

# Minutes – Winterstoke Hundred Academy

**Meeting Date:** 14 October 2024

**Location:** WHA

**Time:** 4.00pm

**Chair:**

<i>Vacancy</i>	Sponsor Councillor & Chair
Kathryn Volk (KV)	Sponsor Councillor
<i>Vacancy</i>	Sponsor Councillor
<i>Vacancy</i>	Sponsor Councillor
Charlotte Sexton (CS)	Support Staff Councillor
Chris Henley (CH)	Parent Councillor

**Apologies:** Ciarán Elster (CE) Teacher Councillor

**In Attendance:**

Matt Randle (MR)	Principal
Tony Searle (TS)	Executive Principal ( <i>joined via Teams</i> )
Annie Massey (AM)	Vice Principal
Sue Burns (SB)	Clerk

**Absent:**

Sian Williams (SW)	Parent Councillor
Clare Towler (CT)	Sponsor Councillor

Item	Description	Action
<b>1.0</b>	<b>Welcome, Introductions and Apologies</b>	
1.1	KV chaired and welcomed everyone to the meeting.	
1.2	Apologies were accepted for CE.	
1.3	Absent without apologies: SW and CT.	
1.4	The meeting was not quorate.	
<b>2.0</b>	<b>Declarations of Interest</b>	
2.1	The Academy Councillors confirmed that they had no pecuniary interests relevant to this meeting.	
<b>3.0</b>	<b>Academy Council Membership</b>	
3.1	AC membership: There are currently three Sponsor vacancies, one of which is for a Chair.	
3.2	All the Academy Councillors were reminded to provide a bio for the website.	
3.3	There has been no expression of interest for the Support Staff vacancy, therefore Charlotte Sexton (the current Student Advocate) will move into this position in the new CLF AC constitution and see out the rest of her term of office.	
3.4	KV has renewed her term of office.	
<b>4.0</b>	<b>Minutes of Previous Meeting</b>	
4.1	The minutes of the meeting of 9 <sup>th</sup> July 2024 were approved.	
<b>5.0</b>	<b>Matters Arising &amp; Actions</b>	

5.1	C/F T5 MR to supply suspension data for the duration of the suspension and how many are for recidivists – <b>Completed. See AC Report.</b>	
5.2	6.2 MR to check and confirm the number of CiC on roll – <b>Completed. There are 4 on roll.</b>	
5.3	6.28 MR to determine how many students without a work placement were PP – <b>Completed. There were three students without a work placement. (25% which is less than the percentage of the PP cohort across the school.) PP student placements will be prioritized this year, beginning with support in PSHE meetings.</b>	
5.4	6.30, MR to determine how many students are transitioning from ETA Locking Parklands – <b>Completed. 23 students came from ETA. The Y7 students have transitioned well and settled quickly.</b>	
5.5	7.9, MR to determine if all students are screened for dyslexia and dyscalculia on arrival and what the next steps are for students suspected of having either – <b>Completed. We don't routinely check for dyscalculia. All Y7 students undertake the NGRT reading test and those with significant gaps would then be tested for dyslexia.</b>	
5.6	<b>Have you considered doing the NGRT test during the step-up week?</b> We have considered it because HPA has used that process, and it went well.	
5.7	<b>Do you routinely retest?</b> No, we only retest students with gaps to check on their progress. We have used the NGRT test across the school this year with only the Y10 students remaining.	
<b>6.0</b>	<b>Academy Council Report - MR</b>	
6.1	The report dovetails with the bright spots and trails information provided on 25 September.	
6.2	Two Y7 students moved to another school following a geographic relocation. There are 828 students on roll currently.	
6.3	Two Y11 students have left and three new Y11 students have started, one of whom is an overseas student, one of whom has returned from EHE and one who has transferred from HPA.	
6.4	We are considering capping the number of Y11 students at 120 because this is how many the building can accommodate, and it will reduce inconsistency in the year group. If students do apply in the future, then we will consider them on a case-by-case basis.	
6.5	<b>How prevalent are off-site directions in Y11?</b> They are quite rare and only used where necessary.	
6.6	<b>ACTION: MR to add a proposal to the T2 Agenda to cap Y11 at 120.</b>	<b>MR</b>
6.7	Meeting need in the classroom is our focus this year and we're upskilling our staff accordingly.	
6.8	<b>You are still using double lessons; will this be reviewed?</b> The timetable is set for this year, but we will review the model every year. The feedback has been mixed to date.	
6.9	<b>What KPI do you use to determine which subjects may benefit from being a single or double lesson?</b> We can use staff and student voice, and the number of SLR referrals that are beyond 60 minutes. Differentiation is essential for those students with SEND. We've changed our movement breaks protocol which has been impactful. We have two staff per period to support with the movement breaks which works well.	
6.10	We are using reminders prior to the warnings, then SLR referrals which has reduced the number of students going to SLR and has been well received by students.	
6.11	We are offering GCSE Dance and BTech Travel and Tourism as new courses this year. Drama and Computer Science are now available for all year groups.	
6.12	<b>Do you have a Computer Science specialist?</b> We have two. One with KS3 experience and one whom is part-way through their Computer Science degree and is interested in training to be a teacher. They are currently being line-managed by the Languages Lead.	

6.13	<b>How do you manage the teaching and learning reviews for unqualified teachers?</b> We provide extra support as required.	
6.14	We are not running French, Music or Art courses at KS5 this year due to student numbers. Our sixth form is very inclusive; therefore we will expand our curriculum offer to encompass vocational subjects.	
6.15	<b>What are the percentage of PP students in Y12?</b> This is based on the bursary and therefore is a programme that's still underway.	
6.16	<b>ACTION: MR to determine who many Y12 and Y13 are PP.</b>	MR
6.17	<b>Has there been much interest in the Drama Teacher vacancy?</b> Yes, we have some potential candidates and are confident that we will appoint.	
6.18	25 new staff began in September. They all attended our inset day, and we used a staggered start model for our students which is less daunting for students.	
6.19	<b>Have the new staff settled in well?</b> Line management and middle leaders feedback is that they have settled well. Professional Development Plans will be reviewed at the next inset day as part of the probation process.	
6.20	The SLT Team has increased which has underpinned the drop-in process.	
6.21	The Raising Attainment Lead has set some aspirational targets, and all the necessary data is accessible in a single place.	
6.22	We are developing an after-school provision.	
6.23	<b>ACTION: MR to arrange for Carlo to attend the next meeting and present on PP data.</b>	MR
6.24	<b>Combined Science has a low prediction, but the individual subjects are performing well?</b> Separate science students tend to be higher attainers because they picked a subject they are interested in.	
6.25	Y11 are setting their PPEs at Beaufighter Rd, starting next week. Running two exam sites is challenging due to the exam board requirements. A new exams officer has just taken up post. The Sports Hall floor needs to have a temporary covering for the exam tables which is expensive. We are seeking additional invigilators and have a live advertisement.	
6.26	<b>How many students are at the Beaufighter Rd from Lime Hills Academy?</b> There are 40 on roll. About 20 are on site at any one time. We are updating the mag locks to a more appropriate spec.	
6.27	<b>Is there a risk of a Lime Hills student dysregulating and disrupting exams?</b> Yes. There are three doors between the LHA space and the sports hall where the exams are taking place.	
6.28	<b>Where are the P-16 students in terms of Covid data and Progress v Attainment?</b> The P-16 students had their KS2 data and a full set of exams (with some content removed).	
6.29	<b>Spanish A-Level didn't perform as well as GCSE?</b> They are different cohorts, but the teaching is consistent.	
6.30	<b>Do the GCSE and A-Level teachers share knowledge about cohorts?</b> They will do in the future, but the courses are quite different therefore raising attainment is different for the different levels despite the cohorts being the same.	
6.31	Attendance remains challenging. We have changed our approach which has been impactful for individual cases due to the removal of barriers. However, there remains an overall trend of broken weeks for many students.	
6.32	PP Attendance is very challenging. We have new roles for PP Year Group Leads which have been advertised internally as a fixed-term contract which will focus on improving attendance.	
6.33	<b>Are PP students overrepresented in truanting groups?</b> Internal truancy tends to be SEND students. We have high levels of SEND which is why are are developing our teachers' SEND provision. Internal truancy has already reduced consistency.	
6.34	<b>What happens with school refusers?</b>	

	We have an EWO in post who will provide support with the highest non-attenders. We are starting proceedings to penalty-notice five families currently.	
6.35	We have a new Attendance Lead in post who is embedding practice. We continue to receive a high number of holiday requests.	
6.36	<b>Is lateness an issue?</b> The requirements have been changed by the government about the registration closing time which means that students who arrive after 30 minutes are marked as having unauthorised absence. A lot of our students travel by bus which can impact on their attendance.	
6.37	The House System has been introduced and we have House Assemblies and inter-house competitions.	
6.38	P-16 students don't need to be on site all day now, but this has impacted on the Bromcom stats because it doesn't allow for that. We are manually correcting the data.	
6.39	All the leadership team perform lesson drop-ins during the day.	
6.40	<b>Are lesson drop-ins planned in advance?</b> No, we have an open-door policy.	
6.41	<b>Do you encourage colleagues to drop-in on one another?</b> Yes, we share best practice.	
6.42	<b>Do new teachers receive additional focus?</b> We triangulate the drop-ins with other data like student voice and we are mindful about who visits new staff so that they get good quality feedback.	
6.43	There are 48 students with EHCPs in the school, with Y7 being the lowest EHCP cohort.	
6.44	<b>Is the SEND-K+ code specific to WHA?</b> Yes, to ensure that we understand the needs of our cohort.	
6.45	We've introduced different areas for our SEND provision which is staffed by our SEND Team.	
6.46	<b>Is the budget impacted by fewer EHCP students lower down the school?</b> There will be a reduced SEND budget but also a reduced need.	
6.47	Our Reading Strategy has been adjusted in tutor times with the introduction of short stories to provide variation. That Reading Thing is being used for students with Phonics gaps.	
6.48	The PP strategy has been updated and will be re-published on the website.	
6.49	We are introducing Class Charts points for prizes which the students are engaged with.	
6.50	<b>The number of SLR referrals has dropped, but the number of boys remains the same? Is there any bias?</b> Some cohorts are more boy-heavy.	
6.51	The graduated response was re-written over the summer which informs how we support our students with SEND. Heads of House have a conversation with recidivist students which has been impactful.	
<b>7.0</b>	<b>Policies</b>	
7.1	Policies to note (see hub) <ul style="list-style-type: none"> <li>• CLF Attendance</li> <li>• CLF Safeguarding</li> <li>• CLF Positive Handling &amp; PI</li> <li>• Health &amp; Safety</li> </ul>	
7.2	The Academy Councillors noted the above policies.	
7.3	Policies to Approve <ul style="list-style-type: none"> <li>• WHA Health &amp; Safety Policy</li> </ul> <i>KV will read the WHA H&amp;S Policy to ensure it's appropriately contextualised.</i>	
<b>8.0</b>	<b>Matters for the Board/COAC</b>	
8.1	None.	
<b>9.0</b>	<b>AOB</b>	
9.1	None	

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10.0	Close of Meeting	
10.1	The meeting closed at 6.00pm	