

Minutes – Hans Price Academy

Meeting Date: 1 February 2024
Hans Price Academy

Time: 4.00pm

Chair:

Kathryn Volk (KV)	Sponsor Councillor & Chair
Henry Watts (HW)	Student Advocate
Sandra Cox (SC)	Support Staff Councillor
Vacancy	Sponsor Councillor
Vacancy	Sponsor Councillor
Vacancy	Sponsor Councillor
Adrian Esch (AE)	Interim Principal
Vacancy	Parent Councillor
Vacancy	Parent Councillor
Tony Searle (TS)	Senior Principal

In Attendance: Ann Massey Vice Principal
Sue Burns (SB) Clerk

Apologies: Firth Eddy (FE) Teacher Councillor

Item	Description	Action
1.0	Welcome, Introductions and Apologies	
1.1	KV welcomed everyone to the meeting.	
1.2	Absent with apologies: Firth Eddy.	
1.3	Adrian Esch has been appointed as the permanent Principal at HPA wef T4. <i>The Academy Councillors congratulated Adrian on his appointment.</i>	
2.0	Declarations of Interest	
2.1	None declared.	
3.0	Minutes of Previous Meeting and Matters Arising	
3.1	The minutes of the meeting of 7 th December 2023 were carried forward to the next meeting.	
3.2	<u>OFSTED Inspection Outcome</u> We were well prepared for the inspection which was a positive experience. The curriculum and the individual approach that we use to support children were both noted, along with the culture of the academy. The area we need to focus on is the use of effective feedback and checking for understanding. The Academy Council thanked the SLT and all the staff on their positive Ofsted outcome.	
3.2	The Head of Communications has been scheduled to visit and take photos. The parents were informed via the school newsletter and the report has been published on the website.	

4.0	Academy Council Membership	
4.1	Hannah Cooke and Chris Cox will be the new Parent Councillors.	
4.2	Helen Booker and Olena Vasyutina will join as Sponsor Councillors.	
5.0	Reading – Y11 Crossover – Charlie Dale	
5.1	There are 31 students who we are focusing on to get them from a 3 to a 4, and 26 students who we are focusing on getting from a 4 to a 5.	
5.2	Next week (6 Feb) there is a crossover evening that parents are invited to attend. The Heads of English and Maths will explain why a Grade 4 is important and how parents can support their children. We are offering workshops this year with booklets for students to support learning outside of the classroom. The Head of English and Maths will model what the students need to do.	
5.3	Next steps include ensuring high attendance for the event (minimum of 75% vs 50% last year). I will meet individually with the parents who can't attend the workshops.	
5.4	In T4 we will introduce learning family interventions for cross over PP students and will provide question level analysis feedback.	
5.5	Raising the awareness of 4s and 5s with the teachers to ensure that they know which students need additional support and what strategies they will use.	
5.6	Are the parents aware of what the crossover evening entails? One parent has their child's birthday party on the same evening. We've not had feedback yet about why they are not attending but can get that during the phone calls. Some parents may be fearful because they don't have an English and Maths GCSE themselves. The wording of the letter was simplified as much as possible.	
5.7	Next year we will focus on working with the families sooner which may make the engagement higher.	
5.8	How many students are PP in the crossover cohort? 33% are PP students. The first Nightclub took place last night and only two of the crossovers attended. 54 students attended, only 2 of whom were PP. Nightclub raises attainment but ironically also widens the gap.	
5.9	Do the students have a 4 or 5 in one or both subjects? It can be both or one subject.	
5.10	<i>Charlie Dale left the meeting at 4.30pm</i>	
6.0	S175 and Anti-bullying Alliance – Sam Drew	
6.1	The Anti-bullying Alliance was established in November 2023 with a cohort of students who went to BMA and met with their AB Alliance to share best practice.	
6.2	The group has created an AB Charter with the DDSL and the Pastoral Support Assistant who will take over the AB Alliance and work with them.	
6.3	Every student will sign the charter and it will be displayed within the classroom. The Anti-Bullying Ambassadors now have their badges.	
6.4	Annually we will reiterate the charter and have it re-signed with the ambassadors supporting the Y7 transition.	
6.5	The students have created an Anti-Bullying video which will be distributed to all the students.	
6.6	The Anti-Bullying Alliance is female dominant therefore we will target some additional boys to join. They are a great source of student voice.	
6.7	How many of the Anti-Bullying Ambassadors are PP? 60% are PP.	
6.8	Will the charter be signed annually? Yes, which will capture the Y7 children when they join.	
6.9	We have a red, orange and yellow framework which the students understand. We have seven students on the yellow stage of the framework.	

6.10	<p>If a student was involved in a bullying incident, would any work take place to encourage them to join the alliance?</p> <p>Some of the members of the alliance have been bullied and we have invited some students who have been perceived as bullies in the past, to join.</p>	
6.11	<p>Is there any scope to link the Anti-Bullying Alliance to the Student Council work?</p> <p>Yes, this and the heroes club will provide strong student voice. There have been 5 racial and 5 homophobic incidents this term so linking a refresh of this to these groups would be impactful.</p>	
6.12	<p>How many students are on the Student Council?</p> <p>One or two per learning family.</p>	
6.13	<p>We also need to ensure that the language is aligned to Jigsaw.</p>	
	<p>S175 Audit</p>	
6.14	<p>The audit was submitted last week. We compared the results to four-years ago when responses were binary. This year we've indicated how we've met the requirement.</p>	
6.15	<p>There are two partially met requirements which is due to the way the question is worded.</p>	
6.16	<p>The culture of safeguarding is strong in the school and the processes are robust.</p>	
6.17	<p>This year we aspire to have more external speakers visit the academy.</p>	
6.18	<p>If you have booked external agencies for assembly talks, is there still room to react to a significant event?</p> <p>Yes, because we can use Learning Family time as well as assembly time. Having a road map will ensure that we cover the key areas throughout the year.</p>	
6.19	<p>Is it too onerous to have a member of each learning family within the Anti-Bullying Alliance?</p> <p>It needs to be a manageable sized group and we need to ensure that the representation is meaningful.</p>	
6.20	<p><i>Sam Drew and Carlo Hooper and Tony Searle left the meeting at 4.50pm</i></p>	
7.0	<p>SEND - Kerry Mullinder</p>	
7.1	<p>We have four main provisions: nurture, quiet room, engage and G5. We are now working on how they can link together so that students access more than one as well as accessing mainstream education.</p>	
7.2	<p>We have a unique cohort of Y11 students including some who are unable to access the site. We have worked with the LA to provide a bespoke package.</p>	
7.3	<p>We discuss students at ECM meetings and look at what support we can put in place beyond academia e.g. home tuition, 360-degree mentoring, etc.</p>	
7.4	<p>We are working with all the staff to understand how SEND has changed nationally and as a local demographic. We are investing in EPs to provide additional training for staff, e.g. for ADHD.</p>	
7.5	<p>We have a thorough KS3 identification and assessment process, and we liaise with the LA re EHCPs much faster. KS4 processes are not as embedded, but we are confident we can support our Y11's. Y10s are an opportunity to develop some creative support strategies.</p>	
7.6	<p>Results through mediation has a 100% success rate for supporting families to get the right outcomes which we are proud of.</p>	
7.7	<p>Passports are being reviewed for all the SEND students this year and we are asking for staff feedback as well as parental feedback about what is working well.</p>	
7.8	<p>We are updating our Y6 transition process to strengthen identifying their needs as soon as possible so that we know our students before they settle into Y7.</p>	
7.9	<p>Have you identified feeder schools who are not well versed in SEND?</p> <p>Last year all the schools had a visit from an HPA member of staff, and I did a Teams call with every SENCo. Need can present differently in primary school than in secondary school and therefore it's not described in the same way and can be open to interpretation.</p>	
7.10	<p>We have 51 EHCP students with five in review. There are 194 SEND-K students. Our highest category of need is SEMH with underlying communication concerns.</p>	
7.11	<p>What percentage of the SEND students are PP?</p>	

	Approximately 55%.	
7.12	<p>Has SEMH increased since the pandemic?</p> <p>We had a smaller cohort in the school before the pandemic and we did a lot of work around trauma-informed. The SEMH Steering Group for North Somerset has noted that there has been a significant increase since the pandemic. Autism is the primary need in Bristol but for North Somerset it is SEMH. There has been an increase from 250 to over 2,000 EHCP applications in a few years in North Somerset. Emotional school-based avoiders have significantly increased since the pandemic which exacerbated their need.</p>	
7.13	Next steps include streamlining communication with staff, inter-linking provisions, staff CPD via Educational Psychologist resources, and re-integrating school refusers.	
7.14	Over 100 students can access the quiet room, therefore we need to unpick the provision and where it is located.	
7.15	Recruitment of an SEMH HLTA is under way. They will go out to homes to bridge the gap and will provide interventions at home as part of a student's re-integration.	
7.16	The G5 approach is around culture and behaviour so that we are more preventative than reactive. We have considered a KS3 Resource Base but that would be for KS3 autistic children and would cater for the LA, whereas our biggest cohort of need is KS4 SEMH.	
7.17	<p>For the Y11 transition to their next destination, how much input do you have to the most appropriate P-16?</p> <p>We have some influence and the EHCP students have an annual review process where we can invite the next destination to attend. This year's Y11 students have a high number of EHCPs with large gaps in learning which means that some destinations won't be suitable for them.</p>	
7.18	<i>Kerry Mullinder left the meeting at 5.20pm</i>	
8.0	Reading – Rachel Allchurch	
8.1	Reading was mentioned positively twice in the Ofsted report. It is part of our academy Aims and is included in the AIP.	
8.2	<p>Our key areas of priority are:</p> <ul style="list-style-type: none"> • Foster a love of reading. • Reduce the number of students with a 9.06 reading level. • Have an evidenced understanding of student's reading ability. • Ensure all students are exposed to quality storytelling. 	
8.3	We have provided regular professional development for staff which is linked together and built upon.	
8.4	346 students entered HPA with a reading age below 9.06, by T1 2023 we had reduced this to 115, 14 of whom are new to HPA.	
8.5	<p>Has reading been a focus in terms of attendance? Is there a link that indicates that higher attendance maps to higher reading ages?</p> <p>We can investigate whether there are any case studies for students in Y9 who have had frequent referrals to R5 but have since had a drop in referrals because they can access learning.</p>	
8.6	We test reading ages regularly and track those who are not secure at their chronological age. We have started NGRT in Y7 and Y8 which is more accurate. All Y7 and Y8 students have a library lesson each week. There are four members of staff who support this lesson, and we use a tracker. Students can read what they want, and they get achievement points for reading.	
8.7	We provide a lot of support for reading for pleasure including World Book Day, reading groups and clubs, displays and promotions, achievement points and College Cup points.	
8.8	PP students are reading more and are quizzing more which is very encouraging.	
8.9	<p>Sims had a reading score attached to the profile; can teachers have more access to student reading ages?</p> <p>Yes, it has been loaded onto Bromcom for Y7- Y9. Y10 and Y11 will be added next week.</p>	
8.10	<p>How do you continue to challenge high readers?</p> <p>The teachers will set targets to expand their reading habits and setting reading targets.</p>	

8.11	How often do you audit the library books for diversity and inclusion? We have a list of authors and characters and I buy books three times a year to ensure that the books are mirrors and windows into the world.	
8.12	<i>Rachel left at 5.40pm</i>	
9.0	Student Voice – Henry Watts	
9.1	A lot of students are concerned about the quality of cover lessons.	
9.2	AE: We have taken some early action with the cover team and improved communication with them. When cover needs are high, we are ensuring that we are doing drop-ins, and that the induction folder is robust. We invite agency workers to attend out inset days. Short-term illness focuses on consolidation of learning.	
10.0	Policies	
10.1	None.	
11.0	Matters for the Board	
11.1	None	
12.0	AOB	
12.1	None	
13.0	Close of Meeting	
13.1	The meeting closed at 5.45pm.	