

Minutes – Uphill Village Academy

Meeting Date: 26th September 2022
Location: Uphill Village Academy
Time: 6.00pm

Present:	Shane Hawkings (SHA)	Chair Academy Council
Members of	Sam Hodder (SHO)	Principal
AC:	Susie Weaver (SW)	Executive Principal
	Toby Blackburn (TB)	Sponsor Academy Councillor
	Stewart Castle (SC)	Sponsor Academy Councillor
	Rosie Dyke (RD)	Parent Councillor
	Lizy Kacou (LK)	Sponsor Academy Councillor
	Anita Beal (AB)	Student Advocate Academy Councillor
	Sarah Goode (SG)	Teacher Academy Councillor
	Caroline Jamieson (TB)	Parent Councillor

Apologies: **Becky Frise (BF)** Support Staff Academy Councillor

In Attendance: **Sue Burns (SB)** Clerk to Academy Council

Item	Description	Action
1.0	Introductions	
1.1	SH welcomed everyone to the meeting. Introductions were made.	
1.2	Apologies were received from BF. Stewart Castle joined the meeting at 5.30pm.	
2.0	Declarations of Interest	
2.1	There were no declarations of interest pertinent to the meeting content.	
3.0	SEND Presentation – Sasha Allsop	
3.1	<p>We have introduced SEND specific pupil progress meetings which will happen every fortnight and I will be involved when required. They will be targeted to the children who are not at ARE so that we can determine if the interventions are working and what we need to change. I will host a SEND pupil progress meeting three times a year which will focus on any of the children on the SEND register that we are concerned about, and I will meet with the class teachers to review what provision the children have. This will be an opportunity for the teacher to review any targets and ensure that progress is happening.</p> <p>I did a staff meeting last week to remind staff of their SEND responsibilities and to go over the learning passports to raise their profile.</p> <p>Myself, Lucy and Helen have held fortnightly inclusion meetings for SEND, disadvantaged and PP pupils to ensure that we are aligned with what provision we are offering and to review any key issues.</p> <p>We have five children with an EHCP and two who are being assessed by an Educational Psychologist. We have three children in receipt of top-up funding who we will apply for EHCPs for. We have 11 children with top-up funding, and I will continue to be involved in the moderation process.</p>	

	<p>The Speech & Language service is overloaded so we are supporting parents to access this provision.</p> <p>I am taking part in a SEND review as part of the CLF supporting the Endeavour Trust. We are still investigating provision mapping software tools, but in the meantime, we will continue to use pupil passports. We have seen the provision mapper at HVA but need to liaise with Julie to see what she has found out.</p> <p>Is there a timeline for the software decision? We would like to have it in place ready for launch in January. The provision mapper is an isolated tracker that integrates with SIMS, but we need to investigate if SIMS will be appropriate and there is an annual cost to consider.</p> <p>What is the cost? Approximately £600 a year, but if we committed to it for several years then it would cost less, and the CLF would get a discount.</p> <p>The SEND attendance is a concern? The statistics can be misleading because one child represents a larger percentage due to the small cohort. Children are often absent for an authorised reason, but this will be reviewed as part of the fortnightly meeting. We have robust absence procedures in place and a good relationship with our parents. We also have bespoke arrangements in place for pupils who are struggling with their attendance and have had some really good impact with these initiatives. We currently have the best attendance in the Trust.</p> <p>Have you made good relationships with the Reception parents? We are starting to build good relationships, but it is early in the term. We do look for attendance patterns in pupils who may be struggling.</p> <p>The pupil progress meetings have changed? The class teacher used to go through any children that they were concerned about, but this was a retrospective process, so by changing to a fortnightly meeting schedule we can focus on the impact of interventions and be more proactive about making changes if required.</p> <p>When is the first meeting planned? Next week because we needed to give the teachers time to settle-down and get to know their class.</p> <p><i>(Sasha Allsop left the meeting at 5.30pm)</i></p>	
4.0	Minutes of the last meeting	
4.1	<p>The minutes of 11th July 2022 were agreed to be a true and accurate record.</p> <p>Actions and Matters Arising</p> <p>4, SW to share the BBA Anti-Bullying Display – Carried forward.</p> <p>4, SH to arrange to capture Y1 pupil voice next year – Ongoing.</p> <p>6, SHo to provide a breakdown of ethnicity data for the Academy Council – Completed.</p> <p>11, SHa to email all staff and thank them on behalf of the Academy Council – Completed.</p>	
4.0	Academy Council Report	

4.1	<p><u>Attendance</u></p> <p>We will work with the parents to ensure that they understand the impact of absence and can use the attendance table to demonstrate this. Particularly for Y6 pupils because every day matters in Y6.</p> <p>We have the best attendance in the Trust and a couple of days of 100% attendance for PP children.</p> <p>We are full and have 316 pupils with one over roll (LAC) and one anticipated to join shortly. We have waiting lists for a lot of year groups and are doing tours for the September 2023 intake which are fully booked.</p> <p>The October census will inform the amount of funding we receive next year.</p> <p>How many pupils were in the last year census? 308 which has impacted on this year's funding.</p>	
4.2	<p><u>Behaviour</u></p> <p>The white slip has been removed which we discussed as a team, so that the teacher can determine what the consequence will be. EYFS use a time-out sanction which is more appropriate for younger children, followed by a restorative conversation.</p> <p>How will you measure the impact? The number of yellow and red slips within the classroom will reduce.</p> <p>Do you have any staff who are Team Teach trained? Yes, seven across the school.</p> <p>How do you communicate behaviour sanctions to parents? The Behaviour Policy is shared with parents and is on the school website. We focus on celebrating correct choices and using restorative conversations with discreet sanctions which has been a very successful ethos. We re-visit our behaviour training every year and positive behaviour reinforcement is embedded in the school, including with lunchtime and wrap-around staff. We have a very committed pastoral team who arrange additional support if required.</p> <p>How do you support SEND children who are not demonstrating good behaviour? Some pupils require more support than others in order to be in the classroom and access their learning. We get to know our children well so that we can meet their needs with quality first teaching, and we put scaffolding in place if required.</p> <p>The termly pastoral newsletter has been well received.</p>	
4.3	<p><u>Personal Development</u></p> <p>Sports competitions have resumed and the first one takes place on Friday.</p> <p>The RNLI have visited this week and a Tudor visitor has been arranged.</p>	
4.4	<p>We will focus on arithmetic to ensure that we have a rigorous approach across the school. We are in the Ofsted window now so may be inspected in the next 18 months. We are working with the ARV visits to make sure that we have robust processes in place. The first ARV will be a reading deep dive and a member of staff will visit another school when they have their reading deep dive which will help us to prepare.</p>	

4.5	<p>Data</p> <p>Our attainment for Y6 was very strong and our progress data was very strong which is important because this demonstrates the difference that our provision makes to our children. We are in the top 25% nationally for reading and Maths for progress. Our Writing outcomes were lower, but this is the picture nationally because all children's writing was impacted by the pandemic.</p> <p>Why was writing impacted by the pandemic?</p> <p>Because it is a very complex subject and parents found writing the hardest thing to consistently support children with.</p> <p>[REDACTED]</p> <p><i>The Academy Council congratulated the staff on the children's excellent outcomes.</i></p>	
4.6	<p>What is the ACE data for the school?</p> <p>This is tracked in different ways which has been outlined by the Trust. Each class has a vulnerability index that they can use to identify vulnerable pupils and we reviewed this at the inset day. We then proactively plan in enrichment and entitlement activities as part of our curriculum to provide children with benevolent experiences and relationships.</p> <p>Do the school support families to have good routines at home?</p> <p>Yes, this is led by the pastoral team, and we greet children in the morning to make sure that we put things in place so that they are ready for learning. Every child has a trusted adult that they can confide in and talk to.</p> <p>Have you done any stakeholder analysis?</p> <p>Yes, we did a lot of this during lockdown and will issue parent questionnaires throughout the year.</p> <p>The PTFA is not in the development partnership area of the report?</p> <p>This can be added.</p> <p>ACTION: SHo to add the PTFA to the development partnership area of the AC Report</p> <p>One of our Ofsted areas of development was developing parental relationships, how is this going?</p> <p>We are trying to plan as many opportunities for parents to come in as possible. Some of these have been more successful than others so we are developing these opportunities and may use a feedback book to capture parents' views.</p> <p>ACTION: SHo to reinstate the parent feedback book.</p> <p>Do you capture the comments that come through Tapestry?</p> <p>No, but we could download the feedback. We could also keep the emails of thanks from parents.</p> <p>Are volunteers back in school?</p> <p>Yes, these arrangements are being made in conjunction with DBS checks.</p> <p>Do PP families get involved with the school?</p>	<p>SHo</p> <p>SHo</p>

	<p>They often come to watch celebration events and to go on trips.</p> <p>Will you expand your relationship with Secondary Schools? We have good relationships with Hans Price and Broadoak and will link with any schools that the children are going to move to. We are going to visit Broadoak to see how the Y6s have settled in.</p>	
4.7	<p>Risk Register This is set by the Trust and then we add any additional categories that we need. We have mitigated all the high risks.</p> <p>The recruitment of lunchtime and admin staff remains challenging, but this is a national picture in the education sector. There is a new Trust HR system which will streamline the recruitment process.</p> <p>Are the salaries competitive? Yes, compared to other Trusts, but not to other industries.</p> <p>Could we utilise our volunteer readers by encouraging them to become a lunchtime supervisor? We are exploring all options and have arranged for some of our staff to work across the lunchtime if possible.</p>	
4.8	<p>Inset Days – Georgie Tinker We reviewed our vision and values and our expectations of behaviour and culture. We identified key priorities: our curriculum subject leadership priorities, to improve our outcomes for disadvantaged children, our attainment in writing, and developing partnerships. A session on disadvantage was provided and we focused on the keystones for quality first teaching and targeted interventions. In the afternoon we discussed professional development and what effective coaching conversations look like. There will be one focus per term so that all the staff are focusing on the same topic. We had a presentation about the book ‘The Lost Spells’ and how to develop oracy with performing poetry. We considered how to embed the timetables processes. Health & Safety Medical training was provided, we discussed our curriculum enquiry questions and planned rich experiences for the year ahead and when they will happen. We completed our Nimble training and Susie Weaver presented on teaching team and culture. Subject Summaries are available on Teams for review.</p>	
4.9	ACTION: All Academy Councillors to review the Subject Summaries on Teams	ALL
4.10	<p>Will subject areas be included in pupil voice surveys? Yes, there are surveys related to each subject which are planned out during the year.</p>	
4.11	<p>What can you do to keep the cost of costumes down for World Book Day? We encourage our parents to recycle and we give them suggestions for books that can be associated with a jeans and T-shirt outfit.</p>	
5.0	Safeguarding – Shane Hawkings	
5.1	The actions arising from the Safeguarding Audit have all been actioned bar one which is easily achievable.	

	<p>Safeguarding is effective and pupils are well supported by the team, which is an endorsement of what I see when I visit.</p> <p>Safeguarding is embedded in the curriculum.</p> <p>The North Somerset Safeguarding Audit has been released and will be completed and submitted in November.</p> <p>Steve Bane visited the academy and quality assured our CPOMS entries, he will return and support us with our preparation for Ofsted.</p>	
6.0	Health & Safety	
6.1	Jo Crickson has completed an audit review and we have a Health & Safety walkaround booked in later this week.	
7.0	Policies that require review	
7.1	<p>CLF policies for noting:</p> <ul style="list-style-type: none"> • CLF Data Protection Policy • CLF Information Security Policy for Staff • CLF Records Retention Policy • CLF Health & Safety Policy <p>UVA adapted CLF policies for review and approval:</p> <ul style="list-style-type: none"> • Safeguarding Policy • Academies Health and Safety Policy • Academies H&S Arrangements (Part 3 of Policy) <p><i>In all cases any updates have been highlighted in yellow and academy specific detail is in red text.</i></p> <p><i>The Academy Council approved the Safeguarding and H&S Policies.</i></p>	
8.0	Governance	
8.1	A Teacher Councillor election is required shortly which Julie will deal with.	
8.2	<p><u>Vice Chair Election</u></p> <p>Proposal for Lizy Kacou to be the UVA AC Vice Chair: RD</p> <p>Seconded: SC</p> <p>Show of Hands: Unanimous</p>	
9.0	Matters for the attention of the Board/COAC	
9.1	None	
10.0	AOB	
10.1	Dates for AC meetings: The 27 February and 3 rd July meetings have been moved to 14 th March and 18 th July respectively.	
10.2	Meeting ended at 7.01pm	