

Minutes – Hanham Woods Academy Council

**Version:** Approved  
**Issue Date:**  
**Meeting Date:** Monday 7<sup>th</sup> February 2022  
**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		Accepted
Emily Davey	Sponsor 4	√	
Michael Quinn	Sponsor 5	√	
VACANCY	Student Advocate		
Stephen O'Callaghan	Principal	√	
Lynn Dare	Parent Councillor	√	
Lisa West	Parent Councillor	√	
VACANCY	Teaching Staff Councillor		
Dan Nicholls	Executive Principal	√	
Kevin Johnson	Local Authority Rep		Absent
VACANCY	Support Staff Councillor		
Clerk	Charlotte Seavill	√	
<b>Invited attendees</b>			
Rebecca Gardner	Associate Assistant Principal	√	
Craig Coulstring	Associate Assistant Principal	√	
Henrietta McDermott	SEN Lead	√	
Rebecca Tushingham	Assistant Principal	√	
Josh Hocking	Leader of Maths	√	
Jane Thurston	Senior Pastoral Lead	√	
Krishna Hendra	Vice Principal	√	
Anya Peyton	Assistant Principal	√	

## Minutes

Item	Description	Action
<b>1</b>	<b>Introductions, Administration, Apologies</b>	
1.1	JG opened the meeting and welcomed all. JG welcomed Krishna Hendra, the new Vice Principal at the academy, who gave introduced herself and gave a short presentation on her background and motivations for the role.	
1.1.2	Apologies were received from RR.	
<b>2</b>	<b>Declaration of Interest</b>	
2.1	No verbal declarations were made.	
<b>3</b>	<b>Academy Council Membership</b>	
3.1	Staff councillor vacancies have been advertised internally however, there have been no volunteers to date. ACTION: Vacancies to be readvertised.	<b>SO</b>
<b>4</b>	<b>Minutes of Previous Meeting</b>	
4.1	The minutes of the last meeting were confirmed as a true record.	
<b>5</b>	<b>Matters Arising</b>	
5.1	<b>BT to investigate the quality of the home learning set and completed.</b> <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. ACTION: SC to provide update on the parent/carer forum and homework blog at the next meeting.</i>	C/F  SO
5.2	<b>KC and CC to meet to discuss attendance further</b> <i>This meeting will be planned for the near future.</i>	C/F
5.3	<b>SO to produce parent-friendly version of the PD curriculum development map to share with parents.</b>	C/F
5.4	<b>ACTION: SO to provide details of the response rate to the parent and student surveys via email.</b>	SO
<b>6</b>	<b>Academy Updates</b>	
6.1	The recent scrutiny meeting with the board went well. The board were compelled with the information given and the new leadership team being built at the academy. Governance was noted as being good. The recommendations are unsurprising and overall, the board was pleased.	
6.2	The academy mission statement and values were shared with councillors as a reminder, as is done regularly in school meetings and assemblies. Councillors were also reminded of the academy's Safeguarding Team.	
6.3	The academy has been very lucky in terms of Covid absence this term and has retained the ability to run a full timetable for all students in school. There has been some staff absence due to covid, mainly in the support staff team. There has been supply staff available when the academy has needed them. Face masks continue to be expected in crowded spaces.	
6.4	The council received an update on various activities and events at the academy this term, including, Holocaust remembrance week, local news features, PPEs and morning meetings, the success of the recent parent/carer forum, the KS3 reading	

	program, enrichment, Children's' Mental Health Week, Weekly Principal's Awards, staff recruitment, uniform and the Principal's update videos.	
<b>7.</b>	<b>SEND update</b>	
7.1	<p>There as an in-depth presentation on various aspects of SEND at the academy, including an explanation of how SEND is managed in the mainstream setting and the resource base. Councillors discussed the number of EHCPs at the academy and the types of strategies and interventions available to support students. There was an overview of how SEND funding works for the mainstream setting and the resource base. Councillors looked at the types of measures available to show progress such as social ability, speech and language, emotional mental health, annual reviews and final destinations. At KS3, staff can track individual progress using DOYA and the council discussed where student progress is currently.</p> <p>In terms of support and intervention, there is lots of work done to ensure anyone who is eligible to access arrangements in examinations has the support they need, such as a reader, scribe, extra time or rest breaks. Literacy information is shared with teachers so they can better understand their classes reading ages and pitch lessons at the right level. KS3 use accelerated reader which allows staff to track progress over time easily. Students have access to Nessy both in and outside of school for phonics work. There is an emotional literacy support assistant who runs sessions with students needing emotional support and a Speech and Language Therapist who runs sessions for students in the resource base and main school. The academy uses alternative provision where it is appropriate, such as Engage, SGS, Rock Steady and Impact Mentoring, which has been successful in reducing permanent exclusion. For students awaiting CAMHS support, The Bridge Foundation provides mental health support in the interim.</p> <p>Councillors discussed EHCPs, Student Passports and how staff share information to ensure strategies and interventions are shared and consistent across the academy. The council discussed the SEND department bright spots and trails as well as an update from the SEND link on their recent visit to the academy.</p> <p>There were lots of positives to report, however it was noted that the facilities look quite tired now.</p> <p>The council discussed attendance with a focus on SEND students. The academy takes a firm by fair approach to attendance for all students and works with families and students to support the best attendance possible. Where reduced timetables are needed, the academy works to ensure that timetables result in the maximum possible attendance for what the student is able to manage with a bespoke programme and regular meetings to review progress and success.</p> <p>During the last two years, attendance processes have been lifted to allow for the circumstances of the times, but the processes are now being used fully to improve attendance.</p> <p>There has been training for staff on the language of attendance so that everyone uses the same message when discussing attendance with students and families. Councillors discussed the coding used for Covid related absences, the changes in coding over this last two years and its impact on overall data.</p> <p>The council discussed behaviour with regards to SEND and the flexible approach taken to ensure that students are supported. The school takes a proactive approach to support good behaviour and every effort is exhausted to limit suspensions, especially for those on the SEND register. The SENDCO is involved in decision making with SLT when sanctions are necessary. The RtL Coordinator has been really proactive in identifying hotspots and intervening before things go</p>	

	<p>wrong. The council discussed the purpose and impact of student support cards and how they've helped to improve relationships. Some students have gone through their primary education without a SEND diagnosis but now that they are getting support, they are making more progress.</p> <p>There has been lots of support available for students who have struggled to engage after the Christmas break. There has been a recent spike in truancy, but we are working with those students and their families to support them back into school.</p> <p>The council discussed the importance of oracy and how good oracy disproportionately advantages advantaged students. Staff have been given CPD in no-opt-out-questioning. There is targeted vocab for students and staff model structured conversations as well as opportunities to be heard reading aloud.</p> <p>The TAG and CAG progresses have further highlighted the importance of ongoing assessment and in-depth feedback with deliberate follow up actions. There has been lots of work with students to help them understand that assessment is part of the learning journey and not an end point. They understand the value of assessment. The academy is currently getting accelerated reader levels on SIMS so mark sheets show students level and DOYA grades.</p>	
<b>7.1.1</b>	<b>What are the SEND non-negotiables in class?</b>	
7.1.2	Quality first teaching helps everyone, not just those with SEND or disadvantaged backgrounds. We use DDI, learning walks and book looks etc to check that strategies and interventions are in place and evident in lessons and books. It's an area for further development through whole school improvement.	
<b>7.1.3</b>	<b>How do we track progress for students at alternative provisions?</b>	
7.1.4	We get reports from Impact Mentoring daily and have regular meetings with Engage and Rock Steady to review progress. Staff from alternative provisions attend annual reviews and have regular visits. We have good relationships with them.	
<b>7.1.5</b>	<b>What happens if there are problems or issues at alternative provision placements?</b>	
7.1.6	We are in regular discussions with alternative provisions and so problems or issues are quickly identified and discussed to decide if the placement is the right place for the student and any strategies that could be put in place to make improvements.	
<b>7.1.7</b>	<b>There appears to be an attendance issue for Year 9 students – what is being done to close this gap?</b>	
7.1.8	This is a focus for staff at the moment and will report back at a future date with updated data.	
<b>7.1.9</b>	<b>Are literacy strategies used in the main building shared in the resource base too?</b>	
7.10	Some strategies do extend to the resource base but will be accessible to the students using that area. Most students who access the resource base are taught in the main building also. There are 4 students who are taught separately in the resource base full time. There will be similar practices and some continuity for students who use both areas.	
<b>8</b>	<b>Update on Year 11 &amp; Raising Attainment</b>	
8.1	The presentation was shared in Teams prior to the meeting. There are PPEs later this term and so where clutters of disadvantage have been identified, SLT are working in those lessons to support students and staff to prepare them for the mock examinations. The council discussed the preparation work going on at the academy and the work being done around good quality and	

	<p>quantity of revision. Staff are supporting their wellbeing and morale as well as making sure their hard work and effort is being recognised. SLT have buddied with 1-3 PP students each to support them with reminders, advice, speaking with parents and carers, promoting attendance and ensuring they have revision materials.</p> <p>Year 10 performance currently looks good, and staff have opened that dialogue with them early to share progress trajectories and praise them for their efforts as well as progress to prepare them for Year 11 and beyond.</p> <p>The academy has an all-through RA approach, so students are aware of their attainment, progress and outcomes from earlier in their school life.</p> <p>Staff have provided an online helpdesk where students can email questions and get a response that evening.</p>	
<b>9</b>	<b>Safeguarding</b>	
9.1	The Safeguarding Link Councillor gave a verbal update following her recent link visit to the academy which included meeting the DSL, mental health support concerns and available support, police visits to the school and the whole school mindfulness event. A written report is available in Teams.	
<b>10.</b>	<b>Policies</b>	
10.1	All policies to be noted were done so by the academy council.	
10.2	All policies to be approved will be done via email.	
<b>11.</b>	<b>AOB</b>	
11.1	None.	
	Meeting closed at 19.30	