

Minutes – Hanham Woods Academy Council

Version: Approved
Meeting Date: Tuesday 12 December 2023
Location: HWA
Time: 5.00pm

AC Members		Attended	Apologies
Jon Gould	Sponsor 1 (Chair)	√	
Kevin Hawthorne	Sponsor 2		√
Amanda Dale	Sponsor 3		√
Rodrigo Munoz (observer)	Sponsor 4		√
Patrick Cottam (observer)	Sponsor 5	√	
VACANCY	Student Advocate		
Stephen O'Callaghan	Principal	√	
Azeem Haroon	Parent Councillor	√	
John Bowman	Parent Councillor	√	
Nick Tucker	Teaching Staff Councillor	√	
VACANCY	Support Staff Councillor		
Jon Jones	Executive Principal		√
Lisa West	Local Authority Rep	√	
In Attendance			
Wendy Hellin	Clerk	√	

Date and No	Action	Owner
03.10.23 01	SCO and JG to follow up on Councillor recruitment. This item is ongoing .	SOC JG
03.10.23 02	SOC to share the final Teaching and Learning policy with the Academy Council. This has been uploaded and will be approved at the next meeting – ongoing .	SOC
03.10.23 03	SOC to send a link to the video that was produced as part of Black History Month. This has been completed and can be closed .	SOC
03.10.23 04	SOC to share the SEND Review report with the AC once available. This has been completed and can be closed .	SOC
03.10.23 05	November PPE data will be shared ahead of the next AC meeting. This item is on the agenda and can be closed .	SOC

Item	Description	Action
1	Introductions, Administration, Apologies	
1.1	JG welcomed councillors and introductions were made. Apologies are recorded above.	
2	Declaration of Interest	
2.1	No verbal declarations were made.	
3	Academy Council Membership	
3.1	Vacancies were discussed. There has been a lot of successful recruitment recently. There are some further Councillors going through the process: Rodrigo Munoz, Josiah Chudley. ACTION: The Link Councillor roles will be reviewed in January. WH will confirm by email the seven required Link Councillor roles.	WH

4	Minutes of Previous Meeting	
4.1	The minutes of the meeting of 3 October 2023 were confirmed as a true record.	
5	Matters Arising	
5.1	The action table above has been updated. No further matters were raised.	
6	Academy Council Report	
6.1	SOC noted the Academy Council report had been circulated in advance and invited questions from Academy Councillors.	
6.2	Is there any update on when the Behaviour Policy can be approved?	
6.2.1	There is still further work to do on the Behaviour policy as the behaviour processes in the academy continue to evolve. It will be brought to the AC for approval once finalised.	
6.3	What is the comparison against the rest of the trust for suspensions?	
6.3.1	There is a varying picture across the trust both and the data will include the number of students suspended and the total number of days of suspension. The length of each suspension at HWA is high compared to the trust. There are a distinct group of the same students being suspended repeatedly and it has been challenging trying to find strategies that will improve the behaviour for those students and break that cycle. Some academies do have lower suspensions than others. At KOA they have strategically moved away from suspending students for a full day. They typically suspend for half a day to allow the student to reset and then bring them back in the following day. They are starting to have some success there and is something for us to consider. The main reason for the higher number at HWA is the absolute need to hold the standard of behaviour expectations at this time. As students get used to the new expectations and see that the line is held, it is hoped that the number of suspensions will reduce. Since September there have been 5 permanent exclusions; this is exceptional for HWA. However, the priority is to keep students at HWA safe. Despite the huge amount of support individual pupils have had, these permanent exclusions have been necessary.	
6.4	Are there any drivers for the higher number of PP suspensions?	
6.4.1	It is partly due to a small group of PP students that have SEND needs, and where we are not meeting need fully. This is being addressed, and it is hoped the new SENCo starting in January will impact this further.	
6.5	Is there a lot of PP and SEND crossover in the academy?	
6.5.1	Yes. There are a lot of students that are disadvantaged that have SEND needs and in particular SEMH needs.	
6.6	What kind of messaging is displayed around premises to remind students behaviour expectations. Are there posters etc.?	
6.6.1	The main messaging is through assemblies. This term we relaunched the anti – bullying policy. At each assembly we reset and remind students of expectations and we use the orientations too and use data and trends. The relaunch of the behaviour expectations was student led. We are a ‘telling’ school and this is affecting a shift in culture. We are looking into the reasons that students have for not reporting issues and are looking at whether students retaliate, rather than reporting it, and if they involved others. There is a low tolerance message, and we are ensuring a consistency in the language used around behaviour to both staff and students. It has been helpful to all, for instance, to have clarity around what constitutes bullying, and to be able to have appropriate meetings with parents. The work has definitely led to an increase in reporting. It has been a whole-school approach. Our next step is to drill down into specific issues in each cohort. One trend is the increased amount of poor behaviour over social media, and we plan to work with parents to address that strand.	

6.7	If poor behaviour can be prevented in the first place, it makes things easier to deal with. Once sanctioned, it can for some students, be the thing that in turn leads to further poor behaviour, especially if repeatedly sanctioned. Some of the suspensions relate to SEND and unmet need. Do you have the right expertise to start to address this, or have you reached the limit of what you can offer?	
6.7.1	We have a very experienced SENCo who is highly regarded in the Local Authority. The shift in the Code of Practice is that the teaching and learning in the classroom is now the key driver to meet needs. This was echoed in the feedback from the SEND review. It is the role of the teacher to ensure practices are built into every lesson and this is where most progress will be made; it cannot be left to interventions outside the classroom. Teachers need to understand what inclusive practice looks like; it is not a blanket approach. We are working with the teaching and learning team to look at provision in the classroom.	
6.8	The local picture at present is that external services are extremely stretched. You work with them and buy in various services. How do you ensure you assess students through an EDI lens quick enough, so you know what they need?	
6.8.1	This is a legacy of the school. There are a number of students in Year 10 and 11 with undiagnosed need and it was a similar picture in last year's cohort. The SEND review has afforded us the opportunity for some candid feedback, and we may use the reviewer to do some further work in school. The new SENCo has a teaching and learning background. The policy has been rewritten and is research led. We are retraining staff through that journey and ensuring the teacher does not delegate responsibility for meeting SEND needs to the TA in the room. ACTION: The new SENCo will be invited to talk to the Academy Council about SEND priorities at the next meeting.	SOC WH
6.9	How is the academy trying to facilitate continuous improvement through the practice?	
6.9.1	The Academy Review Visit (ARV) this year was much more geared around curriculum. We view feedback as a gift and make sure we act on it. In terms of EDI too, we have had Saima Akhtar (Trust Inclusion Lead) in to train SLT and she will also deliver same training to all staff. We have also worked with Josiah Chudley for the Quality Mark, and this involves a lot of self-evaluation, staff voice and student voice. The Quality Mark is about ensuring the culture is good, the school is safe, we are getting it right in class and making sure children have great experiences.	
6.10	Bullying behaviour from students towards staff is not covered in the Anti-Bullying policy. Is there a separate anti-bullying policy for staff?	
6.10.1	No there is not a distinct policy, and this is helpful feedback. We will consider whether we include something on this in the Anti-Bullying policy or if it is included elsewhere, such as the Communication Policy. We sent a letter out last week to clarify a bit around communications and to manage expectations and it included a statement that we will not tolerate abuse behaviour towards staff.	
6.11	It sounds like there is a small group of students for whom the policy is not working. There is a much wider network of support available across the trust and outside the trust with the Local Authority. How much is that being utilised? Are managed moves used?	
6.11.1	We try to access everything available to us, depending on what the students needs. We do use Engage although it can be a challenge, partly due to transport and partly due to the parents having a preconception about the area of Bristol that Engage is based in. We utilise it as much as we can but there is further work to do there. There isn't an equivalent Alternative Provision (AP) in South Gloucestershire as there is in other areas and there is a limited amount of onsite additional things we can offer. There are live conversations across the trust around an AP model for South Gloucestershire. We do have access to an Education Inclusion Officer, and we meet them once a term to go through all our high-risk cases.	

	Through the High Risk Group we can apply for funding for the provision of mentoring and other support, and we do that where we can.	
6.12	The Duke of Edinburgh Award is proving popular. Is it continuing to grow?	
6.12.1	Yes. One of our PE teachers, Emily Baker (EB), is leading on this and she has been phenomenal. It started with around 12 students and is now up to 60 in Year 10, 50 in Year 11 and 60 or 70 in Year 9. EB, and other teaching and support staff, have given up their own time to ensure that camps and other weekend activities can take place. It is a success story and will continue to grow. We need to carefully manage that growth to ensure it can be delivered alongside teaching duties.	
7	Academy update	
7.1	<p>SOC provided the following updates:</p> <ul style="list-style-type: none"> • The newsletter will be issued before the end of the week; this is a new initiative and will provide rich communication on a termly basis. • HWA mission / HWA values – there is some work to do to refresh this. • The Safeguarding Team was shared with Academy Councillors. • The CLF Safeguarding audit is taking place at the end of term 4; HWA scored 68% earlier this year which is about average across the trust. There is a detailed action plan that came out of the audit. <p>Academy Events and updates:</p> <ul style="list-style-type: none"> • Year 11 PPEs have taken place. • Year 11 Parents Evening has been held; this was the first in-person parents evening for a number of years. • A number of events have been celebrated including: <ul style="list-style-type: none"> ○ Men’s Mental Health Month ○ Remembrance event ○ Children in Need • A theatre performance of A Christmas Carol took place, with the whole of Year 10/11 attending. It was very successful, and the English team are trying to build this into their curriculum. • Careers events and activities have been held for a variety of year groups, including Future Quest and Envision. • Parental engagement plan: a parent/carer forum is to be set up. There have been some negative comments through the parent Facebook group. We are keen to meet with any parents that have a problem or issue with the academy. Most know they will be listened to if they come to the academy, but we need to be pro-active to engage with these families. The first forum was set up around Anti-Bullying. Some 20 parents signed up but only 4 came. It was noted that there was very bad weather that particular day. The conversation that took place with those that attended was quite rich and further forums will be set up. • Academy in Action events will be set up for existing parents to come and see the academy. • The Winter Showcase was a great way to ensure vulnerable students feel connected to the academy. • The academy has celebrated its first ‘word millionaire’ through Accelerated Reader. • Knife crime assemblies have been held, led by the police. The content of each assembly was tailored to be age appropriate for each year group. • 	
7.2	Questions from Academy Councillors	

7.3	Is any work taking place with feeder schools? How do primary schools prepare their Year 6 pupils?	
7.3.1	Yes, we get out to feeder schools and talk to Year 6 pupils about Hanham Woods Academy being a warm and kind place to come. We are clear with them about behaviour standards, without putting them off. It can be impactful to have a secondary teachers visit primaries so that when students join in Year 7, there is some familiarity. Primary schools prepare students in a number of ways. The barrier when they join Year 7 is that they do not understand the various protected characteristics, so we have to teach those early on.	
7.4	Have you looked anywhere beyond education in terms of managing social media? A lot of companies have strategies for firefighting it where there are issues.	
7.4.1	No. The problem that the parents set up this particular account; it is not in our control. We just have an X page for tweets and are reluctant to expand on that. There is a challenge to how much resource we can put into this.	
7.5	Attendance	
7.5.1	SOC shared attendance data with the Academy Council. Attendance remains an ongoing challenge. The data shows that attendance has dropped towards the end of term; there is a lot of illness at present. Persistent Absence (PA) also remains challenging both in HWA, across the trust and nationally. Data for ethnic group attendance was shared.	
8	AIP	
8.1	<p>Culture and Curriculum – There are five key areas and progress to each is measured.</p> <p>1.1 Inclusive Culture – data is being collated for the anti-racist award. EDI training for SLT is in place, and EDI training for staff is planned for the inset day. Parental engagement meetings are ongoing, and a plan is in place for Academy in Action tours in January.</p> <p>1.2 Simplified Teaching and Learning Policy – The following progress has been made. Development of graduated response to behaviour, the SENCo has attended a SEND behaviour conference. Weekly analysis of behaviour points continues, and the anti-bullying policy has been updated.</p> <p>2.1 New Teaching and Learning policy – Continued CPD, DDIs launched, and 2 rounds completed.</p> <p>2.2 Medium Term planning – No progress as yet.</p> <p>2.3 Literacy woven into the curriculum – an NGRT testing plan is in place for next term, and SOC is exploring the possibility for a Literacy Intervention post.</p>	
9	Data	
9.1	Data and Year 11 PPEs	
9.1.1	The next round of PPEs take place at the end of next term / first two weeks of term 4.	
9.1.2	<p>Headlines</p> <p>Y11 T2 current (not predictions)</p> <p>Progress 8 is -0.78, this has moved a fifth of a grade from Year 10. The academy would have liked more progress but there are a number of known factors at play. The maths grade boundaries went up significantly this year.</p> <p>Basics 9 – 4 is at 41%. Basics 9 – 5 is at 20%. Both these figures need to improve. The targets are 80% for Basics 9 – 4 and 50-60% for Basics 9 -5. Progress 8 for PP is at -1.72; AP is being put into place to support to try to shift the progress for vulnerable students.</p> <p>The current cohort is a bit down on this time last year, but it is a very different cohort. The gap between PP and non-PP is -0.9. This year's cohort has moved further from the end of year 10 to now, than last year's cohort. They have further to go to get to positive Progress 8 but there is some optimism there. Students are starting to take it more seriously. In terms of attendance a number of PP students are within the persistent absence category. Some individual case studies have been done and some students are doing very well. The</p>	

	attendance gap is 15.6%. In terms of ethnicity, Progress 8 for White British students is 0-.15 and for mixed race students it is -1.75 so a huge gap and one that is hard to shift. JG noted that the important thing is that individual case studies are in place. Staff know which students sit behind the data and have plans in place to support them.	
9.2	Next steps – Year 11	
9.2.1	SOC advised there are 6 weeks to the next round of PPEs. Staff are focused on those things that can be controlled and changed such as homework, revision strategies, intervention programmes, rewards and relationships and the crossover. The harder to shift areas are attendance and relationships	
9.3	What is being done – Year 11	
9.3.1	The Year 11 plan was shared at the last AC meeting. This details the practical things done on a daily and weekly basis leading up to the exams. Research shows that the best raising attainment strategy is quality teaching in every lesson.	
9.3.2	Year 11 key priorities: <ul style="list-style-type: none"> ○ KS4 attendance meetings with the EWO are continuing and action plans for key students are in being put in place. ○ Curriculum Leaders have a CPD focus on 100-day plans. ○ Team time – The inset day will launch the 100-day plan and will detail how every member of staff has a part to play. ○ Homework will be set weekly. QA cycles and data analysis will take place weekly, as will rewards monitoring. 	
9.3.3	ACTION: SOC will share the Y11 presentation to Teams.	SOC
9.4	Questions from the Academy Council	
9.5	How is the general level of seriousness from Year 11 towards exams? Is there anything that needs to be done to increase the level of commitment? Are exam skills being practiced?	
9.5.1	Exam skills practice takes place during tutor time. RT leads on culture and the culture for Year 11 has increased significantly from the end of year 10 to now. Behaviour and engagement in lessons has improved. The team have put together some interesting case studies. There is one student that was regularly truanting that now attends all lessons he is timetabled for. Behaviours are improved with less instances of extreme behaviour. All students have time with the Careers Lead. The most motivating thing is success, so there is a focus on celebrating small steps of progress and ensuring students believe they can achieve their goals. Every member of SLT has a role, and they will continue to drive the Year 11 100-day plan.	
10	Safeguarding	
10.1	LW reported that she had met with RT. The Anti-Bullying policy has been written and is waiting to be approved by the Academy Council. Discussions included anti-social behaviour in the community and the visit from the police to talk to students about knife crime. SOC advised that a lesson on anti-social behaviour took place. LW noted that some permanent exclusions had taken place, some of which have been physical assaults on girls. LW advised that one of the panel members suggested a female support group is set up. KH advised that a piece of work had taken place around harmful sexual behaviours, with an organisation called Tender. Some work on healthy relationships has taken place for Years 7, 8 and 9. PC suggested that it is important that this is not portrayed as just a problem for girls and that something is also run alongside it for boys.	
11	Finance, Health and Safety, Estates	
11.1	Nothing further to report.	
12	Staffing and Wellbeing	

12.1	Nothing further to report.	
13	Policies for approval	
13.1	JG assigned the following policies to Academy Councillors for their review. Comments should be sent to WH and Linda Hall so the policies can be finalised and approved ahead of the next meeting. Looked After Children Policy - JB and LW Young Carer Policy – LW and KH Early Career Teacher Policy – AH and NT Exclusions and Suspensions Policy – JB and JG RHSE Policy – PC and AH Anti-Bullying Policy – JB and KH	
14	Governance inc membership, training, feedback	
14.1	Governors were reminded to complete their Nimble training.	
15	Matters for the COAC/Board	
15.1	N/A	
16	AOB	
16.1	No other business was reported. The meeting closed at 7.10pm. Future meeting dates: 27 February 2024 -5pm 23 April 2024 – 5pm 25 June 2024 – 5pm	

Actions to carry forward:

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