

Minutes – Winterstoke Hundred Academy

Meeting Date: 11 October 2023
Location: WHA
Time: 4.00pm

Chair:

Felicity Williamson (FW)	Sponsor Councillor & Chair
Kathryn Volk (KV)	Sponsor Councillor
Tony Searle (TS)	Interim Principal
Chris Henley (CH)	Parent Councillor
<i>Vacancy</i>	LA Representative Councillor
<i>Vacancy</i>	Sponsor Councillor
<i>Vacancy</i>	Sponsor Councillor
Charlotte Sexton (CS)	Student Advocate

Apologies:

Ciarán Elster (CE)	Teacher Councillor
Sian Williams (SW)	Parent Councillor

Absent: Andrew Walton (AW) Sponsor Councillor

In Attendance:

Gemma Lock (GL)	DSL
Georgie Ford (GF)	SENCO
Tina Dewhurst (TD)	Curriculum Lead - English
Steve Holland (SH)	VP (Left at 5.05pm)
Sue Burns (SB)	Clerk

Item	Description	Action
1	Welcome, Introductions and Apologies	
1.1	FW welcomed Charlotte Sexton to the meeting in her new role as Student Advocate and introductions were made.	
1.2	Apologies were accepted for Sian Williams and Ciaran Elster	
1.3	Absent: Andrew Walton	
2	Declarations of Interest	
2.1	FW advised the Academy Council that she had a pecuniary interest in relation to the Admissions Policy because she has a daughter who could apply for 6 th form entry in 2026. There is a potential change to the WHA Admissions Policy which will require a consultation if the change is adopted.	
2.2	The remaining Academy Councillors confirmed that they had no pecuniary interests relevant to this meeting.	
3	Academy Council Membership	
3.1	AC membership: We have identified a new Sponsor Councillor who is going through the on-boarding process. The Support Staff AC vacancy has been advertised.	
3.2	All the Academy Councillors were reminded to complete their Nimble training and the 2023-24 pecuniary interest link.	

6.11	Writing stamina is a focus at WHA which will be rolled out across all the cohorts and allow time for deliberate practice.	
6.12	Direct vocabulary instruction and choral rehearsal are tools that we are using, as well as shared definitions across subjects.	
6.13	Provision for SEND students will be scrutinised this year to ensure they achieve their best outcomes.	
6.14	How do the staff identify the PP and SEND students? They are recorded on the provision map and in class charts. Knowing the right provision for the right student in the right subject is key.	
6.15	What are you doing to address the gap between PP and non-PP students? All the PP students have different needs. We will focus on writing stamina because this indicates that someone is well read. Improving attendance will also have impact. Reading good quality texts is also key.	
6.16	Do you provide reading in tutor times? Yes, in Y7, Y8 and Y9. In Y10 we are introducing non-fiction reading which is more challenging.	
6.17	How do you approach improving writing stamina for ADHD students? I would need to know more about the individual students. Sentence stems and what a good one looks like, and modelling are all good scaffolding tools.	
6.18	Is reading set as homework? No, but we do have Y7 reading lessons where they read aloud to a member of staff. We use accelerated reader to determine their reading age and what texts will move their reading forward. They have a reading book to read at home.	
6.19	How do you identify gaps in reading? Claire Kelly is using NGRT tests to determine where the skills gap is.	
6.20	We are using 'That Reading Thing' which is a systematic Phonics based intervention, as a reading intervention and will use the data to inform the overarching reading strategy. Two TAs have been trained initially to ensure good quality provision.	
6.21	Training on how to listen to children actively read has been provided to staff but also to some of our sixth formers which helps to change the perception of reading for our younger students who find sixth formers aspirational.	
6.22	We don't have any externally moderated data because we don't have KS4 or KS5 students, but black box data indicates that we are inline with the CLF average, although we have a slightly smaller PP gap, particularly in Y8. This suggests that there may have been some generous marking, therefore additional training has been supplied.	
6.23	Do you use internal moderation? Last year we undertook a lot of moderation. However, the Y8 assessment have now changed so we need to repeat the process. CLF are arranging KS3 moderation.	
6.24	The SEND data indicates that in Y7 SEND-K students are slightly below the CLF, therefore we need to review our SEND provision for Y8 to ensure we meet need. The EHCP students is mirrored in the Y9 data.	
6.25	When will that happen? Y10 have undertaken a baseline assessment which we will now moderate. I am working with Sam Prescott who was a GCSE examiner. Y10 will then sit exams in February.	
6.26	Do the staff know which students need additional support?	

	Yes, but it is a new curriculum for the Key Stage so we need them to produce some work first.	
6.27	Our next steps include high expectations in classrooms and exercise books. Consistent feedback for progress is key. Meeting the needs of SEND students and quality exam prep are all focus items.	
6.28	We were able to evidence our medium-term plan in the books and staff are already building positive relationships with the staff.	
6.29	There are a disproportionate number of PP and SEND students being referred to the SLR room? We monitor the SLR log and staff inform me if there is a recidivist. However, this is a whole school response, not just the English Department.	
6.30	Do you look for trends in SLR referrals? Yes, and the students inform us if they feel that there is a specific member of staff who uses SLR referrals frequently.	
6.31	How do you respond? We talk to the students and the teachers and go through the re-build process which has been very successful. The students know they need to meet the WHA expectations. We have emotionally intelligent teachers in the English Departments, but they have high standards.	
6.32	Are reasonable adjustments used for students with SEND? Yes, it can't be used in generalisation and has to be based on individual need.	
6.33	When do parents get involved with SLR referrals? The teacher will speak to the parent.	
6.34	Tina Dewhust left the meeting at 4.42pm	
7	Principal Recruitment	
7.1	The role has been advertised and four applicants have been shortlisted.	
7.2	A rigorous assessment day has been planned.	
7.3	The interviews will be on 17 th October 2023 and FW will attend.	
8	Second Site Update	
8.1	The decision has been made to defer the opening to January 2024 which will ensure that the students can have a thorough transition experience. SEND students will have additional transition support.	
8.2	The building is impressive and is well resourced, which is exciting.	
8.3	The original plan included an additional week of school closure, will there be any repercussions for parents who have booked a holiday? No, we will ask for an audit trail to indicate that the booking was made before the announcement about the change in dates.	
8.4	ACTION: TS to arrange for the next AC meeting to take place at the new site.	TS
9	Safeguarding Update – Gemma Lock	
9.1	How is the work progressing on the action points that were listed in the Safeguarding Audit Action Plan? Many of the reds have been addressed because they were quick fixes.	
9.2	Are there any reds that you can't provide evidence for? The most challenging one is that every CPOMS log has an action because some items have been recorded which are not safeguarding issues but did warrant logging. Most of the items had been followed-up but not closed off on the system.	

9.3	We have offered the post of Deputy DSL to an individual and should be able to appoint shortly.	
9.4	Andy and Liam from HPA have been providing additional support and we have arranged termly meetings with the Ops Manager.	
9.5	Adele Rice, the DSL at Kings Oak, has been providing advice and guidance.	
9.6	Do the children at WHA report that they feel safe? CS: I believe that 100% of students can identify at least one trusted member of staff.	
9.7	The students are aware of who the DSL is, and I have been providing whole school assemblies.	
9.8	Additional staff will be provided with DSL training to increase capacity for low level safeguarding concerns.	
9.9	ACTION: TS to determine if ACs can have WHA badges because they are DBS cleared.	TS
9.10	Are all staff trusted adults? Yes. Students select adults that they feel comfortable with confiding in.	
9.11	<i>Gemma left the meeting at 5.25pm</i>	
10	SEND – Georgie Ford	
10.1	FW has completed a SEND Link Visit and has submitted a Link Visit Report.	
10.2	How are you meeting the needs of SEND students? I made a baseline measure at the beginning of the term and identified that there were some processes that were not in place. I am working closely with the LA, especially for Y7 where there is significant need and many children with EHCPs	
10.3	How is provision map being used? I can provide staff training on how to use provision map effectively and that there is a regular review, that the pupil passport correlates and that interventions are impactful. Some of these issues are admin capacity related. Staff training will take place for provision map and ensure that all passports have reasonable adjustments.	
10.4	We need to better deploy our TAs and ensure that we evidence SEND provision through the curriculum.	
10.5	Are you updating the pupil passports? Yes, we need to ensure that the students are familiar with their passports and that the provision meets their needs.	
10.6	How many pupils have SEND? Y7 = 39, 11 with EHCPs but that doesn't include those pending. Y8 = 31, 5 with EHCPs Y9 = 25, 3 with EHCPs Y10 = 51, 5 with EHCPs Y7 is heavily weighted with EHCP students. This is due to parents being aware that an EHCP will be required to secure funding which means we will see an increase in EHCPs.	
10.7	CS: Georgie attends the Breakfast Club. We have 110 students who attend the Breakfast Club; 35 are PP students and 51 are SEND students. The students know that they can approach Georgie, and Breakfast Club is very impactful for setting the SEND students up for the day.	
10.8	Students who have overcome significant barriers to attend school will be recognised in the Hall of Fame on Friday.	

10.9	Is Breakfast Club open to the whole school? Yes and it's free to attend.	
10.10	We are trialling a low arousal SLR room.	
10.11	We are meeting with the students and parents to update their EHCPs which has been a positive experience.	
10.12	A matrix against resource will be created and we have the framework for an inclusion team.	
10.13	TS: A significant amount of work has gone in to scaffold the SEND support and now we need to embed it in the culture of the organisation.	
11	Attendance & Behaviour	
11.1	Current whole school attendance is 92%. Attendance tends to dip in older students as a national trend, which we are addressing with several initiatives.	
11.2	A reduced number of home visits has taken place due to capacity issues (we have two fewer staff).	
11.3	We still compare well to the CLF attendance average although we are no longer above the national average which is disappointing.	
11.4	How is the building coping with four year groups and additional staff? The building was designed for 14-19 year olds. The building is busy, most spaces are in use, the corridors and atrium are busy, but the students adhere to the one-way system.	
11.5	What is happening with Y8 suspensions? The data is skewed because there are two children with five days of suspension each	
11.6	<p>Policies to Note</p> <ul style="list-style-type: none"> • CLF Model Fire Guidance • CLF Remote Learning • CLF First Aid • CLF Positive Handling & PI • CLF Toileting & Intimate Care • CLF Data Protection • WHA H&S (to note) <p>Policies to Approve</p> <ul style="list-style-type: none"> • WHA SEND Policy • WHA Safeguarding WHA Student Friendly Anti-Bullying WHA Student Friendly Safeguarding Policy Safeguarding Visitor Leaflet <p>The Academy Councillors approved the above policies, subject to grammatical amendments.</p>	
11.7	ACTION: TS to update the positive handling staff list	TS
12	Matters for the Board/COAC	
12.1	None.	
13	AOB	
13.1	None.	
14	Close of Meeting	

14.1	The meeting closed at 6.00pm	
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