

Minutes – Broadoak Academy Council

Issue Date: 29th November 2022
Location: Broadoak Academy
Time: 17:00 – 19:00

Chair: Becky Frise (BF) Sponsor Councillor and Chair
Members: Susan Marshall (SM) Sponsor Councillor (joined via Teams)
 Felicity Williamson (FW) Sponsor Councillor
 Danny McGilloway (DM) Principal, BA
 Steve Taylor (ST) CEO
 Cath Back (CB) Staff Councillor

Attendees: Mark Tipler (MT) AP for Pastoral Care
 Carina Smith (CS) VP for Behaviour & Ethos

Apologies: Sarah Matthews (SMa) Sponsor Councillor
 Sue Burns (SB) Clerk

Absent: Jason Adams (JA) Parent Councillor

Item	Description	Action
1.0	Introductions and Welcome	
1.1	The meeting commenced at 5.00pm	
1.2	BF welcomed Felicity Williamson, a new Sponsor Academy Councillor.	
1.3	Apologies were received and accepted for SMa.	
1.4	Absent without apologies: JA	
2.0	Declarations of Interest:	
2.1	There were no declarations of interest.	
3.0	Minutes of the Previous Meeting	
3.1	The minutes of 3 October 2022 were approved.	
4.0	Matters Arising not otherwise on the agenda	
4.2	DM to update the Anti-Bullying Policy to reflect that interventions are available – Completed, see later in agenda	
4.3	DM to remove 2.1, bullet point 2 from the Behaviour Policy – Completed, see later in agenda.	
4.4	DM to capture the data for students returning to learning from The Branch in comparison to the data provided in the AC Report, which will serve as a benchmark – Completed, see later in agenda	
4.5	DM to share the number of parents in the feedback data – Completed. There were 22 parents.	
4.6	BF to attend the ARV feedback to triangulate that teaching is good – Completed.	
5.0	Quality of Education	
5.1	Y11 PPEs – Carina Smith	

5.2	<p>There are 10 SEND and 10 PP children missing from the results, how are they being assessed and supported?</p> <p>We have a tracker for the missing PPEs; some of those students are catching them up in a piecemeal fashion because this is appropriate for their needs. There are some students who have poor attendance so I am liaising with Mark to determine how to support these students, some of whom will re-sit key PPEs. There is some data outstanding for English Lit because the data was not available when this was put together but it is much better than last year.</p>	
5.3	<p>English Literature and Language have different outcomes, why is English Literature lower than English Language?</p> <p>Historically we've had a pendulum swing between these subjects. For this cohort we have question level analysis so we can determine where students have missed marks. We will now review the data with the Heads of Faculty at class level to determine whether there are key issues like memory retention and learning quotations. Gaps in learning for English Literature can be significant and if students can't use contextual learning to evidence answers then their grade will be capped.</p>	
5.4	<p>Are you in a better position this year compared to last year?</p> <p>We've compared this point after the Y11 PPEs with the same point last year but also need to consider the context of this cohort.</p>	
5.5	<p>Do the bottom three rows give an indication of grade average?</p> <p>There are some encouraging improvements given the context of this cohort but we also need to consider the starting points of the children.</p>	
5.6	<p>DM: We need to be mindful that other schools have a challenging cohort but are making good progress so we must maintain high aspirations for all our children.</p>	
5.7	<p>25% of the higher attaining students for Science appear to be working at a lower level, but in Maths all but one child achieved 4+?</p> <p>Children can sit a higher or foundation paper in both triple Science or combined Science, but we have found that tiering has had an impact on outcomes in Maths and Science. Therefore, we are having conversations with Faculty Leaders about the purpose of placing a child in a tier that could cap their grade, particularly for children who joined with a higher entry.</p>	
5.8	<p>The combined Science results appear lower? What are the next actions?</p> <p>This is raw entry data, when we get the Black Box data we can determine if there is a trend for combined Science and then address it with the team and look at student level data because some of the cohorts are small.</p>	
5.9	<p>The SEND gap was smaller in Maths than in other subjects?</p> <p>We are finding some better practice in Maths than we have seen historically, and this was a focus from the ARV.</p>	
5.10	<p>The Academy Council concluded that the Black Box data is required for impactful scrutiny, therefore an additional meeting may be arranged in T3 to focus on the PPE results and the eight children who missed them.</p>	
5.11	<p>ACTION: BF to liaise with DM to determine when in T3 to arrange an additional AC meeting.</p>	BF
5.12	<p>This time last year we were looking at some very disappointing predicted outcomes, but the raising attainment plan had impact. What is in place between now and the end of term?</p> <p>It depends on where the child is and where they started from. The conversations at raising attainment meetings are at student level so we can have a conversation about individuals and what trajectory they need to make improvement. These children are often underachieving in several subjects, so we need an individualised plan to protect them from being stretched in all directions. As soon as some papers have been marked the teachers can determine a trend and then re-teach those aspects of the curriculum immediately.</p>	

5.13	<p>Do your teachers know how to support individual children from where they are now to the next grade?</p> <p>Yes, they will focus on gaps in learning and key concepts. Also, there will be elements of the curriculum that have not been covered or have not been taught for some time. We have employed a strategy where students are taught to aim for at least two marks out of a five-mark question which works really well.</p>	
5.14	<p>We reviewed the data from the Y10 PPEs and ranked them in order from the lowest P8 to the best, then we selected from the lowest the PP and vulnerable children, and then we looked at barrier analysis and met with all the families. We are now working on the next stage to see who is still on the list or who has been added to the list.</p>	
6.0	Attendance	
6.1	<p>In the last exam block, there were some children who did not turn up. Eight children have had a significant decline?</p> <p>Some of those eight children will have to be declared as outliers and may need to re-sit the subjects at College.</p>	
6.2	<p>How many of those eight children are unlikely to sit any exams?</p> <p>Three. We have tried every possible attendance strategy to date, and we are now considering a nurture provision with The Branch to support them back into school. Two of these students require medical tuition but do not meet the threshold.</p>	
6.3	<p>Are any of these engaging in any education?</p> <p>We can't set them work because then we condone the absence which can't be done. One child will not engage in anything including online options or a home tutor.</p>	
6.4	<p>There have been significant attendance improvements for other Y11 students which demonstrates the impact of individual case studies.</p>	
6.5	<p>We collect student voice from students who have personalised support which has been very positive and indicates where initiatives are having the most impact.</p>	
7.0	Staff Retention	
7.1	<p>The CLF pay awards were generous this year and should support recruitment and retention.</p>	
7.2	<p>The end of the AC Report indicates which vacancies are currently being advertised. In mid-October we appointed a cover supervisor, but then one member of staff went on long-term sick leave and one resigned. Carina and Kerry have adjusted the timetable to ensure adequate cover from non-specialist teachers despite a vacancy in English. We will continue our recruitment activity but, in the meantime, we have a contingency plan which will support students in the short term and provide some consistency.</p>	
7.3	<p>We should be able to employ another cover supervisor within our budget if we can recruit a good candidate. We can cover average staff absence internally because we want to ensure that students are not constantly being taught by Supply Teachers.</p>	
7.4	<p>The Academy Council congratulated the SLT on their creative timetabling and commended them for managing the challenging recruitment context and remaining within budget, without impacting on staff morale.</p>	
7.5	<p>The ARV feedback noted that the quality of lessons taught by non-specialists are not as good. What is Broadoak doing to attract quality specialist candidates to their schools?</p> <p>Nurturing grows people. We have determined that we can develop talent from within and will encourage some of our teaching students to remain with us whilst they gain their teaching qualifications. We are careful not to appoint specialist candidates if they are not strong applicants. We are also finding that some exceptional candidates are strong in more than one field which brings additional benefits to the school. We deliberately refer to our teaching and the quality of some of our lessons in our parent newsletters.</p>	
7.6	What attracted the latest exceptional candidate?	

	They were advised by members of the community that the school was going places which they fed back to us in their interview. Two other candidates have chosen to work in this school because they were attracted by the values of the school and the Trust.	
7.7	Non-specialist teachers do not have the breadth and depth of knowledge to challenge higher attainers? If staff don't have the expertise to deliver higher level GCSE Maths, then we band the classes across two members of staff so that the children's knowledge can still be developed.	
7.8	Is the CLF 'growing' Maths teachers? There is a national recruitment crisis with fewer people moving into teacher-training, but we have better recruitment statistics than other Trusts in the region. We've set parameters around the diversification of our recruitment and are finding that a number of different tactics are now beginning to come to fruition.	
7.9	What arrangements have you made for the SEND Department maternity cover? A detailed handover has taken place. Carina is the nominated SENCo for the school and Leanne will takeover the daily tasks. The website is being updated to reflect the changes. If Ofsted inspect, then Bella is keen to be included in the process.	
8.0	Scrutiny & ARV Feedback	
8.1	The ARV summary feedback is within the Academy Council Report.	
8.2	There was some very positive feedback from all the ARV and scrutiny meetings and around the consistency of lessons and improved behaviour.	
8.3	The ARV focused on Maths provision. How are the Heads of Faculty involved in following up on the feedback? We involve the middle leaders in the ARV as much as possible. The teams are then provided with the feedback as part of their PD sessions on Wednesday mornings and becomes part of the whole school rhetoric. We refer to it specifically in whole school briefings and inset days so that it remains a priority.	
8.4	The Maths Link Visit challenged whether Faculty Leaders receive specific feedback from the ARV? One of the ARV feedback points was that the books varied in presentation which was already being addressed therefore this feedback was not shared in order to prevent competing feedback.	
8.5	The concept of the ARV is not to be a Mocksted and should not feel like a punitive process. It is key that we don't undermine the purpose of the ARV by staff feeling judged; feedback in the round is appropriate and should be a learning opportunity.	
8.6	Following an ARV every Head of Faculty has to come to SLT and present a one-page synopsis of their intent and demonstrate how children are building on skills and progressing through the curriculum. This process has been very impactful in terms of quality assurance and staff ownership.	
8.7	There is a variety of experience in the team; just because staff have the same method, and same approach it does not always lead to the same outcome.	
8.8	We appreciated the feedback from the Link Visit that cover lessons need to be the same quality, even if they are not being covered by a subject specialist.	
8.9	The Academy Council advised that it was very beneficial to have the scrutiny and ARV feedback before undertaking a Link Visit.	
9.0	Behaviour	
9.1	There has been some really good practice around behaviour and the recent Link Visits remarked on how calm the school was.	
9.2	Why did you change how the students move around the school and what were the benefits? When I joined the school and observed lesson changeover it was apparent that the first five minutes of the following lesson was noisy and disruptive. 42% of our children have SEND	

	and the majority of those have SEMH, therefore we stopped students travelling through the atrium which results in a much calmer transition. Ten students were followed informally and it was noted that eight of them never went outside. Research indicates that fresh air and a change in temperature invigorates the brain and creates resilience.	
9.3	Has there been any concerns raised by parents? There were three or four emails asking about the rationale for the change and we have provided feedback for the rationale. We will create an extreme weather protocol for exceptional weather when required.	
9.4	The change has improved the punctuality to some lessons which we will monitor moving forward, and we have discovered that there are no longer students arriving early to the lunch queue which was impacting on lesson times.	
9.5	We have moved the position of the laptops so that they can be collected on route to their next lesson.	
9.6	Do you have any EHCPs that specify that children need to leave a lesson early? We don't have any children with that provision specified on their EHCP. If an EHCP states that a child cannot be in a crowded environment, then they might leave the lesson early with their key worker and move to another space. Leanne has spoken to the families of all children with an EHCP so that they understand what the process is and how we are meeting the needs of their children.	
9.7	We are continuing to systematically embed behaviour routines and consistently maintain boundaries, then we can incrementally raise the bar which raises the expectations of children but also of teachers in the classroom.	
9.8	Allowing children who have emotional challenges to miss learning time is counterproductive and does not ensure that we have consistently high expectations for all our students.	
10.0	Attendance Y7-Y10	
10.1	The Academy Council noted that there has been some very impactful work undertaken in attendance.	
10.2	There is a PP gap in attendance across all year groups, which was a focus of the ARV following a CLF Attendance review.	
10.3	Attendance remains a priority in everything that we do. I have empowered the Tutors and developed their role. Each Head of House has been asked to identify two key PP students in each Tutor group that they can target and develop a relationship with. These 48 PP students are being tracked and we are offering a range of incentives that are attractive to these individuals. If we improve their attendance by 10% over four weeks, then this will have a whole school impact on attendance.	
10.4	Do you get attendance figures for Y7 students from Y6 as part of their transition? Yes, therefore we are aware of which children may need additional support before they start with us.	
10.5	The Y7s have settled in well compared to previous Y7 cohorts, but we aspire for their attendance to improve.	
10.6	How are late arrivals recorded? If they arrived before 9.25am then they get the attendance mark, after that then they are marked as late.	
10.7	The tutor time survey indicated that one of the things that the students least liked was the reading? Student voice indicates that some children have advised that if they have a specific subject on a certain day then they won't come into school. We are investigating the Y8 curriculum to address whether it is the teacher, or the subject, or both.	
10.8	Y10 double-periods of core subjects has been raised before. What is the most optimum way to construct a curriculum?	

	The feedback is from small sample group and we need to consider the audience that we are delivering the curriculum to because children's preferences are complex. We use bespoke timetables for key children and have started to unpick students who are on a bespoke timetable and also have poor attendance to determine why they are avoiding school.	
10.9	The students enjoy belonging to a house system have you linked this to attendance? We have introduced a house attendance celebration and trophy which is very popular, and the House Captains are very competitive which is infectious. Attendance feeds into the Community Rose Bowl Award.	
10.10	The Academy Council noted the amount of work that is going into attendance and that pastoral support is in place for vulnerable children and commended the SLT for investigating the curriculum diet that is being delivered which they will monitor closely moving forward.	
11.0	Health & Safety	
11.1	Jason Adams was due to meet with Jacqui Vernon this term and then feedback to the Academy Council but the meeting has not taken place, therefore this item will be carried forward to next term.	
11.2	ACTION: JA to meet with Jacqui Vernon in early Term 4 re H&S	JA
12.0	Safeguarding	
12.1	Safeguarding is good. We are working through the North Somerset Safeguarding Audit and ensuring that staff Nimble training is up to date.	
12.2	The Academy Council thanked Mark Tipler for his ongoing Safeguarding work and noted that there are ten CiN meetings in the next two weeks.	
12.3	A strong DDSL appointment was made which is having a good impact.	
13.0	EDI	
13.1	There are a wide range of EDI Learning opportunities, has there been a drop in EDI incidents across the school as a result? Not yet. There has been an increase in reporting which is a common trend when we introduce a subject. There has been a significant reduction in homophobic bullying and language compared to last year which is very encouraging and demonstrates an increase in awareness and understanding.	
13.2	Student voice for EDI has been very positive with students reporting that they feel 'seen' and 'included' and that their views are listened to and valued.	
13.3	We've held partnership meetings with ethnic minority community groups which have been well received and they are now working with us around a diversity culture.	
13.4	Our staffing structure does not reflect our cohort of Students? No, we need more staff who have a lived experience of our students' cultures and we are working hard to achieve this.	
13.5	Do you have the capacity to deal with increased reporting? We have trained the staff and as a result they are more aware and are supported by the House Heads and Assistant House Heads as well as the Safeguarding and SLT team who work robustly and efficiently and contact parents to discuss incidents.	
13.6	How do you ensure that the DDSL does not become overwhelmed? We've created a House structure that supports the culture in the school, we are developing the practice around The Branch, and we release individuals with safeguarding experience to work on safeguarding processes within their House.	
13.7	How do you re-education children who do not understand EDI? We have developed close links with external agencies who can provide bespoke support for both perpetrators and victims. Ultimately, if we need to, we will follow the Prevent protocols and liaise with the Police.	

13.8	<p>EDI permeates behaviour, personal development, and the curriculum. Have you considered an external review to determine how effective your EDI strategy is?</p> <p>One of the CLF over-arching strategies is EDI which is led by Susie Weaver and Saima Akhtar. EDI training is being developed which will also be developed for the Academy Council. We have ranked ourselves against the Ofsted criteria and Saima has scrutinised our strategy and approach and will revisit us to see how our EDI strategy has developed which will include student and staff voice. Race is just one of the protected characteristics and we are stronger in some of the other areas.</p>	
14.0	Policies	
14.1	Safeguarding – This policy is complex, is not well formatted, refers to the term ‘peer on peer’ abuse instead of ‘child on child’ and has grammatical errors. This has been fed back to the CLF with suggested amendments for adoption.	
14.2	Admissions - Approved	
14.3	Behaviour – Approved	
14.4	Homework – this requires additional discussion about consistency and disadvantaged Students. Carried-forward to next meeting.	
14.5	ACTION DM to arrange for the Homework Policy to be circulated for the next meeting	DM
14.6	<p>School Dog Policy</p> <p>Is this required, or can a risk assessment be agreed with Jo Crickson?</p> <p>It is not clear whether all the practices are consistent across the Trust, but the Dog Mentorship Training Programme recommended a Dog Policy as best practice.</p>	
14.7	ACTION: DM to liaise with Jo Crickson about whether a Dog Policy is required.	DM
15.0	Governance	
15.1	Three members of staff have volunteered for the Staff vacancies so an election will be required. A new Sponsor Councillors has been identified, a Parent Academy Councillor has been appointed and DM is in discussion with the local community to identify a potential LA Councillor.	
15.2	<p>2022-23 Training Programme</p> <p>Permanent Exclusion training for councillors - 30th January 4-5.30pm on Teams</p> <p>Recently appointed councillor induction 31st Jan 4-5.30pm - Location TBC</p> <p>Holding Leaders to Account 1st Feb 4-5.30pm Teams</p> <p>Governance Conference - 8th March all day – Location TBC</p> <p>Understanding Disadvantage - 24th April 4-5.30pm on Teams</p> <p>What do I need to know about SEND? 10th May 4-5.30pm on Teams</p> <p>Attendance and Exclusions - 2nd June 22 4-6pm on Teams</p> <p>Recently appointed councillor induction - 15th June 4-5.30pm - Location TBC</p> <p>Link role networks</p> <p>Safeguarding: 31st January, 13 March, 22 May & 21 June - all 4-5.30pm - on Teams</p> <p>SEND: 14th December, 7 March & 26 June - all 4-5.30pm - Location TBC but probably hybrid</p> <p>PP: 13 December, 17 April both 4-5.30pm and 19 June at 4.30-6pm - on Teams</p>	
16.0	Matters for the attention of the Board	
16.1	None.	
17.0	AOB	
17.1	ST congratulated the AC for their robust challenge and the SLT response.	
18.0	Close of Meeting	
18.1	The meeting closed at 7.05pm	

