

Minutes – Hanham Woods Academy Council

Version: FINAL
Issue Date:
Meeting Date: 5th October 2020
Location: HWA
Time: 5.30pm

AC Members		Attended	Apologies
Jon Gould	Sponsor 1 (Chair)	√	
Kevin Hawthorne	Sponsor 2	√	
Richard Riddell	Sponsor 3	√	
VACANCY	Sponsor 4		
VACANCY	Sponsor 5		
VACANCY	Student Advocate		
Steve Kneller	Principal	√	
Lynn Dare	Parent Councillor	√	
Lisa West	Parent Councillor		Apologies Accepted
Paul Laidler	Staff Councillor	√	
Dan Nicholls	Executive Principal	√	
VACANCY	Local Authority Rep		
Invited attendees			
Steve O'Callaghan	Vice Principal	√	
Henrietta McDermott	Curriculum Leader of SEN	√	
Jane Thurston	Snr Head of House	√	
Rebecca Gardner	Associate Assistant Principal	√	
Rebecca Tushingam	Assistant Principal	√	
Zoe James	DSLO	√	

Minutes

Item	Description	Action
1	Introductions, Administration, Apologies	
2	Declaration of Interest	
2.1	No verbal declarations were made.	
3	Academy Council Membership	
3.1	(JG) Scott Howart (Sponsor Councillor) has resigned from the Academy Council with immediate effect. We thank Scott for his time on the Council and will write to him separately.	
3.1.1	Allen Williams (Student Advocate) has left HWA and therefore will no longer be part of the Academy Council	
3.1.2	Paul Laidler is stepping down from his role as Staff Councillor. Paul's term ended in July, but we extended slightly to include this meeting. Thank you to Paul for his time on the Academy Council, you will be missed.	
4	Minutes of Previous Meeting	
4.1	The minutes of the last meeting were confirmed as a true record.	
4.1.1	Actions are listed at the end of the minutes.	
5	Matters Arising	
	Academy Council Report	
	SEND Presentation from Henrietta McDermott – Snr Head of House (Available on Teams)	
5.1	HWA have 10% of entire cohort SEND – The National Average is 11% <ul style="list-style-type: none"> • 4.4% have EHCP (Education Health Care Plan) – 24 Children • 13 Children are within the HWA mainstream • 22% ASD 	
5.1.1	A large number of student within the Academy have Dyslexia, or dyslexic tendencies. We also have a large number of students with SMEH (Social, Mental and Emotional Health) needs.	
5.1.2	In the academic years, 2018-19 and 2019-20 there were no Permanent Exclusions for students within SEN K.	
5.1.3	Absence is problem, as this remains higher than the National Average; however, we have a target to improve this, this year. Several Students have long-term absence.	
5.1.4	Attainment for our EHCP students was significantly better for 2019-20.	
5.1.5	The support for our students during the Covid lockdown included regular telephone calls, providing laptops where necessary and bespoke timetable/lessons.	
5.1.6	The Local Authority confidence in our Resource Base is high, but the SEN K needs more of a whole school focus. We will be implementing the South Glos toolkit.	
5.1.7	Janes Thurston has been monitoring attendance which has improved hugely, and there is lots of confidence.	

5.1.8	SEND students require high quality teacher intervention. There is an awareness of 4 main areas of need; <ul style="list-style-type: none"> • Cognition & Learning • Communication & Interaction • Social, Emotional & Mental Health • Sensory or Physical 	
5.2	How do the attendance figures compare to the rest of the school?	
5.2.1	(HMc) The attendance for SEND students is considerably worse than the rest of the school. Poor attendees have been exacerbated by lockdown, but we are being firmer with parents.	
5.3	What is the support like to students in the classroom?	
5.3.1	(HMc) Our SEN K students have study support, and our EHCP students have funding. We provide literacy intervention, but there is not a huge amount of funded support for our SEN K students	
5.4	Is there a theme regarding absence for the SEN K students?	
5.4.1	SEMH students should be added to the SEN K register, as there is a high absence amongst these students. We have many students awaiting an autism diagnosis and there are high levels of anxiety among our SEN K students. We had previously not followed up on attendance, but since JT has taken over it is now very proactive.	
5.4.2	(SKn) There is a distinct difference between SEN K and EHCP. Those students with an EHCP are served and perform well. HMc, could you highlight the action plan for attendance and attainment in SEN K.	
5.4.3	(HMc) We will take advantage of the funding that is available, and we have a meeting booked to explore creating sensory areas for students. South Glos would like to implement a tier to SEN K and have regular meetings with families. This may ease parental anxiety and continue the dialogue with families. We already have much clearer procedures this year.	
5.5	(SKn) How much input and impact is there in training staff to support students in class?	
5.5.1	(HMc) There would be CPD implementation for staff. Prior to Covid, Rebecca and I were doing a lot more checking on staff during lessons, book looks and case studies on what works for staff to support students in class.	
5.5.2	(SKn) A student voice is needed.	
5.5.3	(JTn) We have received some extra funding which we have used for more hours with our Education Welfare Officer (EWO). Our EWO is very good. The EWO, HMc, the Heads of House, and I have already met twice this term and performed home visits. Many of the SEN K students have Pupil Premium needs, and we need to make these students comfortable to come to school. We have implemented new attendance protocols so that parents/carers get the same message from all staff.	
5.6	Is there a specific focus on SEND for Yr11?	
5.6.1	(HMc) We are waiting on the catch up funding from the Government. Not every student with exam access arrangements are included on the SEN K register. Other CLF schools do include these students; we are about to follow suit. Our SEN K register will increase.	
5.6.2	(RG) I would be very interested in the updated SEN K register, and to know what students are attending Period 7 etc.	
5.6.3	(HMc) We really appreciated the CPD from Rosenshine during lockdown.	
5.7	Do you think there is conflict between 'Ready to Learn' and SEN K students? Ie, Absence and high FTE	

5.7.1	(HMc) Yes, it can be problematic. There are issues with accessibility of work in isolation. Some of the literacy levels of the children are low so they find it difficult. I don't think 'Ready to Learn' is breaking the behaviour pattern.	
5.7.2	(SKn) Are you linking with Craig Coulstring regarding Behaviour?	
5.7.3	(HMc) Yes	
5.7.4	(SKn) ACTION – Behaviour, Pastoral and SEND teams to work together for our SEN K students.	
5.7.5	(HMc) Literacy is a lot of the problem with these students; it would be great to focus on this.	
	<i>HMc left the meeting</i>	
5.8	An update from the Results & Strategy update meeting held on Saturday 19 th September. It was a great meeting and very well organised (virtual meeting via teams)	
5.8.1	One of the trails we discussed was Pupill Premium. Boys are not performing as well as girls and an intervention prior to Yr11 is required.	
5.8.2	There were more Brightspots than trails this year.	
5.8.3	MFL was highlighted as a trail and we have a recorded presentation from the MFL lead.	
	<i>Modern Foreign Languages</i>	
	https://www.loom.com/share/b3ac2fbe40ac45ec905c486c3f32724c	
5.9	Students to use skills and knowledge to become Independent Communicators in MFL	
5.9.1	We aim to have a strong and engaging curriculum with high quality lessons and high quality teaching; <ul style="list-style-type: none"> • Rosenshines Principals • Department CPD • Ready to teach • Ready to learn • DDI – SLT link support. 	
5.9.2	Every student/every lesson <ul style="list-style-type: none"> • Building confidence • Motivate, engage, involve • Seating plan • Pride & progress • Knowledge Organisers 	
5.9.3	Yr11 – Support, adapt and target <ul style="list-style-type: none"> • Positive & Supportive • Exam changes in 2021 – No speaking exam (the speaking endorsement will be teacher assessed) • Listening, Reading & Writing – 33.3% of grade • Focus on literacy, PEEL & SPAG • Fortnightly extended writing and feedback • Knowledge organisers and weekly vocabulary learning 	
5.9.4	Yr10 – Confidence and Motivation <ul style="list-style-type: none"> • Boost & Engage • Identify and address misconceptions • Exam skills 	
5.9.5	KS3 – Key concepts, Cultural awareness, importance of languages <ul style="list-style-type: none"> • MFL subject rope • Build on long understanding • Languages are an essential part of a broad and balanced curriculum 	

5.9.6	(JG) If you have any questions for Celine, please email Rebecca Gardner.	
5.9.7	(RG) I have asked Celine what the MFL department will do with the extra time given back to the students due to no speaking exam, but they are unsure at this time. The CLF continues to support the MFL team at HWA. I am able to support with Yr11 and perform DDI	
5.9.8	(RG) Anya & I are leading the support within the department and are attending lessons. There are improvements since last year with the behaviour within class.	
5.10	Previously there have been trips to both France & Spain for the students, obviously that can't happen at this time. Assuming the speaking exam returns in 2022, could we link with a school in France/Spain to video call to help with the speaking?	
5.10.1	(RG) That is a great idea – we would need to work out logistics. We are hosting an interview this week for a further MFL teacher; after that we will investigate with the CLF on how we can do this.	
5.10.2	(JG) If we are able to view photos of students books, perhaps we can include MFL in extended writing.	
	Academy Council Report	
5.11	Yr11 PP attendance is at 76.9% why is this?	
5.11.1	(JT) 3x Yr11 students have found returning to HWA after lockdown difficult. 2x of those students have zero attendance. We are working closely with the EWO and families. There is a letter due to be sent our next week to all Yr11 students to advise of the importance of attendance.	
5.12	The overall attendance figure for HWA is 88% - How does that compare against the rest of the CLF and the National Average?	
5.12.1	(DN) HWA attendance is typical across CLF. Our Secondary schools are currently at 90-94% HWA (without the X code) are at 92% NB: X code is used to show Covid related absence. We are led to believe that attendance in other trusts is approximately 90%.	
5.12.2	The National Average is 94.2% - CLF 92% (Secondary schools) Our Primary schools are currently 1% below National Average. We need to ensure that we are aware of where the students are when they are absent.	
5.13	Yr9 have a low attendance – Why is this?	
5.13.1	(JT) We are working to get the students into the Academy. Some families are not comfortable in sending the students back, We are reminding families that there is a legal requirement to attend school.	
5.13.2	(JT) We have previously offered out of ours tours of the school for these students. We do know where the students are when they are absent. All students who are absent due to Covid are registered with a code X	
5.13.3	(SKn) Does the blackbox information include the X codes?	
5.13.4	(DN) The blackbox information includes with and without the X code. We need to ensure we are doing everything we can to get our students to attend school.	
5.14	What are we doing for students education outside of the Academy?	
5.14.1	(SKn) For those students who are absent due to Covid, we are providing online learning. We are currently providing this for approximately 30 students. This is a tricky area as we have students who are refusing to attend, and the Local Authority advice is not to provide any online learning for these students.	
5.14.2	(SKn) We are received positive emails from parents regarding the online work provided.	
5.15	How big is the current Yr7 cohort?	
5.15.1	(SKn) We have 164 on role (PAN = 180) When parents were making their Secondary school choices last September we remained in Special Measures (our OFSTED of Good was not received until November 2019). We are disappointed but remain positive for next year. Our virtual tours have received positive feedback.	

5.15.2	(KH) My family and I have taken a tour (outside of school hours) – It was very positive, we spoke with teachers and had questions answered. My daughter mentioned that HWA site is tired and that does put people off. Other Primary Parents agree, but that does seem to be the only negative.	
5.16	The tutor groups have been reorganised horizontally (from vertically) – Is there a downside to this?	
5.16.1	(SKn) It is a Balancing Act – We are utilising this time in forming a year group identity. We are able to use age appropriate literacy. We have lost the informal mentoring; we need to ensure that we don't lose the House identity.	
5.17	How has the behaviour been since lockdown, has there been any impact with FTE or isolation?	
5.17.1	(CC) There has been a 20% decrease in the Isolation referrals, but an increase with the same students being referred. The students that were struggling prior to Covid are still struggling. We are currently maintaining 5 isolation rooms.	
5.17.2	(CC) Behaviour is better throughout the school, and we have a focus on Yr7 & 8 boys. We have flagged several students who have struggled with the transition from Primary to Secondary, but the funding has been withdrawn due to Covid. Some students are struggling with Ready to Learn.	
5.17.3	(SKn) We are utilising Engage and Managed Moves in an attempt to reset and reengage.	
5.18	What are we doing to find what gaps students have with learning?	
5.18.1	(SKn) We are using the beginning of lessons for retrieval practice. Yr7 & 8 are doing MCQs (Multiple Choice questions). PPE (Mock exams) are due to take place in term 2 – we are working on the logistics to enable students to sit these exams. Maths and English will be sat in the traditional style, but no more than 65 students to an area. All other exams will take place in class.	
5.18.2	(SKn) We need to ensure the mock exams are aligned to show robust marking and ensure that we are not overly harsh the students, as we may not get them back.	
5.19	Could you explain the Isolation room Computer work?	
5.19.1	(CC) We found that certain students prefer to do the computer work they were able to access in Isolation. We are meeting with HMc shortly to focus more on the students that are in Isolation frequently as they are no longer able to choose the easier selection of computer work. Students are able to access their knowledge organisers.	
5.20	How do you know the quality of education is good?	
5.21	(SKn) I've viewed lots of lessons and been very impressed with teaching and have been able to sense the conducive work and will soon implement DDI. Staff are under immense pressure with the current restrictions. I'm really pleased with the way things are going and overall feel that the quality of teaching remains good and hasn't slipped back.	
6	Quality of Education including curriculum developments	
7	Achievement & Standards	

8	Safeguarding (including Link Role & Termly Report check)																
8.1	LW & ZJ will schedule a virtual meeting during T1																
8.2	(ZJ) We have performed a 4 week comparison for 2019/20																
	<table border="1"> <thead> <tr> <th></th> <th>2019</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Safeguarding Mental Health</td> <td>44</td> <td>48</td> </tr> <tr> <td>Mental Health & Wellbeing</td> <td>42</td> <td>108</td> </tr> <tr> <td>External referrals</td> <td>9</td> <td>32*</td> </tr> <tr> <td>Unique Students</td> <td>58</td> <td>97</td> </tr> </tbody> </table>		2019	2020	Safeguarding Mental Health	44	48	Mental Health & Wellbeing	42	108	External referrals	9	32*	Unique Students	58	97	
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	*Less external services available																
8.3	How are we ensuring that our vulnerable students are safeguarded?																
8.3.1	(ZJ) We are in regular contact, performing home visits and if we are unable to access the student during a home visit, we are referring to an external agency.																
9	Finance, Health, Safety & Estates																
10	Staffing and Wellbeing																
10.1	What are we doing for Staff Wellbeing?																
10.1.1	(SKn) I feel we think about staff wellbeing and try to reduce the email traffic along with very little out of hours emails and all staff emails. We have plans in place for some lighthearted events for staff.																
10.1.2	(PL) Staff are doing very well but I feel more tired than I should for this time in term. Its very noticeable having shorter lunch and breaks. Other staff are exhausted and struggle to get through the day. We appreciate the measures the school has put in place but staff are exhausted.																
10.2	How well are the developmental drop ins working?																
10.2.1	(SKn) We have a 4wk cycle – Student Voice, Student books. We will be able to give further updates at the next meeting – ACTION Add to next AC Agenda	LP															
	Following Section 10 the AC discussed Section 8																
11	Policies that require review																
11.1	The following Policies were noted/approved: <ul style="list-style-type: none"> • Attendance • SEND • RSHE • Supporting Pupils with Medical Conditions • Trips & Visits 																
12	Student Voice/Advocate																
13	Governance																
14	Equality & Diversity																
15	Matter for the attention of the Board/COAC																

16	Any Other Business	
16.1	There is a reference in the report to hosting Parents Evening once per year – Why is this?	
16.1.1	(SKn) For some year groups we have reduced Parents Evenings this year. Yr7 usually meet the tutor early on in Term 1 and have a subject Parents Evening later in the year. Yr11 have 3 opportunities to meet, Steps to success, and subject Parents Evenings after Mock Exams in October and March. Yrs 8, 9 & 10 have been reduced to 1 Parents Evening per year.	
16.2	(JG) Could all Councillors please complete the Nimble Training by the next meeting – 08.12.20	
16.3	(JG) Thank you to the large number of SLT in attendance	
	Meeting closed at 19.34	
	Next meeting – 8th December 2020	

Action Log

Date	Item No	Action	Owner	Deadline	Status
03.07.19	9.9.1	Follow up KH's offer of support re reading buddies etc. Update: 10.12.19 Link with LD Update: 28.01.20 Not currently in operation but returning soon.	SK	Oct 2019	Open
10.12.2020	3.2.1	SK to provide students work books for the next meeting	SK	Jan 2020	Open
05.10.20	5.7.4	Behaviour, Pastoral and SEND teams to work together for our SEN K students.	SK	Dec 2020	Open
05.10.20	10.2	Add Developmental drop ins to the next Agenda	LP	Dec 2020	Open