

Minutes – Hans Price Academy

Meeting Date: 27 November 2024

Via Teams

Time: 4.00pm

Chair: Kathryn Volk (KV) Sponsor Councillor & Chair
 Jack Burnett (JB) Sponsor Councillor
 Vacancy Sponsor Councillor
 Vacancy Sponsor Councillor
 Vacancy Parent Councillor
 Sandra Cox (SC) Support Staff Councillor

In Attendance: Adrian Esch (AE) Principal
 Shaun Donald (SD) Vice Principal
 Steve Holland (SH)
 Mark Tong (MT)
 Rebecca Collis (RC)
 Sue Burns (SB) Clerk

Apologies: Tony Searle (TS) Senior Principal
 Hannah Cooke (HC) Parent Councillor
 Henry Watts (HW) Teacher Councillor

Absent: Olena Vasyutina (OV) Sponsor Councillor

Item	Description	Action
1.0	Welcome, Introductions and Apologies	
1.1	KV welcomed everyone to the meeting.	
1.2	Absent with apologies: Hannah Cooke, Henry Watts and Tony Searle	
1.3	Absent without apologies: Olena Vasyutina	
1.4	The meeting was not quorate.	
2.0	Declarations of Interest	
2.1	Henry Watts has declared that he is a Union Rep for the NEU.	
3.0	Minutes of Previous Meeting and Matters Arising	
3.1	The minutes of the meeting of 9 th October 2024 were agreed to be a true and accurate record.	
4.0	Academy Council Membership	
4.1	There are two Sponsor and one Parent AC vacancy. There have been two applications for the Parent AC vacancy, therefore a ballot will take place.	
4.2	All the Academy Councillors were reminded to update and confirm their interests via Governorhub, and to complete their training via Governorhub as soon as possible.	

5.0	Responsive Teaching - Steve Holland	
5.1	OFSTED indicated why the school wasn't outstanding, therefore additional professional development has been introduced to support teachers. This has been well received by the staff which is reflected in the Staff Voice feedback and has had an immediate impact.	
5.2	The SLT have indicated that they've seen responsive teaching taking place in the classroom	
5.3	Chris Baker (CLF Teaching and Learning Lead) advised that he was impressed by the culture with no low-level disruption and that teachers were checking for understanding and responding accordingly.	
5.4	We have no teachers on a support plan at HPA currently.	
5.5	There is an improved culture around appraisal, and next steps in terms of development are being mapped out.	
5.6	We have given middle leaders the opportunity to own and determine how they track improvement and then they do QA reports in four-week cycles. We are evidenced informed in what we do.	
5.7	We revisit PD to ensure that it's embedded, but we also manage cognitive load. We've modelled our PD conversations, and we discuss our check-books and how we've helped colleagues to improve.	
5.8	We've recorded ourselves teaching so that staff can review the lessons. We've also provided a live lesson with 40 people observing it.	
5.9	Next steps include how we motivate teachers, ensuring goals are specific and ensuring that line management is used effectively.	
5.10	We visit other schools in the Trust to share best practice.	
5.11	The OFSTED report referred to formative assessment. Is there planned PD for effective formative assessment? We spent a lot of time on assessment about eight years ago and how to identify misconceptions. Many of our assessments are summative, but we will develop formative assessment as our next steps.	
5.12	How would the responsive teaching benefit PP students over non-PP students? A lot of the PD has been focused on PP students. One strategy is to disproportionately target PP students when re-visiting concepts which benefits them and the non-PP students. We are going to inform PP parents of where students have misconceptions in English and Maths so that they can help to support them with gaps in learning.	
5.13	How do you measure the impact of the improvement from responsive teaching and not other factors? Improvement will be measured in the outcomes, but that will take time. Staff voice is important as well as them changing their practice.	
5.14	AE: We have had the latest data drop for Y11 PPEs and the basics are looking strong. However, there remains a gap for PP students. We are predicting the attainment gap to remain, but the grade should improve and get closer to a five. We will continue to focus on closing the gap.	
5.15	<i>Steve Holland left the meeting at 4.30pm</i>	
6.0	Pupil Premium – Rebecca Collis	
6.1	We aspire to eradicate the gap between our PP and non-PP students.	
6.2	Our SEN-K students are performing well but our SEN-PP students are not attaining at the same rate.	
6.3	Our persistently absent PP students are 9% below the national average. Therefore, we need to focus on our most vulnerable students and determine their provision on a case by case basis.	
6.4	The recruitment of a minibus driver has improved attendance and will be retained.	
6.5	We have an additional Pastoral Assistant and will map that role.	
6.6	We are funding part of the skiing trip and Japan trip to support culture capital.	
6.7	We are sharing best practice with colleagues in our Trust and broader.	

6.8	We are using reading age data and PP data to determine seating arrangements for Y7.	
6.9	We are also looking at how PP students are distributed in subject groups and we're ensuring that access arrangements are in place at Easter for Y9.	
6.10	We need teacher evidence in order to test for access arrangements, therefore upskilling staff around less visible traits can access additional time.	
6.11	Raising the reading age has been successful since 2021 following the initiatives we put in place.	
6.12	We test for dyslexia and dyscalculia and will test all of Y7 for both these conditions.	
6.13	Our marking and feedback policy needs to embed with students so that it is as familiar with them as the Behaviour Policy is.	
6.14	Is there any evaluation of 360 mentoring on attendance and attainment? There isn't quantitative data but there is anecdotal evidence and positive case studies.	
6.15	Will you provide specific resources to support the vetting of students with dyscalculia and dyslexia screening? It's an online test which the students are familiar with and then a profile is produced and is not based on teacher judgement.	
6.16	Have all the Y7 students been screened? By the end of this term, they will all have been screened during their English lesson, in the IT suite. The reading ages are added to the student's profile on Bromcom and is accessible to all teachers.	
6.17	<i>Rebecca Collis left the meeting at 4.55pm</i>	
7.0	Humanities – Mark Tong	
7.1	When I met the AC last year the focus was on steadying the ship, having not long taken up the post. Now the focus is on 'kaizen' which means to consistently improve small areas.	
7.2	The department had no programme leader for a while, and we needed to build capacity and centralise some tasks.	
7.3	The improvement of exam results was an urgent need, so we had a rapid improvement plan that focused on tracking and monitoring, meaningful feedback and lessons being suitably challenging.	
7.4	Staffing has remained relatively stable, and we have recruited an experienced historian. We have just added some capacity with a Second in Humanities post on a temporary fixed term contract.	
7.5	The GCSE uptake has increased, and we've worked on the wider curriculum opportunities and contextualising learning.	
7.6	Our 2024 outcomes indicate that in Geography, History and Religious studies, we had a positive progress score in all areas.	
7.7	We are one of two schools in the CLF who have all three humanities subjects with a positive progress score.	
7.8	SEND-E is a focus in the humanities subjects as well as the PP gap.	
7.9	In 2024 both History and Religious Studies were either in line with national or slightly above.	
7.10	As a team we've reflected on the outcomes and what has made a difference. We are now making small iterations to improve further.	
7.11	Meeting the need of PP and SEND students will be addressed by upskilling our staff. There is a big focus on checking for understanding and re-teaching accordingly.	
7.12	We are contextualising our curriculum and are focusing on the local area and history	
7.13	Do you need a bespoke strategy for Religious Studies because it was above national average in 2023 and has since decreased slightly? There is some context to that class because on entry they were lower attaining. The outcomes improved vs their predications and their progress scores indicate a half-grade improvement vs their national peers.	
7.14	What is the Humanities Department to support other departments to have improved outcomes for their PP students? The HPA staff have professional development conversations and drop into lessons and provide feedback.	

7.15	SD: Mark Tong now line manages staff and is one of our extended leadership team members.	
7.16	<i>The Academy Councillors congratulated MT on the Humanities outcomes.</i>	
7.17	SD: We are working across the SLT and invigorating them to work closely with the wider team.	
8.0	Finance - AE	
8.1	The AC report indicates a smaller budget this year. Is that a risk to the school? We had benefitted from additional funding post Covid and spent it wisely to put structures in place to deliver what we need to.	
8.2	We are now reviewing what we are spending the pupil premium funding on and determining which aspects have less impact.	
8.3	Some initiatives like mentoring have been restricted to students with EHCPs.	
8.4	Processes around access arrangements and ensuring that students have what they need early in their education career are key and will be retained.	
9.0	Safeguarding	
9.1	KV has completed a Safeguarding Link Visit and discussed Deputy College Leaders of which there are only three vs four College Leaders which could resort in distorted CPOMS because if there were four deputies then each college would have one and they could consistently deputise to them.	
9.2	Is there a budget for an additional Deputy College Leader? Pastoral Support Officers are their official title, and they deputise for a College Leader when required. The team is well staffed and it's a difficult role to recruit to. Each one has an area of focus and there are financial constraints to appointing a fourth.	
9.3	There has been an increase in safeguarding incidents, but the workload doesn't feel higher because the processes are embedded.	
9.4	There are ten Child Protection plans in place for seven families which is the highest the school has ever experienced.	
9.5	Penalty notices for absences are being issued where appropriate.	
	Attendance and Suspensions	
10.1	The YTD attendance is 92.1% vs 91.5% last year. PP attendance has improved by 1.3%, SEND-E by 5.7% and CiC by 1.9%. However, BA has a similar number of SEND students and their attendance is significantly better than ours. Therefore, we are going to determine how BA are achieving such a significant improvement.	
10.2	We have a similar pattern to last year where attendance drops at the same rate, despite it starting higher this year.	
10.3	Our PM attendance is higher, or the same as, our AM attendance which may be due to the change in time for when the registers close.	
10.4	ACTION: AE to determine the effect of lateness on AM attendance	AE
10.5	The number of suspensions has increased since our last meeting, what is the reason for that? Our suspensions are still significantly lower (16%) than this time last year. We have suspended 45 children this academic year, some more than once. However, there has been a drop in recent weeks. We are sharing best practice with JCA to ensure that we are using our intervention ladders appropriately.	
10.6	ACTION: AE to include a suspension update in his AC Report each term.	AE
10.7	Are the students aware of the Behaviour Policy and that ongoing suspensions could eventually lead to a permanent exclusion? Our reintegration meetings are strategic with parents so that they understand the risk, but we don't alienate the student.	
11.0	SEND Link Visit.	
11.1	We reviewed the SEND Report and that the SEND team are ready to prepare this year's report.	
11.2	Does the current staffing policy ensure that the SENDCO is aware of any staffing decisions that could impact on the SEND provision?	

	The SENDCO is involved in the recruitment of staff and works closely with Rebecca Collis because it's a large team to lead.	
11.3	What mandatory training around long-term SEND practice and EHCPs is in place? We have provided training on staff understanding of EHCPs because parents often request an EHCP to access a provision that we can provide or are already providing.	
11.4	ACTION: AE to report at the next AC meeting on the SEND training that is in place re EHCPs	AE
12.0	Policies	
12.1	<p>Policies to Note:</p> <ul style="list-style-type: none"> • Exclusions & Suspensions • Records Retention² • RHSE¹ • Safeguarding <p>¹ This policy feels primary related. Do parents withdraw their children from the classes? Very few parents do. We work hard to ensure the parents understand how the lessons are delivered.</p> <p>² Is there any policy about where staff retain emails for the required amount of time? Tania Caulfied is the Complaints Co-ordinator for the school and stores the emails.</p> <p><i>The Academy Council noted the above policies.</i></p>	
13.0	Matters for the Board	
13.1	None	
14.0	AOB	
14.1	KV wished all the ACs and staff a good Christmas and New Year.	
15.0	Close of Meeting	
15.1	The meeting closed at 5.55pm	