

Minutes – Broadoak Academy Council

Issue Date: 2nd December 2024
Location: Broadoak Academy
Time: 17:00 – 19:00

Members:

Becky Frise (BF)	Sponsor Councillor and Chair
Susan Marshall (SM)	Sponsor Councillor
Stuart Veal (SV)	Parent AC
Sarah Matthews (SMa)	Sponsor Councillor
Cath Back	Staff Councillor

Attendees

Danny MGilloway (DMcG)	Principal
Carina Ridge (CR)	Vice Principal
David McFaul (DMcF)	Vice Principall (T&L)
Justin French (JF)	Operations Manager
Nicole Forster(NF)	Associate Assistant Principal, KS4 Raising Attainment Lead
Mark Tipler (MT)	Assistant Principal, Behaviour & Culture, Designated Safeguarding Lead
Bella Charman (BC)	SENCO
Lyndsey De-Long (LDL)	Associate Assistant Principal, Attendance
Jackie Pratlett (JP)	Associate Assistant Principal, Teaching & Learning

Apologies

Lou Eddins (LE)	Parent Councillor
Sarah Hardwidge (SH)	Staff Councillor
Tony Searle (TS)	Executive Principal

Item	Description	Action
1.0	Introductions and Welcome	
1.1	BF welcomed everyone to the meeting and introductions were made. DMcG welcomed Justin French the new Ops Manager.	
1.2	Apologies were received and accepted for Louise Eddins, Sarah Hardwidge	
2.0	Declaration of Interest	
2.1	There were no declarations of interest	
3.0	Minutes of the Previous Meeting	
3.1	The minutes of the 8 th July 2024 were approved.	
4.0	Matters Arising not otherwise on the agenda	
4.1	From May 2024 meeting – 9.8 - SH to feedback at the next meeting on progress against the issues raised in student voice – This will be carried over to next student voice discussion 9.14 - DM to include staff absence as an indicator in future Staff Survey outcome data. This will be carried over to next staff survey.	

	From July 2024 meeting – 5.9 - Rose to circulate a summary of the DfE RSE non-statutory guidance and the BA EDI statement.- (GQC Guidance uploaded in GovernorHub. EDI statement awaiting).	
5.0	Achievement and Standards	
5.1	Attendance	
5.1.1	<p>LDL talked through attendance:</p> <ul style="list-style-type: none"> • Data compares this week with the same week last year • Year to date has improved by 2.5% • Every category has been improved on <p>Attendance improvements were a result of:</p> <ul style="list-style-type: none"> • Structure and system put in last year has been embedded. • Clear roles defined within team aided by increased capacity with an Attendance Liaison officer • Removed answer phone capacity so parents speak to member of staff • Structured day for the attendance team including home visits. • Challenging language around attendance <p>What's working well:</p> <ul style="list-style-type: none"> • Routines in morning and afternoon • Follow up with all parents in the afternoon to see how they are doing and if they will be back next day. • Give option for child to come in later if feeling better • Sending out more letters 	
5.1.2	If you have taken away the answering machine, does everyone still ring in?	
5.1.3	LDL confirmed they did. Have 3 people answering phone in the morning. Can also communicate by email.	
5.1.4	How has the change been received by parents?	
5.1.5	LDL advised that staff can challenge but be supportive when needed and discuss if the student can come in later if feeling better.	
5.1.6	What have we done to improve the severely absent data?	
5.1.7	LDL noted that the severely absent are some of our most vulnerable students. It is about building relationships with home and developing a trusting and collaborative relationship with parents.	
5.1.8	How do we ensure we implement the nuanced approach consistently. What happens if LDL is absent?	
5.1.9	There are processes and quality assurance in place. Staff have been trained in it.	
5.1.10	What are the next steps?	
5.1.11	<p>LDL :</p> <ul style="list-style-type: none"> • Trying to reduce gaps between PP and non PP attendance. • Focussing on year 11 with attainment to maximise their time in school. • Year 8 has the biggest gap so focussing on those. 	
5.1.12	Year 11 is a key year group but only 89.7% attendance. Is there anything we should know about why that is?	
5.1.13	LDL We have a few key individuals in that year that affect the overall attendance figure. We are working with external agencies; some have bespoke timetables in place. Year 11 is the focus for a number of reasons.	
5.1.14	DMcG added that if a child comes in after 9.15am they are marked as absent even if they come in after that. But this doesn't fit those on a bespoke timetable.	

5.1.15	Send K attendance is doing really well, but SEND W not so well?	
5.1.16	BC advised that 4 students were on bespoke timetables due to specific circumstances which affected overall data.	
5.1.17	DMcG advised that BA were the only school in the trust at secondary level, that had improved attendance in every area.	
5.1.18	What did we do differently this year for the year 6's coming into year 7?	
5.1.19	LDL advised that there was enhanced transition 3 times a week for 7 weeks. Have put support into tutor groups where there is specific need. Year 7 have settled really quickly. Have had meetings, home visits, if knew they had an issue with attendance brought them into nurture hub. Tutors were also made aware so they knew in advance.	
5.1.20	Could we see some case studies around some of the severe-non attendees?	
5.1.21	LDL advised she could look at developing case studies. ACTION: LDL to look at attendance case studies.	
6.0	Quality of Education including curriculum developments	
6.1	NF advised: <ul style="list-style-type: none"> • Results were not as had hoped • Structures around raising attainment are good and have effect. Fine tuning elements as we go through the year. • Peer review has helped develop an understanding of what we can do. Last year had aspirations for year 11 without the embedded process to support it. • Know from results last year that students weren't meeting target grades – predominantly 6-9 which then impacted on progress 8 score. Decided to have key focus on how students were accessing those grades. • Extended writing is something that we need to focus on, how do different curriculum areas working with English to support that. • Keeping understanding running through, want to make sure hit national average outcomes but our cohort is not currently sitting there. • Year 10 were at 3.27, so not gaining grade 4's as a cohort. • PP and non PP still has a gap • Held Year 11 summit, bringing all middle leaders together and focussed on 3 key students in detail. 	
6.2	3 students out of 180 is a very small proportion. Is that the intention that middle leaders are then going to use the process to look at other students?	
6.3	NF advised that it was 3 students out of 127, but the strategies they are using can be used more widely. Asked them to look at other students that might fit the criteria so they can look at how to support them.	
6.4	In doing this are you hoping to keep better track of the gap between PP and non-PP record keeping or is it more about what they are learning and understanding?	
6.5	NF advised they looked at exam skills demonstrated in the books. The books may not always show attainment but can ensure they are developing exam skills. Looked at PPEs, and pre-empt what happens before them. Looking at attendance, and current attainment. Collated information for those students that missed PPE's, and spent a couple of days tidying up the data. Noticed that a lot of those not completing are PP. This fed into plans going forwards and the forum.	
6.6	Books are showing improvement but also some inconsistencies. Where are we with the books and changes and how does it feed into expectations of learning?	
6.7	DMcF we had an assembly with students about how the book is a manifestation of their learning. But need to see how they sustain it over time. Using heads of faculty to monitor that. Coming up to KS3 assessment window so looking at how to use those books for the assessment.	
6.8	Are KS3 standards high enough in order to accelerate them in KS4?	

6.9	CR advised we have specialist teachers in front of children in all year groups and a structure around raising standards leads. We have 2 senior leaders looking after KS3. Have agreed we can have different approaches between KS3 and KS4.	
6.10	DMcF added there is joined up thinking between the two key stages. Since September have been focussed on setting up systems in KS3 to set consistency and set a standard and help cognitive load for staff and students. Once have framework in place can look at refining it. Thinking about independent learning/homework system, the system of KS3 assessment, and the marking and feedback. Want these 3 systems embedded and quality assured by the end of this year. That will then lay foundations for refining next year.	
6.11	DMcF talked through the 3 systems <ul style="list-style-type: none"> • Independent Learning/Homework • Assessment system • Feedback 	
6.12	How do we teach the children to summarise their learning for the homework tasks?	
6.13	DMcF advised that it is not that different from what they are doing now. Will be able to measure the impact of it this time next year.	
6.14	Do parents understand their role in home learning?	
6.15	DMcF this has partly come out of parental voice. Last year they wanted to see homework improved, so responding to that. Also discussed it at curriculum evening last term.	
6.16	CR advised DMcF had structured the homework system so it was very clear what is not completed, so we can build a culture of completion.	
6.17	Has there been any thoughts about staff workload and next steps? What if homework tasks are being set but students not doing it?	
6.18	DMcF advised it is about changing culture. If you expect homework to be completed every week that message will get through. KS4 understand it gets set every week and it is about creating a habit. If have framework then it should reduce workload.	
6.19	Will the learning organisers RAG rated by students to rate their areas of learning be discussed at parents evenings?	
6.20	DMcF advised that they could be. ACTION: TB to add papers on the new systems introduced to Governor Hub.	
	<i>LDL, BC, MT, DMcF, JP and NF left the meeting</i>	
7.0	Academy Council report	
7.1	DP advised that JF was working to make sure that practices and process were improved. and leading a professional approach which is having an impact on the school.	
7.2	JF advised his is focusing on small changes to make impact and challenging how teams work together effectively for the best of the students. Setting style and tone and reorientating and holding to staff to account.	
7.3	What are the priorities?	
7.4	JF advised it was working with the team, and harnessing good practice.	
7.5	What are the priorities around the building and the site itself?	
7.6	JF noted it was a good site but the infrastructure is a bit tired. The school and the environment is good, and the site is quiet – you can hear the education.	
7.7	Can we improve the corridor to Branch?	
7.8	It is in our current plan to do some minor changes, but would love to get an artist in to do a mural.	
7.9	Some budget costs are looking out of line already?	
7.10	DMcG advised that he needed to make £125,000 saving by the end of the year, due to unfunded staff costs. Have already saved £62k.	
7.11	How are staffing support costs? And how does that fit with savings that are needed?	
7.12	DMcG advised they had to use support staff to cover sickness which is expensive. Have made decision that short term supply costs have to be taken on to be able to free SLT up.	

7.13	Policies	
7.14	Safeguarding policy had been approved. This was ratified. Positive handling policy was noted Attendance policy was noted.	
8.0	Matters for the attention of the Board/COAC	
8.1	There were no items for the attention of the Board or COAC	
9.0	Any other Business	
9.1	External Review of Governance BF advised that there had some changes to governance following the review: <ul style="list-style-type: none"> • Student advocate role comes to an end when her term of office ends. • Becky will be standing down as she works for CLF so can no longer remain as Chair. Will stand down as Chair by the end of this academic year. 	
9.2	Councillor Recruitment: BF advised: <ul style="list-style-type: none"> • have 2 sponsor councillor vacancies. Talking to Weston college. • Safeguarding, and SEND, are key areas would like to bring on to the board 	
10	Academy council discussion	
10.1	Councillor Training ACTION: TB to ensure links to training posted on Governor Hub noticeboard.	
11.0	Close of meeting	
11.1	The meeting closed at 7.00pm	

Date of meeting	Minute	Action	
May 2024	9.8	SH to feedback at the next meeting on progress against the issues raised in student voice – This will be carried over to next student voice discussion	SH
May 24	9.4	DM to include staff absence as an indicator in future Staff Survey outcome data. This will be carried over to next staff survey.	DM
July 24	5.9	Rose to circulate a summary of the DfE RSE non-statutory guidance and the BA EDI statement.- (GQC Guidance uploaded in GovernorHub. EDI statement awaiting).	
Dec 24	5.6	LDL to look at attendance case studies.	LDL