

Minutes – Winterstoke Hundred Academy

Meeting Date: 3 Feb 2025

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
Sian Williams (SW)	Parent Councillor
Ciarán Elster (CE)	Teacher Councillor
<i>Vacancy</i>	Sponsor Councillor

In Attendance:

Matt Randle (MR)	Principal
Annie Massey (AM)	Vice Principal
Sue Burns (SB)	Clerk
Tony Searle (TS)	Executive Principal

Item	Description	Action
1.0	Welcome, Introductions and Apologies	
1.1	KV chaired and welcomed everyone to the meeting.	
1.2	No apologies were necessary.	
1.3	The meeting was quorate.	
2.0	Declarations of Interest	
2.1	The Academy Councillors confirmed that they had no pecuniary interests relevant to this meeting.	
3.0	Academy Council Membership	
3.1	AC membership: Clare Towler has resigned from the Academy Council. Therefore, there are currently four Sponsor vacancies, one of which is for a Chair.	
3.2	All the Academy Councillors were reminded to provide a bio for the website and their photograph.	
3.3.	The Academy Councillors were reminded of the importance of completing their training as soon as possible so that the WHA SCR is compliant.	
4.0	Minutes of Previous Meeting	
4.1	The minutes of the meeting of 16 th December 2024 were approved.	
5.0	Matters Arising & Actions	
5.1	None.	
6.0	Academy Council Report	
6.1	The Y11 cohort has significantly more boys than girls in it, has that resulted in additional lesson truancy by girls? Anecdotally the girls may be absent from lessons more often.	

6.2	A lot of work is being undertaken around our safeguarding processes to ensure they are embedded.	
6.3	We have a new DSL starting shortly as a member of the team moved on to a new role.	
6.4	The Safeguarding Audit is due to take place over the next few weeks.	
6.5	There has been a drop in Early Help referrals? Some families only require a short intervention, others require support for longer. We need to build a relationship with our families before making a referral so that we can support them, and they engage with the process.	
6.6	We have several families who require support but don't meet the threshold for external support.	
6.7	Some staff log Early Help as an action instead of a referral? Yes, that can lead to a discrepancy in the data, therefore we are reminding staff about the need to categorise incidents correctly.	
6.8	There were 14 Early Help referrals in T1 but none in T2? It's unexpected to have zero Early Help referrals? In September there would have been students with ongoing issues who required a referral. It may be a CPOM recording issue that has resulted in no data for T2.	
6.9	The number of safeguarding incidents remains consistent. We are examining the data for trends and continue to upskill staff with reporting.	
6.10	Our child-on-child incidents are recorded with detail and there is strong follow-up to prevent repeated behaviours.	
6.11	We are consulting with the groups of students so that we can create a student friendly anti-bullying policy and behaviour policy. We are including PP and students with SEND in the consultation and aim to have the piece of work completed by the end of term.	
6.12	Where there is an incident of bullying, do you use the specific language of 'bullying' where appropriate? Yes, we ensure that the student is clear if their behaviour has been deemed as bullying. We are talking to students about assistants, bystanders and defender roles in bullying incidents.	
6.13	Are students rewarded for the defender role? We can investigate that as part of this piece of work.	
6.14	We continue to have reports of racial issues. We have increased our assemblies and invited agencies in to discuss those topics in school. AM held an assembly that included reference to the Bristol riots, and we played a clip of the Imam in Liverpool and the Muslim community provided food to the rioters which was inspirational.	
6.15	What was the student feedback from the 'fear of what we don't know'? A few students found the video engaging because it illustrated people facing their fears. It's a big picture holistic learning, but we also teach students about kindness and accepting others. Examples of how students can be kind to one another were also provided.	
6.16	Do you talk to the alleged bullies to determine the root of why they are behaving in that way? We always speak to both parties and to educate students on the impact of their words. We support with a restorative process.	
6.17	Is the culture in the academy improving? Yes, the incidents are more isolated but haven't been eradicated.	
6.18	There remains a high number of mental health and wellbeing incidents. We have robust processing in place to support students and safeguard their mental health and wellbeing. We sign-post students to support that they can access in school and externally where appropriate. We have a school counsellor on site for 2.5 days a week which is triaged, and we have a waiting list for.	
6.19	The number of referrals to CAMHs has increased but also the number that are accepted. How long does it take for CAMHS to see the student? It depends on the level of need. Non urgent referrals still take about two years.	

6.20	We are working on communicating with families where incidents have been addressed in school and engaging families in the process where necessary.	
6.21	How is bullying brought to your attention? There is no anonymous system in place yet. Students have at least two key adults that they trust in school, and they can talk to Tutors, Heads of House, the pastoral team, etc. Students do report unkind behaviour to staff.	
6.22	The medical tracking process has been reviewed because we've had an increase in the number of students who are bringing medicine into school.	
6.23	Do you follow up with families about students who bring paracetamol to school? Yes. We are also looking at bringing in a policy that says we won't dispense before 11.30am because we don't know if the student has taken medicine before school started.	
6.24	Attendance remains a challenge (88.7%) which is a reduction on the same point last year.	
6.25	What is impacting the Y7 attendance positively? They had a good transition and were well prepared for September. We have a stable staff and tutors in Y7, and attendance has remained strong for that year group. Y7 started in this building, and we've had zero suspensions.	
6.26	Nationally, primary attendance data is improving faster than secondary school attendance. We have renewed our focus on attendance procedures.	
6.27	What is impacting the Y11 data? We have several students with persistent absence due to anxiety which means attending school is a barrier for them which then impacts the data. There is also a high amount of SEND need in Y11. We are encouraging them to attend at Beaufighter Rd in the mornings in small groups which is having a positive impact. This is a short-term intervention.	
6.28	Are you anticipating the persistently absent percentage improving? We have three colleagues who are going to become PP champions and build relationships with our PP students. We have new Raising Standards Leads start who will also have an attendance focus. Every Mondy in staff briefing includes an attendance focus. We met with the Trust Attendance Lead last week and reviewed all our persistently absent students.	
6.29	We are exploring making attendance a designated role in the SLT and we have a learning mentor who will start nexted week and will try to re-engage students in learning.	
6.30	The gap between PP and non-PP in attendance is almost 10%, is that true for other CLF schools? The lowest is 4% and the highest is 10%. No schools in the Trust are achieving 94% attendance for the PP students which is reflected nationally.	
6.31	What are some of the barriers for PP students? Not having clean uniform or equipment.	
6.32	Do you collect students in the minibus? We are trying to attract a casual minibus driver in T5 and T6 to bring students in for their exams.	
6.33	Our week one T3 data was very positive and was 5% higher. The Pastoral Team contacted families who had experience challenging circumstances over the holidays. Half day absence is a trend that we are monitoring.	
6.34	The Trust is working to support PP attendance across the Trust.	
6.35	PD is focused on 'starting strong' and how to start a lesson strongly to ensure that we meet need. We are modelling behaviour for our colleagues. Retrieval practice is also being used to aid long term memory and asses where the gaps are and supporting students to feel successful. It's important that absent students are supported back into learning if they have been absent. Consistency was raised in the ARV in T2 which we are addressing with PD and regular reminders.	
6.36	Is there modelling around movement breaks and re-entering the classroom without disruption?	

	Some staff use brain breaks in the lesson so that students can re-set during a 100-minute lesson. We also provide opportunities for students to move around the classroom as a movement break.	
6.37	The KS4 curriculum for next year has been agreed based on available staffing and budget.	
6.38	We are recruiting for a full-time permanent VP and an AP maternity leave cover. We are also trying to introduce some seconds in department within budget.	
6.39	Are you on full funding? No, we have one more year of estimated funding. The Trust supported us last year to increase capacity, but that's now within our budget.	
6.40	There are 168 students registered for P16 vs 134 last year which is encouraging. We held 77 interviews in January and there are 49 applicants from WHA students. We have promoted our P16 provision across Weston.	
6.41	Do you advertise in the local papers? We have a marketing plan and in March we will film the P16 provision to use as marketing and we are investigating where we can erect banners.	
6.42	Have you considered advertising on the back of buses? We can add that to our marketing plan.	
6.43	If you increase the P16 numbers, will you still have room for the Lime Hills Academy students? Yes because the class sizes are small so there is room to add to them and we can adjust the timetabling.	
6.44	What is the minimum number of students required for a course to run? At least ten, but we can be creative in how we timetable so that some lessons can have students from Y12 and Y13.	
6.45	How can you increase accessibility in P16? We are considering Level 2 qualifications, but we need to ensure we offer the correct course.	
6.46	What is the threshold for Level 3 qualifications? We need to ensure that the students are successful on the course that we offer and therefore our entry requirements will reflect that.	
6.47	Is there an age restriction for P16 qualifications, or can adults join? Students have to start the qualification before they are 18, in order to qualify for funding.	
6.48	If the student hasn't studied a subject at GCSE can they study it at P16? That would depend on what the student wants to do in the future. It's advisable because there are scaffolding skills, but we would be prepared to discuss the option based on their current qualification.	
6.49	Disadvantaged higher attaining on entry and middle attainment on entry have made strong progress which is encouraging.	
6.50	Y13 study support sessions have begun for A-level students with specific work set during their additional contact time with us.	
6.51	Is any subject weighted more than another? No, they are all weighted equally.	
6.52	80% of UCAS applications are for non-PP students. What's in place to support PP students who want to go to Uni? We support via academic mentoring provided by their tutor. The Careers Advisor also meets with every student, and we illustrate where our alumni have gone which is aspirational.	
6.53	ACTION: MR to determine what the next stage destination plans are for the PP students who haven't applied for Uni.	MR
6.54	Have the CLF alumni been shared with students? No, but we can include that moving forward.	
6.55	We've focused on uniform in the last two terms which has resulted in an improvement, and we support the students with uniform requirements where necessary.	

6.56	We've moved detention to lunch time which has increased the number of students who complete a piece of work as well as lunch.	
6.57	Staff are emailed every day and therefore are aware which of their students need to attend a detention.	
6.58	How is the detention time used? They spend 15 minutes in the SLR room, and the staff support them to be prepared for their next learning session. The Friday detention involves reviewing their knowledge organisers.	
6.59	Do tutors talk to students about their detention? Yes, the tutors will receive data once a week and can then following up informally	
6.60	40.6% of suspensions is for PP students? Yes, and many of those are recidivists, therefore we are monitoring this trend.	
6.61	What are the alternatives to suspension? A SURP where we place a student at WHA of BA. Loss of break or lunch can also be used. We always arrange a re- integration meeting following the suspension.	
6.62	How do you ensure that the student completes their academic work during a suspension? We send work and set work but will look at discrete ways to capture information for the school.	
6.63	ACTION: MR to work on the graduated response to ensure that its robust.	MR
	Staff Survey results.	
6.64	The data indicates that more staff responded, and the data indicates that there were more responses with some areas that require additional investigation.	
6.65	We are working on PD within the Trust so that staff recognise that PD is taking place.	
6.66	Did you differentiate between roles in the staff survey? No, but we will do in the future.	
6.67	How many staff do you have? 97.	
7.0	Policies	
7.1	Policies that require approval <ul style="list-style-type: none"> 2026-27 Admissions Policy <p><i>The Academy Council ratified the 2026-27 Admissions Policy.</i></p>	
8.0	Matters for the Board/COAC	
8.1	None.	
9.0	AOB	
9.1	None.	
10.0	Close of Meeting	
10.1	The meeting closed at 6.00pm	