

Minutes – Hanham Woods Academy Council

Version: Draft
Issue Date:
Meeting Date: Monday 29th November 2021
Location: HWA – Virtual via Teams
Time: 5.30pm

AC Members		Attended	Apologies
Jon Gould	Sponsor 1 (Chair)	√	
Kevin Hawthorne	Sponsor 2	√	
Richard Riddell	Sponsor 3	√	
Emily Davey	Sponsor 4		Accepted
Michael Quinn	Sponsor 5	√	
VACANCY	Student Advocate		
Stephen O’Callaghan	Principal	√	
Lynn Dare	Parent Councillor	√	
Lisa West	Parent Councillor		Accepted
VACANCY	Teaching Staff Councillor		
Dan Nicholls	Executive Principal	√	
Kevin Johnson	Local Authority Rep		Absent
VACANCY	Support Staff Councillor		
Clerk	Charlotte Seavill	√	
Invited attendees			
Rebecca Gardner	Associate Assistant Principal	√	
Craig Coulstring	Associate Assistant Principal	√	
Henrietta McDermott	SEN Lead	√	
Rebecca Tushingham	Assistant Principal	√	
Josh Hocking		√	
Carly Wilshire	Acting SG Lead	√	

Minutes

Item	Description	Action
1	Introductions, Administration, Apologies	
1.1	JG opened the meeting and welcomed all.	
1.1.2	Apologies were received from Lisa West and Emily Davey.	
2	Declaration of Interest	
2.1	No verbal declarations were made.	
3	Academy Council Membership	
3.1	Staff councillor vacancies have been advertised internally however, there have been no volunteers to date.	
4	Minutes of Previous Meeting	
4.1	The minutes of the last meeting were confirmed as a true record.	
5	Matters Arising	
5.1	SO to advertise the staff councillor vacancies via email.	Complete
5.2	SO to report on predicted grades at the next meeting. <i>The black box data was received on Friday and so it hasn't been fully analysed yet. This is be a focus for the Term 3 meeting, where data can be shared, as well as the impact of the resulting interventions and actions.</i> <u>ACTION: Clerk to add predicted grades to the Term 3 agenda.</u>	C/F Clerk
5.3	BT to investigate the quality of the home learning set and completed. <i>There is a parent/carer forum during the last week of term to focus on homework and recommunicate the purpose of the homework system. The academy has produced a homework blog for the website to share best practice. This should be available early in the new year. <u>ACTION: SC to provide update on the parent/carer forum and homework blog at the next meeting.</u></i>	C/F SO
5.4	SO to share student and parent voice feedback with the AC at the next meeting.	Complete
5.6	KC and CC to meet to discuss attendance further <i>This meeting will be planned for the near future.</i>	C/F
5.7	SO to produce parent-friendly version of the PD curriculum development map to share with parents.	C/F
5.8	Clerk to add PP to the next agenda.	Complete – Item 8e
6	Pupil Premium and Disadvantage	
6.1	Members of SLT gave a presentation on pupil premium and disadvantage at the academy. SO started b giving an update on the impact of COVID at the academy including staff and student absence and the challenges of securing quality supply teachers. SLT are looking at alternatives to limit the impact of staff absence in this way, including covering many lessons themselves. SO commended all staff for the way they have supported each other during this period. SO gave an update on the continued work on culture and behaviour and Year 11 PPEs.	

	SO gave an overview and feedback on his recent visit to Trinity Academy in Bradford which provided lots of ideas to bring back to HWA.	
	Questions from the Academy Council	
6.1.1.	Can you give a practical example of what you are doing to change culture?	
6.1.2	There are many examples but one would be how SLT visit every class at the beginning of Period 3 and 5 (after break times) to ensure that classes are calm. By SLT being present and visible, staff feel supported and students understand expectations which has had an impact on both behaviour and culture onsite.	
6.2	RB gave a presentation on the Pupil Premium strategy including how disadvantaged students are supported through attendance, enrichment, trips, uniform and ICT, Ready to Learn and the behaviour policy, the disadvantage tracker and successes tracker.	
6.2.1	What percentage of students at HWA are in receipt of PP?	
6.2.2	16.1% of students at HWA are in receipt of PP.	
6.2.3	How do you measure the impact of the interventions and support discussed for PP and disadvantaged students either cumulatively or individually?	
6.2.4	This is something we need to track this year, we can track data such as attendance at intervention sessions and P8 scores but we also need to record the subtle interventions, like ensuring students have regular conversations about their careers and futures. In comparison, the academy has a small disadvantaged cohort, but we need to understand their opinions. Staff need to talk to them more and ask more questions to give us real insight into the quality of teaching they receive and the impact we are having. Its very much about providing bespoke support to individuals and finding out what is important to them.	
6.3	CC gave a presentation on Behaviour and Culture with a focus on disadvantage including how staff need to ensure that systems and processes don't disadvantage someone further, reducing inclusion area referrals, suspensions, reducing negative language and defiance and supporting teachers and students to have the best lesson possible. The council discussed how, with the inclusion area being quieter, staff can be more proactive in supporting students to not be referred and stay in lessons. The academy is also recruiting a further member of staff for this area to increase capacity and work in a more proactive way with students in need to support. The academy is trying to move away from sanctions and move to interventions instead. The council discussed the importance in building relationships for good classroom management and the "first time every time" initiative.	
6.3.1	What is the process for a restorative conversation or reset for a member of staff who refers a student to the Inclusion Area?	
6.3.4	Staff usually have these conversations face to face with the student during break or lunch time and call home to discuss the referral with parents. If the teacher has been unable to meet the student face to face that day, then they do the conversation with the student over the phone with the parent present. Sanctions are inescapable at HWA – staff follow up and escalate any missed sanctions. This has led to a culture where largely, student accept their mistakes and the sanction given.	
6.4	BT gave a presentation on Curriculum Intervention including the need to promote and improve oracy, developmental drop ins for teachers, precise targets and	

	processes to fine tune the classroom experience over time, the importance of constant assessment so that teachers understand if the students have learnt what they've been taught and what the school does when it finds out they don't.	
6.4.1	Given the challenges around finding consistent cover/supply teachers, can we improve the information that supply teachers have to improve behaviour and teach more of the curriculum?	
6.4.2	To mitigate the challenges in having lots of cover, there is a tight system which provides supply teachers with good quality work and seating plans. SLT visit those lessons specifically to support where needed. There is improvement to be made around the work set, especially when there is a non-specialist supply teacher. We have been exploring whether part time teachers who would like to do additional work can be brought in on their days off as well as looking at blended learning ideas for planned absence.	
6.4.3	Does the school have a cover supervisor?	
6.4.4	Yes, and we have a number of agencies and supply teachers that we use to get as much consistency as possible for students. Unfortunately, due to the level of absence recently, we have had to look beyond that and have new supply staff in the academy. There is also a national shortage of both supply teachers and teaching assistants so there is difficulty in securing or recruiting these roles.	
6.4.5	Could the trust as a whole look to create a central bank of supply teachers to improve consistency?	
6.4.6	This has been investigated but it doesn't work financially unfortunately.	
6.4.7	The level of change and inconsistency is especially hard for those with ASD. Would it be economically viable to recruit an additional cover supervisor to provide further consistency?	
6.4.8	This hasn't been considered in the current budget but will be considered for next year.	
6.4.9	The council thanked all the presenters for their comprehensive overview. The presentation was shared in Teams.	
7	Academy Council Report	
7.1	The report was circulated before the meeting via Teams.	
7.1.2	What percentage of students and parents responded to the survey?	
7.1.3	<u>ACTION: SO to provide details of the response rate to the parent and student surveys via email.</u>	SO
7.1.4	On Page 15 of the report, it states that there are number of students who don't know who to contact if they feel unsafe. What is being done to address this?	
7.1.5	There has been a lot of communication through assemblies and tutor times to ensure that students know who they can talk to in the academy and the emergency services numbers if they are out in public. These details are also in their student planner. The council suggested a business card size hand out for all students with details of who to contact in and out of school that they could keep in a purse or wallet.	
8	Staffing	
8.1	The council thanked ZJ for her work and wished her well in her new role.	
9	Policies	

9.1	The council noted the Complaints policy and LAC policy. The council approved the Exclusions and the Admissions policies. There were issues identified with the Accessibility policy which will be raised with the central team. Approval/noting of the Detentions and Home Learning policies will follow via email.	
12	AOB	
12.1	The council thanked everyone for their contribution to the meeting and extended their gratitude to all staff who are working through challenging times to ensure the school continues to run effectively.	
	Meeting closed at 19.30	