

# Minutes – Snowdon Village Academy

**Meeting Date:** 1 October 2024

**Location:** Kingswood

**Time:** 3.30pm

**Chair:**

Brigid Allen (BA)	Sponsor Councillor & Chair (joined at 4.15pm via Teams)
Hannah Martin (HM)	Sponsor Councillor
Vacancy	Teacher Councillor
Vacancy	Parent Councillor
Aderonke Fashade (AF)	Sponsor Councillor (joined the meeting at 3.50pm)
Vacancy	Support Staff Councillor
Vacancy	Parent Councillor

**Absent:**

Deniece Dixon (DD)	Sponsor Councillor
Catherine Hickey (CH)	Sponsor Councillor

**In Attendance:**

Sue Burns (SB)	Clerk
Alex Davies (AD)	Principal
Tony Searle (TS)	Executive Principal (left the meeting at 5.00pm)
Laura Blacker (LB)	Centre Lead
Matt Duffy (MD)	Curriculum Lead
Warren Adule (WA)	HLTA
Hayley Pate (HP)	Pastoral Lead
Ben Thomas (BT)	
Cormack O'Callaghan (CO)	
Rachel Maller (RM)	
Laura Maley (LM)	

Item	Description	Action
<b>1.0</b>	<b>Welcome, Introductions and Apologies</b>	
1.1	AD welcomed everyone to the meeting.	
1.2	Absent without apologies CH and DD.	
<b>2.0</b>	<b>Declarations of Interest</b>	
2.1	The Academy Councillors confirmed that they had no change to their pecuniary interests.	
<b>3.0</b>	<b>Academy Council Report</b>	
3.1	<p><b>Outreach Provision: Cormac O'Callaghan</b></p> <p>There are four students on outreach because they struggle to access the curriculum on site. We deliver lessons at HQ on a one-to-one basis, but we are introducing them to the concept of doing the vocational work with other students. I manage several TAs, and we offer alternative pick-up and drop-off times. We deliver Maths and English with optional Science. We start with the ELC with an aspiration to move them onto functional skills. The learners we work with as outreach are the most vulnerable and it takes a long time to gain their trust so that they can begin to learn. We try to obtain entry level as soon as possible so that they achieve something quickly. They access the site and sometimes have lunch with other students so that they don't feel isolated. We are going to introduce a points system to</p>	

	access rewards with other students. The aim is for the outreach students to return to on-site provision eventually, but this is graduated according to their need.	
3.2	LB: The consults often don't adequately describe the child. The outreach provision is important because some students cannot tolerate a classroom for an extended period of time.	
3.3	I oversee the safeguarding for the outreach work and ensure that we offer the most appropriate PSHE lessons for them. They have access to ELSA interventions as part of their bespoke timetable.	
3.4	TS: The identification of appropriate destinations and sustaining those is key.	
3.5	AD: One child didn't achieve a destination due to their complex needs. None of the P-16 provisions felt they could meet that student's needs.	
3.6	LB: I've met with David Harrigan at BCC and outlined the need for detailed destination plans for students with EHCPs and the need to consult early.	
3.7	Rachel: We worked closely with SGS College last year which worked really well to ensure that they understood the students' needs. Those conversations are very important.	
3.8	<b>Do you keep NIEET records?</b> We have a 3-, 6- and 9-months check-in for students. If they become NIEET then we look for a suitable employment placement.	
3.9	The scaffolding for their next placement is not as structured or sustained as it is here, therefore it's challenging for the students to sustain the placement. Finding places that will offer apprenticeships to our student is very challenging.	
3.10	<b>AD to meet with Andrew Bell (CLF Partnerships) to discuss suitable placements for students.</b>	<b>AD</b>
3.11	We need to work more closely with Kath Cooper (JCA P-16) to develop partnerships. The LA is responsible for the statutory delivery of a P-16 EHCP and the funding that goes with that.	
3.12	Kingswood has achieved an outstanding rating from the recent LA Safeguarding Audit, which is the only school in Bristol. We are following a CLF Audit action plan to ensure that we capture evidence for items on the audit.	
3.13	<b>How closely does attendance intertwine with safeguarding?</b> It's part of our daily safeguarding. We use CPOMS to record any students who are a cause for concern for attendance and we make daily calls and visits. We meet with Lacy every week and discuss each student individually to determine next steps.	
3.14	<b>Is there best practice that SVA can share in terms of safeguarding?</b> Our escalation process was noted, particularly when escalating to an external agency and how to challenge that process if we're not feeling listened to.	
3.15	<b>Do you meet other DSLs?</b> We have a regular DSL network meeting where we share information across the Trust.	
3.16	AD: We've arranged a Specialist Network Night for colleagues from other CLF specialist provisions can network.	
3.17	<b>How can the Academy Council add value to your safeguarding work?</b> All our children are working with a least one external agency and there's a high number of CPOMS incidents on a daily basis. The Academy Councillors are welcome to meet with the DSLs and see how CPOMS has been used and how concerns are closed. Wherever possible we build good relationships with the parents. The end of term safeguarding report is very informative.	
3.18	<b>How do you measure the impact of some of the wider curriculum areas?</b> We offer a therapeutic approach for the students. Giving them a safe space to open up and release some of their trauma provides evidence that the sessions are working which in turn supports them to tolerate the classroom and access the curriculum. We have high expectations of our students.	

3.19	<b>How are those provisions accessed?</b> Via the Task Force.	
3.20	<b>How do you support less experienced colleagues?</b> We all use a trauma-informed approach and adjust that to fit the student to ensure that they remain safe and access education. Different students bond with different staff. Our provision is fundamentally about building relationships.	
3.21	<b>Do you use scripting?</b> The students all understand the fundamental language of the step-system and reflection. We are working to ensure that the staff all use consistent language across our provisions. A staff audit has taken place to determine what support is needed where. The Nest is very good at using consistent language which creates a sense of security for the children.	
3.22	The PSHE curriculum has been linked to safeguarding so that we can deliver a relevant topic each term. If a trend appears then we can react to that quickly and switch topics, but we also ensure that the PSHE curriculum has breadth and that all the units are delivered. The PSHE curriculum is overseen by Matt Duffy.	
3.23	We are developing a cohesive approach to safeguarding via PSHE. The students are invested in the lessons because they are bonded to the HLTAs.	
3.24	<b>Do you use a PSHE curriculum?</b> We use the AQA model.	
3.25	Chris Baker will deliver teaching basics at our next inset day. AD is working with Alison Fletcher to determine what level of support our non-qualified teachers can be offered.	
3.26	<b>Are the reading and writing skills delivered via PSHE?</b> These are common themes embedded in all curriculum areas, including PSHE where there is a lot of focus on oracy and respecting other's views. Laura Williams at BFA introduces the word of the week which starts a range of conversations.	
<b>Quality of Education</b>		
3.27	<b>You have new teachers?</b> We have three new teachers. Two are new to the profession but very highly qualified in their subject area and one is experienced. I have provided them with the assessment materials required to deliver their subjects. We hold three-four teacher meetings per term to network and share best practice. We are trying to get better cohesion across the SVA sites.	
3.28	<b>How will you measure the development of the curriculum and upskilling new staff?</b> MD: The level of engagement in our learners should increase and we should see an improvement in the learner's mocks. I'm developing trackers for attendance and engagement which are aligned to the curriculum area that's been covered and how the student's achievement aligns to the objectives. They will know what good assessment is, know their pupils' needs, demonstrate that learning has increased and be able to plan.	
3.29	<b>Do you have the capacity to give the staff additional support to develop their skills?</b> We have regular line management meetings to determine needs and also link them to other colleagues who can support in their specialist area.	
3.30	AD: We have been working as a team on the AIP. We need to develop a culture of accountability and have difficult conversations earlier about why the learner's are progressing.	
3.31	<b>How will you ensure that challenging staff won't make them feel undermined?</b> It's a personal journey for all staff. We can be empathetic and determine what support the member of staff may need, but ultimately, we can't fail these children. We have upskilled our SLT with their leadership skills and have seen a marked change in the way in which we're working. Pressure and accountability can be healthy and motivating. The staff have a good	

	working relationship with the leadership team and the staff survey indicates that they feel supported by their line managers.	
3.32	<b>Are the teaching staff clear about which area they need to focus and improve on?</b> Assessment is a key area of the AIP and all staff are clear about that. Each individual receives observational feedback about how to improve their practice, via learning walks. Sometimes staff approach us for support with an area of pedagogy that they aren't familiar with.	
3.33	At Kingswood we've not had consistent teachers in post but this year we have a stronger teaching team who have a lot of enthusiasm and are proactive which should reflect in our outcomes this year.	
3.34	<b>Were you aware last year that the students weren't making appropriate progress?</b> The level of progress they made was similar to the cohort from the previous year, but the issue was with our accuracy of our assessments and our predictions.	
3.35	The students at Kingswood have often been out of school for many years and have complex needs, therefore it needs to be recognized how much work the team do to support them to access education.	
3.36	<b>ACTION: Matt Duffy to circulate an example of the Star Data Tracker before the next meeting.</b>	<b>MD</b>
3.37	<b>Are you having proactive conversations with onward destinations?</b> Yes, those conversations commence as soon as the student joins SVA.	
3.38	<b>ACTION: BA to meet with Laura Blacker and discuss Careers Provision for SVA</b>	<b>BA</b>
3.39	The Academy Council noted the amount of work that Laura Blacker does to ensure that SVA students have a P-16 destination.	
3.40	<b>The AC Report states that 'high prior attaining pupils should not sit an ELC qualification'?</b> We run ELC and functional skills because although our learners may have the aptitude to sit a GCSE they may be physically incapable of sitting in an exam due to complex needs. We differentiate our provision for our students, not all of them are entered for ELC qualifications.	
3.41	<b>How do you determine which pathway students should follow?</b> Via ongoing assessments.	
3.42	<b>Were there any students who achieved an ELC qualification but could have achieved a GCSE?</b> No. We don't have any regrets about which qualification we entered the students for. We want the very best for our students, but we cannot set them up to fail which is sometimes a fine line.	
3.43	Several learners this year have already achieved some level 1 qualifications, and one student has achieved a level 2 qualification.	
3.44	<i>The Academy Council thanked the team for attending and noted the challenging circumstances that they are working under.</i>	
<b>4.0</b>	<b>Minutes of the last meeting</b>	
4.1	The minutes of the meeting on 18 <sup>th</sup> June 2024 were agreed to be a true and accurate record.	
<b>5.0</b>	<b>Actions and Matters Arising</b>	
5.1	AD to determine whether there is an improvement in the attendance of pupils who are being supported by the outreach programme – <b>Completed. The Kingswood site has seen a significant improvement in engagement and attendance for vulnerable students on the outreach programme.</b>	
5.2	AD to ask the Ops Manager to add the newsletters to Governorhub – <b>Carried forward.</b>	
<b>6.0</b>	<b>Policies</b>	
6.1	<b>Policies for approving:</b> <ul style="list-style-type: none"> <li>Attendance (CLF Template Policy)</li> </ul>	

	The Councillors noted the Attendance Policy and BA confirmed that it had been appropriately contextualised.	
<b>7.0</b>	<b>Governance</b>	
7.1	HM: Strategic Meeting Feedback – SVA was mentioned explicitly. The breakout room worked well because it was shared with LPA and LHA. There has been recognition of the work done by SVA and how individualised the provision is for the pupils. Sharing best practice was impactful as well as sharing challenges and the progress made against them.	
7.2	The Academy Councillors were reminded to complete their annual pecuniary interests and KCSIE declaration via Governorhub, and to complete the Governance Essentials training.	
<b>8.0</b>	<b>Matters for the attention of the Board</b>	
8.1	None.	
<b>9.0</b>	<b>AOB</b>	
9.1	None.	
<b>10.0</b>	<b>Close of Meeting</b>	
10.1	The meeting closed at 5.30pm	