



Hans Price Academy Council Meeting Minutes
Tuesday 11th February 2020, 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) - part	
Christopher Cox (CC)	Parent	Alex McCauley (AM) - part	
Louise Statter (LS) * VICE CHAIR	Parent	Chris (SURNAME?) - part	
		Wendy Hellin	Clerk
*	<- Indicates absent.		<- Indicates question asked

1. Preparation Meeting

The Academy Council spent ten minutes before the meeting started, reviewing and discussing the papers to identify trends and lines of enquiry. DJ reported that Wayne Richards will be resigning.

2. Welcome and apologies

The meeting commenced at 4.00pm. Apologies were received and accepted for: CW and WR.

Absent without apologies: LS

The meeting was deemed to be quorate. D/T is an agenda item but will be carried to the next meeting.

3. Declaration of Interests

The Councillors confirmed there were no changes to their declarations of interest.

4. Minutes and Matters Arising from December 2019.

The minutes of the previous meeting were agreed to be a true and accurate record, subject to adding Susie Weaver to the attendance list.

Matters Arising

TS has updated the data in the table on page 14 of the previous AC Report. DJ and TS have not yet reviewed the risk register, however, DJ has looked at some risks with HJ. HJ has met with the School Council and a further meeting has been planned.

5, Subject Review – Science, Alex McCauley and Adrian Esch

The Academy Council have been tracking science for a couple of years. How are things progressing and what do we need to be aware of?

[AM circulated a handout. This will be uploaded to Teams]

[AM] This is the second year of the grade 9 to 1 GCSE. There are now 6 classes. Pupil Premium progress 8 is predicted to be positive and the prediction for the overall cohort is +0.33. There is a focus on MAP PP boys. Last year's national average was 55% and this year we are predicting 68.6% for grades 9 to 4.

How many students are there in the cohort?

[AM] There are around 160 students. Last year there were approximately 100.

You are predicting major improvements, how is that coming about? What are your successful strategies?

[AM] Last year the change to tier boundaries affected us adversely causing some students to gain a U grade. This year we have mitigated that risk by using crossover texts released by Edexcel to inform the decision making progress as we go in to round 2 of mocks.

What groups are of concern?

[AM] The bottom two sets are both predicting above the strongest figures we had last year. One member of staff is an NQT; we are making sure she is specific with specification points and are providing extra support, including joint planning, learning walks and mentoring.

Have CLF colleagues been a support to you?

[AM] As a programme leader I attend termly meetings where we discuss key trends across the federation; HPA are in line with those trends.

How are Year 10 progressing?

[AM] One of my biggest remits is sustainable improvement, so we are looking at how we are teaching and delivering to Year 9 as well. We use a platform for independent study and every week we support pupils who are not reaching their daily goals on Tassami. Students are expected to complete a set number of daily goals per week, in or out of school. On a Wednesday lunchtime, we provide support for students that cannot access this outside of school.

Adrian, how are you supporting the department?

[AE] One key thing is that we are in the same position in terms of content delivery as last year. Our initial work after PP1 in November was to look at where the red topics were and how these were executed in lessons. We needed to ensure teachers were plugging the gaps effectively. In the next round of PPs we need to be tighter and more specific about the topics, especially with new members of staff. Students need better science, not more science. They have largely had all content taught now and the next step is to focus on what will make the difference between now and the exams.

[AM] There is more emphasis on question level analysis; this is shared on google classroom. Sustainable growth, focusing on gaps and pupils working harder than teachers is where we need to be. We will have a better picture after half term and will share the gaps again, with students and staff. We are focusing on ensuring all students know the key fundamentals of the subject.

[AE] We are cautiously optimistic; we may achieve 70%. We will be a lot more informed following the mock paper 2.

Are you saying the course content has now been fully taught and you have moved on to revision?

[AM] Yes by February half-term the course will be complete and we will start revision. We are working on improving the quality of revision lessons, with a focus on key concepts.

[AE] We are using the data to identify students for period 7 revision and intervention and ensuring that when they go into a revision lesson they are taught specific red topics, not just provided with general revision.

What are you doing for SEND students?

[AM] Nothing different specifically for science, but the academy policy is robust. All SEND students have a passport and staff use the information in lessons. They are supported in a number of ways, specific to their need.

What happens if a student is found to be struggling?

[AM] All students have already been assessed and those not making sufficient progress are already on the period 7 intervention programme.

You have said you are predicting +0.33. What was the figure at this point last year?

[AM] It was predicted at -0.02 and ended up at -0.05. There was a small cohort and some students received a U grade. Last year there were 21 students that were on the cusp of 4/4 and they achieved 4/3. This year we are targeting intervention at those students on the cusp.

Why is there a discrepancy in cohort sizes?

[TS] It is simply admission numbers. It is the full cohort. Science has moved on considerably and we are about to recruit a permanent Head of Science. Science is in the strongest position it has been in for a long time and we need to recruit well to ensure that continues.

To give the Academy Council confidence in your predictions, can you describe the quality assurance process?

[AM] We have an electronic mark book on SharePoint. We record the PPE scores and topic test results from Year 9 to Year 11. As Head of Department I check for anomalies between the PPE scores and the topic tests and challenge staff where I need to. Staff never enter data alone.

It is a relatively new specification. How much room for interpretation is there in the marking?

[AM] It is difficult to mark as there is a lot of additional guidance and carry forward marks. We have spent time as a department doing moderation and have compared scores. For some we were way out, as we have new members of staff. I have marked externally and have shared knowledge gained from that with staff.

Is the focus on PP boys and PP MAP school wide?

[AM] Yes, in science the challenge is to push the top end grades; both HAPs and MAPs.

The predicted swing to +0.33 is massive. How much of that change is down to the general improvement of the quality of teaching in the department and how much is due to a sharp focus in Year 11?

[AM] It is a mixture of both. This year's cohort is the first to have been on a three year journey. The quality of teaching has improved.

We are encouraged by what we have heard and the way in which you are leading the team. We look forward to following the progress. [AM and AE left the meeting].

6, Academy Council Report

Data drop and student progress – Year 11 – Chris

Progress 8 is broadly okay. It has been predicted higher but has suffered a drop due to additional students on roll. It is now at +0.144. This is up on last year but not a fair reflection of where the year group could be. Progress has been adversely affected by outcomes in English where HAP students are not achieving top grades. Progress in the Open Bucket is also not as high as it should be; it is being impacted on by poor progress in Art.

The Academy Council have noted concerns in English for some time now. We spoke with the English Department at a previous meeting and were provided with an improving picture. Is this no longer the case? What is being done to support the Head of English?

Much more time is spent in the department supporting colleagues, and we are working with central team colleagues to support the production of a 100 day plan for English Literature and Language. Work has been carried out on the writer's method and vocabulary especially for MAP PP students. We are developing detail and have a focus on writing for the bigger picture.

What are you doing to support teaching where it is weak?

There are two members of staff on support plans. Ali from the central team is working closely with them and this includes coaching and sharing best practice. There is also time set aside to allow those staff to do group work.

Is it effective? How is it monitored?

It is monitored by Hannah. Ali has a comprehensive improvement plan in place. There have also been some issues around staff absence. The joint planning time on a Monday has been well received. Staff are planning for PPEs now and are hoping to see an improvement in the progress.

There is good focus and engagement with learning and increased amounts of writing taking place. We have a strategy to introduce readers and scribes in lesson time so that the student is more used to working this way and can build up a relationship with their reader / scribe.

This time last year we reflected on weak projections from English. This year there is real clarity and focus from departments and this should bring the improvements needed. It would be useful if the Academy Council has an update as soon as it is available for English and also for Art and Photography. This should include a brief analysis on what the numbers tell us.

Action: Academy Council to be emailed with PPE results for English, Art and Photography. TS

Is there anything we can learn from the way science is moving forward?

There are some differences in the departments but certainly precision and joint planning is something that works. There is some good practice in maths that is also feeding into improvements in English. Consistency in delivery of lessons is key, so that within two or three lessons all students across the academy have been taught the same content.

Is there a plan for Year 9 and Year 10, for English, so that they are not in the same position of requiring a high amount of intervention when they reach Year 11?

The focus on joint planning is very much about Year 11, but the lessons learned from this means the quality of teaching has improved and all year groups will feel this benefit.

In the past, the headline figure has masked the broad inconsistency across classes. In terms of student experience, to what degree does it matter what class you are in?

To some extent. Classes are now getting through course content at the same pace, so student have the same opportunity to perform. The work with Ali has meant that we are able to quality assure the lessons and so see the different versions of the same core lessons for literature and language. HAP students should be achieving grade 7 or above. We have identified some key HAP PP boys and are working with them around aspirations.

What is the reason or the drop from AP1 to AP2?

Most is due to poor performance on a Macbeth paper. Another factor was were classes were rushing to finish content. This year content is complete.

What does the mock data tell us about the PP gap?

The gap has widened. In the middle and lower sets it is one or two sub-grades. In the top set it is a grade or a grade and half.

Last year, how many grades improved in between November and the end of the year in English?

It is difficult to compare as there is a different landscape this year and a different approach involving a huge level of support. We expect a grade uplift at the next set of PPEs and then further progress beyond that.

What figure would you be happy with?

For English it needs to be zero or better.

What is happening in Year 7 and Year 8?

We are working alongside the CLF to grow that and are involved in the shaping and delivery of the curriculum.

There have been long term staffing issues; have you made any new appointments?

Yes, we have appointed a MAT cover and a September start is expected.

Over the last couple of years the academy has had concerns about humanities, and history in particular. What is the update there?

There are currently three groups, two are predicted positive or at least around zero. One group is currently negative at 0.53 for Progress 8 after the first PPE. The Head of Department is now teaching that group. The quality of teaching has improved, with lessons much more focused and the students are writing more frequently.

How is progress in DT?

It is currently positive for Progress 8. We are meeting with the department lead regularly and supporting him by getting the right students in front of him at the right time. A tracker is in place. Students own their own learning.

ACTION: DJ requested that current data for DT and history is shared with the Academy Council after the next PPE; a short narrative should be provided with that. Action: Chris SURNAME

Is there anything of note to report regarding other subjects?

We have recruited a new Spanish teacher. There are now over 90 students taking the course and it is doing well. Computing is also making good progress.

Behaviour and Exclusions

Attendance

Attendance has been improving and is up by 0.3%. There is a lot of sickness related authorised absence. We continue to do all the strategies that are effective, and to keep those under continual review. We are working with families and the LA and issue fines where appropriate. PA has dropped since the last AC meeting. We are not happy with attendance at 93.1% and are doing all we can to improve it. Our attendance officer engages proactively with other attendance officers across the CLF and the LA. We are also working with the local doctors' surgeries and CAHMS and there are signs of progress. Many of the students have underlying issues and we are working hard to break the cycle of non-attendance or low attendance.

We have known for some time that there is a very hard to reach number of Year 10 students with complex issues. Why are there still issues?

The needs are very complex and incredibly diverse. The number of students with issues are high and where they have attendance issues it brings down the overall percentage. There are some

home life issues including around the lack of resilience built in children. Some parents and carers engage very proactively with us, but they may be out at work all day, and have to trust that their child will go to school. The overarching vision is relentless, we keep tightly focused and keep reviewing strategies used to ensure they have impact.

From a safeguarding aspect, are you still reaching those families?

Yes, we make phone calls, carry out home visits and ask families in for a meeting. If a student is identified as vulnerable they are a priority and we ensure we make contact on day 1. We do not have an absence line. Instead, reception staff are trained in handling absence calls and will encourage parents to send students in for the afternoon if they start to feel better.

How was non-uniform day?

We have one coming up; the children appear to respond well to them. We will keep them under review. They do not tend to result in increased attendance for PA students; but can improve attendance for some students and it is just one of a number of strategies.

How much pressure does the current attendance figure put on the Behaviour and Attainment judgement being 'good'?

It does add pressure. We would need to argue to that we retain the good judgement due to the work done, and the stories around the incredibly complex cases. We are in the process of getting the case studies together.

[HJ left the meeting].

What is the picture for exclusions?

The figure was too high in term 1. This has significantly reduced and is lower again as of yesterday. It is our aspiration to be a school with low exclusion rates; however the reality is there will be times when this is the most appropriate response.

How many students are currently on managed transfers?

There are 13 in total, some at other schools and some guests here.

Is it the trend that Year 7 have the highest levels of exclusions?

There are a significant number of students from Year 7 and Year 8 that have had 4 or more FTE. The frequency of exclusions has reduced.

What is the impact of that on behaviour?

We have a high number of hard to reach young people with high SEMH needs. Term 2 was quite challenging; things are more settled in term 3. There was a focus on inset day around ACES, trauma awareness and the language we use with young people, including the impact of the way we ask for things.

As we move in to term 3, what is the next plan for those students?

The federation has now opened Engage Weston – an alternative provision opportunity for young people. It is located at WHA and places are available to students from HPA and BA. It provides continuity of care to some of our most vulnerable students. We currently have ten young people there and they are engaging strongly. Students attend for 9 weeks and are then integrated back to their home academy to full normal lessons. Some of the time during the day is spent at their home academy so that they can maintain friendships as well as relationships with staff.

ACTION: DJ requested that TS provides an update on Engage Weston at the next meeting.

The minutes from the previous meeting detail unregulated students and students running around the academy. Is there any difference now?

Yes the disruptive behaviour has significantly reduced. Students are talking positively about Engage Weston.

What is a drop down day?

It is a day or part of a day where the timetable is collapsed in order to provide an opportunity to address issues with the whole school such as contextual safeguarding matters such as gang violence or inappropriate use of social media. Currently in Year 10 there is a lot of anti-social behaviour both in and out of school. The Jack Hazeldine charity provides mentors who work with young people to try to change patterns of behaviour. The academy is funding this project. We have another project ongoing with the Police Violence Reduction Unit, and one with the YMCA.

Equality and Diversity

7, Student Council

RA reported that HJ had attended Student Council. Students feel that behaviour is not as good as it has been and that there are distractions in lessons. HJ was able to explain the behaviour process to the students and describe what goes on behind the scenes.

RA reported that one student was chosen to represent HPA in the Big Parliament and he has written up notes on his visit to City Hall.

8, Staff Matters

Nothing further was reported.

9, Councillor Training Update and discussion on feedback

Councillors were reminded to alert Sue Burns when they complete training so that a training record can be maintained.

KV reported that she attended the CLF Safeguarding training last month.

10, Events and CLF Developments

Sue Burns is now the clerk for all current North Somerset academies.

Uphill School

ST confirmed that the Governors of Uphill School have written to the RSC to advise that they wish to join the Cabot Learning Federation. The CLF Board of Directors have approved this and the application is now being processed by the DfE.

Winterstoke Hundred Academy (WHA)

Recruitment looks strong with around 87 children indicating WHA as their first choice for next year. Further applications have been received with WHA as second or third choice. Colleagues are working hard to recruit to Year 12.

11, Governance and Matters for the Board/COAC

None.

12, Any Other Business

Ready to Learn Policy

The Ready to Learn policy has been circulated for review. There are no changes to the previous version. The Academy Council approved the policy.

12, Time and Date for Next Meeting: The next meeting takes place on Monday 27th April.

ACTION: TS agreed to issue papers on 3rd April due to the Easter holidays.

The meeting ended at 18.11hrs.

ACTIONS

- 6, Action: Academy Council to be emailed with PPE results for English, Art and Photography. TS
- 6, ACTION: DJ requested that current data for DT and history is shared with the Academy Council after the next PPE; a short narrative should be provided with that. Action: Chris SURNAME
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Approved: _____ Date _____