

Minutes – Uphill Village Academy

Meeting Date: 11th November 2025
Location: Uphill Village Academy
Time: 5.00pm

Present:	<p>Toby Blackburn (TB) David Croft (DC) <i>Vacancy</i> Ellen Williams (EW) Stewart Castle (SC) Sasha Allsop (SA) <i>Vacancy</i> Carina Ridge (CR) Caroline Jamieson (CJ)</p>	<p>Chair Academy Council Sponsor Academy Councillor Sponsor Academy Councillor Parent Councillor Sponsor Academy Councillor (VC) Teacher Academy Councillor Support Staff Academy Councillor Sponsor Academy Councillor Parent Councillor</p>
In attendance:	<p>Susie Weaver (SW) Sam Hodder (SHO)</p>	<p>Director of Education Principal</p>

Item	Description	Action
1.0	Introductions	
1.1	TB welcomed everyone to the meeting.	
1.2	No apologies were necessary.	
2.0	Declarations of Interest	
2.1	There were no declarations of interest pertinent to the meeting content.	
3.0	Academy Council Membership	
3.1	Stewart Castle’s Term of Office expires today and is in the process of being renewed.	
3.2	A Support Staff Councillor election will be arranged this term.	
3.3	Ellen Williams is going to be the PP Link AC.	
4.0	Minutes of the last meeting	
4.1	The minutes of 10 th September 2025 were agreed to be a true and accurate record.	
4.2	<p>SW to discuss with Liz Tinknell if succession planning training can be arranged for the Chairs role – SW discussed succession planning at COAC. DC will shadow TB when agenda planning and will attend COAC meetings when TB is unable to.</p> <p>Post Meeting Addendum: 12 Nov 2025 – Tricia Brabham “Depending on the individual councillor there are a number of options that we can put in place depending on what support they would like:</p> <ul style="list-style-type: none"> • We have a Chair handbook we can share with them which sets out the role, and expectations. • As part of our training plan for the year ahead (being finalised at the moment), there will be a session aimed at Chairs or those looking to be a Chair 	

	<ul style="list-style-type: none"> We can invite them to COAC meetings We can provide a mentor Chair to support them once they have stepped in to the role of Chair. <p>If this is anything in particular they would like we can look to provide something more bespoke for them.”</p>	
5.0	Chairs Update	
5.1	The Academy Councillors were reminded to complete their confirmations via Governorhub.	
	Academy Council Report	
5.4	<i>Papers circulated in advance and shared via screen.</i> Attendance is currently 95.7% which is inline with this time last year. We are focusing on PP children who have broken weeks or who are late into school.	
5.5	There is also a clear pattern of PP children taking term-time holidays. We have issued 21 penalty notices in the first 8 weeks of term which is an increase on last year.	
5.6	Persistent Absenteeism reflects attendance lower than 90% which is higher than last year. It affects the year-to-date attendance figure and is due to term-time holidays. Hopefully families will not take a second holiday during the academic year.	
5.7	What is working well to address absence? Making good relationships with the families and identifying individual barriers to attendance.	
5.8	We undertake a home visit and leave a note if there is no reply. Families have therefore become better about telling us that they are going on holiday which may be why the statistics for holidays has increased.	
5.9	SA advised that the teachers discuss attendance with their class and share best practice across the Trust. They also have conversations with families about the importance of attendance and that some children experience anxiety returning to school after absence.	
5.10	The Academy Councillors discussed the complexities around challenging absence and the robust processes that the school has put in place.	
5.11	The census data reflected 312 pupils because two pupils moved just before the census. KS1 is full and we have one space in Y3 and Y5 and two spaces in Y6. Several new children have started at the school and settled well.	
5.12	Do you keep a waiting list? North Somerset Admissions keep the waiting list, but parents need to renew that after six months to remain on the list.	
5.13	We are undertaking new parent tours weekly and held an open evening which was very well attended. Parents will apply for Reception places in January.	
5.14	It’s been a busy start to term with a range of school visits undertaken and visitors attending the school.	
5.15	The Teachers run free clubs after school which change each term. Art, Choir, Dance and Puzzle Club are all running currently.	
5.16	The CLF Conference in October was split between teachers and Teaching Partners, and the range of workshops was very well received. We’ve also had an inset day which had a writing focus as well as phonics and SEND provision.	
5.17	The data pack includes the mock data which we can use as a baseline. This cohort is 30% PP and 28% SEND and we have fewer children so they each represent a higher percentage. The average for CLF for Reading, Writing and Maths is 31% vs our data which is 33%.	
5.18	The Y6 boys are outperforming the Y6 girls which bucks the trend? Yes, we are not seeing that in other cohorts. There has been a gap as the cohort travelled up through the school, but it closed a little bit during Y5. There are more boys than girls in the cohort and some children lack confidence.	

5.19	The reading mock was 49% which is lower than we traditionally achieve. This cohort missed a lot of their Phonics learning during Covid. We have additional volunteer readers in Y5 and Y6 to mitigate this. This cohort also has lower resilience than other cohorts.	
5.20	Maths is performing well with 60% achieving the national standard. However, there is a big gender gap: 76% of boys vs 39% of girls.	
5.21	Is there a way that girls can work together to improve their confidence? We run targeted interventions of small groups which has impact. We also run a homework club which is well attended.	
5.22	The DOOYA data for the rest of the school is based on the percentage of the curriculum taught to date. Writing remains a focus to ensure that the children include the non-negotiables from their learning.	
5.23	Y6 has the highest number of PP students and SEND cross-over. We are focusing on all our PP students in pupils progress meetings to ensure the gap closes.	
5.24	The IDSR has been circulated which is new this year due to the change in the framework. It is much more detailed and includes the wider context of the local area.	
5.25	We have half the number of PP pupils that other local schools have, and we are about average for the number of SEND students. We have a higher number of EHCP children in the school, but the number of plans being applied for has increased considerably.	
5.26	Is there a backlog in the LA? No, they are doing well in applying to the 20-week statutory timescales compared to other local authorities.	
5.27	To be classed as EAL the parents need to declare it on their data form. Our percentage is higher than recorded because parents don't always record it. We are supporting our parents with completing the form because there is some perceived stigma around EAL.	
5.28	Mobility is relatively low with few children moving in and out of the school. The local area pupil base is above average but we are well below because our cohort comes from more affluent areas.	
5.29	Our three-year average is significantly above for Reading and Phonics. We are close to average for Reading, Writing and Maths at the highest standard.	
5.30	Have there been any changes to the Risk Register? Yes, it will be updated later this week.	
5.31	The CLF are providing a PP workshop to support schools with completing their PP Strategy.	
5.32	The Academy Councillors reviewed the UVA PP Strategy.	
	SEND Provision - SA	
5.33	The Academy Councillors reviewed and discussed the SEND case studies.	
5.34	How does the school differentiate for children who are EAL and have SEND? If there is an overlap, then we determine whether the need we are seeing is in both languages. We are reviewing our EAL provision and sharing best practice across the Trust because the number of children who are EAL are increasing in our school.	
5.35	Do other children in the class support children with EAL or SEND? We sometimes use deliberate pairings. All our children are very accepting of the range of needs within the class.	
5.36	How do you provide support to the partner child? We have mixed ability classes, and we don't group children based on ability. Therefore, our class set-up is naturally geared to peer support and is underpinned by quality first teaching. Often the child who is more confident also learns from the experience because they work together on the same objective. The able peer in the partnership is not the able peer in all subjects which is why the arrangement works well for all the children.	
5.37	I've provided SEND refresher training for the staff and we've discussed that there is often overlapping needs and not singular labels. We discussed what support we can put in place to	

	meet need, and we are using provision mapping and updating and reviewing targets three times a year which are then shared with parents and carers.	
5.38	I've discussed with the teachers and Teaching Partners which children have an EHCP and what is in place to support them, and behaviour support plans have been updated.	
5.39	We make sure that any adults who are going to be working in the classroom are aware of any behaviour support plans or additional needs.	
5.40	We reviewed the learning journey for children with SEND to ensure they are making progress even if they are not working at ARE.	
5.41	How often is progress reviewed for children with SEND? Three times a year, but they also have an EHCP annual review if they have an EHCP. Some children on the SEND register do not meet the criteria for an EHCP.	
5.42	Are Learning Partners trained in SEND support? Yes, their role has evolved over time, and we have experience Teaching Partners who have a range of skills. Trust training has been very beneficial.	
	Safeguarding - TB	
5.42	The Academy Councillors noted that there are 71 children on the vulnerable list. The school has strong relationships with the families who often share contextual information.	
5.43	Are the children aware that they are vulnerable? No, it's an internal tool that we use to raise the profile of some children who may be having a difficult time. Staff can then have additional conversations with those children and can be vigilant around them. We are proactive about refreshing the list.	
6.0	Policies	
6.1	For noting: <ul style="list-style-type: none"> CLF SEND Policy <p><i>The Academy Councillors noted the above policy.</i></p> <p>For approval:</p> <ul style="list-style-type: none"> UVA PP Strategy Statement 2025-26 EDI and Inclusion Statement <p>Proposal to approve the EDI and Inclusion Statement and the PP Strategy: TB Seconded: SC Show of Hands: Unanimous</p>	
8.0	Matters for the attention of the Board/COAC	
8.1	None.	
9.0	AOB	
9.1	We have approached parents this year about the cost of camp and offered an alternative two-night option which will have the same activities but will cost less. This suggestion has been welcomed by parents. We will explore a range of options for 2027.	
9.2	Do you supplement the cost for disadvantage children? Yes.	
9.3	Broadoak's Festival of Culture is planned for 13 th June 2026 – everyone is invited to attend.	