

# Minutes – Hans Price Academy

**Meeting Date:** 24 January 2023  
**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  
 Vacancy Teacher Councillor  
 Jon Hofgartner (JH) Sponsor Councillor & Vice Chair

**In Attendance:** Sue Burns (SB) Clerk

**Apologies:** Christine Weeks (CW) Support Staff Councillor

Item	Description	Action
<b>1.0</b>	<b>Welcome, Introductions and Apologies</b>	
1.1	KV welcomed everyone to the meeting.	
1.2	Absent with apologies: Christine Weeks.	
<b>2.0</b>	<b>Declarations of Interest</b>	
2.1	None declared.	
<b>3.0</b>	<b>Minutes of Previous Meeting</b>	
3.1	The minutes of the meeting of 14th November 2022 were approved.	
<b>4.0</b>	<b>Matters Arising</b>	
4.1	<p>TS to circulate the Science Fair date to the ACs – <b>Carried forward as the date is still to be confirmed.</b></p> <p>TS to arrange for the Anti-Bullying Policy link to be communicated to parents – <b>Completed.</b></p> <p><b>Which Heads of Department have been recruited?</b></p> <p>A Head of DT who should start in May and is a Science SLE and a Head of English who is currently working at Gordano School. We are continuing to recruit for a further English Teacher.</p>	<b>TS</b>
<b>5.0</b>	<b>Maths - Dan Lall-Sachdev Adrian Esch,</b>	
5.1	<b>Presentation shared via screen</b>	
5.2	We want to improve Maths results overall, but also to encourage students to go on to Maths at A-Level, therefore we are offering GCSE Further Maths as a bridging module because there is a lot of crossover between this and the upper end of GCSE. We have 20 students giving up their own time to achieve this additional GCSE. We are also offering GCSE statistics which is a bucket 3 option.	
5.3	The Y11 curriculum is bespoke to HPA. We know that the grade boundaries change from year to year, so we have a model to address this.	

5.4	We are cautious with our data to ensure that borderline students receive interventions. Our predictive data indicates a positive Progress 8, although we aspire for this to be higher.	
5.5	We know from last year that progress is not linear, and that progress is still made in the last eight weeks leading up to the exams.	
5.6	There is a PP gap because we have a high proportion of PP students in the middle Maths tier. We know that quality first teaching has the biggest impact on PP students, and we have strengths in our team who can meet this need.	
5.7	75% of students should achieve 4-9 but we are working towards 90%.	
5.8	In period 7 we had comprehensive coverage with extra Maths being provided which had an exam focus. This has narrowed down to 20% of students in a focused group.	
5.9	We use a reward system to engage students in online platforms because we know that 20 hours or more of Dr Maths results in a 13% increase in raw scores.	
5.10	May half-term is after paper one but before paper two and paper three so we can determine key areas to focus on.	
5.11	We are putting things in place further down the school so that improvements are sustained year on year. Our department improvement plan includes new internal assessments based on black box modelling. Three sub-levels of progress per year would result in a 5 or above at GCSE.	
5.12	Professional development conversations include observation of colleagues and identifying what support is required to ensure that students make progress.	
5.13	Sparx requires 100% of questions to be answered correctly; 70% of students in KS3 have achieved this to date.	
5.14	Every internal assessment includes a RAG-rating of where students are and building in independent resourcing in KS3.	
5.15	Trish is a part-time qualified teacher who provides interventions for middles attainers.	
5.16	We have identified students who have not logged into independent study so that Trish can provide additional support to access and complete this.	
5.17	<b>JH: I noted the Sparx and Dr Maths in the PP Spend, is the PP funding also used to fund the interventions?</b> Yes, we have a range of interventions available for key students.	
5.18	<b>When can we anticipate progress from the key strategies that you are using?</b> The quality first teaching that is in place impacts all students including non-PP students. We want positive P8 for all students. We don't want to close the gap by limiting the non-PP students.	
5.19	<b>Why are you not following the Y11 CLF curriculum?</b> It is predominantly areas that have not been taught in the previous years which is often the grade 8 and 9 topics. We set our students and know that they will not be able to access some of this content, therefore we use the route maps as a guide, but we personalise the curriculum to achieve the best for all our students.	
5.20	[REDACTED]	
5.21	<b>How likely are you to achieve 90% 9-4?</b> This is an aspirational target, realistically we may achieve 80% because we need to consider the crossover with English.	
5.22	<i>Dan Lall-Sachdev left the meeting at 4.30pm</i>	
6.0	<b>Student Advocate – Rachel Allchurch</b>	
6.1	We last met just before Christmas and discussed attendance and rewards to determine what the students find motivating.	

6.2	We also talked about independent study and catch-up and they advised that they are more motivated to do it if they receive feedback from the teacher. We are now trying to unpick why students are not doing it.	
6.3	We talked about belonging and the CLF Big Parliament; relationships, opportunity, and voice were the three things they thought were positive. Having good relationships with teachers who listen to them and motivate them made them feel part of the community. Having the opportunity to socialise with friends outside of class was important.	
6.4	They raised that after school clubs are problematic for those who can't stay and discussed more lunchtime clubs although they appreciated that this means that staff have to be available.	
7.0	<b>I-Media – Sharad Obhan</b>	
7.1	<b>Presentation shared via screen</b>	
7.2	BTech Travel and Tourism; all students sat the exam in January and can re-sit it in the summer if they need to improve their grade. Historically we have always had good results.	
7.3	They work on units 2, 3 and 4 in their lessons and will start their last unit (4) after half-term.	
7.4	Y11 Computing is taught by specialist teachers; therefore, the lessons are strong and we achieved the highest P8 in the CLF last year which we are very proud of. CLF are now using our resources across the Trust.	
7.5	The students will sit two exams in the summer. The next round of PPE data will determine what support is required.	
7.6	I-Media exams were sat last summer, 36 out of 60 students will re-sit in the summer to improve their grades.	
7.7	The course is taught by a specialist teacher who has just been made an SLE.	
7.8	Last year at this time of year Computing was at -0.32 and then +0.44 at the end of the summer therefore are anticipating the predicted grades increasing once they have completed their units.	
7.9	Computing already has a plus P8, but I-Media is causing some concern which we are addressing with fortnightly meetings to discuss students' progress and where interventions may be required.	
7.10	A real focus this year will be on moving I-Media out of a -P8 position. We have identified which key students will move our P8 forward so that we can focus on them.	
7.11	We know that high quality feedback has good impact on moving students forward.	
7.12	<b>Why are there two pieces of data for the predicted grades?</b> Because each subject has two classes.	
7.13	<b>The data indicates that there is declining trend from predicted grades to current grades?</b> This is based on the last PPE results and historically we do see a dip in the February results. We have identified the key students to focus on.	
7.14	<b>Do the students rely on being able to re-sit in summer as the majority are going to re-sit?</b> We use the opportunity to get the exam out of the way as a carrot to motivate students, otherwise they have to use their only free period 7 to go over the course again. If we can get the grades up in the other units then some students won't need to re-sit in the summer because they will achieve their Merits and Distinctions anyway.	
7.15	AE: I-Media and Travel and Tourism are both Bucket 3 subjects. We are the highest performing bucket 3 academy in the CLF. The I-Media predicted grade is if the students took their exam now, but we are predicting that they will progress one and a half grades by the summer.	
7.16	Six students are predicted level 2 passes, but there already have two merits in their units, therefore I know they will move up to a merit or a distinction in the next few months.	
7.17	<b>Why is the data for the two groups so different?</b> There is a gender bias between the groups and one group has some challenging students which is reflected in the data.	
7.18	Parental engagement is key so we call parents and review the data before the half-term so that they know what work needs to be covered and what support is available.	

7.19	<b>Class 1 does not appear to be progressing as well as Class 2, is that correct?</b> Yes, although the data will change when the exam results come in because some of the students will have achieved a merit.	
7.20	We use a walking, talking, mock before each exam so we are confident that the students will achieve good progress.	
7.21	<b>Are you anticipating all three subjects achieving a positive P8?</b> Yes, this is what we aspire to and that is the expectations for the department staff.	
7.22	<i>Sharad left the meeting at 5.10pm</i>	
8.0	<b>Y11 Outcomes - Sian Angell</b>	
8.1	<b><i>Papers circulated in advance</i></b>	
8.2	<b>Is the data from the latest mocks?</b> It is from the November mocks. The next set start on Monday.	
8.3	<b>What is the combined Y11 data?</b> It is not where we need it to be. We have focused on the Basics to date, but we will not be happy with a negative P8 score. We have set a target of 85% per subject to ensure we achieve at least 75% combined.	
8.4		
8.5	<b>The PP outcome data for last year was -0.13. There appears to be a decline in the headline data, is that correct?</b> Yes.	
8.6	<b>What are the key drivers for the decline?</b> Quality first teaching is a focus. We have a large proportion of HAP students who are accessing other provision and are not in the building or are school refusers which impacts on the P8 data. We are reviewing the data for each individual to determine whether the HAP and MAP threshold is accurate. This is the Y9 group who went through lockdown which is important context to consider because they struggled on return to school life, and it was difficult to engage some of them.	
8.7	English and Maths are double weighted in P8 and are key for students to be able to take the College courses that they choose.	
8.8	<i>Sian Angell left the meeting at 5.30pm</i>	
9.0	<b>SEN - Kerry Mullinder and Rebecca Collis</b>	
9.1	<b><i>Presentation via screen</i></b>	
9.2	I am Kerry the new SENCO at HPA. Last week we had a SEND ARV which was very helpful.	
9.3	We have updated our pupil passports to reflect different provision and timetabled nurture time in the Nest or Engage.	
9.4	We have a small number of students who struggle to access day to day provision, so we are engaging with external provision which is right for them.	
9.5	Y11 exam access arrangements are in place, and we are finding opportunities for students to practice using these tools before the exams.	
9.6	Y10 access arrangements are in progress, and we are using PPEs to embed them.	
9.7	We will focus on Y9 in terms five and six.	
9.8	We are being bespoke in what we offer students so that they can get a qualification.	
9.9	We have arranged a SEND carousel of training for staff to include SEMH, low literacy levels, and access arrangements.	
9.10	We are streamlining our resources across the school setting.	
9.11	We have 35 EHCP students and 215 SEN-K students.	
9.12	The largest group of SEND need is SEMH, followed by moderate learning difficulties.	

9.13	The SEMH provision is broken down into different interventions e.g. anger, anxiety, self-esteem, etc and students access a range of these dependent on need.	
9.14	We also have ongoing literacy and Maths interventions as well as in-lesson support with those with the lowest ability.	
9.15	Alongside our SEN register we are looking to create an inclusion register to record what support is in place for students so that we can track what interventions they have received in the past.	
9.16	<b>At the end of last year there was concern about the cohort who were not on a register but were 'just about managing'?</b> The inclusion register will capture students who do not meet a SEN threshold and will link back to College Leaders to ensure that they make time for these students. We can identify best practice and then share it across the timetable to support students to be able to access content.	
9.17	<b>We have heard about the SEN-E cohort in Y11 which distorts the data because they are on a dual register, will the access arrangements impact students when they reach Y11?</b> Yes, we aim to ensure that all students can access the provision and achieve the best outcomes. Good differentiation should mean that more students can access learning on site.	
9.18	<b>Short term, medium term, long term – what are the timescales for these?</b> Short term is by the end of this term, medium term by the end of next term and long term by the end of term six.	
9.19	<i>Kerry Mullinder and Rebecca Collis left at 5.50pm</i>	
<b>10.0</b>	<b>SEND</b>	
10.1	Kathryn is the Safeguarding Link and will assess the end of term report with a spotlight focus.	
10.2	ACTION: All Academy Councillors to send questions on Sam's Safeguarding paper to the Clerk who will collate them and send them to Sam to answer. The questions and answers will then be included as an appendix.	
<b>11.0</b>	<b>Policies</b>	
11.1	None.	
<b>12.0</b>	<b>Governance</b>	
12.1	<b>2022-23 Training Programme</b> Holding Leaders to Account - <b>Moved to 8<sup>th</sup> Feb</b> Governance Conference - 8 <sup>th</sup> March all day – Location TBC Understanding Disadvantage - 24 <sup>th</sup> April 4-5.30pm on Teams What do I need to know about SEND? 10 <sup>th</sup> May 4-5.30pm on Teams Attendance and Exclusions – 7 <sup>th</sup> June 4-6pm on Teams Recently appointed councillor induction - 15 <sup>th</sup> June 4-5.30pm - Location TBC  <b>Link role networks</b> Safeguarding: 31 <sup>st</sup> January, 13 March, 22 May & 21 June - all 4-5.30pm - on Teams SEND: 7 March & 26 June - all 4-5.30pm - Location TBC but probably hybrid PP: 17 April both 4-5.30pm and 19 June at 4.30-6pm - on Teams	
12.2	<b>PP Link Visit – JH</b> I visited last week and reviewed the PP strategy which has now been published on the website. We reviewed the Thrive learning programme and the work on literacy, oracy and cultural capital including the ski trip at Easter. We discussed the attendance data which indicates a marginal increase in the gap between PP and non-PP compared to this time last year. Therefore, we discussed whether the PP spend is hitting the right areas. We discussed the department developing plans and PP progress which would be good to compare to attendance. We discussed the Y11 attendance minibuss and plans in place to level-up the recognition system. The next visit is booked just before Easter where I will follow up on the department plans.	
<b>13.0</b>	<b>Matters for the Board</b>	
13.1	None	

14.0	<b>AOB</b>	
14.1	<b><u>Strike Activity – TS</u></b> There are a large number of staff (66) who belong to the NEU; 51 are teachers and therefore the strike activity will impact us so we are meeting as a group of Principals to make plans for remote learning and provision for vulnerable children, etc.	
15.0	<b>Close of Meeting</b>	
15.1	The meeting closed at 6.00pm	