Minutes – Broadoak Academy Council

Issue Date: 9th October 2023
Location: Broadoak Academy
Time: 17:00 – 19:00

Members:
Susan Marshall (SM)	Sponsor Councillor
Felicity Williamson (FW)	Sponsor Councillor
Sarah Matthews (SMa)	Sponsor Councillor
Becky Frise (BF)	Sponsor Councillor and Chair
Steve Taylor (ST)	CEO & Executive Principal
Stuart Veal (SV)	Parent AC
Sarah Hardwidge (SH)	Student Advocate Councillor
Carina Ridge (CR)	Vice Principal

Attendees: Sue Burns (SB)   Clerk

Apologies:
Danny McGilloway (DM)	Principal, BA
Mel Gee (MG)	Teacher Councillor
Cath Back (CB)	Support Staff Councillor

Item	Description	Action
1.0	**Introductions and Welcome & Declarations of Interest**	
1.1	The meeting commenced at 5.00pm	
1.2	BF welcomed everyone to the meeting and introductions were made.	
1.3	Apologies were received and accepted for Danny McGilloway, Cath Back and Mel Gee.	
1.4	The Academy Councillors were reminded to complete their Nimble training and declare their pecuniary interests.	
2.0	**Academy Council Membership**	
2.1	Cath Back's Term of Office ends on 14 Oct 2023.	
3.0	**Minutes of the Previous Meeting**	
3.1	The minutes of 27th June 2023 were approved at the first meeting of the years on the 27th September 2023	
4.0	**Matters Arising not otherwise on the agenda**	
4.1	9.7 MT to distil the Safeguarding Audit Report into key priorities and share with the AC – **Completed. The full audit has also been circulated.**	
	Matters Arising	
	The T1 AC Meeting took place as part of the CLF Strategy & Results Review Evening on 27th September 2023. Attendees at Meeting 1 were: Carina Ridge, Mel Gee, Danny McGilloway,	

	Sue Marshall, Becky Frise, Stuart Veal, Sarah Matthews, Felicity Williamson and Steve Taylor. The June Minutes were approved. The following policies were noted: • CLF Trustee & Councillors Expenses • CLF Modern Slavery and Human Trafficking • CLF Safeguarding • CLF Charging and Remissions • CLF Data Protection • CLF Health & Safety The following policies were approved: • Offsite Trips and Adventure Activities • Positive Handling & PI • SEND • Teaching & Learning	
5.0	**Disadvantaged Focus**	
5.1	Sarah has met with Carina as the Disadvantaged link and has circulated the corresponding paper which indicates our response to the data.	
5.2	The PP spend and impact report and the five-year strategy statement has been published on the website.	
5.3	In T2 a visit day will be arranged for AC scrutiny.	
5.4	The funding will be used in part for the Nurture Hub because many PP students attend it. We will continue to use Academic Mentors from Step-into-Teaching for KS4. This is a government scheme that is discounted. We are keen to expand the number of mentors that we have in post and will interview shortly.	
5.5	**What is the Nurture Hub?** It is a provision supported by the CLF and the LA. It is a resource to support students with SEMH needs who struggle to access a mainstream curriculum. A fully qualified, full-time teacher and TA staff the provision. The provision is not full-time. Students attend and receive an intervention. The provision is exclusively for KS3.	
5.6	**Where is it located?** A7. It has its own resources and kitchen.	
5.7	**How do you determine which students receive support from a mentor?** The Raising Attainment Team make this decision and focus on KS4, but not exclusively.	
5.8	SM: I will visit on 1st December 2023 to find out more about the pupil experience in the academy.	
5.9	**How do you measure the impact of the Nurture Hub?** There are entry and exit measurements, including a Boxall Profile. We also have some students who access the hub via the SENCo and have outcomes agreed as part of being on the Inclusion Register. Other children who use the provision may have a different measure for impact.	
5.10	We triangulate their data with the value added, attendance and APS scores. We also look at behaviour but ensure that students who can go under the radar are also able to access the provision is required.	
5.11	The Boxall Profile is an SEMH tool that supports staff in how to support a child in a particular way and will indicate what areas they require support with which is then built into the curriculum.	
5.12	**How many students will access the provision?**	

	From T2, two groups of Y8 and two groups of Y9 students that don't exceed 10 in total, with bespoke interventions provided for other individuals. We hope to build resilience in KS3, ready for them to be able to access the curriculum in Y10.	
5.13	We don't have a Y7 group yet because we are still collecting information and aspire to a February start for that group.	
5.14	**What is the capacity?** Ten students at any given time. 40 students in total.	
5.15	**What reportable data will be available for the students in the hub?** English, Maths, Science, DOYA, Reading and Black Box. We need to give the provision time to embed.	
5.16	**Do you have to report to the LA as they are part-funding the provision?** No, the LAs have some funding that is disaggregated into schools to support children on their roll.	
5.17	**ACTION: LDL to report on the impact of the Hub provision at the meeting in March.**	**LDL**
5.18	**What is in place to reduce the PP gap?** KS4; we have adapted our Raising Attainment Strategy, and we are already working with the Heads of Faculty this year. The ARV indicated that the strategy was more robust. We need to be cautious that we maintain stability and embed the things that are working. English, Maths, Science, Humanities and MFL need to review their PP strategy. Low stakes in-class assessment is known to work from evidence, and we will monitor this for impact. We are preparing PPs in a standardised fashion with be-spoke provision in place. The School Improvement Partner will work with the Heads of Faculty. We will retain the elements of the strategy that is working as we saw movement in grades last year. Some children need to make more progress and we will support them by standardised preparation for them.	
5.19	**The ARV indicated that not all lessons are consistently good. How will you address this in a short timescale?** The Science and Maths Heads of Faculty (HOF) are energised and experienced. We will remove the decision making for teachers and support them with centralised and standardised resourcing. The HOF have protected leadership time so that they can focus on teaching and learning. The teachers who require support will be around the enactment of the resources.	
5.20	**Which subject areas are doing well with the PP students?** There is good practice in Triple Science, in some classes.	
5.21	**How is best practice being shared?** We have looked at value added as well as outcomes when analysing best practice. Overall outcomes indicate that no specific subject is doing significantly well.	
5.22	**Are you continuing to ensure that the teachers know who their PP students are?** There are two strands: knowing who they are and knowing how to support them. The IT tools have been improved and we have ensured that the Teaching & Learning Heads of Faculty and SLT know who they are observing when they make lesson observations so that we can then check the teacher's understanding. We support the member of staff where required.	
5.23	**Is that process working?** We have undertaken a significant number of lesson drop-ins so far, this academic year. The Heads of Faculty are embedding their drop-in practice. The feedback process is robust.	
5.24	**How are the teaching staff responding to the initiative?** The BA staff are comfortable about lesson drop-ins, we have a positive culture at BA. We need to support colleagues with confidence in engaging with visitors. They are not required to stop the lesson when a visitor arrives but need to be confident in engaging with visitors and meet the needs of their students, which we will cover at the inset day.	
5.26	**Are the students comfortable with classroom visitors?** They speak when spoken to and answer questions when asked, but we aspire to them being confident enough to volunteer information. Our oracy strategy will support this in the longer	

	term so that they can talk about their learning in a confident way. They are very loyal to the school and are proud of the school.	
5.27	**The PP strategy is evolving, are the most vulnerable students embracing this?** In the main, yes. There are some children with multiple vulnerabilities. The work that we are doing increases the pace and challenge as opposed to changing the curriculum. We have identified gaps in work completion which we are focusing on early so that it can be remedied quickly.	
5.28	**Has the fierce training had impact?** The impact report is due this week which will include colleague feedback. The session was received positively and landed well with the staff. We are not seeing Do Now continuing into the lesson and there has been an uptick in reminding children to engage in the Do Now task. Inset day will involve this into a whole staff session. The ARV feedback indicated that Do Nows are taking place in all subjects, but the quality is not yet consistent.	
5.29	**How many children are there in Y11?** 155: 54 are disadvantaged and 51 will contribute to the P8 data. There are some Y11 classes who had an outturn from Y10 that was positive which we need to be alert to.	
5.30	**Is there a cohort of PP students who are performing well in all classes?** We would need to investigate the data, but Art and Design indicates that there is a trend in quality teaching.	
5.31	**ACTION: CR to investigate whether there is a trend in PP performance for subjects with quality teaching.**	**CR**
5.32	10% of KS3 students are referred to the Hub, therefore we should see an improvement in behaviour in the classroom which coupled with good quality teaching will have impact.	
6.0	**SEND Focus – Bella Charman**	
6.1	I've returned from maternity leave and have circulated a one-page overview.	
6.2	**Top-up funding is greater than the number of EHCPs?** No funding has stopped, top-up funding is remaining, but we can no longer apply for top-up funding. The LA will complete the EHCP process, starting with the Y7 students because there is a backlog, and some applications take up to 40 weeks. There are a lot of students waiting to be seen by an Ed Psych and an increase in students applying for an EHCP who will not meet the criteria but cannot apply for top-up funding. A costed provision map may result in some additional funding, but this is not guaranteed.	
6.3	Y8 is a focus because we have 6 students with funded EHCPs. Assess, Plan, Do, Review is taking place with a minimum of 10 students per year group needing EHCPs. By the end of the year, we will have 40-45 students in the pipeline for EHCPs. Many EHCPs come with the lower funding band instead of 1:1 provision.	
6.4	**What analysis do we do to determine the impact of access arrangements?** We review the Y10 PP data because they can't be screened before Y9. Where students have extra time, we should be providing that during lessons too, which is difficult to provide and therefore we have had to use some creative timetabling. Reading pens have been more popular than a reader due to stigma. These can also be used actively in lessons. They have been well received and they work well.	
6.5	**There was an English PPE laptops issue, what is being done to support the students with using tech?** Children with access arrangements have one to one support about how to use their access arrangements and we invested in training the invigilators. Some students weren't saving their work during the PPE, so we put safeguards in place for the second PPEs and trained the students on the tech. We provided prompts for the vulnerable children to encourage them to save their work during the exam season. After the exam we printed their work before they left the exam. Y10 did not have the same level of support which we will address this year and we will acknowledge and support anxious students.	

6.6	SEND-K provision has been revised proactively and we screen the whole school for reading ages. We work closely with primary schools during transition.	
6.7	**Are you challenged by Susie Weaver on the fact that BA SEND-K is double the national average?** Our EHCPs are also double the national average. We are working through the needs of our students. We use random case-studies to review whether they should be on the SEND-K register and therefore are confident that the list is accurate.	
6.8	**What is the process this year and what has happened to the students who have been removed from the register?** We have an Inclusion Register that reflects all needs including SEND- K and SEND-E students. If neither are included on the register, then they don't meet the threshold, but we still have concerns about the student. The teachers then know that these children need to be supported with quality first teaching.	
6.9	**How confident are you that the teachers know who their SEND-K and SEND-E students are?** Anecdotally, the teachers are very proactive, and they know which register to review and how to raise the profile of a student they are concerned about. We now need to support the teachers with how the need is met in the classrooms.	
6.10	**Does the inclusion register indicate the overlap of PP and SEND?** It will include that information as well as whether they are a young carer, EAL, CP, have Social Worker involvement, significant ACEs, etc.	
6.11	**How many Y7 children are SEND-K** 31 but this is based on Y6 transition data and therefore is anticipated to increase over the next few months.	
6.12	**What constitutes a good transition document from Primary Schools?** Student files, CPOMS data, funding and proactive applications. We are working closely with our feeder primary schools to improve the quality of their transition data.	
6.13	We also inform parents at open evenings that they can make a parental request for an EHCP, regardless of which school they attend.	
6.14	We are focusing on reading ages this year and have identified students with reading ages below 8.06 to provide a reading intervention. We are using a bespoke programme, and the team has been trained in Phonics. Students with a very low reading age (less than 8.06) are supported with 'That Reading Thing' which 12 of the student support team staff have been trained in. We screen on entry and again on exit and find that the programme is impactful with all students making progress. A full-scale re-test of all children in KS3 will take place over the next few weeks to address some anomalies in last year's data.	
6.15	**Are all year groups included?** Yes, the threshold is an 8.06 reading age and below.	
6.16	**Is it the same provision for Y11?** Yes, but we have to be creative with the timetabling so that we don't disturb their lessons. All of these children would have access arrangements.	
6.17	**How many of the Y11 students were included in the data in the previous four-years?** We would need to analyse that data.	
6.18	**ACTION: CR to analyse historic reading provision for Y11 students to determine how effective the interventions have been.**	**CR**
6.19	We have secure systems and processes in place now and a specialist student support team who have received training. We will train an access arrangement assessor over the next few months because one of our team has QTS.	
6.20	SEMH and ADHD need and how to meet it in the classroom will be provided as CPD for teachers.	
6.21	We are improving the relationships with our parents and are managing their expectations as well as providing support and signposting.	

6.22	We have three key case-studies who are accessing the hub and will take 8 GCSEs later this year.	
6.23	We will continue to invest in the student support team as well as supporting teachers to raise their quality first teaching practice.	
6.24	**Why are the SEND outcomes disappointing?** Where Teaching & Learning is not good enough, children with SEND are disproportionately impacted. We are looking to share best practice by reviewing the provision of teachers where SEND students are performing well.	
6.25	We are looking at models of how teachers can work collaboratively and can see modelling of other teachers' practice.	
7.0	**Attendance – Lindsey**	
7.1	**There are some SEND-K and SEND-E attendance anomalies?** We are working with the LA because some of our students are on our roll for safeguarding processes and are awaiting specialist provision. They are receiving 25 hours of tuition that is funded by the LA, but this cannot be recorded in our attendance data.	
7.2	The systems that we put in place in T2 and T3 had impact in T4, T5 and T6. We have continued these and also added some additional processes from T1.	
7.3	Some of our year groups are green or are on the cusp. Y10 is red because there are a group of students who were impacted by the pandemic, some of whom may require an alternative curriculum.	
7.4	**When you compare year on year data, are they the same cohort?** We compare to the same cohort from the previous year to identify trends.	
7.5	**Why is there data for Y7 because you wouldn't have their Y6 data?** This would be the Y7 data for the same period last year.	
7.6	**ACTION: CR to clarify the attendance data and which cohort as above**	**CR**
7.7	**The PP gap increases as you move up the school. What is working in Y7 which has the smallest gap?** The older year groups did not have our new systems embedded. We have established some norms with Y7 which older students did not have.	
7.8	**Current Y8 had a similar attendance in Y7 which suggests that they have dropped off in Y8. How can you prevent this?** We are putting interventions in place immediately and there is a focus on persistent absence.	
7.9	**ACTION: CR to include a representative group of Y10 children's attendance data at each meeting for the AC to monitor.**	**CR**
7.10	**Are you continuing attendance interventions this year?** Yes, the programme will begin for a new group of students following screening.	
7.11	**ACTION: CR to determine the impact of attendance interventions last year.**	**CR**
7.12	Attendance is a national concern currently, particularly for vulnerable students. Attendance will remain a focus of BA, regardless of the national picture. Public First have produced a report based on national parent and carer feedback which can be read here: Public First Attendance Report Link.	
7.13	**What works well?** Where we can provide support for the family from the school and external agencies, although sometimes this requires a court order.	
7.14	**Are you issuing fines and do they have an impact?** Yes, we fine for holiday absence and progress to a court summons if required.	
8.0	**Safeguarding - CR**	
8.1	The CLF Safeguarding Audit has been circulated, it is a thorough and robust process.	
8.2	**Are many of the issues are quick fixes?** Yes, and these have been actioned where possible.	
8.3	**Were you aware of the issues before the audit identified them?**	

	Yes, in most cases e.g. some staff cannot complete training because they are on long-term sick leave or maternity leave.		
8.4	**Are you satisfied that safeguarding is effective at BA?** Yes.		
8.5	**When is the next audit scheduled?** At the end of this term, or the beginning of next term.		
9.0	**Policies**		
9.1	**LAC Policy**		
9.2	BF has reviewed the LAC Policy and has recommended it for approval by the Academy Council.		
9.3	The Academy Councillors approved the LAC Policy		
10.0	**Matters for the attention of the Board**		
10.1	None.		
11.0	**Close of Meeting**		
11.1	The meeting closed at 7.05pm		