

Appendix D – CLF Minutes Template

Minutes – Broadoak Academy Council

Version: Final
Issue Date: 26th February 2020

Meeting Date: 13th February 2020
Location: Broadoak Academy
Time: 17:15 – 19:00

Chair:	Sue Marshall (SM)	Chair
Attendees:	Becky Frise (BF)	Sponsored Councillor and Vice Chair
	Clare Pearce (CP)	Sponsored Councillor
	Pat Horrigan (PH)	Sponsored Councillor
	James Wilmot (JW)	Parent Councillor
	Miranda Pincott (MP)	Parent Councillor
	Jackie Vernon (JV)	Student Advocate
	Tony Searle (TS)	Executive Principal
	Kathleen McGillicuddy (KM)	Principal, BA
	Becky Farler (RF)	Clerk (temporary cover)
Apologies:	Mike Lawford	Sponsored Councillor
	Cath Back	Staff Councillor, BA
Attendees by invitation:	Mark Tipler	Assistant Principal, BA
	Jenny Onslow	Acting Assistant Principal, BA
	Karina Smith	Acting Vice Principal, BA

Minutes

 Indicates question asked

Item	Description	Action
1	Introductions and Welcome	
1.1	SM welcomed everyone to the meeting and introduced Miranda Pincott who is a new Parent Councillor. Apologies have been received from Mike Lawford and Cath Back.	
1.2	Declarations of Interest: Sue Burns will bring the Pecuniary Interests form to the next meeting. There were no Declarations of Interest.	
2	Minutes of the Previous Meeting	
2.1	Previous Minutes - Actions and Matters Arising: JW confirmed the spelling of his surname and subject to this amendment the minutes were approved.	

3	Persistent Absence Update	
3.1	<p>The Academy Council thanked MT for providing the Persistent Absence data which was requested at the last meeting, but advised that the format of the PDF was tricky to display correctly. SM invited MT to talk through the data and updates from Term 3.</p> <p>MT advised that the two red columns show attendance levels at the last meeting in December, and the green highlighting shows where there have been improvements following interventions. The number of students with attendance below 90% has decreased from 200 to 191, and additionally 135 out of the 200 have improved their attendance during Term 3. A significant improvement in attendance has been seen in Year 9. Interventions have included 1:1 attendance meetings and priority phone calls for Year 7 and 8 students, and attendance competitions have been a successful incentive. The next steps will be to continue these interventions and roll them out across all year groups.</p> <p>As requested by TS, MT has tracked the number of students who have moved in and out of the Persistent Absence cohort and he advised that during the term 34 moved out with 26 moving in.</p> <p>SM invited Academy Councillors to ask questions about the data presented today, and the following were asked:</p> <p>Do you find that Persistent Absence students with older siblings follow a pattern?</p> <p>Some do, and we have identified 8 families for particular intervention around this.</p> <p>Are there any patterns with the 26 students who have moved into the Persistent Absence cohort?</p> <p>Not particularly, although some of this absence has been due to illness and those students will improve their attendance fairly quickly now that they are back in school.</p> <p>Is parental engagement generally positive?</p> <p>Yes it is generally. Some parents struggle to support and encourage their children to attend, but this is more with the students who have very low attendance. Most Persistent Absence students have between 80 and 90% attendance and their families have engaged with the interventions.</p> <p>TS advised that the key issue for the Academy Council to consider is whether the Academy is dealing with the symptoms or the cause. It is very important to have an understanding of the underlying causes for absence so that these can be addressed. MT advised that most of the work goes in to tackling day-to-day non-attendance, but the 1:1 meetings have highlighted some issues with timetables and lessons etc. that have been addressed wherever possible, and staff are monitoring the effect of changes made to see if attendance improves.</p>	

4	Policies to be Ratified	
4.1	<p>Teaching and Learning Policy</p> <p>SM has circulated her comments about this Policy, specifically regarding a change of wording to bring it in line with the CLF. SM proposed that the Policy is agreed pending these changes and this was seconded by BF. The Academy Council had all had chance to read and give feedback prior to the meeting so were in agreement with adopting the Policy.</p>	
4.2	<p>Anti-Bullying Policy</p> <p>PH has passed on his comments about this Policy and has advised that he is happy with the content of it. SM is happy to second this and the Academy Council had all had chance to read and give feedback prior to the meeting so were in agreement with adopting the Policy.</p>	
4.3	<p>Drugs Policy</p> <p>BF advised that some of the terminology needs to be updated to bring it in line with the CLF and the format of the Policy needs to be amended, but she is happy with the content of the Policy. This was seconded by PH and the Academy Council had all had chance to read and give feedback prior to the meeting so were in agreement with adopting the Policy.</p>	
4.4	<p>CEAG and Access Provider Policy</p> <p>JW confirmed that he is happy with this Policy and SM seconded this. The Academy Council had all had chance to read and give feedback prior to the meeting so were in agreement with adopting the Policy.</p>	
4.5	<p>Attendance Policy</p> <p>PH proposed that this Policy is agreed and this was seconded by SM. The Academy Council had all had chance to read and give feedback prior to the meeting so were in agreement with adopting the Policy.</p>	
5	Safeguarding Report	
5.1	<p>MT advised that it is new for BA to have a wider network of support for Safeguarding now that they are part of the CLF. Using CPOMS means that it is easier to see an overall picture of Safeguarding matters across the Academy, and enables data to be pulled off for Safeguarding reports etc. The latest report is based on information from Term 2, and key points are as follows:</p> <ul style="list-style-type: none"> • The key member of staff for Looked After Children at BA is Mr Dewhirst • During Term 2, two students came off CP plans. Two other students became Looked After Children but have since returned home. • There was a reduction in the number of Safeguarding incidents compared with Term 1, although Term 2 was a week shorter. • The number of incidents recorded on CPOMS has settled – the high volume when the system was first introduced was due to historical information. • There has been a reduction in the number of bullying incidents recorded. The school has appointed students as Anti-Bullying Ambassadors, and there are also covert reps who feed back anonymously about what they see around school. Any issues raised are then addressed through tutor time activities. <p>Action – MT to compare future data from BA with other Academies to gain an overview of Safeguarding across the Federation.</p>	

	<p>MT invited Academy Councillors to ask questions about the data presented, and the following were asked:</p> <p>It seems that there has been a massive drop in Early Help referrals; are we still using Early Help?</p> <p>MT confirmed that this is still being accessed and MT attends the North Somerset Council Inclusion Panel every fortnight.</p> <p>What is the nature of the bullying incidents?</p> <p>A range of issues have been reported, but there has been a spike in the number of comments about different accents around the school site, and work is being done with students to address this.</p> <p>Is that part of the PSHE Programme?</p> <p>Yes, a new PSHE curriculum has been set for the year but with flexibility to respond to issues that arise during the year, so cultural diversity has been a focus for the last couple of weeks.</p> <p>Is there support for students exposed to domestic abuse?</p> <p>Yes, but this cannot be offered directly to these students. BA are usually informed by the Police if a student has been exposed to this, or is at risk, but the school cannot approach students to discuss it with them.</p> <p>Is the Single Central Record at BA up to date and accurate to reflect new staff who have joined the team since the start of the year?</p> <p>Yes, MT and JV have been through it recently and have confirmed that everything is in place.</p> <p>Are Councillors also included?</p> <p>Yes – JV ensures this information is updated.</p> <p>What about people who come on to the school site?</p> <p>There is a section on the SCR to cover this. Letters of Assurance have been obtained for regular visitors to the site and ad-hoc visitors are either checked by BA or by CLF HR. The Reception team always make sure that visitors are cleared to be on site.</p> <p>TSE confirmed that CLF Central carry out audits every old term to ensure that Academy SCR's are up to date.</p> <p>The Academy Council agreed to discuss the anti-bullying initiatives in place at BA in more detail at a future meeting when it can be a separate Agenda item.</p> <p>MT left the meeting at this point.</p>	
6	Quality of Teaching	
6.1	<p>JO read through the information detailed in the Academy Council report, and the key points are as follows:</p> <ul style="list-style-type: none"> • There has been a significant change of teaching staff within the Academy 	

- The general feeling both internally and from external feedback is that there are pockets of good and outstanding teaching but that there are still inconsistencies.
- QA processes are in place with deep-dives along key lines of enquiry. An overview of the support that is being given to staff is included in the paperwork provided for this meeting.



JO invited Academy Councillors to ask questions about the data presented, and the following were asked:

In the past we have seen information about staff observations; what data evidence is available from these now?

We have classroom observations, link line manager meetings in which individual and faculty targets are set, mock data where we can compare mock exam results against targets, and Academy Review Visits from the CLF. There is also a probation programme for new members of staff, and the ability of senior members of staff to observe teaching practice and share their knowledge and experience with colleagues. We are analysing available data to gain an understanding of the areas that staff need support with.

As Councillors we sometimes hear that teachers feel they are being watched all the time; how do you counteract that feeling and ensure that staff feel they can move forward?

We are seeking to develop the culture of Teaching and Learning being the responsibility of everyone at the Academy, within the Federation, and at Governance level. We have taken holistic time together as an Academy to focus on the curriculum and empower members of staff to lead on particular areas and develop them. We are also using facilities within the CLF to focus on a variety of areas with support from Middle Leaders. The response to this from staff has been positive, with a greater understanding of the context. However, there are some individuals who do feel under pressure and we are supporting them with this.

Where did the positive feedback you have just referred to come from – do you know if it is accurate?

Yes, it is from meetings with NQT's and RQT's who have advised that the support in place for them is very helpful, and from feedback following staff development days when written feedback has been given. We also have staff voice and feedback from the recent Academy Review Visit was generally positive.

One of the areas of focus for our next Academy Council meeting is staff wellbeing. Could Councillors come in to talk to staff prior to that meeting? It

would be good to follow up some conversations that took place at the beginning of the year when we met with new members of staff.

Absolutely, please just let us know when you are available and we will make arrangements.

How does what is happening now compare with last year; and is what you are doing making a difference?

At the moment we are only at the investigative stage, so it is too early to determine what effect the support will have on teaching. It is also quite difficult to compare with last year due to the significant changes in staffing etc.

When do you think you could give us some feedback about this?

Towards the end of Term 4. [REDACTED]

The Academy Council is aware of the support available for NQT's and new members of staff; but what about existing staff on UPS where there have been historic concerns around areas of their practice?

Some of the historic issues have been, and continue to be addressed, but new issues have also been coming to light across the Academy so we are trying to get a balance and manage it in the right way so that staff can be retained and disruption minimised. We are building the bigger picture.

On Page 8 of the AC report, 5 key trails have been identified around Year 11 PPE outcomes. What has the Academy done to make a difference with these cohorts?

A core group of 22 students have had mentoring meetings, career discussions and priority attendance interventions. They have been accompanied to different faculties and given revision guides, and teachers have spoken to them on a 1:1 basis about what they need to do. These students are very keen to get into industry and secure good jobs. They do not want to do A-levels or go to University but they want to know how to get into good work. Through conversations with them it has been possible to address some of the barriers that have been hindering them, for example lack of access to a computer, and we have helped them to make connections with external companies so they can talk to them about next steps. Following the recent PPE's all students in these cohorts are being supported to 'feel their success' and we have highlighted where they have answered questions particularly well etc. Additionally, the number of students who will have access arrangements has increased significantly because their needs have now been recognised. Bella Wilson and her team have worked very hard on this.

Are interventions also being put in place within younger year groups to shore students up before they reach Year 11?

Yes we are looking at the way the whole curriculum is being developed to ensure support is in place at an early stage, but it will always be high intensity in Year 11. The work to understand student needs and potential access arrangements is starting in Year 7.

	<p>Could some of the strategies being used in Year 11 now be put in for Year 10 students?</p> <p>Yes we will be looking at how they can be woven in. The CLF recently held a Raising Aspirations event for Year 9 students which was very successful and students responded positively.</p> <p>How did you select the core group of 22 students for specific intervention?</p> <p>We looked at all the underperforming groups, which were all boys, and identified those who were in the best position to engage with the initiatives. According to current data, girls are not underperforming to the same extent although at subject level there are various pieces of work that are being done with other groups of students.</p> <p>With regard to HAP and MAP students, what happens after they leave Primary school to mean that they are at this stage in Year 11? They must have been reasonably on track in Primary school to be considered HAP or MAP.</p> <p>A lot of it is to do with the curriculum at Secondary school compared with Primary. It can be hard to keep some students engaged as they move into KS3 and KS4.</p> <p>BF left the meeting at this point.</p>	
7	New Policies	
7.1	<p>Relationships and Sex Education (RSE) Policy</p> <p>For those who were not at the last meeting, SM advised that this Policy was presented in draft form as a brand new policy based on guidance from the Government. JO had worked hard to put a lengthy document together with a lot of information, but after discussion it was felt that this was too much information. JO has subsequently revised the document to make it more concise. JO thanked SM for her input into this process which has been much appreciated, and she advised that there has also been a consultation with parents and faith groups within the community.</p> <p>The Policy outlines upcoming guidance from the Government prior to the introduction of compulsory requirements for teaching Relationships and Sex Education from September 2020, and the word order of title of the Policy has been specifically chosen for the Academy. Broadoak have chosen to use the Jigsaw Programme to underpin teaching in this area, and it enables various topics to be taught as puzzle pieces throughout Years 7 to 11. If any students are withdrawn from a particular topic, it is only from that specific puzzle piece. Feedback from faith communities was a desire to have a balance across all relationships without a particular focus on specific areas.</p> <p>Could the title of section 3.1 of the policy be rephrased for longevity because it will not always be new?</p> <p>Yes this will be arranged.</p> <p>Also, does the Policy need to be reviewed annually or could this be reconsidered?</p>	

	<p>It is not a Federation policy so the Academy Council can decide on review dates. As part of the programme Jigsaw have committed to revising and editing their approach in accordance with DfE guidance so we know that it will remain in line with legislation.</p> <p>The Academy Council agreed to review the policy every 3 years. This was proposed by SM and seconded by PH followed by a vote in favour.</p>	
7.2	<p>Looked After Children Policy</p> <p>This is new for Broadoak since becoming an Academy. PH and SM feel that the Policy reads well. As discussed previously, although Mark Tipler is the DT, there is also a learning mentor in school with a key role in supporting Looked After Children. The Academy Council agreed to accept the Policy as it was presented. This was proposed by PH and seconded by SM.</p> <p>It was agreed that a regular report for the Academy Council about LAC would be helpful and that this should be produced mid-year at the same time as the Safeguarding update. A pro-forma will also be developed so that PH can easily give feedback to the Academy Council following his meetings with Mark Tipler.</p>	
7.3	<p>E-Safety Policy</p> <p>To be deferred to next meeting. SM asked MP to look at this and she will also speak to BF. MP and BF will share their comments with the Academy Council and invite feedback which can then be discussed at the next meeting.</p>	BF/MP
8	Student Voice	
8.1	<p>KS read through her report on student views which was put together using PASS (Pupil Attitudes to Self and School). PASS is an interesting way to gain an overview of how students feel, and it measures a number of different factors, but it is important to be cautious about how the data is viewed. High levels of green do not necessarily mean that all students feel a certain way, and the data is only in comparison with other schools who have opted to use PASS. Another tool for securing student voice is the Keele Survey, but there is a cost implication for using this. The Academy Council asked KM to look into the feasibility of using this.</p> <p>BF and JV recently carried out some work to get student voice about English and Maths lessons in KS3. The feedback was very positive, particularly from Year 8 students, and a significant number of students put maths near the top of their list of favourite subjects. SM advised that when she has talked to students during visits to the Academy they have mentioned noise and buzz in the classrooms and said that lessons are always quieter when someone comes in to observe compared with other times when the noise can be quite distracting, but on the other hand having buzz in lessons can also be positive if it is related to in-class learning. JV advised that some students have started to ask why they are learning particular things because they want to understand the reasons, and this is a key part of curriculum development now. Overall the feedback from Year 8 was much more positive than previous feedback received from students who are now in Years 10 and 11, and this could be a reflection of the changes to teaching and the curriculum in Primary as well as in Secondary.</p>	KM

	Action – BA to continue to offer Academy Councillors the chance to do student voice within the curriculum, and AC's are welcome to attend the next Academy Review Meetings which are scheduled for 24 th March and 26 th June.	JO
9	Governance	
9.1	The Academy Council is getting to grips with the TEAMS system and will start to identify training needs. SM will circulate the new document from the CLF about the roles of Councillors within the CLF.	
10	Any Other Business	
	<p><u>CLF Updates</u></p> <p>Winterstoke Hundred Academy will be opening in September 2020 and are recruiting for Year 12 at pace. Uphill Primary have advised parents that they are applying to become an Academy with the CLF as a Sponsor, and they will hopefully join the Federation later in the year.</p> <p><u>Scrutiny Committee</u></p> <p>No feedback has been received yet, but it will hopefully be available for the next meeting. KM advised that Bethan Owen has offered to visit the Academy in May rather than staff having to attend another scrutiny meeting in Bristol.</p> <p><u>Top Up Funding</u></p> <p>12 applications for top up funding were submitted, but only 4 were successful. This will be appealed and Bella's team are working with the SENCO at Hans Price on this. It is frustrating because the applications were high quality, and the students with the highest levels of need were rejected where others were accepted. KM is going to look at the budget to see if any additional support can be put in but this may not be possible.</p> <p><u>Student Behaviour and Staff Wellbeing</u></p> <p>Student behaviour does have an impact on staff at different levels, but strategies are in place to manage this. [REDACTED]</p> <p>[REDACTED] It is important to promote all the positives and keep a perspective. SLT are working hard to communicate with staff to ensure they understand the whole process rather than just seeing a part of it, whilst being sensitive to student confidentiality at all times.</p> <p>SM thanked everyone for their attendance and the meeting closed at 19:00</p>	