



**Hans Price Academy Council Meeting Minutes
Tuesday 3rd December 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) CHAIR	Sponsor 1	Steve Taylor (ST) *	CLF CEO
Paul Marsh (PM)	Sponsor 2	Tony Searle (TS)	Principal
<i>Vacancy</i>	Sponsor 3	<i>Vacancy</i>	LA Rep
Wayne Richards (WR) *	Sponsor 4	Rachel Allchurch (RA)	Student Advocate
Kathryn Volk (KV)	Sponsor 5	In Attendance	
Tim Pottle (TP)	Teacher	Hannah Jones (HJ)	Vice Principal
Christine Weeks (CW) *	Support Staff	Adrian Esch (AE)	
Christopher Cox (CC) *	Parent		
Louise Statter (LS) * VICE CHAIR	Parent	Sue Burns	Clerk
*	<- <i>Indicates absent.</i>		<- <i>Indicates question asked</i>

1. Preparation Meeting

The Academy Council spent a few minutes before the meeting started, reviewing, and discussing the papers to identify trends and lines of enquiry.

2. Welcome and apologies

The meeting commenced at 4.00pm.

Apologies were received and accepted for: WR, CW, LS, ST and CC

The meeting was deemed to be quorate.

Susie Weaver (Executive Principal) attended the meeting in Steve Taylor's absence.

3. Declaration of Interests

The Councillors signed and submitted an annual pecuniary interest form.

4. Minutes and Matters Arising from 3rd October 2019.

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

Matters Arising

None.

5, Subject Review – History

Leanne Swinney – Head of Humanities.

Last summer we had a high ability cohort in one group and a mixed ability cohort in the other group. They were on-track to meet their target, but the vulnerable students were impacted by the absence of their teacher during the run up to the exams. These students were unsuccessful in other subjects from Bucket 2 as well. The outcomes were disappointing. Moving forward we are implementing better tracking from Y10 onwards to ensure accurate predictions and closing the gaps.

What additional strategies are in place?

This year's cohort started History in Y9. The teaching of the curriculum had completed by half-term and now they have revision until the exam. There has been further disruption from the absence of a teacher, but we are focusing on identifying gaps and closing them. KS3 has seen a huge improvement in what we have delivered due to joint planning.

Is the Trust supporting you?

Yes. I meet regularly with Hannah as prior to this year I have not taught KS4 History. Medium term plans will be reviewed at the end of the term and teachers will determine how to cover specific content in their lessons as a period of re-teach will be required.

We have a lot of work to do but we are making headway. We are clear about the curriculum and all the teachers have taught it once which has been helpful. Shared planning meetings have been impactful as all three classes have different needs and therefore bespoke class planning is required. One class was much more successful with one of the papers last year, therefore we are sharing best practice this year. The second half of paper two is our biggest challenge. We are being very systematic and organised to raise standards and are modelling answers and focusing on exam preparation. It is apparent that there have been similar issues in other CLF academies, although our results were lower.

Are you confident in the preparation of Y10?

There is one curriculum change that we need to align to. This will impact on paper three which has historically been our strongest paper, this is unfortunate, but we are dealing with it proactively.

What has changed in the paper?

It will now be American History Civil Rights as opposed to Nazi Germany.

Why has there been a change in the curriculum?

It is a move away from White European History. There will be a knowledge gap in the staff which will be addressed over the summer.

How is Geography progressing?

They are planning to finish teaching in February 2020 and will then focus on revision and exam preparation. There is some concern about the unseen fieldwork topic, but that is the nature of the exam.

What are you hoping to achieve?

More mid-band students achieving 4 and 5 grades. Our high attaining students did very well, but our lower ability students require more exam preparation and question modelling.

How are you supporting non-specialist teachers?

We have provided coaching from the Geography SLE and are upskilling where possible.

Subject knowledge enhancement is difficult to source other than through shared PPA and the Federation Network Night (which is not subject focused).

Is there anything the Academy Council can do to support you?

We are still lacking a Geographer, and therefore recruitment would be beneficial, and additional subject knowledge enhancement from the Institute to strengthen subject knowledge across the department.

Would it be useful to have time set aside for subject specialism for the team?

Yes, but we have investigated this, and timetabling and contract requirements have meant it has not been possible.

SW advised the Academy Council that subject specialism, subject discipline, and specific pedagogy, are all on the Institute's plan.

(Leanne left the meeting at 4.35pm)

6, Academy Council Report

Papers circulated in advance

High Quality Curriculum

The KS3 curriculum will be moved from two years to three years by September 2020. This is the DfE preference to ensure that a breadth of curriculum is available to students. The planning for this and recruitment impact is being devised with the other Principals across the CLF. Additional support is also required to ensure that Y9 are where they need to be.

How will this impact the students?

It will mean that students do not choose options in Y8 and will have additional opportunities in Y9. The National Curriculum entitlement will be retained and in Y9 will be enhanced to support the curriculum from Y10. We are anticipating that students will not drop Geography and Languages and will be better prepared for a KS4 curriculum when they opt in Y9. Some students may be disappointed that they have to wait an additional year before making a choice, but it should promote better GCSE outcomes and there will be more opportunities to study the EBacc.

Do you have sufficient capacity?

There will be recruitment needs which we are currently planning for as a Trust. Tech, Art and MFL are all difficult areas to recruit to and we will have additional pupils, therefore creative solutions will be required from the Trust. Maths, English and Science technically have a five-year curriculum and will not be impacted in the same way.

Has the decision been driven by Ofsted?

Some of the pressure has arisen from the new Ofsted Inspection framework. We need to ensure that our curriculum is compliant in order to maintain our excellent reputation. Many other Trust's are also considering curriculum model changes.

Is the Trust supporting HPA with this change?

Yes, as part of a large MAT there is significant resource that we can draw on.

Teachers and Teaching

How are the NQTs settling in?

They have settled well and are adjusting to Ready to Learn and our academy culture. The coaching project has been helpful and is supportive of the new staff who are being coached by staff who themselves were coached in the summer. The next wave will begin shortly, which means that by the end of the year almost all of the staff will have been coached and have provided coaching. These are peer relationships as opposed to senior members of staff monitoring provision, this should lead to an open culture and is built into directed time.

How will you measure impact?

We do not grade lessons or teachers so we can't use a specific metric.

Do you still use PDCs? (Professional Dialogue Coaching)

This is useful over time, provided that there is consistency in the observations. The staff member who is observing tends to get more impact than the observed teacher but finding time to visit other lessons can be challenging.

7, Attendance, Behaviour and Exclusions

What is the impact of Y6 transition and the quality of behaviour in Y7?

Generally speaking, it has had a really good impact. Feedback has been very positive from parents and pupils. However, there are some significant SEMH needs in Y7 and Y8 (30 children with SEMH as a primary need and therefore often dysregulated). The academy has grown from 620 pupils to 970 in two years and is a much busier environment, especially for vulnerable students.

Some students have mentioned that they are being disrupted by students with additional needs who are out of the classroom. Students are indicating that the disruption does not appear to be reducing?

We have recruited additional resource. We have nine days of counselling to five days of school and have appointed an SEMH Lead who supervises 54 children and works with them in small groups or one to one sessions. Two members of staff have been recruited to support the SEMH Lead in a SEMH TA capacity to support students within class. We now have four College Leaders and two Deputy College Leaders to add capacity. The disruption is challenging, however there were 155 fixed-term exclusions last term.

There are reports of some students running around the academy?

Some children are beyond the care and control of the academy and literally run away from staff. In these cases we arrange for the parents to speak to them on the phone which can help to regulate them. An added complexity is that 40% of our classrooms are open plan. Some of the new children have brought their primary school behaviours with them, and the running behaviour has invoked this behaviour in other vulnerable students.

How can you mitigate against disruption?

We are considering an SLT duty rota to monitor the areas outside the classroom. We are using the Operations Manager Assistant to contact the parents to speak with their children. The position of the seclusion room is not ideal as it combines with the inclusion area which unsettles the students who have been settled.

Is there a plan to review the location of the Seclusion Room?

There is a plan to review the SEND, Inclusion and the Seclusion room. Alex Davies is the Headteacher at Snowdon Village and is giving advice and support for our provision at HPA. From T3 we are

planning to have our own ALP for HPA and Broadoak students to try to break some of the critical mass behaviours caused by the runners.

Are the staff aware of the ALP plans?

Dysregulated students can have a disproportionate effect on staff and pupils' mindsets as they are very high profile. Ultimately, we do exclude students when absolutely necessary, but we aim to reduce the number of exclusions by meeting the needs of our SEMH students.

Are the seclusions increasing in a disproportionate manner?

We are a bigger school and seclusions have increased slightly but this is not proportionate to the increase in the size of the school.

Seclusion is shorter and is full and students are reporting that it is not the deterrent that it used to be?

Teachers are responsible for setting work for pupils in seclusion. It is more difficult for the staff who are supervising the seclusion. Students can earn an early release by completing their work to a good standard within four sessions.

How is this determined?

The teacher on duty checks the work.

Is this being impacted by the number of students in seclusion?

Yes. We are investigating how and what type of work is set to ensure that there is quality provision for the students in seclusion.

Consistency of provision and expectations of staff is key. How is consistency of provision in seclusion ensured with six changes of staff a day in a very challenging environment?

We are aware that there is an issue around consistency and are investigating how this can be addressed. The room is classroom sized and not ideal, and students can irritate each other; a bigger room would give students more room, however we need to aim for fewer students in seclusion. There has been a significant reduction in fixed-term exclusions, but this has resulted in additional meetings with families which impacts on SLT availability. This is a complex situation which the school is addressing.

A model that works well for 650 pupils will require investment to work for 1000 students. What has been planned to measure the impact of this?

A reduction in disruption, seclusions and fixed-term exclusions. The investment has been made and additional staff are in post. The Ready to Learn culture must remain in place, but some of the systemic parts will have to change slightly to meet the needs of the cohort and the larger number of students.

There has been an increase in managed moves, is there a robust system in place to track students who are at other academies?

We retain contact with the families of managed move students. We now have a system in place to monitor managed moves that are breaking down or where students are not engaging. Students are coming into school for one to one support daily (sometimes twice a day), which ensures that we are touching base with them.

Broadoak will record attendance or non-attendance and will contact us. We support by chasing the family and visiting home and report back to Broadoak. It is a shared-responsibility relationship.

Are the absence follow-up routines consistent in both schools?

We use first day absence calls, and first day visits for vulnerable students. Broadoak have a different staffing structure but their processes would be within statutory requirements.

Is there a member of staff responsible for monitoring students on managed moves?

Yes, a member of SLT is allocated to this.

Page 14 – data for exclusions, 35.1% fixed-term exclusions, what does this data relate to?

This is the percentage of the cohort.

ACTION: TS to double check the data in the table on page 14 of the Academy Council Report.

8, Safeguarding

There is safeguarding information in the Academy Council report, is this duplicated in a termly Safeguarding report?

Yes, the Safeguarding Link should receive a termly report and report back to the Academy Council.

9, Risk Register

The Risk Register runs alongside the AIP and is based on the four Ofsted areas plus business risks. HJ has ensured that all red areas of the Risk Register are included in the AIP.

Key issues are:

- SEND/Engage/SENCo
- PP HPA Boys
- In-Academy Variation
- Impact of KS3 Interventions

ACTION: TS and DJ to review the Risk Register.

10, Student Council

Sarah Fleet a Local Councillor has visited the Student Council to receive suggestions on how to communicate with students. This was very positive.

The Bike Sheds are being impacted by the additional student numbers and this has been fed back to SLT which is being dealt with.

11, Staff Matters

Dysregulated students can have a disproportionate effect on staff and pupils' mindsets as they are very high profile. Staff and students perceive that the culture has changed, and expectations are lower which impacts on behaviour. The behaviour is public and the solution is not. It is a wellbeing issue for staff and we are aware of this, we need to challenge the staff mindset carefully without appearing to not care about how they feel or the impact that behaviour has had on them.

ACTION: HJ to meet with the School Council to explain how the school supports dysregulated students.

Has the no mobile phones policy impacted on behaviour as the dysregulated students can no longer hide away with at lunchtime with a phone?

No because dysregulated students crave attention and an audience. The building design lends itself to an audience as it is open plan. We are aware of the issue and are developing strategies to support students to re-regulate and re-engage with learning.

12, Health & Safety

Carried forward.

The Academy Councillors were reminded that last H&S audit was good with elements of outstanding, and that all items on the fire risk register have been addressed.

10, Matters for the attention of the Board/COAC

None.

11, Events within and beyond the Academy

- 12th December 2019: Christmas Show
- 19th December: HPA Christmas Lunch
- 19th December 2019: Attendance Reward Trip to Icescape in Weston

11, AOB

None.

12, Time and Date for Next Meeting: 30th January 2020, 4.00pm.

Meeting ended at 5.50pm

ACTIONS

Item	Action	Initial
7	TS to double check the data in the table on page 14 of the Academy Council Report.	TS
9	TS and DJ to review the Risk Register.	TS/DJ
11	HJ to meet with the School Council to explain how the school supports dysregulated students.	HJ

Approved: _____ Date _____