



Hans Price Academy Council Meeting Minutes
Monday 27th April 2020, 4.00pm
Virtual meeting via TEAMS due to Covid-19 restrictions

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
Kathryn Volk (KV)	Sponsor 3	<i>Vacancy</i>	LA Rep
Jon Hoffgartner (JH)	Sponsor 4	Rachel Allchurch (RA)	Student Advocate
<i>Vacancy</i>	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, Welcome and apologies

The meeting commenced at 4.00pm.

Apologies were received and accepted for: CW.

The meeting was deemed to be quorate.

2, Declaration of Interests

The Councillors confirmed that they had no pecuniary interests pertinent to the meeting.

3, Minutes and Matters Arising from the previous meeting

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

4, Matters Arising

Jon Hofgartner has joined the Academy Council with effect from 21st April 2020. Jon is a Director at Weston College with an ICT and technology background and was warmly welcomed by the other Academy Councillors.

5, Actions

6, Academy Council to be emailed with PPE results for English, Art and Photography. TS – **These are being calculated and will be analysed when rank-ordering our students to inform grades. Our**

predictions are; English Language 56% 9-4 or better, 38.6% 9-5 or better; Art 64.4% 9-4 or better, 37% 9-5 or better; Technology 75% 9-4 which is the highest result they have ever had. Quality assurance and moderation has not taken place yet. Broadly speaking there has been an improvement since the previous mocks and a positive Progress 8 (+0.19) which we had been anticipating.

Will the new grading process be in our favour?

We will put forward the data and rationale that we have, but it will be subject to Ofqual's final decision. We have a trend of positive Progress 8 which will be helpful.

6, 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 Lee. **In progress – a short Humanities narrative will be circulated later this term. We are anticipating 53.7% 9-4 or better which is an improvement.**

6, DJ requested that TS provides an update on Engage Weston at the next meeting. – **There have been some very positive aspects of Engage as some of our most vulnerable students have been more engaged. When we changed the pattern of working to include Broadoak students, they found this challenging which was anticipated. We are considering the design of the provision from next academic year.**

12, TS agreed to issue papers on 3rd April due to the Easter holidays – **Superseded.**

Quality of Education – Tony Searle

The staff have been very busy and their spirit and moral purpose has been evident when staff have been meeting the needs of our vulnerable families. I would like to take this opportunity to thank Hannah Jones and Liz Hankinson who have been supporting the team by leading the work of the hub. This has meant that our vulnerable students and those of key workers have been looked after on site, and following rationalisation, at HVA. The new arrangement has meant that only a small number of teaching staff are required on site which reduces the number of staff moving around which is in line with government guidelines.

We have been planning for the future so that we are ready when the government allows schools to re-open. We have continued recruitment via virtual means and have appointed to a number of key posts to ensure we are fully staffed ready for September. Middle Leaders have continued to develop the curriculum and the SLT have discussed what a return to school will look like and how we can benchmark returning students to ensure that appropriate support is available to them. We also need to consider how some of our vulnerable children will need support to re-engage with school and the HPA culture. This will require a strategic approach which is being carefully considered to ensure that our strong culture is retained.

The hub – Hannah Jones

The HPA student numbers have been rising recently. 43 parents initially declared themselves as key workers and requested school places. We liaised with the families, following which, several chose to utilise learning at home. Before the Easter break, we had four Y7 and Y8 students, this week this has increased with the addition of three further children and a Child in Need who has started attending following liaison with his Social Worker. Three vulnerable children have also joined the list, one who has an EHCP, and one who has been repeatedly seen in the community. We have worked hard to prepare the hub for children who have challenging behaviour and may find it difficult to adhere to social distancing regulations in the school.

A College Leader has collected a student via bicycle and they then rode to school together (two metres apart) as a supportive measure to learn the route to school. A contextual risk assessment has been used where required and PSPs are also re-written. We communicate carefully between staff and use robust hand-over processes.

We have four academies working together, and Susie Weaver has been providing a consistent presence virtually. The hub has settled into a routine; we have increased the secondary staff this week due to increased pupils and complexity. We have a contingency plan if a contextual risk assessment indicates that some children need to be on a separate site.

Every Tuesday morning we have a hub update to determine staffing needs and any concerns. We have robust systems to ensure that we are in contact with our vulnerable children who are not on site and these families reach out to us when they need to. We liaise with Social Care to ensure that they are aware of which children are at our hub and which are still at home.

The Academy Councillors thanked the HPA staff for their diligent and on-going support of the HPA pupils and families, and Hannah Jones for ensuring that the hub provision has been a success.

Is there any correlation between the learning at the hub and the learning at home?

Each academy provides remote learning for their children. The children in the hub do the learning provided by their home school, and additional enrichment activities are offered e.g. table tennis, art, etc.

Achievement and Standards – Adrian Esch

Some parents advised that they found the amount of remote learning confusing and overwhelming. I have been collating student feedback via our 'Digital Leaders' (students who have applied for a leadership role by supporting teachers and students with the use of technology in the academy). Through their feedback we were able to develop a proforma for teachers to indicate how long work should take and when it should be submitted. The new standardised proforma ensures that all assumptions have been removed so that students clearly understand what is required (*paper tabled*).

We have been focusing on students embedding their knowledge and now Middle Leaders are quality assuring the work that is being set and are RAG-rating it prior to publication on the remote learning platform (*paper tabled*).

We are now tracking the completion rate of the work that has been set, with an achievement points system, which means that students feel recognised for their work. We know that approximately 30% of students are uploading their work, but others are completing the work and not providing evidence. RAG-rating the students means we can prioritise who the teachers contact first so that they can identify any barriers and offer support and encouragement. We have also provided our support staff with a FAQ flow-chart to support children with any IT queries.

How do you contact students?

We use email and telephone, and the parents have email addresses for the College Leaders if they need to reach us.

Can staff provide support to the children?

Yes, when needed, they phone the parent who then puts them on loudspeaker with the child.

Has this work been shared with other schools in the trust?

We have been in touch with Dan Nicholls so that these initiatives can be shared across the trust where necessary.

How are you tracking the number of pupils who are accessing work and making progress?

During week 1 and 2 of remote learning we were consolidating knowledge. This week has been the first week of introducing new concepts. We are offering achievement points to motivate the students and RAG-rate the amount of evidence received. Red means that no evidence has been provided (not that the work has not been completed), amber reflects the amount of effort that has been made, based on teachers' knowledge of their children.

There is a lot of red on the spreadsheet?

College Leaders are supporting students to ensure that they are able to upload their work, therefore we are anticipating more green in the RAG-rate moving forward.

How are you ensuring the mental health and wellbeing of the students with regards to them working from home?

We are careful with what language we are using when giving feedback to students and highlight the effort that they have made.

Predicting Grades - Simon White

We have adopted the advice and guidance from Ofqual and considered where our evidence will come from when determining the predicted grades for students. We are in the process of rank ordering our students as part of this piece of work and are doing the same for vocational courses, pending clarification. We are beginning with teacher assessment and have developed a timeline for departments. To begin with we will determine rankings with no grades associated with them, but which includes a 'ranking rationale'.

Has there been a lot of support from the DfE?

Yes, and we have been very fortunate that the trust has been supporting with the interpretation of the guidance.

Are you moderating with other schools within the trust?

Yes, this will be supported by the Central Team. There will also be a huge moderation exercise for Ofqual to undertake. There will be no league tables this year and therefore no incentive for schools to increase their results. The government will be concerned about grade inflation and will want to ensure that the outcome curve is stable.

What is happening with regards to Grade 9's?

The students will be rank ordered; two students cannot be side by side as part of the ranking process. The ranking will be crucial in predicting any Grade 9's. The top 3% of students across the country will then be awarded with a Grade 9.

How are we supporting Y11's as they are not having the same support as the other year groups?

We have provided some Post-16 transition material to support them with the transition and to assist them in maintaining good study habits. We are in contact with students whose apprenticeships are looking uncertain due to employers withdrawing.

The Academy Council thanked Adrian Esch for his informative presentation.

Inclusion – Steve Holland

Four members of staff were added as cover teachers to work with and support our current FSM students, this has resulted in some upskilling and CPD ready for next year. The mentors are working in a similar way to the cover team but focus on PP students and seclusion recidivists who require additional support.

The SEN team has been contacting students via telephone to provide scaffolded support. Y9 access arrangements are being reviewed to ensure that when these students are Y10, the reader scribes are in place.

Top-up funding applications are taking place and we are expanding the number of applications to include some additional SEMH students. We have a number of EHCPs in different stages and four students are anticipated to transfer to special schools from September.

'Every child matters' meetings are taking place as usual. We are using the work tracker to identify pupils who need additional support from the pastoral team and the SEMH team are speaking with parents and students to ensure consistent contact. We have some complex admissions in September and are preparing students for their admission in in Term 1.

Safeguarding – See paper from Nicky Munro (Appendix 1)

Louise Statter and the Clerk met with Nicky Munro shortly before lockdown for a PEX pack review. Louise has discussed the new Weston Engage Centre and has been in email communication with Nicky during lockdown and advised the Academy Council that all the vulnerable pupils are being contacted regularly.

All the children in the academy were contacted within the first two weeks. All the vulnerable children are contacted every 2-3 days, and daily if necessary; we log all phone calls and the outcomes. If we do not establish a call within three days, we do a home visit and made eight in total in the first few weeks. Parents have indicated that they have been glad of the support and additional contact.

College Leaders are starting to record videos to encourage their students to enter college challenges like the Arts Cup, to build the students identification with their college. Weekly quizzes are set, and the additional college points are recorded.

We have a specific safeguarding email address for urgent need and the DSLs are available by phone. We continue to log incidents via CPOMS and are liaising with external agencies where necessary. Our local PCSOs are supporting families who need additional food and we record any concerns using a 'visual checklist' when delivering to vulnerable families.

Social Care are no longer taking new referrals and there are no services providing face to face support, this means that the HPA contact is all the more important and we are liaising with Bournville One and sharing information when required. We continue to review PEPs and liaise with the Virtual Schools for continuity. There has been a slight increase in domestic violence notifications, but not as much as anticipated, although this will be monitored closely as lockdown continues. The North Somerset Safeguarding Audit has been released and will be completed by June 2020.

Free School Meal Provision – Liz Tincknell

Immediately following the closure, we issued packed lunches for students to collect, we delivered some and the rest went to the foodbank and Weston hospital. During the next week we delivered boxes of food. Over the Easter the CLF provided Easter hampers of food, art and craft sets and Easter eggs. When the Eden Red vouchers were introduced by the government, I updated all the email addresses and when the software collapsed the CLF stepped in and ordered and redeemed vouchers for the families. The Eden Red process is now working, and the vulnerable families are redeeming vouchers at supermarkets of their choice. There are eight families without email addresses, so we redeem the vouchers for them and then deliver them.

Liz Tincknell was thanked by the Academy Council for persistently navigating government processes to ensure that the FSM families received food vouchers.

Staff Morale – Tim Pottle

Staff morale appears to be good. We have all transitioned well into a new way of working and are working hard to communicate with students and to support them. It is a very emotional time for many staff as the Y11 students are unable to take their exams, but processes are in place for the rank ordering so we know that they will get the grades that they deserve.

Student Voice – Rachel Allchurch

Students in Y7 and Y8 have read over 6 million words at home and I have had a lot of connection with the other librarians in the trust which has been really supportive.

Central Team Update - Steve Taylor

Meeting virtually has been very efficient without the need to drive to meetings. The trust has adapted quickly to the change in the landscape and government briefings. We have been working closely with other trusts in national networks to ensure we are prepared for a possible return date and any associated challenges.

When do you think schools will re-open?

There is some speculation that schools will have to re-open within the limitations of Covid-19, therefore social distancing will remain a factor that all schools will need to navigate. This could be as early as Term 6, but many logistical considerations will need to be responded to first.

We remain hopeful that Uphill will join the trust in the near future. The Winterstoke 100 consultation closes this week.

Some Uphill staff are working at the hub, have they had appropriate safeguarding checks?

Part of the due diligence for Uphill joining the trust included reviewing their SCR, therefore we are confident that any Uphill staff have had the appropriate checks.

The Academy Council thanked all the staff for their updates and for their ongoing support of Hans Price students.

AOB

The Covid-19 Safeguarding Policy addendum has been emailed to all staff.

12, Time and Date for Next Meeting

Thursday 9th July 2020, 4.00pm.

Meeting ended at 6.10pm

Approved: _____ Date _____

Appendix 1.

Safeguarding update for Academy Council - 27th April 2020, Nicky Munro

As you can imagine, things have been pretty hectic, and we have all had to adapt to a new way of life pretty quickly.

We have made contact, in some form or other, with every child in the school in the first two weeks of closing.

We contact all 91 students on our vulnerable students list (those with a social worker attached or young carer) every two to three days and in some instances, every day.

We have a phone call tracker on which we log calls so I can monitor and ensure that no child is missed. We have had to do roughly eight home visits in the first two weeks, where we were unable to make contact after three consecutive days of trying. All students were located - contact was difficult because either the contact number had changed, or they had moved address. All contacts have now been updated on SIMS so we should not have further problems with this. On the whole, parents were glad of the support and like the calls. We made one home visit in response to a call from a parent who was having difficulty with his daughter – this issue was resolved and the parents were happy with the response from the school.

Key members of staff have school phones which they use to make and receive calls. The numbers of these phones were sent out in a letter with the safeguarding email address before we closed and are also on the school website. College Leaders have college emails so they can send whole college messages and they now have access to SIMs App to send messages. We have sent out numerous texts to parents regarding contact and the replies are being monitored by Linda and April Staines. We are encouraging students to call us twice a week to cut down on the number of calls we have to make and we have made this into an attendance challenge. If the student contacts us to tell us what they are doing and how they are, they are entered into a draw for prizes on a weekly and termly basis. Many students have responded to this and this has eased the load for college leaders and their daily phone calls. College Leaders are now recording video messages for students, telling them about the attendance challenge, encouraging the students to take part in the Arts Cup and reminding them to share their news and keep in contact. They are also reminding students of their contact numbers and telling them to get in touch if they have any concerns about anything.

We have launched a weekly quiz as part of the Learning Family programme and from next week hope to have data, achievement points earned, top ten students completing Tassomai and Hegarty etc so College Leaders can congratulate and share this information in their weekly recordings. We are trying to encourage the sense of community and keep them abreast of what is happening as well as trying to operate as close to normal as we can remotely. Obviously, we are aware that students are spending an enormous amount of time online, so I have sent out guidance to parents about how to keep their child safe. An e-safety quiz will go out to students this week and we will follow this periodically with items about different aspects of life online.

We continue to monitor and action non-urgent concerns on CPOMS on a daily basis, and we have set up a safeguarding email for urgent concerns: hpa-safeguarding.org.uk

So far, there have only been a handful of concerns raised and these have turned out to be non-urgent concerns that have been dealt with. I am having two weeks off but will continue to monitor the safeguarding emails on a daily basis.

Today, I received an urgent concern shared by a student via email. I was able to successfully speak personally to the student, his carer, and CAMHS, and I've emailed his social worker in order to have a joined up approach to supporting this young person and to ensure that everyone has a clear picture of what is going on.

We identified families who we felt may struggle with food and arranged for them to be supplied with a hamper which they received over the holidays along with the FSM students. We have now moved to supermarket vouchers (£15 per child per week) and these are being emailed to parents or posted home for those without internet access. We supplied our local PCSO with a list of families who may struggle as they also wanted to be proactive with their support with food at this time.

We have a visible checklist which all staff delivering parcels or conducting home visits can fill out if they have concerns about a child. We do encourage staff to ask to speak with the child when they are visiting so we can ask if they are okay and if they are accessing the work that has been set. Where possible, we speak to the child on the phone also.

We have a risk assessment from CLF Central with guidance for home visits and we adhere to the protocol set out to do this. It is a live document so it changes as the situation develops which can be on a daily basis. CLF have issued an addendum to the Safeguarding Policy which will go to all members of staff who will confirm that they have read it. It will not go on the website until CLF Central confirm that they want this to happen.

Social Care are no longer taking new referrals and there are no services who are delivering face to face work. I am meeting with Bournville One (via conference call) every Tuesday afternoon where all relevant agencies discuss ongoing concerns in the local community and have updates on services available. We also share intelligence on any families/students who come up as a concern and work together for a co-ordinated approach to support.

We have ten students who are currently LAC. I speak to all LAC students or their carers twice a week. One of our LAC students is an asylum seeker and is in lockdown in Bristol with his brother (who I have spoken to), but his placement in Weston has been given notice. We have not been given a date for this yet so, until I receive confirmation from his Social Worker, I will be keeping him on our LAC cohort and on roll until I have the details from her.

All of our LAC cohort elected to stay at home during the lockdown; I believe that they are all safe at home. Starting this week, one Year 8 LAC student has started to attend the hub because he witnessed a domestic violence incident between his father and his sister and it was felt that he needed to be in school so he is not spending too much time with his father who is alcoholic and is drug dependant. The decision for him to be in school was made in consultation with his Social Worker.

There has been an increase in the number of Domestic Violence notifications we have received. However, we have had four notifications since we went into lockdown so not huge numbers, but something we expect to increase the longer the situation goes on. The North Somerset Annual audit has just been circulated and I will be completing this ready for it to be sent in by the end of June.