

Minutes – Broadoak Academy Council

Issue Date: 15 November 2021
Location: Virtually via Teams
Time: 17:00 – 19:00

Chair: Sue Marshall (SM) Chair
Members: Becky Frise (BF) Sponsor Councillor and Vice Chair
 Cath Back (CB) Staff Councillor
 Kathleen McGillicuddy (KM) Principal, BA
 Steve Taylor (ST) CEO
Attendees: Sue Burns (SB) Clerk

Apologies: Leah Palmer (LP) Sponsor Councillor

Item	Description	Action
1	Introductions and Welcome	
1.1	SM welcomed everyone to the meeting. Apologies were received and accepted for LP.	
2	Declarations of Interest:	
2.1	There were no Declarations of Interest.	
3	Minutes of the Previous Meeting	
3.1	Previous Minutes - Actions and Matters Arising: The minutes of 17 June 2021 were approved.	
4	Matters Arising not otherwise on the agenda	
4.1	KM to confirm student attendance at next meeting - Completed	
4.2	Dyslexia pledge to be added to next agenda – Completed.	
4.3	KM to update the risk register – Carried forward.	
5	Dyslexia Pledge	
5.1	CB, Did the Y7 boys' meeting take place? Students reported that the work in their lessons is differentiated for them and that they are happy to approach their teachers for additional support if required.	
5.2	Did you ask about the availability of equipment? Yes, this is part of the feedback which will be circulated later this term.	
5.3	KM: The classrooms are compliant with the contents of the pledge, but we need to determine from the KS3 assessments and Y1 PPEs what the impact is.	
5.4	Are parents made aware that all children are screened for dyslexia? We don't make parents aware of all the screening that takes place in school currently. We need to consider how we can liaise with parents so that they can support their children outside of school.	
6	Attendance - Steve Taylor (slides circulated in advance)	
6.1	The Trust has committed to reduce the gap between PP attendance and non-PP attendance.	
6.2	Attendance is one of the key strategies for the Trust this year as part of our focus on disadvantaged children.	
6.3	One measure of poverty is how difficult you find it to take advantage of the opportunities given to you.	

6.4	The National Average for attendance is very low, therefore it is not acceptable for us to celebrate having attendance higher than the national attendance.	
6.5	Attendance is everyone's responsibility, and we need to ensure that the team is working cohesively together.	
6.6	As a Trust, we have an agreed approach based on best-practice and now need to ensure that the culture of attendance in each academy is embedded.	
6.7	We need to use our attendance data to drive the change in our practice, so that attendance improves.	
6.8	Attendance data is shared with each academy every week, this is both accurate and informative.	
7	Careers Update - KM	
7.1	A Head of Careers has not been appointed, is this creating any areas of concern e.g. work experience? We have determined a job description for a Careers Lead and will move ahead with recruitment, following conversation with Finance. South Bristol Youth are supporting with work experience opportunities and Student Voice indicates that the students are taking an interest. Mark and I are attending the West of England Careers Convention this term.	
7.2	Is it realistic that Y10 will achieve work placements? We are working towards this, pending Covid.	
7.3	How do you ensure that the disadvantaged students will get an inspiring placement? All students will be placed in a placement that we think they will enjoy. WSM has a limited number of large companies and therefore wider links into large businesses would be advantageous. We have committed to ensuring that all the PP students have work experience.	
7.4	One of the largest employers in WSM is the Council and their Contractors, do we have links to the Council? We have links to the Council but also into our Trust contractors. The local economy has a lot of Care and Tourism related industries. There are some new green sustainable opportunities in WSM which could be pursued.	
7.5	<i>The Academy Council thanked Kate Fiddian for the Careers Update and the Careers Report circulated in advance of the meeting.</i>	
8	Achievement and Standards – Kate Fiddian	
8.1	The Y7 report does not refer to homework, how are you embedding this as a process? Homework is set for Y7 pupils, I can provide completion rates at the next meeting. Student voice on homework indicates that students enjoy extended open-ended projects which we need to develop in some areas of the curriculum.	
8.2	<i>ACTION: KM to arrange for Kate Fiddian to provide homework completion data at the next meeting.</i>	KM
8.3	Last year as part of her NPQSL Becky Griggs looked at homework and identified a baseline and how homework links to the curriculum, staff workload and that learning is embedded.	
8.4	Historically, Y7 pupils have indicated that they do not feel stretched. How are you ensuring that the staff are building on the skills learned in Y6? Our curriculum is a 3-19 curriculum and some of our colleagues have been involved in sequencing work, therefore we are confident that the curriculum is correct. There are instances in school where the pitch may be too low initially, but the Heads of Faculty are working to identify and address this with live drop-ins, feedback and book looks. The 'Big Step' will help to scaffold children's transition into our school. Subject knowledge and pedagogical content work took place in our recent Inset Day which will help to ensure that work is appropriately pitched.	
8.5	[REDACTED]	
8.6	Why are there particular subjects where there is a discernible difference between PP and Non-PP?	

	As part of 'even over' this is a focus for us. There is in-school variance based on both subjects and teachers. We are ensuring that we have robust processes in place to reduce low-level disruption in classes where there are less experienced teachers.	
8.7	<p>How do you ensure that PP students are able to access music and drama outside of the timetabled classes?</p> <p>We have a wide range of opportunities available and we are looking at how we can support our PP students to access them. We are planning a whole school production this year which is always attractive to all our students.</p>	
9	Y11 Data – Kate Fiddian	
9.1	<p>The headline data refers to potential grades?</p> <p>We are moving away from the language of predicted grades to encourage teachers to support students to achieve their potential and calculate the distance between the PPE outcomes and the potential grades. Becky Griggs and I are planning how to communicate this plan to the students to empower them rather than unnerve them.</p>	
9.2	KM - last year we used the language of potential grades before any PPEs were set, because we found this very empowering, then predicted grades follow a more nuanced process nearer the exams.	
9.3	<p>The Progress 8 data indicates a large variation between years, have we made any progress since last year?</p> <p>KM: in 2017, the equivalent P8 was -0.79 the following year it was -0.59, -0.33 and therefore there is an upward positive trend, despite no external assessments taking place because of the pandemic.</p>	
9.4	KF: the PP gap indicates -0.45 nationally for PP students, we are now predicting -0.27 and the gap analysis shows that it has been closing since 2019.	
9.5	<p>How are you calculating the gap?</p> <p>The gap between PP and all, from the black-box data.</p>	
9.6	ACTION: KF to feed back to the data team that the AC require the gap between PP and non-PP (as opposed to whole cohort).	KF
9.7	Attainment mobility indicates that there is a significant gap between PP students and non-PP. This is a larger gap than progress because PP students are starting at lower points and therefore will have lower grades when they leave. I am working with Becky Griggs to raise the profile of attainment data because disadvantage is cumulative.	
9.8	[REDACTED]	
9.9	[REDACTED]	
9.10	<p>Are Science practicals back on the timetable?</p> <p>Yes.</p>	
9.11	<p>Twelve subjects are going to have higher than 0.5 P8?</p> <p>Some subjects are further along the TAG process, so we are confident in their grade prediction which is why Bucket 3 has higher P8. We are discussing potential grades that are lower than their target grade (i.e. negative P8) with Faculty Heads.</p>	
9.12	<p>Has the quality of the non-vocational subjects accelerated in the last few years, e.g. Physics, Biology and Maths?</p> <p>Yes. We have teachers who have taught the separate Sciences before and we have refreshed how it is delivered. [REDACTED]</p>	
9.13	<p>Dance, Ethics, Sport, Drama, Business Studies and iMedia have earlier exams? If there is a large PP attainment gap for these subjects, there is a shorter timescale to support these students?</p> <p>Business Studies and iMedia will be finished by Christmas, therefore we can redeploy these staff to other areas, including two strong English Teachers. Where students have dropped below their</p>	

	predicted grade, we can support them to improve their grade. The Dance data requires further analysis to determine the PP outcomes. These are potential grades therefore the challenge is to ensure that the teachers know their students better.	
9.14	ST: The Bucket 3 paper is pre any mock data and is therefore the teachers' belief about what they can achieve. If the PPE data supports these predictions, then we will know that our teachers know their pupils well and can accurately predict outcomes.	
9.15	KF: Some subjects have a significant uplift between March and June, and we have historical data about how far students travel during this period which is additional information we can use to challenge predictions.	
9.16	How will you share best practice across departments? I am working closely with other VPs within the trust so that I can identify what strategies to adopt. Having process knowledge of who, what and why will help us determine strong practice. We are pairing teachers up to develop their pedagogical content knowledge, lesson drop-ins are planned regularly, and teams work together to do their planning.	
10	Behaviour and Exclusions – Carina Smith	
10.1	The exclusion data is higher than we would like as we are striving to be a no-exclusion school, but the trend indicates a decrease in behaviour incidents.	
10.2	The low-level disruption is increasing, is this an area that extends to staff other than Early Careers Teachers? There is feedback from the most recent ARV that low-level behaviours are impacting on learning and not all cases are ECTs therefore we are supporting colleagues to use the systems we have in place. We are considering why teachers are not referring students into the behaviour system earlier because then we can determine if their needs are being met. Staff Voice indicates that some students are returning from Return to Learn and are not adequately regulated, therefore we need to ensure that systems are embedded so that staff have confidence in it. If students are removed from class three times in a day, then we need to offer them an alternative because they have met a threshold.	
10.3	There are still a high number of SEND students in the data, are they the same students, or the same lessons? We have identified several patterns including recidivism and we are therefore identifying changes in our provision following trend analysis.	
10.4	KM: We have high standards in our academy but want to be as inclusive as possible which can be challenging. There are a small number of students with high impact across the academy and we are working to meet their needs.	
10.5	The case studies you have provided all have a good outcome, can we have a case study that is still in progress and how you will change your approach accordingly? Yes, this can be arranged.	
10.6	ACTION: KM to include a behaviour case study that is still in progress and how the provision has been adapted accordingly.	KM
10.7	<i>The Academy Council congratulated the SLT for the reduction in behaviour incidents.</i>	
10.8	How are you addressing PP boys who also have SEND? We will increase our contact with home, and we are identifying who will undertake this moving forward. We are not always quick enough to instigate this approach, but we are seeing impact. We are engaging with the Parents and Carers more than ever before but need to ensure that we build sustainable relationships rather than reactive interactions.	
10.9	[REDACTED]	
10.10	KM: Our LSAs are in year group teams and make weekly contact with home if they are a key worker for SEND or PP students. During this contact they talk about attendance, behaviour and what has gone well that week for that student.	
10.11	[REDACTED]	

10.12	<p>Some children were unsettled by the process of Principal interviews, are staff over-reliant on SLT to manage behaviour?</p> <p>Some are, therefore, we are empowering staff to deal with behaviour themselves and we are now more consistent in using the same language, the impact of this work is emerging.</p>	
10.13	KF: Some students look to the adults to help them regulate, therefore during abnormal routine days we ensure that there are additional staff visible.	
10.14	<p>What is in place to deescalate unstructured time incidents?</p> <p>We have worked with key students to support socialising and have a winter plan in place.</p>	
10.15	ACTION: KM to include an update on behaviour incidents during unstructured time in the next Academy Council Report.	KM
11	Safeguarding	
11.1	Carried forward.	
12	Health & Safety	
12.1	The Trust Health & Safety Report will be available for the next AC meeting.	
12.2	ACTION: KM to remove Miranda Pincott's name from the H&S Report and liaise with Sue Marshall to arrange an Academy Councillor to attend H&S meetings in the future.	KM
13	Governance	
13.1	There are three applications for the Parent Academy Council vacancies, therefore an election will take place this term.	
13.2	Sue Marshall met with a proposed Sponsor Academy Councillor who was then appointed at the next COAC meeting.	
14	Policies	
14.1	<ul style="list-style-type: none"> • CLF Complaints (to note) • CLF Exclusions and Suspension (to note) • Admissions Policy – No change. • Teaching & Learning – BA Policy <p>The Academy Council noted the CLF policies and approved the Broadoak Policy. Can a front sheet be added to local policies to indicate key changes, and can the paragraphs be numbered? Yes, this can be arranged.</p>	
14.2	ACTION: KM to arrange for a front sheet to be added to local policies to indicate key changes, and for the paragraphs to be numbered.	KM
15	Matters for the Board / COAC	
15.1	None.	
16	Any Other Business	
16.1	None.	
17	Close of Meeting	
17.1	The meeting closed at 7.15pm.	