

Minutes – Broadoak Academy Council Meeting

Issue Date: 1 December 2025
Location: Broadoak Academy
Time: 17:00 – 19:00

Chair	Becky Frise (BF)	Chair of Academy Council
Present	Sarah Matthews (SMA)	Vice-Chair
	Susan Marshall (SM)	Sponsor Councillor
	Stuart Veal (SV)	Parent Councillor
	Cath Back (CB)	Support Staff Councillor
In Attendance	Cameron Shaw (CS)	Executive Principal
	Lis Jolley (LJ)	Interim Principal
	Catherine McCaw-Aldworth (CMA)	Observer
	Martin Lewis (ML)	Assistant Principal DDSL
	Nichole Simpson (NS)	Associate Assistant Principal KS4 Raising Standards Lead
	Bella Charman (BC)	Associate Assistant Principal SENDCO
	Minna Koo (MK)	Clerk

Apologies

Date of meeting	Minutes	Action	
May 24	9.4	DMG to include staff absence as an indicator in future Staff Survey outcome data. – This action will be carried forward to next meeting.	LJ
14 May 25	6.30	There was a clarification provided regarding the data presented in the report. ACTION: To provide outcome data of service children. This action will be carried forward to the next meeting.	LJ
24 Jun 25	6.5	ACTION: The school will share the work that has been done to enhance the classroom learning atmosphere in September, including what is currently in place and how it is expected to make a difference. – The action will be carried forward to the next meeting.	LJ
6 October 25	7.18	ACTION: To share SEND and SEMH plan, strategy, and provision – These will be covered in today meeting.	LJ

Item	Description	Action
1	Introductions and Welcome	
2.1	The meeting commenced at 17:00.	
2.2	The Chair welcomed everyone to the meeting. Introductions were made.	
2	Declaration of Interest	
3.1	There were no declarations of interest.	
3	Minutes of the Previous Meeting and Matters Arising	
4.1	The minutes of meeting on 6 th October 2025 were approved as an accurate record of that meeting.	
4	Matters Arising not otherwise on the agenda	
4.1	List of actions from previous meetings as per above table were reviewed with updates.	
5	Chair Update	
5.1	A new teaching staff councillor was elected.	
5.2	It was noted that the parent election is currently in progress and scheduled to close on 12 December 2025.	
5.3	It was reported that a new principal has been appointed, and the onboarding timeline will be announced in due course.	
6	Academy Council Report	
	Behaviour	
6.1	A streamlined approach has been developed to align student behaviour with defined stages, enabling the application of relevant strategies and interventions to support and improve behaviour.	
6.2	The team aims to provide appropriate support at the right time and adopt a proactive approach to meet students' needs.	
6.3	The behaviour points scheme and the current status of student points were discussed and shared.	
6.4	The school explained the staged approach used to determine interventions and actions at different levels.	
6.5	It was noted that the key criterion for stage allocation is the number of negative points received by students.	
6.6	Five stages of positive interventions and actions were shared and discussed.	
6.7	Intervention checklists for each stage were shared.	
6.8	The number of students at various stages and additional criteria for Stages 1–5 were presented.	
6.9	Next Steps: <ul style="list-style-type: none"> • Fortnightly internal Inclusion Panel to be launched (December 2025) • Four fortnightly Inclusion Panel meetings to be completed (mid-February 2026) • Pastoral team to commence relevant interventions for students • Behaviour policy to be updated 	
6.10	Q: Would you explain how this strategy relates to the workspace? Yes. When students receive negative points, they will be referred to the workspace. This depends on the nature of the negative points. These referrals will be recorded in the student's record within the school system, and the same points will apply when referred to the workspace.	

6.11	<p>Q: In terms of identifying behaviour patterns, how will this be managed? A weekly report will capture all behaviour data and will be shared with Senior Leadership Team (SLT) to identify patterns. The team will review weekly data to determine whether intervention is required and take appropriate action based on behaviour trends.</p>	
6.12	In summary, the strategy categories students by severity and determines interventions based on data captured from the school system.	
6.13	<p>Q: Is the system data readily available for the team to reference? Yes. The team is developing its capacity and capability to access and utilise data effectively to generate insights. It was noted that work is ongoing to define and categories significant incidents.</p>	
6.14	<p>Q: How can we ensure students perceive this as a positive intervention and maintain consistency? Efforts are being made to explain the objectives clearly to students, emphasising proactive support and intervention to help them succeed in school.</p>	
6.15	A clarification was provided that the behaviour points system (positive and negative points) differs from the staged approach discussed. The graduated response ensures proportional interventions as students progress through stages, based on accumulated points.	
6.16	<p>Q: Why are there more students in Stages 3–5? As this approach is newly launched, it was suggested that more data points be collected to enable better analysis of the current status.</p>	
6.17	ACTION: To share the figures, trends, and movement patterns by stage at the next AC meeting.	LJ
6.18	Martin Lewis left the meeting at 17:33.	
	SEND	
6.19	The overview of the SEND approach was presented, focusing on identifying needs, delivering interventions, and demonstrating impact.	
6.20	Three key strategies were shared: effective use of LSAs in the classroom, Whole School SEND, and Reading.	
6.21	It was noted that TAs will be deployed strategically to provide planned and targeted support that promotes student independence.	
6.22	Significant emphasis has been placed on reading during Terms 1 and 2, resulting in a reduction in interventions.	
6.23	There has been an increase in the number of students within the SEND cohort, which aligns with local authority figures.	
6.24	The school uses an accurate diagnostic system to screen for reading age, dyslexia, and other indicators to better understand cognition and learning needs.	
6.25	Screening will commence in Term 6, and a spike in SEND K students in Year 7 is anticipated, typically linked to reading age.	
6.26	A clear system is in place for collaboration with the local education psychologist when additional support is required.	
6.27	ELSA support within the school has increased following the appointment of a new ELSA Lead. Additionally, a staff member was trained as a Forest School Lead during the summer holiday.	
6.28	The school continues to build strong relationships with parents, with five SEND evenings planned and collaboration with the local authority.	
6.29	Parent feedback will be collected following these events.	

6.30	<p>Q: How many people do we expect from the SEND evenings? Attendance is expected to be higher in Terms 1 and 6, with Term 1 attracting more Year 6 students. These events provide valuable opportunities for engagement with parents and team members.</p>	
6.31	<p>Coffee mornings have also been held, themed around topics such as trauma, offering parents a chance to connect and share experiences.</p>	
6.32	<p>Strong relationships with the local authority have been maintained, including participation in working parties led by the SEND Lead and involvement in the Inclusion Panel.</p>	
6.33	<p>For reading interventions, students with a reading age of nine or below will receive targeted support.</p>	
6.34	<p>The number of students requiring intervention has significantly decreased since the start of the year, reflecting the success of the reading intervention programme.</p>	
6.35	<p>Plans are underway to increase phonics support, including consideration of a specialist primary teacher in future staffing.</p>	
6.36	<p>Students with a reading age below nine across different year groups will participate in a 10-week reading programme. Outcomes will be reviewed to assess programme effectiveness.</p>	
6.37	<p>SEND E attendance has improved significantly compared to last year, and efforts are being made to increase attendance for both SEND E and SEND K students.</p>	
6.38	<p>For nurture provision, Forest School sessions will be introduced for Year 9 students.</p>	
6.39	<p>Art therapy lessons will be offered to Year 7 and Year 8 tutor groups, with plans to expand participation.</p>	
6.40	<p>Q: Can you provide an update on looked-after children (LAC) and children in care (CIC)? This group is considered vulnerable, and additional focus is being placed on supporting them. The careers team is working closely with these students, including annual reviews for Year 11 students. Connections have been established with colleges to assist with applications, and pathways to other key worker areas are being explored. The aim is to secure work placements for these students.</p>	
6.41	<p>Q: Are there challenges in meeting work experience needs? Lessons learned indicate that earlier preparation is essential to effectively support students.</p>	
6.42	<p>Q: What is the current attendance overview for LAC students? Attendance figures are being impacted by a small number of students, but overall, the situation is not considered overwhelming.</p>	
6.43	<p>Q: What interventions are in place for Year 11 students? Support includes access to past papers and language texts, alongside ongoing communication with parents to ensure home support.</p>	
6.44	<p>Reading remains a core part of the school culture and universal offer. An English teacher has been assigned to lead literacy across the Academy, supported by the CLF Lead on Literacy and Reading.</p>	
6.45	<p>A deeper analysis will be conducted to identify priority areas for improvement.</p>	
6.45	<p>Tutor reading sessions have been implemented, and positive changes are evident.</p>	
6.47	<p>Plans are in place to target the next reading age group, including students reading age below 14.</p>	

6.48	There was discussion on strategies to support bilingual students.	
6.49	Q: What are the key priorities for next year? Plans are still under development, balancing priorities with budget constraints. Strategies will include reviewing curriculum and addressing the needs of bilingual students.	
6.50	Bella Charman left the meeting at 18:16.	
	Y11 Result Attainment Update	
6.51	The cohort and methodology were explained.	
6.52	It was noted that the Y11 attendance rate has experienced a slight decline compared to last year, with some impact attributed to a few students whose attendance has been affected since September.	
6.53	The attendance rate for Pupil Premium (PP) students is not strong, and the gap between PP and non-PP students is widening.	
6.54	A slight change in the cohort was reported due to new joiners.	
6.55	Four key strategies to improve student attendance were shared. The focus includes providing high levels of support from Year 11 teachers and targeted support by specialist teachers for specific subjects or cohorts.	
6.56	The team aims to deliver interventions earlier, with regular involvement from SLT.	
6.57	Students are encouraged to attend four tutor sessions per week.	
6.58	Projections of student attainment by subject were shared and discussed.	
6.59	The school also outlined challenges and support measures for specific subjects, including Science and English.	
6.60	Nicolle Simpson left the meeting at 18:43.	
	Attendance	
6.61	It was highlighted that Year 11 attendance has dropped, presenting a challenge for the school.	
6.62	Specific attendance patterns were shared, and it was agreed that a deeper understanding of the underlying reasons is required.	
6.63	Additional efforts will be made to gather student voice from Year 11.	
6.64	Attendance for SEND and LAC groups has also experienced a decline.	
6.65	Overall attendance remains above 90%, which is broadly in line with other secondary schools.	
	Safeguarding	
6.66	The safeguarding report was shared prior to the meeting.	
6.67	No specific questions were raised regarding safeguarding, and it was confirmed that all processes are on track.	
7	Policies	
7.1	ACTION: To follow up with Operation Manager regarding the upload of policies on GovernorHub for councillors' approval.	U
8	Any other Business	
8.1	None	
9	Close of meeting	
9.1	The meeting closed at 19:10	
10	Date of next meeting	
10.1	9 th February 2026	

ACTION SUMMARY

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