

# Minutes – Snowdon Village Academy

**Meeting Date:** 19 November 2024

**Location:** BFA

**Time:** 3.30pm

**Chair:**

Brigid Allen (BA)	Sponsor Councillor & Chair
Hannah Martin (HM)	Sponsor Councillor
Vacancy	Teacher Councillor
Vacancy	Parent Councillor
Vacancy	Support Staff Councillor
Vacancy	Parent Councillor
Catherine Hickey (CH)	Sponsor Councillor

**Apologies:**

Deniece Dixon (DD)	Sponsor Councillor
Aderonke Fashade (AF)	Sponsor Councillor

**In Attendance:**

Sue Burns (SB)	Clerk
Alex Davies (AD)	Principal
Tony Searle (TS)	Executive Principal (joined the meeting at 4.45pm)
Laura Maley (LM)	Vice Principal
Lacey Hooper (LH)	DSL & Attendance Lead
Jenna Wilmot (JW)	BFA Centre Lead

Item	Description	Action
1.0	Welcome, Introductions and Apologies	
1.1	AD welcomed everyone to the meeting.	
1.2	Apologies were received and accepted for Deniece Dixon.	
2.0	Declarations of Interest	
2.1	The Academy Councillors confirmed that they had no change to their pecuniary interests.	
3.0	Attendance & Behaviour– Lacey Hooper & Jenna Wilmott	
3.1	Attendance at BFA is currently 55.8% compared to 70.4% YTD last year.	
3.2	We had mock exams for functional skills this term which has impacted attendance, but 28 out of 36 students attended their English and Maths exam and their engagement was good despite an unplanned fire alarm.	
3.3	<p><b>Do you anticipate the attendance increasing?</b></p> <p>Yes. The mornings are darker now; therefore, our afternoon attendance is higher. The DfE changes to our register closure has impacted on attendance because students who are later receive a U code. Last year we transported a lot of students into school which supported their attendance because they had funded EHCPs, and we were able to utilise the transport for other students who lived nearby. There has been a change in the area with road closures which also has impacted the traffic.</p>	
3.4	We have celebrated two positive attendance cases where students who were school refusers have both attended recently and have formed a friendship.	
3.5	We have one student on roll who is being supported with contextual safeguarding by external agencies. They have been on roll for a year but have only attended for four hours to	

	date, so we've been safeguarding them. The Bristol City Robins Foundation has put a pastoral package in place to ensure they have functional skills.	
3.6	We ensure that we have a robust case study for our non-engagers to illustrate what we've done to support our persistent non-attenders which is recorded on CPOMS.	
3.7	I meet with the Education Welfare Officer three times a year and she has experience of ALP and understands the challenges around attendance.	
3.8	<b>Is the attendance statistic impacted by persistent absenteeism?</b> Yes, they tend to be school refusers before they come to us, therefore, we have to work hard to build a relationship with the young person and their family.	
3.9	YTD attendance shouldn't be compared year on year because the students are different, and their needs are different. Therefore, we focus on meeting those needs and building relationships. Plus, our referrals arrive throughout the year.	
3.10	Our suspensions data indicates 29 suspensions YTD last year compared to 10 this year. Kingswood have a challenging cohort and have the most suspensions which is to be expected. Only one student has had two suspensions this term.	
3.11	<b>Can you include the date of entry for a student to SVA so that we can see how long the student has been with SVA?</b> Yes, this can be arranged.	
3.12	<b>ACTION: AD to arrange for Lacey Hooper to add the date a student joined SVA to the attendance and suspension data.</b>	<b>AD</b>
3.13	The Behaviour Policy has been consistently implemented at BFA since September and the culture is beginning to change. We had to issue an increased number of suspensions initially, but this has now settled down and the students are beginning to respect the boundaries.	
3.14	<b>Have you reinforced with the staff how to apply the Behaviour Policy?</b> Yes. We have had to instil high expectations with our agency staff to ensure consistency and fairness. The sickness record has reduced in staffing, and this has supported consistent staffing.	
3.15	<b>The change in times to close the registers doesn't take into account the vulnerability of our children. Can we include the transport time as being in attendance?</b> No. We have checked that with the DfE who have refused. We've discussed using a shadow register so that we can record students who are present, but their attendance is impacted by being late.	
3.16	<b>ACTION: CH to send Lacey Hooper information about the extenuating circumstances attendance code.</b>	<b>CH</b>
3.17	Some of our children have to take two buses to school and get stuck in Broadmead because the second bus is late.	
3.18	The importance of attendance has been instilled in all the staff at the SVA sites and LH has raised the profile of attendance.	
3.19	<i>JW shared a case study with the Academy Councillors.</i>	
3.20	<b>Do you record the drop-in learning walks?</b> Yes. They weren't included in the report due to an admin oversight.	
3.21	<b>Do all the teachers require the same number of drop-in visits?</b> We've established a culture of getting into lessons. If a teacher requires additional support, then we supply that and undertake more visits. A lesson drop-in takes about 10 minutes and the students welcome them.	
3.22	The teaching and learning lessons take place every other week. We liaise with the Central Team to create a mini-FM which has been well received and the students are also engaged in the drop-in processes.	
3.23	<b>Is anyone on a support plan?</b>	

	No. A teacher was on a plan last year, but following clear guidance this is now not necessarily.	
3.24	<b>Who is delivering Maths?</b> We've got a supply teacher and an ECT who provides the Maths curriculum. A second ECT is due to leave shortly because they are relocating to another country.	
3.25	<b>Are you going to hire any more ECTs?</b> No, because they require additional mentoring and PPA time which is challenging to provide in an AP provision.	
3.26	Our current Y11s have had a change in enrichment arrangements and rewards are monetary and can be exchanged for an activity which is in line with the Behaviour Policy.	
3.27	Behaviour and Culture has improved significantly with less damage to the building.	
3.28	We've increased our offer with a wider curriculum offering and now we are focusing on sharing best practice.	
3.29	Our children can study lessons at other CLF schools when appropriate and we are proud of our curriculum model	
3.30	<b>Do you have high expectations for what qualifications your children achieve?</b> The education has improved, and the cohort is stronger We review our interventions regularly and have had an increase in Y10 students recently.	
3.31	<b>Do you know if there's a difference in outcomes for students who have been with SVA for longer?</b> Yes, we know that students who attend for longer make better progress.	
3.32	<b>Do you feel confident that the teachers understand where the gaps are and can address them?</b> We are using a tracker and working hard on curriculum and assessment. We are also encouraging teachers to work with parents to support their children	
3.33	<b>What is the risk that quality of education is RI?</b> We have some teachers who require further development to ensure that their lessons are consistently good, well prepared and well-planned. We also need to raise our expectations around the importance of marking. Professional conversations can motivate teachers to review their practice and improve it.	
3.34	Wellbeing has improved significantly in the staff following the introduction of consistent expectations for both the students and the staff.	
3.35	There are several schools within the Trust who have improved the culture in the school, followed by a focus on the quality of education which in turn will then drive the school improvement further.	
3.36	<b>If children fail their functional skills, can they retake them?</b> They can sit them again in February 2025, if required, because some of them may have passed.	
3.37	<i>Lacey Hooper and Jenna Wilmott left the meeting at 4.55pm</i>	
4.0	<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.	
5.0	<b>Actions and Matters Arising</b>	
5.1	AD to meet with Andrew Bell (CLF Partnerships) to discuss suitable placements for students – Carried forward. He was due to attend an SLT meeting but couldn't make it so it will be re-arranged.	
5.2	Matt Duffy to circulate an example of the Star Data Tracker before the next meeting – Carried forward.	
5.3	BA to meet with Laura Blacker and discuss Careers Provision for SVA – Carried forward.	
	<b>Leadership and Management</b>	

5.4	[REDACTED]	
5.5	[REDACTED]	
5.6	[REDACTED]	
5.7	[REDACTED]	
5.8	[REDACTED]	
6.0	<b>Policies</b>	
6.1	<b>Policies for approving:</b> None.	
7.0	<b>Governance</b>	
7.1	There are two staff members who are potentially interested in the staff vacancies.	
7.2	The Academy Councillors discussed their networks to determine if they could identify anyone with school-aged children who could apply for the Parent AC roles.	
8.0	<b>Matters for the attention of the Board</b>	
8.1	None.	
9.0	<b>AOB</b>	
9.1	The next AC meeting on 4 <sup>th</sup> Feb 2025 will be at Kingswood.	
10.0	<b>Close of Meeting</b>	
10.1	The meeting closed at 5.25pm	