

Minutes – Snowdon Village Academy

Meeting Date: 27 February 2024
Location: Bristol Futures
Time: 3.30pm

Chair:

Brigid Allen (BA)	Sponsor Councillor & Chair
Alex Davies (AD)	Principal
Vacancy	LA Representative Councillor
Hannah Martin (HM)	Sponsor Councillor
Vacancy	Teacher Councillor
Tony Searle (TS)	Executive Principal
Catherine Hickey (CH)	Sponsor Councillor
Georgina Carter-Edwards	Parent Councillor (joined via Teams, left at 5.10pm)
Aderonke Fashade (AF)	Sponsor Councillor
Vacancy	Support Staff Councillor

Apologies: Deniece Dixon (DD) Sponsor Councillor

Absent: Neil McKerral (NM) Proposed Parent Councillor

In Attendance:

Sue Burns (SB)	Clerk (joined via Teams)
Kevin Chainey (KC)	Maths Curriculum Lead
Laura Maley (LM)	
Matt Duffy (MD)	Vocational Lead

Item	Description	Action
1.0	Welcome, Introductions and Apologies	
1.1	BA welcomed everyone to the meeting.	
1.2	Apologies were received and accepted for Deniece Dixon.	
1.3	Absent: Neil McKerral.	
2.0	Declarations of Interest	
2.1	The Academy Councillors confirmed that they had no change to the pecuniary interests.	
3.0	Quality of Education – Presentation by Kevin Chainey	
3.1	We have Y11 students across three sites. 28 students registered for mocks in January and 38 students registered for the March series. Predominantly it was Y11 students, but we did have some Y10 students. The exams have gone well, with 12 rooms in use today at five sites.	
3.2	The professional culture from staff and invigilators has been exceptional, particularly as running a multi-site exam season is a Special School is challenging.	
3.3	How do you manage extreme anxiety about exams? We use rooms that they are familiar with and if necessary, we can provide support for them to sit the exam at home.	
3.4	We have a lot of students with sensory challenges; therefore we have had to utilize a lot of separate rooms.	
3.5	Staff illness has a significant impact on the exam arrangements because we have to ensure that the rest of the school runs smoothly.	

3.6	We aim for all students to achieve functional skills and/or GCSEs. We are exploring additional providers for entry level versions.	
3.7	The mock 3 data looks worse than mock 2, but this because the grade boundaries were inflated. This has frustrated the students, so we have managed their expectations. Mock 4 is currently underway.	
3.8	There are a lot of students with high targets based on their KS2 data? The current Y11 were in Y7 and Y8 when Covid arrived so they've missed 18 months of learning which will impact their outcomes. Many of them also lack confidence.	
3.9	It's challenging to plug the gaps in their education because we don't have them for long. However, many of the BFA cohort are very able.	
3.10	Many of the Y11s are having to adjust to being in school more.	
3.11	Did Covid disadvantage some children more than others? Some of our students are struggling with mental health challenges and low self-esteem, despite being academically able. A lot of SEND referrals were late for these students too because they weren't in school enough to be referred.	
3.12	How do you mitigate low self-esteem? We give them a lot of support and positive feedback and ensure they are familiar and comfortable in the environment.	
3.13	Would you like to offer a Post-16 provision? Yes, because we have made good relationships with students and then they have to move on.	
3.14	Why can't you offer Post-16 provision? We only receive funding up to age 16 because that is the URN funding arrangement. They could enrol in a Post-16 provision in the CLF but the students no longer receive additional funding therefore we couldn't meet their needs, especially when you consider transport arrangements. However, we do aspire to offering a Post-16 provision for our SEMH students which we are exploring.	
3.15	GCE – My daughter is hoping to go onto college, but she won't receive the same level of support when she leaves SVA. Why can't funding be made available to SEMH children? The funding is based on DFE policy. SVA encourages our alumni to remain in touch with us and we maintain our relationships where possible. Mark Kennedy has experience of Post-16 funding.	
3.16	There are more students confident in sitting their English mocks than their Maths mocks.	
3.17	Will some of the students improve their grades if they are feeling more confident? Yes. But the extended writing section can unnerve them, therefore we are encouraging extended writing in all subjects to improve their stamina.	
Matt Duffy (Vocational Lead)		
3.18	Each vocation has a different provider which can be challenging.	
3.19	Hair and Beauty have been made into two distinct offers: nails and beauty and hair and barbering. This is also now offered up to a level 2 diploma which has been very popular. The learners enjoy the course, and the salon is always busy.	
3.20	Catering has been expanded to include the Home Cooking Skills BTEC. The students make a meal and photograph it and therefore it is an achievable course. Partial certificates are also available which works well for students who join us part way through the year.	
3.21	There are only three learners who aren't sitting any qualifications which is because they are school refusers, one of whom is out of county.	
3.22	At Kingswood the learners' study a core offering with some enrichment vocational subjects if they can access additional learning.	

3.23	AD: Where there are contextual safety concerns between cohorts, we make arrangements for students to access lessons after school. This is indicative of the commitment of the teachers and the learner.	
3.24	I'm undertaking a Level 2 coaching qualification via Fishing for Schools who are a charity organisation which we can then offer students. These can lead on to qualifications in fishing and the activity is good for mental health support.	
3.25	Is fishing offered to mixed-gender groups? Yes. I also aspire to invite parents and families to join in.	
3.26	What venue do you use? Windmill in Winterbourne.	
3.27	How do you report the outcomes? We have been trying to present the progress via a bespoke tracker.	
3.28	Can you measure pupil engagement as a progress measure? We don't formally do it, but we can consider how to capture that data collectively with the other Special Heads in the CLF in the future and celebrate it. We could ask the data team for support with how we achieve this. We could also consider expanding the star data.	
3.29	ACTION: AD to circulate the Student Voice Survey	AD
3.30	Two learners at Kingswood forfeited their exam because they arrive late. Instilling consequences can be challenging for some students.	
3.31	Computer and Art subjects have an extended deadline for coursework which we can use to address gaps.	
Attendance – Alex Davis		
3.32	Aderonke has undertaken an Attendance Link Visit and will upload her Link Visit Report soon.	
3.33	Suspension data is recorded and systematically analysed termly.	
3.34	There has been a dip in attendance at BFA following the recent events in the community (three murders and six stabbings of school age children in three weeks).	
3.35	Are parents concerned about their children going to school? Yes. It is a complex picture. There are families and children affected by incidents in the community that the school isn't always aware of.	
3.36	I am part of the Bristol Inclusion Panel Steering Group who work with the LA re policy and procedure for the inclusion hub. We are requesting funding for transport for children with very low or no attendance.	
3.37	We have secured Tyrel from Be Excellent to work with us for two days a week as part of The AP Task Force. He is well regarded by the students and will provide some workshops for our highest risk young men.	
3.38	We are investigating partnership working with the police to ensure that we're all working in a trauma informed way so that we can consistently support our cohort.	
3.39	There has been a lot of reflection across services since the incidents in the community. We also need to balance appropriate risk assessments when using facilities in the community.	
3.40	We are exploring creating a youth club so that we can offer a safe space for our students during the holidays. This would be at Barton Hill at the Crypt.	
3.41	ACTION: AD to add the Academy Councillors to Bromcom so that they receive newsletters.	AD
4.0	Minutes of the last meeting	
4.1	The minutes of the meeting on 21 st November 2023 were agreed to be a true and accurate record.	
5.0	Actions and Matters Arising	
5.1	AD to include ARV and ARM feedback with AC papers – Completed.	

5.2	AD to arrange for Clarice Jopling to share her presentation with the AC – Completed.	
5.3	AD to link the AC Report to the AIP – Completed.	
5.4	HM to liaise with AD about the contents of the AC Report – Completed.	
5.5	AD to circulate the Student Council notes to the AC, along with the follow-up actions from any feedback – Completed.	
5.56	<p>How do you feedback to students what action has taken place following their student voice?</p> <p>We provide feedback to them. We provided joggers with the BFA logo following a request from students and have also reviewed the lunch menu. Rewards and trip requests have also been reviewed and acted upon.</p>	
6.0	Policies	
6.1	<p>Policies Requiring Approval:</p> <ul style="list-style-type: none"> • Attendance Policy 	
6.2	The Academy Councillors approved the Attendance Policy, subject to review by BA and AF.	
6.3	<i>Georgina Carter-Edwards left the meeting at 5.10pm</i>	
7.0	Governance	
7.1	Laura Maley is considering being the Student Advocate Academy Councillor.	
7.2	BA will investigate approaching organisations including the Police and UWE and Bristol Uni School of Education often offer release time for governance functions.	
8.0	ARV	
8.1	Academy Councillors are invited to attend the next ARV meeting (30 April 2024).	
9.0	Matters for the attention of the Board	
9.1	None.	
10.0	AOB	
10.1	None.	
11.0	Close of Meeting	
11.1	The meeting closed at 5.30pm	