



Broadoak Academy Council Meeting Minutes
Thursday 3rd December 2020, 5.00pm
Virtual Meeting via TEAMS due to Covid-19 restrictions

Academy Council:

Sue Marshall (SM) CHAIR	Sponsor 1	Miranda Pincott (MP)	Parent
Becky Frise (BF)	Sponsor 2	James Wilmot (JW)	Parent
Vacancy	Sponsor 3	Steve Taylor (ST)	CLF CEO
Vacancy	Sponsor 4	Kathleen McGillicuddy (KM)	Principal
Vacancy	Sponsor 5	Jackie Vernon (JV)	Student Advocate
Vacancy	Teacher	In Attendance	
Cath Back (CB)	Support Staff		
Vacancy	LA Rep	Sue Burns	Clerk
*	<- Indicates absent.		<- Indicates question asked

1, Welcome and apologies

The meeting commenced at 5.00pm.
 No apologies were required.
 The meeting was deemed to be quorate.

2, Declaration of Interests

The Councillors confirmed that they had no pecuniary interests pertinent to the meeting.

3, Minutes of the previous meeting

The minutes of the previous meeting were agreed to be a true and accurate record and were signed electronically by the Chair.

4, Academy Council Report

Papers circulated in advance

The contents of the Academy Council report will be covered during the course of the meeting.

Absence Report - KM

We have had a robust risk assessment in place since March 2020. However, we have experienced an increase in cases in the recent weeks. Positive cases across all the year groups have been identified that have arisen from community transmissions.

The impact on attendance for students who can be in the academy but for whom parents have chosen to keep them home has been stark, particularly given the low positive pupil numbers. For example, only 59% of the students were in school today and 12% opted to stay at home.

Is the absence equally distributed across the academy?

No, there are a lot of Y7 pupils absent, many Y9's, and a class worth of Y11 students. Seven colleagues are absent for different reasons.

Has persistent absenteeism been impacted by the pandemic?

Our EWO is working with the families of persistently absent students, but capacity is impacted by the need to encourage additional children to return to school.

Blended learning is provided for any student who is absent, but this may encourage students to stay absent longer. Some parents have advised that their children are being kept off school because their friends are not in school.

The Parent Academy Council congratulated the SLT on the level and detail of parental communication.

If we are notified of a positive case we work closely with the CLF Central Team and PHE North Somerset to identify all contact tracing activity. We have been breaking the transmission trail and know that our systems and processes are dynamic and robust.

Are any particular groups of children impacted by the absence figures?

The attendance of some of the SEND students and disadvantaged families is of concern.

ACTION: KM to circulate the absence data broken down by vulnerable groups.

What is driving the absence?

Some families have high anxiety about Covid due to vulnerable members in the household. Some families have challenging parenting styles, despite Covid.

5, Quality of Teaching

Maths: Sarah Vincent and Patrick Burrell

As new Heads of Faculty, how are you leading the department to close the gap?

We broke down the scheme of work and arranged it in order of how it needs to be taught to ensure consistency of teaching and to allow teachers to use their time to focus on scaffolding. The consistency of teaching across the faculty is diverse because we have a lot of young and inexperienced teachers that we are supporting with differentiation and pushing HAPs forward. We constructed a 'Do now' help sheet for SEN provision which is updated every week and supports children to access the work they need.

How else are you supporting the teachers to deliver the improvement plan?

We are a very supportive team and communicate well together and support one another. We have some concerns about some of the teaching which we are addressing with a support plan and the R2L behaviour process. One teacher is returning from maternity leave and therefore will be supported with team teaching initially. We have increased the number of lesson drop-ins and we are closely monitoring classroom activity and providing feedback which is having immediate impact. We are continuing to focus on MATs to raise the P8 score.

How often do you monitor the results of SEND and disadvantaged students?

We use the CLF assessment system at the end of each term and mini topic tests. This then leads to any re-teaching or skills gap analysis. The CLF provide multiple-choice questions which results in good data and leads onto a written assessment. We have provided part-tests to the Y11 students and our first PPE which will inform specific and targeted interventions. We are continuing our focus on lower attaining SEND and PP students. Y8 students had 'look out for learning' in the department, MCQs and book looks which demonstrate a dramatic change in ongoing feedback to students.

What is your evaluation of the amount of progress the department has made so far?

Given that we are both new Heads of Faculty and the pandemic situation, we feel our progress has been strong. We regularly have discussions about any pupils that we are concerned about. The Y11 PPE results are very promising as they have made a lot of progress in a short space of time which is exciting. The MCQs and written assessment data is being interrogated, but again this looks promising.

What sort of NQT and RQT ratios do you have?

We have very two experienced teachers, an RQT, an NQT, a Teach First, two Maths teachers who are not Maths specialists, plus one part-time teacher.

Do you feel that you receive sufficient support from the SLT?

We receive a lot of support and suggestions from our line manager and signposting to additional help.

There has been a lot of change in the department recently, to what degree have you been able to drive forward the quality of teaching in Maths since September?

It has been very challenging in the last month, due to capacity issues, but at the beginning of the academic year we were able to develop our teachers and support them with the requirements. We now have more consistency within the department because the lessons for the week are planned in advance.

When do you think that you will be confident that the experience of Maths is consistently good?

With having three very new teachers, in order for them to have consistency in teaching all age levels and ability levels it will take some time to develop them, but we are confident that the majority of this will be embedded by the summer. We have a target for good practice in the use of specific teaching strategies by the end of January 2021.

Paddy and Sarah have been working with Kate to ensure that timetabling supports teachers who are returning from maternity leave, and to ensure additional capacity to support development where required.

(Sarah Vincent and Patrick Burrell left the meeting at 5.40pm)

Combined Science - Becky Griggs

Single Science standards and results have improved consistently over the last few years in KS4, but this is not the case for Combined Science. How are you progressing Combined Science and what progress has been made so far?

Over the last two years we have been raising aspirations and have seen an increase in both the number of students taking the higher papers, but also the number of students taking the separate Sciences. The expectations of the teaching and higher-level content has been raised. Analysis of papers have led into the results for this year. Chemistry 1 and Chemistry 2 relies on 25% of the paper being based on science calculations. We did a subject audit and immediately developed the content of the faculty time and developed a plan for teaching Chemistry calculations. Last year's Chemistry results improved as a result

of this strategy, but there is still a clear weakness in Physics. Therefore, we have liaised with the Maths department to ensure that we are using the same strategies for teaching rearranging equations. All our 'Do nows' relate to exam papers and we are providing model answers.

How are you ensuring that the needs of SEND and PP students are met in the department?

The school priorities and all staff targets are based on PP and SEND. I've empowered staff to liaise with the SENCO to determine how to support students in their lessons and we have already seen visible changes to support these students and ensuring that they understand the content. Some work is required around keeping SEND students in class and we are monitoring who is being repeatedly excluded from lessons. I give staff autonomy in using praise strategies alongside the school strategy, this includes positive phone calls and postcards home.

Where are your strongest teachers deployed in Y11?

We have subject specialists teaching each of the separate sciences who are bolstering the staff subject knowledge. Biology is the strongest subject because as a collective this is where our teaching strengths are.

How are you supporting new and inexperienced staff?

We have timetabled time for lessons observations, and we give constructive feedback so that staff can feel empowered about making change.

Science is a huge curriculum content and historically KS3 were not preparing KS4 enough?

This year we are aligned with the CLF curriculum content and have broken this down into individual lessons with concise learning for all topics including resources and practicals. We are also using KS3 to scaffold the KS4 content, particularly in Chemistry. The Centre Assessed grades this year for Y10 indicate that the students are in a stronger position for Y11 than in previous years.

KM advised that the Science team teach model will be shared across the academy as good practice.

What is the biggest challenge that the Science department faces?

The expectations of what the students are capable of needs to be higher and this culture needs to change.

(Becky Griggs left the meeting at 6.00pm)

Student Outcomes in PPEs – Annabel Massey

What is the biggest challenge in ensuring that this cohort has a positive P8 result?

The P8 score at the end of Y10 was -0.59. To be able to achieve a positive P8 we need to make rapid progress with our students. We changed the teaching timetable and used a small teaching team made up of Heads of Faculty in the Y11 team. We need to have higher expectations of our students and the perception that teachers have of the limitations of Covid on their provision. We have used positive language when speaking to the children, but some of the teachers feel an onerous responsibility for the amount of progress that is required following lockdown.

How is the department preparing students for their assessments?

We have a rigorous focus on teaching and learning in the classroom as well as PP provision. We have ensured that the teachers are teaching what matters most on the lead up to the exam. Some students have not had exam experience for a while, and this has impacted on their self-esteem. We ran a two week thorough PPE process and the students took it very seriously. We have provided raw marks and indicated the areas they need to work on to progress to the next grade boundary.

What is the biggest challenge for your departments?

The gaps in learning following the lockdown and ensuring that the highest quality teaching and learning takes place in the classroom including responding to what the students know.

KM advised that Y11 drop-ins indicated that teachers were anxious to ensure that the children had 'all the knowledge'. Therefore, identifying the gap and strategizing about how to fill that gap is key.

Has there been any change in which departments need support?

We are identifying which departments needs bespoke support from January to develop their pedagogy so that their teaching is more responsive. [REDACTED]

KM: We are taking part in a raising attainment meeting across the Federation on Monday and we are considering some pragmatic actions we may want to take with regard to some of our vocational courses so that course work is 'banked early'

How are you using the catch-up funding in Y11?

We have an exam access support programme, reading support, and a range of PP and SEND support interventions provided by HLTAs. We have a Teach First Academic Mentor, and a 0.4 Media and English vacancy has been advertised which will increase the capacity of the SENCo if we can recruit.

Are multiple-choice questions meaningful if students get more than one chance to get the right answer?

Show my homework allows three attempts to get the right answer, but MCQs allow only one attempt. They run alongside the DOYA assessment and in class assessments

(Annabel Massey left the meeting at 6.20pm)

Behaviour – Ian Slocombe

How will you get the behaviour at Broadoak to good and what progress have you made to date?

We are moving from 'Ready to Learn' to a 'Return to Learn'. Ready to Learn is zero tolerance so we are giving the children time to re-set, refocus and return to their learning. We have high levels of students from deprivation backgrounds and therefore we need a more dynamic response to meet their needs. We are reducing the amount of referrals to the Return to Learn space and introducing consistent systems and processes with a focus on investment in strong staff in the Return to Learn room to support the students to return to class.

In T1 there were 1,881 incidents and in T2 this had reduced to 1,020 which is a significant reduction. We focussed on Y11 first to maximise the amount of time they have in lessons and we are now rolling it out to Y9 and Y8. There are some challenges with the Return to Learn area as there is no spare classroom space.

We are upskilling the staff to use unconditional positive regard to support students to re-regulate and to de-escalate them. We have provided a CPD session with scripts and scenarios. The staff are working in groups and are peer-mentoring each other. Students have not had a consistent structure to their day or boundaries during lockdown and poor language has increased. We are using micro-scripts and phoning home which is having a big impact.

What other Y8 and Y9 challenges are there?

We need to further develop systems and processes for improved behaviour management;

conduct and behaviour around the school including following staff directions, arriving at lessons on time, and classroom behaviour.

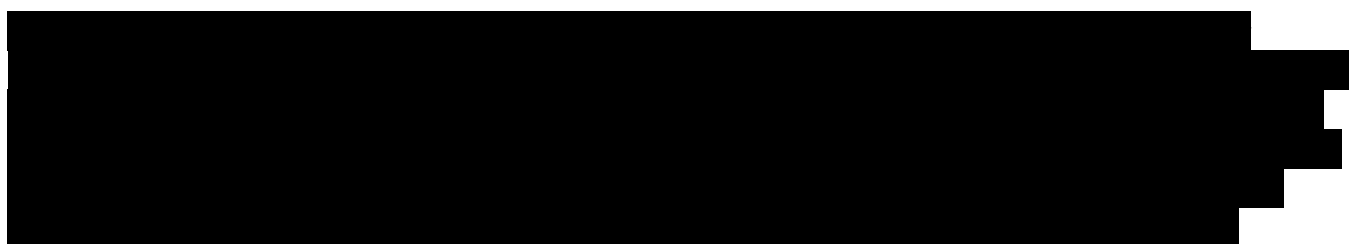
I am working with Carina Smith around behaviour for learning, that children are on task, and upskilling behaviour management.

What is the impact on the students at Broadoak?

I have face to face meetings with students and reset expectations. Feedback from the students is that the return to learning is not liked because parents get a text. There has been a significant drop in referrals to the Return to Learn area.

Are you on track for February?

If we continue a consistent approach it will result in a big impact.



Last time we met as an Academy Council there was an aspiration to have behaviour good by the summer, what metrics are you using to determine this?

The Ofsted criteria for good, creating a rapid action plan and working with the SLT to create and deliver that.

ACTION Ian Slocombe to create a data trail for monitoring behaviour improvement.

Has social time improved?

The Y11s now have their own area at lunchtime and their behaviour has improved. There are some Y8 students with inappropriate behaviour which is being challenged during unstructured time.

ACTION: Ian Slocombe to create a data trail for punctuality to lessons after unstructured time.

Post Covid, will the Behaviour Policy be altered?

No. We need to be dynamic to meet the needs of the children in school. We need to keep the children in lessons so that they get the best quality education. We plan to have fewer 'Return to Learn' rooms preferably one, but the same systems will remain in place.

(Ian Slocombe left the meeting at 6.40pm)

Blended Learning – Carina Smith

The blended learning is being developed, how do the diagrams transfer into reality for our students?

We are reviewing access and provision and we are checking-in on the learning. All the students can access the learning, the provision is provided via live learning and Show my Homework. Around 50% of students in isolation access work via Show my Homework and a third access it via live learning. This means that the uptake needs to improve because in the last lockdown we had up to 70% uptake.

We need to check the quality of the work completed via blended learning and that everyone is doing it. I am working with colleagues across the CLF. Heads of Faculty and Heads of Year have key roles. One of the best ways to conduct checking is to use quizzes to see if children understand the concepts during independent work. Weekly quizzes will be generated centrally in advance ready from next term.

This is one method, in addition we need to be pragmatic about what the teachers can do to provide feedback. We are making clear our expectations for providing feedback to ensure that all the teachers are doing this consistently. The submission method for submitting work to teachers is preferred via Show my Homework because it is efficient to provide feedback and it can be tracked. We need to check who is logging onto Show my Homework diligently which will involve an admin role which we are developing. The Head of Faculty and Head of Year will then take on a spot-checking quality assurance sustainable role. We need an agile response to vulnerable students who are struggling to access the work and identify individual students who require additional support.

Can you confirm that disadvantaged students have appropriate IT?

We have ensured that work is accessible for students who use tablets or phones and have adapted the way we set work accordingly. All power-points are PDF'd and live lessons via TEAMS can be engaged with via paper and pen.

How does blended learning work with larger groups?

We were able to collapse groups and move them to another setting; this has meant that the teaching is consistent, and the students' experience is good. In the lower school collapsed grouping means that the students move during the week to access a wider range of subjects. The children have been very flexible which has meant that we can maintain access to specialist teachers. Sometimes this is logistically challenging but is very impactful and has been well received by the students.

(Carina Smith left the meeting at 6.55pm).

6, Safeguarding

No significant updates.

7, Academy Council Membership

A potential new Academy Councillor has been identified who is a Police Inspector and works in the community and was recommended by Susie Weaver. Their application is in progress. A second potential Academy Councillor from Weston College is also being pursued.

8, Actions and Matters Arising

C/F T6, JW to forward careers information to KM – **Completed.**

4, KM to arrange for the Heads of Maths and Combined Science to attend the December Academy Council meeting and provide feedback on the progress towards good teaching – **Completed.**

5, KM to arrange for Mark Tipler to provide an attendance report for the period of 12th October to 3rd December at the next Academy Council meeting – **Completed.**

5, KM to arranged for MT to draft a Y11 persistent absence report for the period 12th October to 3rd December, and the impact of interventions – **Completed.**

6, KM to circulate the Y7 multiple-choice results – **Completed.**

6, KM to provide the Academy Council with an update on the impact of SEND interventions – **Completed.**

9 Policies that require review

None.

10, Matters for the attention of the Board/COAC

None.

11, AOB

Educational Endowment Fund

This has been provided on TEAMS and is recommended background reading for all Academy Councillors.

Reserves

Sarah Lovell has identified some reserves that can be used to develop shelters in the outside area.

Scrutiny Feedback

SM recommend that all the Academy Councillors read the scrutiny feedback and bear it in mind when developing questioning for the remainder of the year.

12, Date of Next Meeting:

11th February 2021, 5.00pm via TEAMS

Meeting ended at 7.05pm

ACTIONS

Item	Action	Initial
4	KM to circulate the absence data broken down by vulnerable groups.	KM
5	Ian Slocombe to create a data trail for monitoring behaviour improvement	IS
5	Ian Slocombe to create a data trail for punctuality to lessons after unstructured time.	IS

Approved: _____ Date _____