

# Minutes – Uphill Village Academy

**Meeting Date:** 15<sup>th</sup> July 2024  
**Location:** Uphill Village Academy  
**Time:** 5.00pm

<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 (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
<b>1.0</b>	<b>Introductions</b>	
1.1	SH welcomed everyone to the meeting.	
1.2	No apologies were necessary	
<b>2.0</b>	<b>Declarations of Interest</b>	
2.1	There were no declarations of interest pertinent to the meeting content.	
<b>3.0</b>	<b>Academy Council Membership</b>	
3.1	All the Academy Councillors were reminded to provide a bio for the website.	
<b>4.0</b>	<b>Minutes of the last meeting</b>	
4.1	The minutes of 14 <sup>th</sup> May 2024 were agreed to be a true and accurate record.	
<b>5.0</b>	<b>Academy Council Report – Sam Hodder</b>	
5.1	We have 29 children in each class, but it's not uncommon for children to join after the summer when families have moved house.	
5.2	<b>Do you provide an enhanced transition for SEND pupils going on to Y7?</b> Yes. As an example, a Y6 pupil has had three visits to their new setting and the team there have been supporting her and her family. And we work closely with them to provide all the information.	
5.3	One of our teachers has made a short film about our personal development curriculum. We shared it with new parents and will publish it on the website.	
5.4	<b>How do you measure parental engagement?</b> When we have new children join Reception, we definitely see an increase in the number of clicks on our website. What we can't tell from the metrics is whether they are parents who are visiting the pages.	
5.5	<b>ACTION: SH to liaise with the CLF website team to determine the website traffic data.</b>	<b>SH</b>

5.6	The Academy Councillors noted the positive Pupil Voice survey results, particularly from disadvantaged children.	
5.7	We have been proactive in providing feedback. For example, they've asked for different books, and we've approached parents to see if they have any of them. Toilets and play equipment always comes up. The toilets are being decorated over the summer and the ship is being erected.	
5.8	Feeding back to the children is important because it encourages further engagement, and they can see that we are listening.	
5.9	Helen is going to stop being the Wellbeing Lead because she will work for the Trust for three days a week in a wellbeing role. Therefore, Jess Hood will take over wellbeing next year.	
5.10	<b>Do the staff appreciate the work that is being done to support their wellbeing?</b> It varies. They recognise the wellbeing basket on Wednesdays as a positive thing. When staff are tired at the end of the term it is harder for them to appreciate wellbeing initiatives. We have had discussions about workload and have tried to address it where possible.	
5.11	<b>How do you support the Wellbeing Lead?</b> Staff are appreciative of the Wellbeing Lead, when their morale is low or they are unhappy about their work-life balance, then that falls to the Leadership.	
5.12	<b>Were you pleased with the outcome data?</b> It was a challenging cohort, and we knew that we wouldn't achieve the outcomes from last year. There is also a lot of children with SEND. We are very pleased with the headline results.	
5.13	Reading: 80% (6% above national) Maths: 83% (10% above national) Writing: 78% (6% above national) Combined: 59% which we were disappointed with because they were lower than national.	
5.14	<b>Why is combined so much lower than the subject results?</b> Because the children got different combinations of them.	
5.15	Those children who missed ARE were only a few marks away. Some children made significant progress from their starting points.	
5.16	<i>The Academy Councillors congratulated SH and all the staff for their strong SATs outcomes.</i>	
5.17	Our Early Years GLD outcomes were strong and was only a little down on last year due to the change in cohort. Next year's cohort is more diverse than we've had previously.	
5.18	The Phonics pass was 87% which was a little down on last year but not significantly which is anticipated to be above national.	
5.19	The MTC check last year was 21 and this year it's improved to 23 which we are really pleased about because the children are well-placed for Y5. This was a trail for us last year and the Y3/Y4 team worked hard to ensure rigour around the process which has had a positive impact.	
5.20	Attendance was a trail from last year and that's improved.	
5.21	The DOOYA data is not released until next week when we can look at disadvantaged outcomes, but we are anticipating this being an improvement.	
	<b>Safeguarding – SHA</b>	
5.22	Sam provides a template each time we meet which provides an audit trail.	
5.23	Sam is dealing with a number of complex Child Protection cases which have been ongoing for these families.	
5.24	There will be changes to the Safeguarding Team with Georgie leaving, so Emma Sims will replace her and will complete advanced training in September.	
5.25	<b>How many staff have had Team Teach training?</b> Seven. The training used to be every three years, but now it's annually.	
5.26	The Behaviour Support Plans for vulnerable children have been reviewed.	
5.27	The risk assessments have been updated and shared with staff and the team have looked at where there may be crossover with contextual risks	

5.28	<b>What is the threshold for a contextual risk assessment?</b> It's based on whether it's having an impact on the child.	
5.29	<b>How do you determine who the vulnerable children are?</b> The safeguarding team make that decision together by reviewing everything we know about that child and their family. The review will include whether there is any domestic violence, or maybe parental mental health, or a recent change in circumstances, etc.	
5.30	<b>How many children are on the disadvantaged register?</b> About 40, for a variety of reasons.	
5.31	<b>Is the vulnerability register reviewed every week?</b> No. It's formally reviewed every term, but we also note any concerns if there has been a change for a child.	
5.32	<b>Do you track the attendance of vulnerable children?</b> Yes. We have a vulnerability list that we monitor for attendance and then make our first day calls.	
5.33	Where external agencies are involved, we liaise with them regularly and we signpost families to support when needed e.g. Early Help or Food Bank Referrals.	
5.34	The Academy Councillors were reminded to complete the Safeguarding Nimble training as soon as it is released.	
	<b>Curriculum and EDI</b>	
5.35	The subject updates have been made so that everyone is aware of anything new. That will help inform planning and those knew to a Subject Lead area.	
5.36	<b>Are they based on the three I's and the OFSTED inspection framework?</b> Yes. It's a simple format where we can indicate the impact over the course of the year.	
5.37	We will continue to engage our pupils with other people from different backgrounds by creating opportunities.	
5.38	We are going to raise the profile of EDI and embed it in the school following the Andrew Moffat training. KS2 assemblies will be used weekly to deliver some of this.	
5.39	<b>In a school that is predominantly White British, how do you expose pupils to other cultures?</b> RE teaching to recognise different religions in the world which involves discussion and debate and British Values discussions. We also use 'Talk Tuesday' and 'Council Crew' in a joined-up approach to stimulate discussion. We also deliver EDI through Music, Art and History.	
5.40	<b>Do you liaise with the schools in Bristol?</b> Yes, MPA brought their pupils to the beach and we met up, but we need to make more formal arrangements with somewhere like EPA which is culturally different.	
5.41	We also invite speakers to the school who have diverse backgrounds and the Festival of Culture at Broadoak.	
<b>6.0</b>	<b>Policies</b>	
6.1	<b>Policies to note:</b>	
6.2	<ul style="list-style-type: none"> <li>• CLF Data Protection</li> <li>• CLF Information Security</li> <li>• CLF Modern Slavery and Human Trafficking</li> </ul>	
6.3	<i>The Academy Councillors noted the above policies.</i>	
6.4	<b>Policies to approve</b>	
6.5	<ul style="list-style-type: none"> <li>• UVA Anti-Bullying</li> <li>• UVA Behaviour</li> <li>• UVA Attendance</li> <li>• UVA Feedback and Marking</li> </ul>	
6.6	The Anti-Bullying Policy is now a separate policy to the Behaviour Policy	

6.7	<i>The Academy Councillors approved the above policies.</i>	
7.0	<b>Matters for the attention of the Board/COAC</b>	
7.1	None.	
8.0	<b>AOB</b>	
8.1	<b>Can you get funding for a Breakfast Club?</b> No, because it's based on levels of deprivation which we won't meet threshold for.	
8.2	<b>Meeting Dates:</b> The Academy Councillors would prefer to meet on a Tuesday with the last meeting being on Tues 15 July.	
8.3	The Academy Councillors thanked Georgie Tinker for her commitment to the school and her contribution to the Academy Council and wished her all the best in her new role as Principal at HMA.	
8.4	The Academy Councillors wished Sam and all the staff a well-deserved summer break.	