

Minutes – Broadoak Academy Council

Version: Approved
Meeting Date: 19th December 2019
Location: Broadoak Academy
Time: 17:00 – 19:00

Chair:	Sue Marshall (SM)	Chair
Attendees:	Kathleen McGillicuddy (KM)	Principal, BA
	Becky Frise (BF)	Sponsored Councillor
	Pat Horrigan (PH)	Sponsored Councillor
	Jackie Vernon (JV)	Student Advocate
	James Wilmot (JW)	Parent Councillor
	Tony Searle (TS)	Executive Principal
	Wendy Hellin (WH)	Clerk
Attendees in part:	Bella Wilson	SENCO
	Mark Tipler	Assistant Principal
	Annie Massey	Assistant Principal
Apologies:	Mike Lawford (ML)	Sponsored Councillor
	Clare Pearce (CP)	Sponsored Councillor
	Cath Back (CB)	Staff Councillor
	Miranda Pincott (MP)	Parent Councillor

Minutes

Item	Description	Action
1	Introductions	
1.1	SM welcomed everyone to the meeting. Apologies are recorded above.	
2	Minutes of Previous meeting	
2.1	The minutes of the meeting of 10 th October 2019 were approved.	
3	Actions and Matters Arising	
3.1	Actions and matters arising	
3.1.1	Item 2.1 - The new clerk will provide a copy of the attendance and pecuniary interests sign off sheet.	Clerk
3.1.2	Item 5.3 – Mark Tipler to be invited to speak to the AC regarding attendance – this action is complete.	
3.1.3	Item 5.3 - PH to meet with Mark Tipler to get an overview of LAC students. PH has met with MT and is also in email contact with him.	
3.1.4	Item 7.1 – CP agreed to attend the H & S meeting. This did not take place as the meeting date was amended.	
3.1.5	Item 7.1 – MP has agreed to take on the role of Link Councillor for H & S.	

3.1.6	Item 10.1 – SM and BF have attended a meeting of new staff members. SM reported that it was a productive meeting with valuable feedback. Staff appear happy with most aspects and were positive regarding support for SEND students. A significant number of staff (who were not new to the profession) had transferred from schools in the wider local area and had been told by colleagues that they were coming to a very tough school. KM noted that this perception could lead to prospective applicants not wanting to apply for roles at the academy. Something new staff felt less prepared for was how to manage unstructured contact with students outside of lessons. KM has arranged training for that. Some mathematicians felt less prepared to differentiate for mixed ability classes. SM confirmed that a further meeting will take place around Easter to see if these issues have improved.	
4	Declarations of Interest	
4.1	No verbal declarations of interest were made.	
5	Focus on SEND – Bella Wilson	
5.1	<p>BW circulated the SEND vision for 2019 – 2020 and highlighted the following:</p> <ul style="list-style-type: none"> • BW has only been in post for a term and is prioritising assessments, exam arrangements, staffing, structures and then interventions; • SEND needs have not been properly assessed for the last year or two; • Priority is being given to assessing the need and then making exam access arrangements for Year 10 and Year 11; • Solution circles take place involving key staff and work is underway to help teachers with differentiation; • Short term plans are in place and long term plans are being drawn up; • There are 5 – 10 students in the academy with exceptionally high need. 	
5.2	Questions from the Academy Council	
5.3	To what extent do you get involved with students whose attendance is low?	
5.4	We work with students to ensure they are coming in to school; we need them to be here in order to properly assess their needs. We consider using part time timetables where appropriate.	
5.5	Was extra time arranged for those students that needed it for the most recent Year 11 exams?	
5.6	No, BW was not in post then. Although BW has only been in post for a term there is already an uplift in the number of year 10 and 11 students having access arrangements. Feedback suggests that vulnerable students are feeling more secure. A positive SEND evening was held this week.	
5.7	There are some significant problems in year 8 and 9. Are you looking at their needs yet?	
5.8	This will be a priority for January and February. There will also be staffing considerations to put more support in lessons.	
5.9	SM reported that when she met with new staff, all were talking very positively about the support received when students couldn't access the curriculum. SM thanked BW and she left the meeting.	
6	Student Outcomes - Focus on Year 11 PPE – Annie Massey	
6.1	AM circulated the PPE summary sheet and highlighted key sections. This will be published in Teams.	

6.2	Questions from the Academy Council	
6.3	There is no data in the black box with regard to historic mocks. Is this because we have only recently joined the federation, and if so is that information held locally?	
6.4	Yes, it is due to us joining recently. We have the information locally.	
6.5	The data includes information about the federation as a whole [REDACTED]	
6.6	The level of data we share with the Academy Council is not the same as we share with staff, [REDACTED]. We have to look at what data goes to who and in what format and consider the intention behind sharing the data.	
6.7	Basics are disappointing compared to last year. Given that the year group involved had less options they should have done better. Why wasn't this so? Is it because they then couldn't drop anything else to focus on core subjects?	
6.8	There was an element of this. There was a bigger dip in English language than in literature and our focus for improvements will be there. At Broadoak, there are 8 English lessons a week split across language and literature. If results do not improve we will reconsider that approach going forward.	
6.9	Results from the student voice shows that students are happy with literature but less so with language lessons.	
6.10	Language can be very prescriptive and dry to teach, and is far less engaging than literature. We might in future consider weaving language and literature together in one lesson.	
6.11	That will be too late for the current cohort. What are we doing to support those students?	
6.12	We are making language lessons as engaging as possible. We do collective planning and share resources and ideas.	
6.13	There is a national debate regarding English. A number of students are not taking A level English due to the GCSE syllabus. Is anything happening across the wider federation for English?	
6.14	There is a piece of work happening to look at literature and language across all academies. This is being led by the federation's English lead.	
6.15	There are a lot of online tools such as Hegarty that can support students. How do you help those students that don't have access to the internet at home?	
6.16	We give out free revision booklets and guides. It is worth considering setting up lunchtime revision spaces with computers. Students do almost always have phones and they can access a lot of these online applications in that way.	
6.17	Last year we targeted a small number of students who were struggling, and we invited their parents and carers into school, together with the children, and handed them a paper pack of revision and past papers with specific elements targeted for those children. We supported the parents/carers to know how to support the student to work through the papers. There was a very good response to those we targeted. It was successful enough to warrant repeating the exercise.	
7	Attendance and Behaviour – Mark Tipler	

7.1	<p>MT presented information on attendance. This will be published in Teams. Attendance did rise to 94.2% during term 2 but has dipped during the last two weeks owing to a lot of student illness. This is a widespread issue, with some schools in the wider area forced to close. Current attendance is 93.3%. The absence breakdown is as follows:</p> <p>Unauthorised absence 1.9%</p> <p>Exclusions 0.2%</p> <p>Holidays 0.3%</p> <p>Illness 4.0%</p> <p>Medical 0.2%</p> <p>Condoned absence 0.2%</p>	
7.2	<p>The data shows that the biggest challenge is illness at 4% and this is where the focus is. One of the challenges is students with chronic fatigue syndrome (which is included as illness). Staff are liaising with medical professionals regarding this and are creating bespoke timetables to shorten the day for those students. Staff will incrementally build the timetables back up to longer days.</p>	
7.3	<p>Attendance data for key groups was shared. The year group with lowest attendance is year 9. Boys are attending more than girls at 93.7% against 93% for girls.</p>	
7.4	<p>The attendance clerk emails year leaders with a list of students absent each day and then the pastoral support staff make phone calls home. A set of protocols for the tutors to follow has been put together, and interventions they are expected to make at key times. This includes a welcome back for students after a period of absence.</p>	
7.5	Questions from the Academy Council	
7.6	Some of the strategies sound rather labour intensive. Have you completed any analysis yet on how effective each of the different strategies are?	
7.7	<p>The phone calls home are labour intensive. It is early days in terms of analysis but it is already clear we are getting some successes. Attendance sits under safeguarding, so there will always be some strategies we have to implement regardless. Phone calls are made in priority order. This means those children identified as a child in need will be phoned first, then PP and SEND etc.</p>	
7.8	When you look at CLF data, PA is an issue. Can you tell the Academy Council what you are doing to target PA and how it is improving?	
7.9	<p>When you compare us to the federation for PA below 60% we look quite strong. The focus area for us is those students with attendance between 60% to 90%. Sharing responsibility for attendance with tutors has freed up leaders to focus on those PA students. We have a process in place for phone calls, meetings and home visits. We examine what the barriers are for each child and look to remove those to encourage students to come in to school.</p>	
7.10	Year 8 is at 25%. Nationally the figure is around 14%. This is a massive difference. Do you know who the students are? Are they the same as last year or a different group of students?	
7.11	<p>It is a combination of both. Some are from last year, and for those students their primary attendance was low too. There are also patterns through families with siblings. Some are new cases. The attendance tracker allows us to compare that to see the pattern over the year and look at any dips. Some are</p>	

	still recovering from a period of illness or holiday, and their attendance percentage will rise as the year goes on.	
7.12	ACTION: The academy will provide anonymised data at the next Academy Council meeting to show the number of students classed as PA in term 1, and how many were still represented in term 2.	KM
7.13	To what extent are you working with other academies in similar catchment areas? How much do you work with the feeder primary schools?	
7.14	There were at least 3 phone calls from local primary schools in the last fortnight. We liaise over whether fines are going to be issued to families. Members of our support team for attendance have visited HPA to see how they operate. Katie Richardson is the strategic lead for attendance. She is formulating a strategic overview.	
7.15	Is attendance an issue across the CLF?	
7.16	There are fewer academies with good attendance this year. There used to be a federation lead for attendance (who has since resigned) and the Executive Team are currently considering whether to recruit again to this post.	
7.17	We introduced a 12 days of Christmas attendance challenge which ran from 2 to 17 December. It coincided with the worst levels of illness we have seen, however, hundreds of students achieved 100%. All those families were entered into a draw to win one of two hampers. It was very successful and two very deserving families won a hamper.	
7.18	Behaviour – Exclusions	
7.19	Exclusions were higher than the academy would like in Term 1, with 53 students being excluded for 112 days. In term 2, this has dropped to 20 students being excluded for 28 days. This has been achieved by shifting the onus to the parents. When a student is not behaving at school the parent is phoned and is asked to speak directly to the child on the phone. This has had a significant impact. We also invite parents in to the academy and have very supportive conversations about behaviour. There has been a clear reduction in exclusions for SEND students.	
7.20	Questions from the Academy Council	
7.21	The Academy Council report refers to the possibility of the introduction of alternative provision. To what extent would that proposal help support some of these students, and therefore improve the data?	
7.22	The students showing as excluded in term 2 would certainly benefit from a quality alternative provision that included Thrive work. It is a jointly visioned project between HPA and BA and we are meeting to discuss the project in January. It is likely to be offsite provision. The aim would likely be to focus 5 to 8 students from each academy. The focus would be on nurturing and the aim would be to close some of those early parenting gaps. It would free up leadership time and staff resource in both academies.	
7.23	The report also refers to some professional development sessions for staff, around gang culture. Are members of the Academy Council able to access that training?	
7.24	Yes the Academy Council are welcome to attend.	
8	Academy Council Report	
8.1	Overall Effectiveness	

8.2	In terms of behaviour, classrooms have much less disruption. However, there can still be a perception from colleagues that behaviour is not good [REDACTED] during lesson time. Where students are not in class, senior colleagues are challenging them and trying to meet their needs.	
8.3	Questions from the Academy Council	
8.4	How do you communicate the positive improvements to behaviour to those staff members?	
8.5	There are regular staff briefings where we start by praising those young people who have made improvements. There is also more information available from BW who is very open in dialogue with staff.	
8.6	Does the improved classroom behaviour have implications for what happens at break?	
8.7	Yes. Unstructured time is noisy, especially if it is wet outside and all students are in the academy. There are not enough activities and clubs. There is a safe space for vulnerable students to go to and the astro-turf is available but there is need for further break time provision.	
8.8	Is the Ready to Learn policy meeting the needs of SEND students?	
8.9	Yes, but it is the implementation of it in the classroom where it is not yet right for SEND students.	
9	Safeguarding	
9.1	This item has been covered at 3.1.3.	
10	Finance, Health and Safety and Estates	
10.1	A finance update is included in the Academy Council report.	
10.2	KM provided an update regarding recruitment. A second in science has now been appointed. The academy were not successful in recruiting to computing but are working with central colleagues in HR to prioritise this. JW suggested a contact that the academy could get in touch with at the university regarding support from recent graduates.	
11	Policies	
11.1	There are a number of policies for review. SM asked that one Councillor lead on the review for each as follows: Drugs – BF Teaching and Learning – SM Attendance – PH Anti-Bullying – PH SRE – SM CEIAG - JW SM asked that each Councillor provide feedback to JV by the end of the first week of January 2020.	
11.2	The process for policy review going forward was discussed. JV will provide a list of those policies requiring review in advance of the meeting. Policies will be available on Teams, but can be obtained in paper format from Emma Lincoln where required.	

12	Governance	
12.1	Training for Academy Councils is published on Teams. The new clerk will also share details of upcoming training once in post.	
13	Any Other Business	
13.1	BF and JV provided feedback on their recent visits to academy. Feedback has been sent to KM.	
13.2	SM thanked everyone for their attendance and the meeting closed at 19: 17hrs.	