

# Minutes – Uphill Village Academy

**Meeting Date:** 14<sup>th</sup> May 2024  
**Location:** Uphill Village Academy  
**Time:** 5.00pm

|                   |                               |   |
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| <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 (arrived at 6.45pm) |
|                   | <b>Toby Blackburn (TB)</b>    | Sponsor Academy Councillor              |
|                   | <b>Stewart Castle (SC)</b>    | Sponsor Academy Councillor              |
|                   | <b>Vacancy</b>                | Support Staff Academy Councillor        |
|                   | <b>Georgie Tinker (GT)</b>    | Teacher Academy Councillor              |
|                   | <b>Anita Beal (AB)</b>        | Student Advocate Academy Councillor     |
|                   | <b>Caroline Jamieson (CJ)</b> | Parent Councillor                       |
|                   | <b>Rosie Dyke (RD)</b>        | Parent Councillor                       |
|                   | <b>Carina Ridge (CR)</b>      | Sponsor Councillor                      |

| Item | Description  | Action |
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| 1.0  | <b>Introductions</b>   |        |
| 1.1  | SH welcomed everyone to the meeting.   |        |
| 1.2  | No apologies were required.  |        |
| 2.0  | <b>Declarations of Interest</b>  |        |
| 2.1  | There were no declarations of interest pertinent to the meeting content.   |        |
| 3.0  | <b>Academy Council Membership</b>  |        |
| 3.1  | All the Academy Councillors were reminded to provide a bio for the website.  |        |
| 4.0  | <b>Minutes of the last meeting</b>   |        |
| 4.1  | The minutes of 27 <sup>th</sup> February 2024 were agreed to be a true and accurate record.  |        |
| 5.0  | <b>Academy Council Report – Sam Hodder</b>   |        |
|      | <b>Attendance</b>  |        |
| 5.1  | We are above national, North Somerset and CLF, but our data is not as positive as previous years. It remains a focus and the general trend is improving. Last year's Reception cohort was better attended in Y1, but Y3 and Y4 remain a concern and we are targeting them and supporting the teachers with using tools and identifying absence patterns. |        |
| 5.2  | Persistent absence is an issue as seen in the data for some key year groups e.g. Y3. This is driven by some core families who we are supporting.   |        |
| 5.3  | The DfE are bringing in new attendance legislation from next year.   |        |
| 5.4  | <b>Is there a link between known vulnerability and PA?</b><br>Yes. We have identified these children.  |        |
| 5.5  | <b>What has worked?</b><br>Building strong relationships with families and providing support. Sometimes attendance will improve and then there is a change in circumstances at home and the absence increases again.   |        |

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| 5.6   | <b>Do some children arrive late?</b><br>Yes, and we have sent taxis or have picked up children in vulnerable families when required as a short-term arrangement. There are not many children who will come into school after break.               |  |
| 5.7   | We've had 100% PP attendance on several days. The attendance gap is not particularly wide between PP and non-PP children. This week we've had 99% attendance.   |  |
| 5.8   | The holiday requests have increased because parents are factoring in the cost of the fine.  |  |
| 5.9   | The numbers on role are healthy, but we are concerned for September because funding is lagged. We had 317 pupils on roll in October. We have some families leaving to join a middle school which creates a gap in Y5.                             |  |
| 5.10  | Reception numbers are 42 and may increase to 45 over the summer. Future years are considered low birth years which we are mindful about when setting the budget.  |  |
| <b>Personal Development and Pupil Voice</b> |   |  |
| 5.11  | We need to make sure that our personal development offer is visible on our website, as fed back by Scrutiny and Ofsted.   |  |
| 5.12  | <b>Do you review the website metrics?</b><br>The class pages are updated every week. I've asked the IT Team to provide the number of views.   |  |
| 5.13  | Breakfast and After-School Club are both very popular provisions. We are planning for a maternity leave in this provision.  |  |
| 5.14  | Pupil Parliament have met twice and will meet again in June. They are very interested in what is going on across the Trust.   |  |
| 5.15  | They were enthused by the Frome Vale Penguin Pound and are investigating the pop-up lunch options which will be implemented in Term 6.  |  |
| 5.16  | Council Crew is a great tool for pupil voice and includes Y1 who are learning to be more confident in their articulation.   |  |
| 5.17  | Oracy remains a focus and Voice 21 is used throughout the school.   |  |
| 5.18  | <b>Do you have proportionality in your Council Crew representation?</b><br>Yes, we are careful to include our vulnerable and SEND pupils.   |  |
| <b>Safeguarding</b>                         |   |  |
| 5.19  | Each term a report is provided which contains data that can be compared term on term.   |  |
| 5.20  | <b>There was an increase in mental health incidents in T4?</b><br>Our Y6 cohort has a lot of vulnerability, and they start to ruminate about what Y7 may be like. There are some younger children with school anxiety that they find challenging. |  |
| 5.21  | We have a mental health nurse and two ELSA trained staff who offer support groups. Anita is also doing training in emotional literacy so we will have three trained ELSAs that can run groups.  |  |
| 5.22  | We've also had some parents phone and ask us to support their children if they've been a bit anxious which could also be a reason for the increase in data.   |  |
| 5.23  | [REDACTED]  |  |
| 5.24  | [REDACTED]  |  |
| 5.25  | [REDACTED]  |  |
| 5.26  | The Academy Council congratulated the school on their Safeguarding Audit score because the process is really challenging and demonstrates that the practice in school is robust and embedded.   |  |

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| 5.27                              | We scored a red because the Behaviour Policy hadn't been reviewed, but that's because our current version includes Anti-bullying and we've been considering separating it out like other schools in the Trust have.   |  |
| 5.28                              | Also, the Prevent and child exploitation training was booked to take place after the audit, which couldn't be avoided.  |  |
| 5.29                              | Our CPOMS recording is very strong. There has been an occasional incident where we've not closed an action, but that's just an admin error. There are hundreds of entries on CPOMS, and they are monitored closely.   |  |
| 5.30                              | We've paired up with Lime Hills Academy and therefore each term, Lucy meets with Clara and they review each other's CPOMS. Moving forward, we will also take a random selection of cases and check that the actions have been followed through.   |  |
| <b>Outcomes - Mocks</b>           |   |  |
| 5.31                              | This week the Y6s did the Spelling and Grammar paper which was a reasonably fair paper, but today's Reading paper wasn't that kind.   |  |
| 5.32                              | <b>Are you anticipating a lot of borderline children?</b><br>I think so, yes.   |  |
| 5.33                              | The Reading paper is huge; an hour, which means an hour and fifteen minutes for children with extra time which is a long time to read things that aren't relevant to their lives.   |  |
| 5.34                              | <b>Does every school receive the same paper?</b><br>Yes.  |  |
| 5.35                              | <b>What are you predicting for Reading?</b><br>Around 80% which we would be really pleased with. The cohort is very boy heavy and some of them are demonstrating some lethargy towards reading.   |  |
| 5.36                              | We've been delivering lots of additional Maths interventions. Some children have made huge progress in arithmetic which we are hoping will carry through to the SATs papers.  |  |
| 5.37                              | If you look at the T4 data, you will see a red which shouldn't be there. I've checked with the data team and that's an error because we are using DOOYA data which means we can spot trends outside of the tolerance level.   |  |
| 5.38                              | We've been looking at disadvantaged as a trend and you can see from T2 to T4 there was an improvement. Where the data shows that progress is more stagnant, this is due to a crossover between PP and SEND, particularly in Y4.   |  |
| 5.39                              | Y3 and Y4 are target areas and we use pupil progress meetings every fortnight with our teachers.  |  |
| 5.40                              | Writing remains a focus area, particularly in Y3.   |  |
| 5.41                              | <b>What has helped you to secure the improvements in Maths?</b><br>Having smaller classes in Y5 and Y6 makes a big difference. We also paid our Maths Lead to provide extra tutoring in the mornings for small groups which has made a big difference. On Mondays we've been focusing on arithmetic because some of the pupils struggled to retain the number facts from Y3 and Y4. |  |
| 5.42                              | Problem solving has been quite strong all the way through the school and the multiplication checks have been very strong so it will be interesting to see if they retain that knowledge when they go into Y5.   |  |
| 5.43                              | We did a deep dive in science and looked at some of the pedagogy approaches we've got in the classrooms which Carina joined us for and gave some insightful feedback. There were some inconsistencies across the classroom and a few areas that could be tightened up. But if we keep reminding staff, then they will become familiar with the framework.                           |  |
| 5.44                              | Louisa came in and visited the classrooms and talked to the children and looked at Science books. She's a real expert in the field and identified that there are some challenges in Y5 and Y6 where there is a lot of knowledge-based units which could be more practical.  |  |
| <b>Risk Register &amp; Budget</b> |   |  |
| 5.45                              | The risk register has been updated to reflect the challenges around recruitment and finance.  |  |

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| 5.46 | We are predicting a surplus this year which is good. We are hoping to sign-off the budget next week, which has been very challenging for all primaries I think this year. There has been an increase in salaries for teachers and support staff, and the way that SEND funding is arranged is very challenging. |  |
| 5.47 | Some children have managed to secure provision at Special Schools, which is good, but their funding goes with them. We've lost over £50k of funding this year from children moving to other provisions.   |  |
| 5.48 | We've been making savings wherever it's viable to do so.  |  |
| 5.49 | We have a member of staff on maternity leave and Lisa Henry has replaced her. She was a supply teacher before, so she is very experienced. Georgie is leaving us in September to be the Principal at Herons' Moor which will create a vacancy.  |  |
| 5.50 | Kate Porter has resigned and is moving to Locking School which is exciting for her.   |  |
| 5.51 | Alice is returning from maternity leave and will step into Georgie's vacancy for three days a week.   |  |
| 6.0  | <b>Policies</b>   |  |
| 6.1  | <b>Policies to note:</b>  |  |
| 6.2  | Online Safety (CLF)   |  |
| 6.3  | Remote Learning (CLF)   |  |
| 6.4  | Supporting Pupils with Medical Conditions (CLF)   |  |
| 6.5  | <b>Policies to approve</b>  |  |
| 6.6  | UVA Collective Worship  |  |
| 6.7  | The Academy Councillors approved the Collective Worship Policy.   |  |
| 7.0  | <b>AOB</b>  |  |
| 7.1  | The Broadoak Festival of Culture is on Saturday 15 <sup>th</sup> June 2024.   |  |
| 7.2  | We have the Village Extravaganza on Saturday 29 <sup>th</sup> June 2024.  |  |
| 8.0  | <b>Matters for the attention of the Board/COAC</b>  |  |
| 8.1  | None.   |  |
| 9.0  | <b>AOB</b>  |  |
| 9.1  | None  |  |