

# Minutes – Broadoak Academy Council

**Issue Date:** 4 October 2021  
**Location:** Virtually via Teams  
**Time:** 17:00 – 19:00

<b>Chair:</b>	Sue Marshall (SM)	Chair
<b>Members:</b>	Becky Frise (BF)	Sponsor Councillor and Vice Chair
	Leah Palmer (LP)	Sponsor Councillor
	Cath Back (CB)	Staff Councillor
	Kathleen McGillicuddy (KM)	Principal, BA
	Steve Taylor (ST)	CEO
<b>Attendees:</b>	Wendy Hellin (WH)	Clerk (temporary cover)
	Mark Tipler (MT)	Assistant Principal
	Jenny Onslow (JO)	Assistant Principal

**Apologies:**

## Minutes

Item	Description	Action
<b>1</b>	<b>Introductions and Welcome</b>	
1.1	SM welcomed everyone to the meeting. Apologies are recorded above.	
<b>2</b>	<b>Declarations of Interest:</b>	
2.1	There were no Declarations of Interest.	
<b>3</b>	<b>Minutes of the Previous Meeting</b>	
3.1	<b>Previous Minutes - Actions and Matters Arising:</b> The minutes of 17 June 2021 were approved.	
<b>4</b>	<b>Matters Arising not otherwise on the agenda</b>	
4.1	Future figures on attendance should include the differentials	
4.2	An agenda item on Careers will be added to the agenda for next meeting.	
4.3	BF requested an agenda item on curriculum and options choices, specifically the low take up for subjects such as music and dance.	
4.4	ST suggested the AC invite some students to the next AC meeting to respond to questions from the AC. <i>This item has been postponed to the next meeting.</i>	
	<b>Academy Council Report</b>	
<b>5</b>	<b>Attendance Update – Mark Tipler</b>	
5.1	MT provided an update on attendance and highlighted the following: <ul style="list-style-type: none"> <li>The PP attendance gap is 4.8%. The gap is closest in Year 7 and progressively opens up over the year groups. This is not an uncommon picture but is a particular concern in Years 10 and 11. As a comparison the gap was 8.8% at the end of the last academic year. The caveat with the data is that there was significant disruption during the year due to the pandemic.</li> </ul>	

	<ul style="list-style-type: none"> <li>Daily calls are made for absence and PP students are prioritised for first calls. Attendance mentoring has started. Key staff work with allocated students and there is a focus on Year 10 and Year 11, again with a priority on disadvantaged students.</li> <li>In Year 11 there are 16 students of particular concern. One is moving to alternative provision. 5 have been arriving late to the academy and have missed the morning register. Where this happens staff communicate with home and have appropriate conversations with parents. In Year 10 there are 4 or 5 such students.</li> <li>Much of the persistent non-attendance is due to illnesses and attendance for 7 students of concern improved last week, but they are not yet above 90%. Staff are focused on looking at the detail around individual case studies for students and what they need to do to encourage students to come in more often. There is work going on around attitudes and the academy works with the central Attendance Officer Fiona Lightwood (FL).</li> <li>Systems and processes are in place and have been quality assured. They are now the driver that the academy uses to shift the culture across the academy.</li> </ul> <p>KM added that there are some links between the behaviour being seen at break and lunch times and the non-attendance of other students as a result. There is a focus on making school irresistible for students.</p>	
	<b>Questions from the Academy Council</b>	
<b>5.2</b>	<b>The resource required to support those strategies must be huge. What is the sustainability of this going forward? Can you maintain that level of resource?</b>	
5.2.1	We have streamlined our processes to make sure they are as sustainable as possible. Getting one student in more often is resource heavy so we need to formulate our processes to get 20 students in more often, for the same resource. We have 4 colleagues each spending a 50 minute period allocated to phoning students that are not in. The EWO visits houses to do morning visits. We focus the most resource on those most disadvantaged students. It is resource heavy but is an absolute priority.	
<b>5.3</b>	<b>To what extent is it an issue across the South West region? Is there a social media campaign that might highlight the importance of attendance, in the same way Covid vaccinations are promoted?</b>	
5.3.1	There are challenges across the trust and in Weston-Super-Mare; this shows in the data. We are working together to unpick it. Bristol schools have higher attendance; BA and HPA face some bigger challenges and are working together around systems and structures. (ST) Attendance figures are under pressure across the country for secondary academies; the return since Covid is better in primary academies. Attendance is at the top of the AIP in terms of priority for BA. MT is working with the CLF Attendance Officer and tapping into expertise across the trust.	
	<b>End of Questions</b>	
<b>5.4</b>	<b>Teaching and Learning Update – Jenny Onslow / Kathleen McGillicuddy</b>	
5.4.1	An appointment for a new AAP has been made; there are now 3 AAPs, one of which is allocated to Teaching and Learning. Alongside the focus on the disadvantaged students is a focus on the professional development calendar for teachers. KM, Kate Fiddian and the new AAP will oversee that calendar and means they are able to have a good idea of the Teaching and Learning of each staff member and be able to give them direct feedback.	
5.4.2	ECT colleagues have had additional lesson drop ins and support, as well as any concerns flagged to them from the Head of Faculty or Principal. There is not a blanket strategy; the academy are looking for there to be no discernible difference in progress between PP and non-PP students. We have developed work from Term 6 particularly with a focus on what	

	<p>makes great teaching. There was evidence of strong explanation and feedback. It was evident that staff had reviewed feedback and were able to articulate those that were experiencing disadvantage. A granular knowledge of students is being developed.</p>	
	<p><b>Questions from the Academy Council</b></p>	
5.5	<p><b>It is interesting to read about the new national qualifications. Can you tell us what proportions of teachers are in the different categories, and where they are sitting in those professional development programmes?</b></p>	
5.5.1	<p>(JO) The staffing proportions are:</p> <ul style="list-style-type: none"> <li>• ITT – 8 members of staff;</li> <li>• ECT – 7 members of staff including 4 TF in Year 2 (English, Maths, MFL and Geography);</li> <li>• RQT – 2 – including 1 for English and 1 for Maths;</li> <li>• Main Staff body – 9</li> <li>• UPS - 15</li> </ul>	
5.6	<p><b>How does the strategy develop and disseminate understanding of great teaching?</b></p>	
5.6.1	<p>(JO) There is a comprehensive CPD programme. There is a CLF component where we meet once a term and have connected conversations where individuals come together to discuss great teaching. FNN occurs once every 6 weeks and looks through the lens of what teaching looks like in each subject area. I am part of the Ethics and Philosophy group for the CLF. There is an Early Careers session once a week via the CLF.</p>	
5.6.2	<p>Within Broadoak, any member of staff under the ECF umbrella (ITT, NQT, RQT) will go to professional development on a Monday after school. The programme is split into two with the left side looking at safeguarding and how things are done at Broadoak. On the other side, the ECTs receive professional development on a Wednesday after school. This moves on from the work done during the inset. The Teaching and Learning thread looked at how to privilege those that experience disadvantage. The next step is moving into taking the great teaching and focus on explanation and developing it forward to questioning and deliberate practice to prepare for the PPE after October half term.</p>	
5.7	<p><b>When we discussed behaviour at a previous meeting, it emerged that some of the issues were that ECT teachers found it more difficult to deal with behaviour issues. As this is a focus for professional development, how quickly will we see improvements in those teachers so they are able to tackle the issues?</b></p>	
5.7.1	<p>(JO) The penultimate session was looking at the Broadoak handbook; staff are regularly supported in the class and we talk about the classroom practice we see and consider how individuals respond in the moment. We also use live coaching. We work alongside the teacher, in the moment, and model the behaviour we want to see in order to help the teacher take back control of the class when it has been lost. In this way we see immediate progress. We have had 7 SCITT trainees at Broadoak over the last 3 days and they have provided feedback to say that the staff were wonderful and welcoming and they enjoyed their time at Broadoak.</p>	
5.8	<p><b>We have previously talked about catch-up funding and the strategy for focusing it in the right areas. How sure are you that the vulnerable learners are the cohort that are receiving that funding and how are you measuring the impact of it?</b></p>	
5.8.1	<p>(KM) We have not allocated all of the funding yet. This is one of the things we wrestle with. We want to ensure the money is being used for the right things. We have used some to drive improvements in attendance, SEMH and input around some of the Teaching and Learning. One of the key things that we want to do is to finish off the screening for literacy for young people and dig deeper into what the challenges are around literacy. It is more nuanced than a reading age. We are also looking at the results of the belonging</p>	

	survey to us a real sense of some of the insights of the young people. This might steer us into a certain direction in terms of spending the funding.	
<b>5.9</b>	<b>Has the diagnostic period lengthened due to the lockdown?</b>	
5.9.1	Yes. After half term we have PPE for Year 11. There are assessments throughout the other year groups which have highlighted things around extended writing and this gives us diagnostics to look at.	
<b>5.10</b>	<b>Can you tell us more about the Hub and the curriculum; the report details this as an areas that you are working on. How is that going?</b>	
5.10.1	<p>Two of the young people declared that it was the best experience of education that they had received so far. Attendance has risen dramatically for those attending the Hub;</p> <p>The students follow a slightly abridged curriculum; it is difficult to deliver the exact curriculum of the relevant year group. They follow the broad concepts and key things in the right sequence. We need to be cautious and ensure we do not place students there due to behaviour challenges; this is not the right support for those students.</p>	
<b>5.11</b>	<b>How are students placed in the Hub?</b>	
5.11.1		
<b>5.12</b>	<b>Will those students at the Hub be able to go back into mainstream education?</b>	
5.12.1	Yes, the intention is that they spend as short a duration as possible at the Hub and then Segway back into mainstream provision. Some take longer than others. Some already dip into mainstream classes now.	
<b>5.13</b>	<b>When students return to mainstream provision, how successful are they?</b>	
5.13.1	<p>However, given the choice, they want to go back to the Hub because it is smaller and they prefer that provision. There is more work to be done on how to transition effectively from the Hub to mainstream. We also need to ensure that everyone understand the Hub and what it does.</p>	
<b>5.14</b>	<b>What sort of capacity does the Hub have?</b>	
5.14.1	On any day we could fill it with tens of children if they are presenting in a certain way. However it is designed to be a small provision for those with ECHPs where section F suggests this is what they need. It is resource intensive as it has two members of staff there full time. However, the students are taught history by historians so have the best teaching possible. It benefits the teachers too. Those that teach students with special needs can bring that development back into the mainstream classroom to develop strong inclusive practice.	
<b>5.15</b>	<b>How is the House Champions system working?</b>	
5.15.1	We have a member of staff who is the figure head of the house. It was a system suggested by a student as part of the student parliament. Today we held the first house assembly involving young people from all year groups; students were engaged and enthusiastic. Introduction assemblies have taken place with a focus on raising achievement points, students having respect for each other and considering which charity each house will support.	
<b>5.16</b>	<b>The ARV focused on a deep dive in MFL and humanities and the feedback received is positive. If they had done a deep dive in English and Maths would it be the same outcome?</b>	
5.16.1	It would not be as strong an outcome. We deliberately focused on MFL and humanities as there are two young leaders in those departments and they are excellent practitioners.	

	We wanted to build on the inset day and start the year with a positive message. The next ARV will focus on two less strong departments. [REDACTED]	
<b>5.17</b>	[REDACTED]	
5.17.1	It is not necessarily the biggest risk; we are well supported with expertise across the trust and within our cluster. There is lots of intellectual support and ideas around transition, raising attainment and implementation in the classroom [REDACTED]	
<b>5.18</b>	<b>What is the current extra-curricular offer like in the academy?</b>	
5.18.1	The offer is strong; the focus for us now is to look at uptake. Anecdotally it is not the disadvantaged students who take up the offer so we will focus on supporting those students to join in.	
<b>5.19</b>	<b>Can you tell us more about the homework strategy and why you feel it is not working?</b>	
5.19.1	What has worked well is the process of one subject setting homework on a set night of the week. What has not worked so well is the quizzing set on Show My Homework. Some students do not engage with it and others find it challenging. We are not entirely happy that it links well enough back to learning in the classroom.	
<b>5.20</b>	<b>Is technology a factor in that?</b>	
5.20.1	It may be for Year 7 students; we are currently looking at that.	
<b>5.21</b>	<b>You mentioned that some Year 7 students indicated they felt they were not being sufficiently stretched. Is that a factor from Covid or is it something else?</b>	
5.21.1	I do not think it is related to transition; it may be that colleagues are not pitching the lessons quite right. We had data for all students and collected student passports. It would be a good question to ask us at the next meeting.	
<b>5.22</b>	<b>We have put off until the next meeting the idea of having some students invited to the meeting to talk to the Academy Council. How will it work practically in terms of timing?</b>	
5.22.1	We can invite students to the AC meeting or speak to them separately to the meeting; I will check if they are able to join at 5pm. <b>ACTION: KM to confirm student attendance at next meeting.</b>	KM
<b>5.23</b>	<b>It is great to see a Broadoak Academy dyslexia pledge; can we have an agenda item on this at the next meeting?</b>	
5.23.1	Yes we can arrange that. The pledge is there and we have seen evidence that it is being complied with. <b>ACTION: Dyslexia pledge to be added to next agenda.</b>	KM/SB
<b>5.24</b>	[REDACTED]	
5.24.1	[REDACTED]	
<b>5.25</b>	<b>There is an issue with recruiting Academy Councillors at Broadoak Academy and with retention was recruited. Is this a theme across Weston?</b>	
5.25.1	(ST) HPA, UPA and HVA have had relatively full Academy Councils in recent times. HMA and BA have taken a while to grow and have been more fluid. There is quite a lot of sharing of Councillors in the cluster; with Academy Councillors sitting on more than one Council. Adverts for recruitment are out across all three clusters; however, it is harder to recruit to North Somerset than to Bristol or South Gloucestershire. (KM) We are in the process of recruiting two parent Councillors and one staff Councillor for Broadoak.	
<b>5.26</b>	<b>There are a very high number of incidences recorded on CPOMs. Is this a concern?</b>	

5.26.1	It is high but there is not necessarily a comparator to check how high it is. There is certainly a high level of need within the student body. The positive is that it shows students are reporting things and asking for support.	
	<b>End of Questions</b>	
<b>6</b>	<b>Student Voice</b>	
6.1	KM will explore the possibility of inviting students to talk to the Academy Council at the next meeting (as at 5.22.1)	
<b>7</b>	<b>Governance</b>	
7.1	This item has been covered.	
<b>8</b>	<b>Matters for the Board / COAC</b>	
8.1	No matters for the board or COAC were raised.	
<b>9</b>	<b>Risk Register</b>	
9.1	KM reported that the risk register is not in its finished state. Attendance needs to be added, along with the Hub and curriculum alignment. BF suggested that the replacement of the Principal should be on there. ST suggested that Ofsted and outcomes are also added. <b>ACTION: KM to update the risk register.</b>	<b>KM</b>
<b>10</b>	<b>Any Other Business</b>	
10.1	No other business was reported.	
<b>11</b>	<b>Close of Meeting</b>	
11.1	The meeting closed at 18.50 hours.	