

# Minutes – Uphill Village Academy

**Meeting Date:** 31<sup>st</sup> January 2022  
**Location:** Uphill Village Academy  
**Time:** 6.00pm

<b>Present:</b>	<b>Shane Hawkings (SHA)</b>	Chair Academy Council
<b>Members of</b>	<b>Sam Hodder (SHO)</b>	Principal
<b>AC:</b>	<b>Susie Weaver (SW)</b>	Executive Principal
	<b>Becky Frise (BF) [part]</b>	Support Staff Academy Councillor
	<b>Lizy Kacou (LK)</b>	Parent Councillor
	<b>Toby Blackburn (TB)</b>	Parent Councillor
	<b>Anita Beal (AB)</b>	Student Advocate Academy Councillor
	<b>Stewart Castle (SC)</b>	Sponsor Academy Councillor
	<b>Sarah Goode (SG)</b>	Teacher Academy Councillor

**In Attendance:** **Sue Burns (SB)** Clerk to Academy Council  
**Georgie Tinker (GT)**  
**Sasha Allsop (SA)**

Item	Description	Action
<b>1.0</b>	<b>Introductions</b>	
1.1	SH welcomed everyone to the meeting. No apologies were necessary. SW joined the meeting at 6.10pm	
<b>2.0</b>	<b>Declarations of Interest</b>	
2.1	None.	
<b>3.0</b>	<b>Learning Walk Around the Classrooms</b>	
3.1	The Academy Councillors visited a classroom to review loops of learning and galleries of excellence. They visited each classroom and concluded that the learning environments were all consistent and that the display boards are used to underpin the main subject focus and are accessible to children as revisiting tools. There was clear evidence of tier 2 and tier 3 vocabulary, but these and pupil voice were not consistent across all classes. There was evidence of exemplars, essential questions, quality texts and clear evidence of states of being in all the classrooms.	
<b>4.0</b>	<b>SEND Repots and Progress – Sasha Allsop</b>	
4.1	Positives include: a visit from the LA High Needs Officer in the Summer Term who confirmed that the high needs funding that is received is being spent effectively, resulting in some of our children receiving additional funding.	
4.2	<b>How is top-up funding secured?</b> We can apply to North Somerset three times a year for top-up funding to provide additional support for children with SEND, based on their primary area of need. We have to justify the need for top-up funding and demonstrate that we already spend £6k on provision.	
4.3	<b>Do you have to apply for each child each year?</b>	

	Some categories require annual applications, and some require an application every three years. We now have 11 children with top-up funding and I work as a SEND moderator for the LA.	
4.4	<b>How long does the process take?</b> If a child presents with a need then we put support in place to ensure that they can access learning, and then apply for funding. The application takes several months and is not always successful.	
4.5	Recently I was able to go to Hope Village as part of their SEND review which was very beneficial and an opportunity to share best practice.	
4.6	<b>Do you share the same challenges?</b> Yes, there are some common themes in Bristol and South Glos, although they have different administration systems. The cluster model works really well and is one of the benefits of being part of a Trust.	
4.7	I have met regularly with Lizy Kacou which is a good link to the Academy Council, and she provides good challenge.	
4.8	We are much quicker at identifying needs as soon as the child start at the school and often beforehand due to links with the pre-school. This has had a positive impact on behaviour in the school.	
4.9	We provide supportive transition when our children move to Y7 to ensure that they are prepared for the next stage of their education.	
4.10	We have an effective pastoral team in the school who support the children and the Support Staff across the school.	
4.11	We are now exploring shared learning with North Somerset and the CLF with a focus on communication with parents and carers and the collection of data. We are investigating an online provision mapping tool, but budget constraints may mean that this is ultimately not feasible.	
4.12	<i>The Academy Councillors congratulated Sasha Allsop on the impact of her SENCo work to date and the number of successful top-up applications.</i>	
<b>5.0</b>	<b>Book Review and Writing Strategy – Georgie Tinker</b>	
5.1	<b><i>Paper tabled – Writing Action Plan</i></b>	
5.2	Writing is a focus post pandemic. In order to raise standards, we collected samples from all year groups to get an overview of writing across the school. We noted a lack of stamina, a lack of quality vocabulary and the journey of the writing. We were able to compare this to an exercise three year's ago and as a result we have created an action plan.	
5.3	Writing is based on a quality text and the writing journey takes about two-weeks. The sequence is: why are we doing it, and why are we doing it now? We can then determine what should be evident in the books.	
5.4	We read the text as readers and over 10-days we use our reading skills to influence our writing, getting to know characters, freeze-frame activities, inference, grammar exercises and short pieces of writing that lead to extended writing.	
5.5	We use 'WAGOLL': 'What a good one looks like'; we can highlight structures and scaffold the planning for a piece of writing so that the children can plan their writing before they write it.	
5.6	We use a purple pen to edit the work so that the children can improve it.	
5.7	This 10-day cycle and writing sequence is used throughout the school so that it embeds.	

5.8	A book scrutiny of writing has taken place and the scaffolding and exemplars were evident. We now need the children to want to improve their writing and to self-edit rather than using lists of adjectives.	
5.9	<b>Whole school data indicates that Y1 is a concern?</b> The writing is not making the progress that we would like to see in Y1. Foundation and Y1 are a mixed class, therefore from T4 we will split them so that Y1 can focus on their Maths and Writing without the distraction of the Foundation children.	
5.10	<b>Are you managing this arrangement within the current staffing structure?</b> Yes. We will see what the impact is in the short-term and then determine what our longer-term plans are. This is an effective model in other schools, and we have the space to accommodate the children when we split them.	
5.11	The EYFS/Y1 mix is preferential to a Y1/Y2 mix, particularly post-pandemic.	
5.12	<b>Is the wallpaper activity an annual occurrence?</b> Yes, the last one was three years ago because of the lockdowns. It was a useful exercise to compare to pre-Covid. Writing stamina is a national concern, as well as handwriting and spelling.	
<b>6.0</b>	<b>Minutes of Previous Meeting</b>	
6.1	The minutes of 22 <sup>nd</sup> November 2021 were agreed to be a true and accurate record.	
<b>7.0</b>	<b>Actions and Matters Arising</b>	
7.1	SHo to write to the staff and thank them on behalf of the Academy Council – <b>Completed.</b>	
7.2	SHo to share the book roadmaps with parents – <b>Completed.</b>	
<b>8.0</b>	<b>Academy Council Membership</b>	
8.1	Toby Blackburn and Lizy Kacou's term of office ends on 23.02.22. A Parent Election will therefore be arranged next term.	
<b>9.0</b>	<b>AC Report</b>	
9.1	<b>There has been an increase in white slips in KS2?</b> We have been encouraging staff to record low-level activity which has resulted in an increase in reporting. The behaviour is not converting to more serious behaviours and therefore the warnings are having an effect.	
9.2	<b>The bullying CPOM numbers appear low? Can you reassure us that bullying is being captured?</b> Any instances of this level are reviewed by the pastoral team who are very proactive at educating the children about what bullying is and providing them with examples.	
9.3	The belonging questionnaire (pupil voice) indicates overwhelmingly that the results were positive and that 90% of the children responded that they feel safe in school.	
9.4	<b>In what format were the questions asked?</b> In small groups with a different questionnaire for KS1 and KS2.	
9.5	<i>The Academy Council raised concerns that 25% of the respondents for Q4, Q5 and Q6 were 'disagree'. Therefore, they will monitor the results of the next questionnaire closely to identify any trends.</i>	
9.6	<b>Do you celebrate small improvements for children who struggle?</b> Yes, the teachers are mindful when using the recognition boards.	
9.7	<b>The gallery of excellence contains work of a certain standard. How do you recognise children whose work does not meet this criteria?</b>	

	We use 'Work of the week' and 'Celebration Assemblies' to celebrate these children.	
9.8	<b>Is there a Risk Register in place?</b> Not currently, but we are working towards this.	
9.9	<b>Do the same cohort go to the Eco Summit and Trips, how are we selecting the children?</b> We select carefully to ensure that all our children have opportunities and access to cultural capital.	
<b>10.0</b>	<b>ARV Feedback</b>	
10.1	The ARV was based on Writing, but we also dipped into Maths resulting in us reorganising the Maths into straight year groups which has already been very impactful.	
10.2	Dave Beasley visited from HMA and was very complementary about UVA on return to his home school.	
<b>11.0</b>	<b>Policies</b>	
11.1	<ul style="list-style-type: none"> <li>• Complaints (CLF Template)</li> <li>• Safeguarding (local amendments)</li> <li>• Attendance (local amendments)</li> <li>• SEND (local amendments)</li> <li>• RHSE (Local amendments)</li> </ul>	
11.2	<b>Proposal to approve the above policies: TB</b> <b>Seconded: SG</b> <b>Show of Hands: Unanimous</b>	
<b>12.0</b>	<b>Governance</b>	
12.1	<b>Link Visits</b> <ul style="list-style-type: none"> <li>• Mental Health &amp; Wellbeing - SC</li> </ul>	
<b>13.0</b>	<b>Matters for the attention of the Board</b>	
13.1	No matters were reported.	
<b>14.0</b>	<b>AOB</b>	
14.1	<b><u>PTFA – Use of Forest School Area</u></b> The classes will use the pond area as part of their curriculum studies in the Spring and Summer and a shed has been requested to house the equipment.	
14.2	<b><u>Mental Health</u></b> SHo is due to start a course based on becoming a Strategic Lead for Mental Health	
14.3	<b><u>150<sup>th</sup> Anniversary</u></b> W/C 23 <sup>rd</sup> May 2022; celebrations are being planned and will include the village hall.	
14.4	Meeting ended at 8.15pm	



Date: 23<sup>rd</sup> May 2022.