principals in the CLF.

### **You have recorded excellent attendance in Nightclub, how many individual students attend regularly and how many of those are cross-over students?**

At least half the cross-over students attend regularly. We consistently have 45-50 students attend regularly and we are recording Night Club attendance on SIMS so that College Leaders can encourage students to attend. PP students are out attending non-PP students.

### **How does peer coaching work?**

There are 24 students in the peer-coaching model. Students have teacher packs and access to Google classroom. We support students in coaching methodology and incentivise them to support other students.

### **Are the teacher packs prepared by the staff?**

Yes, they include mini white boards, question level analysis sheets, Heggerty Maths tasks, etc. There are ten very strong peer coaches, and two who require additional support.

### **When will the data be available?**

On Tuesday 19<sup>th</sup> March 2019 we will get the raw marks.

Toast-it sessions are arranged for students to come in at 8.00am. We are analysing the improvement in marks for students who attended toast-it and twilight sessions to measure the impact. These results should also incentivise additional students to attend.

**The Academy Council thanked all the staff for their support in the run-up to the exams.**

*(AE left the meeting at 5.00pm)*

### **Chris Lee**

I focus on MFL and Humanities. A rapid improvement plan has been in place in Humanities to support leadership capacity in KS3 and KS4, to close the gaps quickly. There is a greater focus on student outcomes and more consistency between classes as a result of joint planning.

*The Academy Council discussed the measures in place to support improvement in Humanities and were reassured by the predicted outcomes as a result of support that has been put in place.*

### **The DOYA for Y8 and Y9 is higher than for other academies in the CLF?**

We are validating the evidence fails and are satisfied that the exemplars are consistent for the DOYA assessment.

**ACTION: TS to determine if the DOYA assessment for History is robust.**

### **Why is History better than Geography?**

Due to the weighting of the assessment between the skills assessment and the writing assessment. There are also some students with significant needs which impacts their grades in a multiple-choice test.

### **Hannah Jones**

There is no Department RIP for English as this ended in the Autumn. The improvements are being led by the programme leader. There are some issues around progress in the subject, as opposed to classes, which will be clearer after the PPEs. The quality across the department for student books is stronger than in an exam situation. There have been improvements in the team which is having an impact on improvements in planning.

### **If you are concerned about Colleagues wellbeing what do you do?**

This is managed with informal support. We sign-post towards the wellbeing services that the CLF provide, we also check-in with Colleagues to see how they are doing and acknowledge improvements that have been made.

### **Do staff feel stressed by scrutiny?**

When we start discussions following book scrutinies, we often find that the member of staff knows that something is not right and are relieved by the opportunity to have a discussion with another member of staff, and resultant support. We value our staff and provide a mentor where possible who can assist with managing workload.

### **The judgement for teaching is now Good, what has changed since the last meeting?**

We have considered the entire academy across the day and determined that the students experience good teaching throughout the academy. There may be some weaker practise in some classes, but students are having improved class experiences as we have provided additional support, which adds to a compelling argument for a good teaching judgement. HPA has a good track record for improving provision when pockets of weakness have been identified.

### **Dan, do you agree with the good judgement?**

Yes, the SLT are correct, the entire provision needs to be considered when drawing a conclusion. There is a good sense of evaluation and support is being provided quickly when needed.

### **Steve Holland**

#### **Are the Pupil premium progress 8 results in line with the school or behind?**

Y11: -0.1 and Y10 -0.08 is behind non-PP students at HPA but approximately 0.5 above National PP. These two figures are better than any North Somerset school achieved in 2018.

#### **What is the school doing to ensuring that PP students match the non-PP students in Progress 8?**

In addition to previously mentioned strategies which are ongoing TS and I have met with every Y11 teacher in December and again in February. PP is at the top of the agenda in these meetings. Meeting teachers in this way is seen by CLF as the number one strategy for raising attainment.

#### **How can the school and the College Leaders demonstrate the value they are adding with the use of the pupil premium funding?**

One of the College Leaders went on unexpectedly early maternity leave post-Christmas, leaving the four person team one person down. They quite simply are the engine of the school in terms of keeping students safe and looking after their pastoral needs. This aspect of their role can be difficult to quantify but if something goes wrong the consequences are severe. In terms of raising attainment the quality of their briefings (once every two weeks to their tutor teams) has improved since November and is really sharp around Y11 PP attainment.

#### **Two Y11 students that are behind in English and could support additional Progress 8 achievers, what are the school doing to support them achieve a basic pass in English?**

Quality first teaching from Miss Read is the key factor here, and both students are now predicted to get a 6.

#### **What is the school or Head of English doing to support KS3 pupils where it is evident work is required?**

A new Deputy Senco has been appointed. She has expertise in KS3 English intervention and will take on the majority of these classes. This is an exciting development.

#### **How can we be assured that the increase in marks in Maths is better than the rest of the school? If not, why has the intervention not provided that additional increase in marks to close the PP gap?**

Following the November analysis, the Maths intervention improved students' raw marks but not markedly more than those that had the intervention. The difficulty with expecting intervention students to do better than their peers is that the reason they get intervention in school time is usually due to their poor study habits or learning needs.

**Breakfast club – What happens to the spend if it isn't used? Where is this going, can it be put to better use?**

It's a fairly minimal spend. When I last met with Chantelle Cresser before I left I was comfortable with her explanation around this spend.

**Boom Satsuma – can there be a qualified English teacher to support the written work needed on this course given the school are still running following the results of 17/18 year group?**

An English teacher would not help in this situation due to a lack of photography knowledge. Boom Satsuma have attended photography standardisation this year in line with the Examiners report from 2018. A saving will be made in 2019-20 with photography being brought in house and us no longer using Boom Satsuma.

In terms of biggest challenges we have a very small number of outliers who make a huge impact on P8. Ensuring that they sit as many GCSEs and are in school as much as possible is key. The vast majority of PP students are very motivated and have performed diligently in their PPEs.

**What were the outcomes for last summer?**

PP = -0.01 (National was -0.44) and Non-PP = +0.3

**HPA is the top in North Somerset for PP outcomes, but should we aspire to close the gap between PP and non-PP students?**

Yes.

**What is the Engage six-week programme?**

Students who are struggling to access lessons in HPA are supported in the Engage Centre.

**Is PP funding used?**

Half the salary of the Engage person is PP as half the students in the academy are PP students.

**ACTION: TS to commission a case-study on the Engage Centre, to demonstrate impact.**

PP Progress 8 in Y10 and Y11 is predicted as 0 to -0.1. We are trying to breakthrough to a positive result and are working closely with teachers around 'must-gets', appropriate access arrangements and, and one-to-one meetings post Y10 results.

Uffculme School use Readers and Scribes during lesson times, this is good practice which we have adopted at HPA and we are now assessing the impact of this. This means that in the exam the students will already have worked with the Reader/Scribe for six months.

*(HJ and SH left the meeting at 5.25pm).*

**5, Approve minutes from the previous meeting (10<sup>th</sup> January 2019) and Actions**

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

**Actions**

None.

**6, Academy Report and Scrutiny**

*Paper circulated in advance*

## LAC

### **Progress is strong for LAC students how will you maintain this?**

PP plus funding is spent on one-to-one for English and Maths, consolidating literacy and numeracy should have impact on other subjects. We facilitate access to educational psychologists and external support.

## Safeguarding

### **The Deputy DSL has left?**

We have advertised the post and there has been a strong response, interviews take place next week. We are confident we will recruit a strong candidate from this process. TS is covering English so that Nicky Munroe can focus on pastoral and safeguarding responsibilities, until the appointment has transitioned in.

### **Is staffing of safeguarding on the risk register?**

No, we have mitigated the potential risk and have appointed a strong College Leader who has significant safeguarding experience and will strengthen the team.

## 7, Impact of Recidivist Action Plan

### **You have reported the recidivist statistics by College and not by vulnerable groups?**

Yes, this can be amended in the next report.

### **How is the plan performing?**

There have been some improvements for some of the Colleges and a reduction from 111 to 79. There were approximately 650 students on roll in 2017-18 vs 821 currently, which means we have significantly more pupils with fewer of them becoming recidivists. This is considerable growth which comes with considerable challenge. PP student figures are much higher than non-PP.

### **The number of recidivists has dropped but the number of incidents has increased?**

We have some students who have gone on managed transfers who would have been responsible for a significant number of incidents.

### **Exclusions of male pupils has increased this year compared to last year?**

These incidents are from two or three Y7 male students, one of whom has been successfully engaged via Engage, however re-integration will be a challenge.

## 8, Risk Register, Academy Improvement Plan & SEF

### ***Paper circulated in advance***

*Carried forward*

## 9, Student Council

DJ joined a Student Council meeting, who raised the issue of student numbers impacting at certain times of day e.g. lunchtime.

We are looking at re-organising the school day to create a 45-minute lunch hour, 25 mins of which will be used for independent study if students have not completed their work.

### **Who will supervise them?**

SLT and College leaders.

### **Are there enough senior staff on duty?**

Yes, but sometimes they are not visible due to pupil numbers. Some staff are more passive during unstructured time which we are working on.

### **10, Finance Update**

Carried forward.

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

Carried forward.

### **12, Student Council**

Carried forward.

### **13. Student Admissions & PAN Reduction Update**

#### **How many students applied for a place for this September?**

There were 206 first choice applications, plus 40 late applications. We are anticipating that a student with an EHCP will change their preference to HPA. From September the academy will have 950 students compared to 560 in 2014.

#### **Will you be able to strengthen the Humanities team?**

Yes, we will be able to recruit a Humanities Lead.

CLF and HPA have requested a reduction in pupil numbers from 240 to 210. There has been some resistance, but architects have analysed the building and advised that 1050 students is the maximum that HPA can accommodate before additional building work is required. Locally there are schools who are undersubscribed and HPA are working closely with them. One of the features of HPA is that we know the students well.

**ACTION: TS to circulate the space and provision plan for increased student numbers at HPA.**

### **14, Ratification of Policies**

- Anti-Bullying
- Ready to Learn
- Praise & Rewards
- LAC
- Admissions (to note)

**Proposal to approve the above policies: DJ**

**Seconded: PM**

**Show of Hands: Unanimous**

### **15, CLF Developments**

**CONFIDENTIAL MINUTE**



The CLF are recruiting SCITT teacher training (Primary and Secondary) into a pool to ensure we retain good talent. There are 22 entities in the CLF currently, and over 9000 children. We grow cautiously to ensure robust provision for the children in the Trust.

*The Academy Council thanked HJ and the SLT for stepping up whilst TS has been supporting an Academy in Bristol.*

**16, AOB**

**What does 'value add' mean?**

CLF is zero. This is an indication of how you are performing relative to other academies in percentage points. A positive number means you outperformed the other academies. This is based on multiple choice questions for students with the same starting points.

**16, Time and Date for Next Meeting:** *Thursday 2<sup>nd</sup> May 2019, 4.00pm.*

**Meeting ended at 6.15pm.**

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

Item	Action	Initials
4	TS to determine if the DOYA assessment for History is robust.	TS
4	TS to commission a case-study on the Engage Centre, to demonstrate impact.	TS
13	TS to circulate the space and provision plan for increased student numbers at HPA.	TS