

Minutes – Hans Price Academy

Meeting Date: 14 November 2022
Location: Hans Price Academy
Time: 4.00pm

Chair: Kathryn Volk (KV) Sponsor Councillor & Chair
 Rachel Allchurch (RA) Student Advocate
 Tony Searle (TS) Senior Principal
 Sally Apps (SA) Executive Principal (Dialled In)
 Claire Pannell (CP) Sponsor Councillor
 Christine Weeks (CW) Support Staff Councillor

In Attendance: Sue Burns (SB) Clerk

Absent: Leanne Reams (LR) Teacher Councillor
Apologies: Jon Hofgartner (JH) Sponsor Councillor & Vice Chair
 Chris Cox (CC) Parent Councillor

Item	Description	Action
1.0	Welcome, Introductions and Apologies	
1.1	KV welcomed everyone to the meeting.	
1.2	Absent with apologies: Jon Hofgartner and Chris Cox.	
1.3	Absent without apologies: Leanne Reams	
1.4	Adrian Esch is the Interim VP whilst Hannah Jones is on secondment.	
2.0	Declarations of Interest	
2.1	None declared.	
3.0	Minutes of Previous Meeting	
3.1	The minutes of the meeting of 5th October 2022 were approved.	
4.0	Matters Arising	
4.1	<p>KV and RA have completed suicide awareness training.</p> <p>TS to determine if more non-PP than PP students attend Independent Study – Carried forward.</p> <p>TS to arrange for the number of students with self-injury instances to be circulated – See later in agenda.</p> <p>TS to arrange for AE to share the department improvement PP plans with JH – Carried forward</p> <p>RA to arrange for the Student Council to attend an AC meeting this year – In progress.</p> <p>KV will speak with the Academy Councillors before the next meeting to determine who will take which Link Role and the Vice Chair position – Completed.</p> <p>TS to circulate appropriate dates for an AC Immersion Day – In progress.</p>	<p>TS</p> <p>TS</p>
5.0	English	
5.1	Recruitment for a new English Lead is ongoing, we are anticipating a strong application from a promising candidate.	

5.2	CLF Central are providing additional support from the English Team who are providing the English specialist input for line management purposes as well as specific arrangements that have been made to support the ECTs	
5.3	Will the support be during PPA time? No, it will involve specialist input during lesson times.	
5.4	We have also appointed a Senior Leader from another school who is not an English specialist but who has humanities experience and has taught English to GCSE level in another school. He will mentor twenty of our lowest PP students as part of the CLFs 'disadvantaged even over' strategy.	
5.5	An internal applicant may apply for the English Second in Department role for the rest of the year.	
5.6	RA: We are using Lexia as an intervention to fill Phonics gaps in Y7 and Y8, which is a timetabled lesson with a TA. Our lowest readers will also have support with Lexia within class. 'That Reading Thing' is for students who are not at a functional reading age at Y11 which has been very impactful and is being delivered one to one by trained members of staff.	
5.7	Accelerated Reader at KS3 ignites a love of reading and ensures that children have appropriate texts and in learning families we expose students to wider texts.	
5.8	The students in Y7 and Y8 are showing a low reading age. Y7 are new to the school, has there been a delay in identifying the Y8 students? It is normal to have approximately 60 students with a lower reading age in both year groups. They are prioritised for reading lessons and identified for reading interventions.	
5.9	Have the Y8 students made improvement since Y7? 74 students entered Y7 with a reading age under 9 years 6 months and this has reduced to 40 in Y8.	
5.10	We are listening to students reading aloud every week for PP students and those with low reading ages.	
5.11	Do you use parent volunteer readers? RA: We are finding that the students appreciate having a familiar staff member who meets with them consistently, particularly if they have access arrangements. However, we could explore this with other students who have lower reading ages.	
5.12	Three students have read over a million words already.	
	<i>Charlie joined the meeting at 4.30pm</i>	
5.13	Is the underperforming core subject because there is no Head of English? The results have improved and become stronger over the years, but there is a challenge within the department around students converting to some of the higher grades.	
5.14	Do you feel supported by the Central Team? Yes, they visit one day a week and work with the staff to develop subject specialism and arrangements are being made to support the ECTs. I also feel very supported by Rachel, Adrian and Tony.	
5.15	AE: We have applied two principles to the English Department: Investing in our staff to ensure that the ECTs are supported and developed into inspiring leaders, and: providing our Y11 with the best possible learning experience for the rest of the year.	
5.16	CW: If you need to use cover supervisors for lessons, it may be a good idea to not ask them to support the lowest achieving students.	
5.17	The Academy Council thanked Chloe and Mike for their thorough student handover.	
5.18	<i>Charlie left the meeting at 4.40pm</i>	
5.19	<i>Sian and Luke joined the meeting at 4.35pm</i>	
6.0	PE - Luke	
6.1	BTEC Sport and OCR Sport Science Updates	
6.2	We are midway through the Principles of Training and have completed two units for the Sport Science.	
6.3	We have two units remaining for BTEC Science, one which should be completed by the end of the year and one which should be completed by Easter. We have 20 students who need to re-sit their	

	exams, but we can do this on an adhoc basis when they are ready, and the predictions are more positive.	
6.4	We are not running Sport Science in Y10 and have three units running for Sport BTEC Level1/2	
6.5	We have three members of staff who represent our Country in significant sporting events which we facilitate as they are superb aspirational role models.	
6.6	How does this disrupt learning? The cover team lessons are strong, and the member of staff then provides additional lessons over the holidays and/or additional one-to-one input for students who need it.	
6.7	BTEC Sport achieved 1.93 and Sport Science achieved 1.89 last year. Sport Science outperformed the prediction (1.55) but BTRC dipped a little (2.15). This year's predictions will be amended for BTEC Sport (currently 0.54) which have been positive and will be reflected in the next black box data.	
6.8	The LAP students are outperforming the HAPS and MAPs for BTEC Sport and Sport Science? We try to avoid level 1 passes and work hard to ensure that everyone gets a level 2 pass. The BTEC exam is taken early in Y10 and one re-sit is permitted.	
6.9	What was the reason for the reduction in the predicted vs the actual grades? The TAGs but also the amount of work required to get the students up to the required grade following the pandemic.	
6.10	In Y11 our next steps include catch-up sessions and a modified assessment method which integrates video assessments so that the diary requirement is more accessible.	
6.11	Y10 Staff are enrolled on CPD courses, joint planning and sharing of tech award resources, in-department QA and PD sessions, and external and internal moderation opportunities with the first assessment window in January.	
6.12	AE: Once a student has passed through the assessment window the grade is set. Non-attendance is challenging during the assessment window because it can result in a re-sit.	
6.13	What extracurricular clubs are available? We have a good range of clubs but would like to increase the lunchtime schedule and introduce some new sports. Football is very popular with over 60 attending every week and Rugby and Netball are becoming more popular.	
6.14	How many girls are playing football? The Girls' Club is growing but is not as full as the boys, however they do have inter-fixtures.	
6.15	How do you ensure PP students are achieving? We use quality first teaching in lessons, and we support with kit for practical lessons to ensure there are no barriers. We are keen to ensure that everyone enjoys PE.	
6.16	What are the barriers to lunchtime clubs? Sufficient duty-cover to release staff to supervise the clubs.	
6.17	<i>Luke left the meeting at 4.55pm</i>	
7.0	Y11 – Sian Angel	
7.1	Our raising attainment strategy is based on Must Gets; all staff are responsible for one to three students and are aware of what they must get which is recorded on SIMS to ensure that everyone has access to the data.	
7.2	The PPE timetable ran either side of half-term which replicates the summer exam series. Feedback has been positive for the catch-up sessions in half-term.	
7.3	P-16 Taster trips have been arranged or the Roadshow at Ashton Gate and WHA and Weston College taster days will be arranged. We aspire to all students applying for a minimum of two P-16 provisions.	
7.4	Our current Y11 have the highest SEN need, but there is a strong buy-in to our exam culture and the preparation has been very robust.	

7.5	Direct study continues to be a focused learning environment with extra lessons four days a week. The best take-up has been from Maths and Sport.	
7.6	There are 21 Y11 students with attendance less than 80% which is a focus. Less than 50% of the students invited to the half-term sessions attended, which is disappointing.	
7.7	The tuition programme is ongoing for five students who we need to transition back into lessons.	
7.8	There remains a significant number of students who are school refusers.	
7.9	SISRA is embedding so we can use the data to build the knowledge and capacity of staff and can better inform our interventions.	
7.10	The Y11 leadership team has reduced capacity due to ongoing responsibilities which we are actively trying to address to create more capacity.	
7.11	Bespoke transitions will be developed for key students to ensure that they don't become NEET.	
7.12	28 PP students are receiving personalised tutoring online via the My Tutor Programme.	
7.13	What is the plan to build capacity in Y11? TS: We are hoping to recruit an Assistant Principal and are discussing CIAG moving somewhere else which will free up some capacity.	
7.14	AE: Leanne Reames is leaving at the end of term as Head of Humanities, but we have already made contingency arrangements.	
7.15	How many roles are you recruiting? TS: Head of English, Head of DT, Teacher of DT, Head of Humanities. There are no Teach First Tech candidates in the South West this year which is a concern, but the predicted recession may increase the recruitment pool moving forward.	
7.16	Is recruitment challenging? TS: Teacher recruitment is challenging generally, but our geographical location is also a consideration as we are a 50-minute commute from Bristol.	
7.17	<i>Sian Angel left the meeting at 5.15pm</i>	
8.0	Science – Alex, Head of Science	
8.1	Science was an area of concern raised at the last Ofsted inspection. I am very proud of what we have done with Science over the last few years.	
8.2	We continue to upskill staff, developed the curriculum, and exposed students to exam questions.	
8.3	We are several aspiring leaders in the Science Department following our investment in their development.	
8.4	We have increased the skills in the Science curriculum, not just the knowledge and we have invested heavily in exam exposure to increase confidence and use the analysis to identify areas of focus.	
8.5	Historically, progress in Science has been below average, but our P8 this year was 0.19 with a PP of 0.17. We have consistently been above average for progress and attainment, but PP and HAPs remain a focus.	
8.6	We were second and third for 9-4 attainment across the Trust which we are proud of.	
8.7	Independent study includes R5, Catch-up Work, using our online platform Tassomai more effectively and Knowledge Organiser booklets.	
8.8	In Y10 and Y11 we are using two sets and are streaming more with higher tier students and Grade 8 and Grade 9 exam booklets.	
8.9	How do you ensure that your team are not over-extended? We provide developmental opportunities elsewhere in Science, including Middle Leadership Courses, which are whole school and department specific impactful. Retention in the team is strong.	
8.10	Lots of schools offer triple Science, but this is not offered at HPA? We have considered this, but students are not disadvantaged by not doing it and our community of students do well with Bucket 3 which is in their best interests as they can still go on to do A-Levels	

	in Science. If we offer triple Science, it will require a third of the curriculum time, but we will continue to consider it in the future.	
8.11	What extracurricular clubs does Science offer? We now have three labs which means we can offer 18 practicals in a day which increases engagement. I am keen to introduce a Science Club as soon as I can identify someone to lead it.	
8.12	ACTION: TS to circulate the Science Fair date to the ACs.	TS
9.0	Safeguarding – Sam Drew	
9.1	I have reviewed the T1 CPOMS entries which indicates a large number of pastoral issues which is a wide category, but each one is reviewed and treated on a case-by-case basis.	
9.2	Bullying can be recorded under several different categories, but we are ensuring that there is clarity about what the incident constitutes and how it will be dealt with.	
9.3	I have provided three case studies for bullying to indicate what processes we use to address this behaviour and which external agencies we link to when appropriate.	
9.4	Is there a trend for bullies to have reduced attendance? When additional agencies are involved and there are a complex set of contextual circumstances, then this can include persistent absence or absconding.	
9.5	What is the VRU referral? A home office project aimed at students with high levels of violence. This is not available nationally but is targeted at areas where there are high level of violence or crime.	
9.6	Are parents made aware of the definition of bullying? This has not been arranged formally. There is an Anti-bullying Policy on the website which we could link to, in order to raise awareness.	
9.7	ACTION: TS to arrange for the Anti-Bullying Policy link to be communicated to parents	TS
9.8	When there are lots of incidents, do you monitor CPOMS for bullying trends? Yes. Some students may target individual students on one occasion which technically is not bullying because it is a one-off incident, but this behaviour trend means that this individual is a bully.	
9.9	AE: There is a robust safeguarding culture in the academy and therefore the staff consistently log CPOMS entries for review by a DSL.	
9.10	<i>Sam Drew left the meeting at 5.50pm</i>	
10.0	Health & Safety	
10.1	A fire drill took place in T1 which resulted in an orderly evacuation.	
10.2	A code orange emergency lockdown was achieved within 2 minutes of the code being issued. (see report for more details)	
10.3	The Fire Risk Assessment has been updated.	
11.0	Policies	
11.1	Admissions Policy	
11.2	The Academy Council noted the Admissions Policy.	
12.0	Governance	
12.1	A Parent Academy Councillor election will take place this term.	
12.2	A Teacher Councillor election will take place next term after Leanne Reams steps-down at the end of this term.	
13.0	Matters for the Board	
13.1	None	
14.0	AOB	
14.1	None	
15.0	Close of Meeting	
15.1	The meeting closed at 5.55pm	