

Minutes – Broadoak Academy Council

Version: Draft
Issue Date: 11 February 2021
Location: Virtually via Teams
Time: 17:00 – 19:00

Chair:	Sue Marshall (SM)	Chair
Members:	Becky Frise (BF)	Sponsor Councillor and Vice Chair
	James Wilmot (JW)	Parent Councillor
	Miranda Pincott (MP)	Parent Councillor
	Jackie Vernon (JV)	Student Advocate
	Kathleen McGillicuddy (KM)	Principal, BA
	Steve Taylor (ST)	CEO
Attendees:	Wendy Hellin (WH)	Clerk (temporary cover)
	Mark Tipler (MT)	Assistant Principal
	Carina Smith (CS)	Interim Vice Principal
	David McFaul (DM)	Head of Humanities
	Felicity Nicholson (FN)	Head of Art
Apologies:	Leah Palmer (LP)	Sponsor Councillor

Minutes

Item	Description	Action
1	Introductions and Welcome	
1.1	SM welcomed everyone to the meeting. Apologies are recorded above.	
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 3 December 2020 were approved.	
4	Matters Arising	
4.1	<i>KM to circulate the absence data broken down by vulnerable groups. This will be covered under item 8.</i>	
4.2	<i>Ian Slocombe to create a data trail for monitoring behaviour improvement. This will be covered under item 5.</i>	
4.3	<i>Ian Slocombe to create a data trail for punctuality to lessons after unstructured time. This will be covered under item 5.</i>	
	Academy Council Report	
5	Setting the Present Context	
5.1	KM provided the following update: <ul style="list-style-type: none"> The Academy has responded quickly and effectively to changes in government direction and students have moved to remote learning following their full timetable. 	

	<ul style="list-style-type: none"> • Onsite provision has grown over time to about 50 children on site each day and this requires more staffing. • A risk assessment is in place; the school is trying to keep appropriate space between children and adults on site; the onsite operations are run by the Assistant Principal alongside the Principal or Vice Principal and the Operations Manager (also the first aider). • A significant number of young people have been supported with devices and access as well as training to use the devices. Colleagues have been trained to ensure they get the best out of the remote technology in use, as well as the pedagogy. • The Academy has received a significant amount of positive feedback from parents as well as some constructive critical feedback. Families feel that the Academy has responded quickly and can see that the Academy wants the students to be engaged and back in school as soon as possible. • The Academy has maintained a focus on mental and physical wellness. • Broadoak Academy is spearheading the use of remote technology for online learning; Carina Smith has been awarded a fellowship of the Chartered College of Teaching and has published an article in the TES about this. • Whilst there are still things to improve, the fantastic work happening at Broadoak Academy should be acknowledged. • In terms of safeguarding the regular tutor check ins continue to take place once a fortnight with some priority calls from Heads of Year, Learning Mentors or a trusted adult where needed. Partnership meetings continue to happen virtually. • Children on site are provided with lunch; those not on site utilise the voucher scheme. • There is a significant amount of support and resource in the academy and trust for colleagues' wellbeing. 	
5.2	CS reported that she had worked with JV and colleagues from the PE team to put together support packages for students for half term. These included food, sweets and activities. Staff visited four locations in Weston Super Mare and met families there. Staff found that although families only had a days' notice, there were queues at each of the locations despite freezing conditions. Around 78 bags were handed out. Students were happy to see staff.	
	Questions from the Academy Council	
5.3	There have been media reports about there being grants available to families for heating. Are you aware of any schemes we can promote to families to assist with heating poverty?	
5.4	No, we will give some thought to that. The Local Authority has received money from the government to support families so it might be a question to pose back to the Local Authority.	
6	Achievements and Standards	
6.1	Raising Standards in Humanities – David McFaul	
	Questions from the Academy Council	
6.1.1	There were some improvements in GCSE results last year in humanities. How are you effecting Teaching and Learning so that improvements are consistently made?	
6.1.2	We take a threefold approach to ensure improvements in terms of the curriculum, resourcing and teaching. We have done a lot of work to align teaching units to	

	those taught across the trust for both KS3 and KS4. Alignment provides the opportunity to plan from the beginning and to consider different components and consecutive threads and trends. In terms of resources we have invested time to produce booklets for KS4 in all 3 subjects and this is being rolled out to KS3 students too. In terms of teaching we have worked with CS and others on lesson drop ins and on being able to provide purposeful feedback to colleagues. We ensure teachers have clear expectations about what they need to do.	
6.1.3	How are you ensuring improvements for SEND students both on site and off site?	
6.1.4	This is done via the resources and through the faculty working as a whole on initiatives. The booklets provided set out what the lesson is, how it fits in to wider learning, pinpoints what we want students to do, what is expected and how much to write. We include sentence starters and key terms. Anecdotal feedback indicates that students like the booklets as they are clear as to what they need to do, and if they are absent they can see the work missed. We have worked hard to embed initiatives and use the spreadsheet to help identify SEND students and what their particular needs are. Teachers can then use appropriate strategies.	
6.1.5	How are you supporting your least effective teachers to improve their performance?	
6.1.6	The make-up of the faculty includes a high number of Early Career Teachers. We meet on a weekly basis with two colleagues to review the practice from the last week and identify areas of development. One advantage of remote learning is that it provides greater flexibility to do lesson drop ins and to watch recorded lessons. After each drop in I email feedback to the teacher highlighting good practice and sharing one point for development. We then review again to ensure teachers are acting on the feedback and if it is helping them to improve.	
█	█	
█	█	
6.1.9	Can you clarify how the booklets work and how these affect teacher workload?	
6.1.10	It is a resource that combines the student exercise book with a text book. It is copied like a book and laid out lesson by lesson. Teachers put some stimulus on the board first and there may be a discussion. Students then turn to the relevant page in the booklet to complete work. It is a very useful revision tool. For history there is a separate book for completing practice questions and longer pieces of writing. In terms of teacher workload this is front loaded; there is time and energy needed to prepare and print the booklets but once it is done there is little impact on workload going forward. Colleagues have been keen to implement the system.	
6.1.11	Can you describe what good SEND provision looks like?	
6.1.12	Good SEND provision results in good provision for all students. If working on clarity of explanation or helping students understand how to link the learning, it benefits everyone. We are focusing on being more strategic about it with the teacher being purposeful and being differentiation agents. It is not always about extra resource. The teachers should be going to identified students first, asking them questions and sharpening practice.	
6.1.13	Do you engage with all of the information from the SENCO's team?	
6.1.14	We are at Stage 1 of the initiative in that we now have the relevant information and know the students. The next stage is to start using some of the initiatives given to us and to then test and review those initiatives to see what is working well.	

6.1.15	Would it be helpful to invite the SENCO in when you are in stage 2 to test if it is working well?	
6.1.16	Yes, it would be useful to have that verification.	
6.1.17	You talked about hoping to see an improvement in all key areas and the data from PPEs does suggest an uplift. How do you know the data is robust?	
6.1.18	The results from the summer went through a rigorous checking process and we are happy with those. We also have PPE data and I have some experience having marked history papers for the exam board. I am also able to draw on the advice of colleagues.	
	End of Questions	
6.1.19	SM thanked DF and he left the meeting. Felicity Nicholson (FN) joined the meeting.	
6.2	Raising Standards in Creative Arts – Felicity Nicholson	
	Questions from the Academy Council	
█	█	
█	█	
6.2.3	What are you doing about the gap between SEND and disadvantaged and the rest of the cohort? How are you ensuring progress is made there?	
6.2.4	It is about knowing the students and using the information to hand. █ A number of them are incredibly successful, particularly boys who went from level 3 to 6. They are able to talk through what they did and how. We are maintaining high expectations.	
█	█	
█	█	
6.2.7	Where is the biggest challenge for the faculty? What support do you need to overcome this?	
6.2.8	Across the faculty there are huge amounts of knowledge of Art, we now need to foster those practical skills and develop student thinking.	
6.2.9	How are you creating the knowledge base?	
6.2.10	We are looking at the fundamentals, interrogating subjects and looking at key threads. We look at the questioning and the ideas behind what specific words mean.	
6.2.11	Looking at the best potential grades for Year 11, it shows a significant minus figure in terms of progress for the class as a whole and a whole grade below what	

	it should be for SEND and disadvantaged students. What support do you need to alter that?	
6.2.12	We have gaps in terms of attendance, and so need time to look at coursework to improve final outcomes. We are working with MAP boys and have been doing a lot more assessment. There is tighter tracking. We have also been working with colleagues in the federation and sharing resources. Through the conflict project we have provided resources and worked to develop skills across the assessment objectives.	
6.2.13	How can the academy help you to achieve this?	
6.2.14	It would be useful to have some time where we can do incredibly focused work on the coursework element.	
6.2.15	How confident are you that colleagues in the team are able to assess accurately?	
6.2.16	Very confident. We have been doing a lot of work on moderation for two or three years. The feedback from the exam board on our last moderation process was that it was very accurate.	
6.2.17	If you do not have sufficient time to focus on coursework, will you still have enough evidence of the students' capabilities for centre assessed grades?	
6.2.18	We have a reasonable amount of evidence in place. One or two students do not have evidence from across three objective assessments and a further 3 students that have joined us recently do not have a bank of work from their last school. This will impact on our results.	
6.2.19	In terms of predicted outcomes, how much of this is due to challenges that were evident before the pandemic?	
6.2.20	A lot of work was put in place before the pandemic; the new units being studied had a positive effect. Students not being in the academy has had an impact. Some students have excellent ability and have developed analysis and experimented but do not have all the evidence needed in place.	
	End of questions	
6.2.21	SM thanked FN and she left the meeting.	
6.3	Quality of Teaching and Learning – Carina Smith	
	Questions from the Academy Council	
6.3.1	We have looked at the improvement strategy for SEND and can see you have completed an assessment of needs for all year groups. How have their needs been met in the classroom and remotely over terms 1 and 2 of this year?	
6.3.2	We have completed stage 1 of the initiative which was to identify students and carry out a barrier analysis. We have shared with colleagues the key barriers for each of the identified students and suggested strategies that might work. The intention is to ensure the teachers are clear about what to do to support those needs. Work has been rolling forward to term 2 and the SENCO and I have completed some lesson drop ins and book scrutiny to assess where we are. We were able to see the majority of colleagues were aware of which students needed support and the sorts of barriers there were, and to articulate the specific intervention that would be most helpful for the student at the time. We saw positive things in the book scrutiny; we only looked at books for students on the SEND register and we saw progress in every book. The next step to meet needs is to begin to hone and develop initiatives that will work in the classroom in different contexts. What works in one subject may or may not work in another. We want colleagues to be knowledgeable enough and empowered enough to have a toolkit	

	of initiatives and to know which to deploy depending on what they see in front of them.	
6.3.3	What remains the greatest challenge in closing the gap between strong and weak teaching of SEND?	
6.3.4	The least effective teaching is not progressing students. Work is being done to support teachers to improve participation and build inclusive classrooms. Training has shown us that colleagues are at different stages in this; some have absorbed the training well and others need more support as we transition back to the classroom.	
6.3.5	What are emerging as areas of strength and of concern within SEND?	
6.3.6	The resource from central in terms of curriculum is a strength, in terms of resources for students and raising aspirations, and in terms of how best to explain key concepts; this will bear fruition in the future.	
6.3.7	Is the monitoring of remote learning for SEND robust across all departments?	
6.3.8	We have a structure of lesson drop ins on a peer to peer basis as well as SLT drop ins. They are not specifically focused on SEND but do support that agenda. Where there are middle leaders that need more support we pair them with SLT to provide teaching and learning support.	
6.3.9	Are the needs of all SEND students currently being met, or are there small pockets of teachers improving progress? What is the balance?	
6.3.10	Before the pandemic almost all teachers were able to identify and remove low level barriers. The ability to pick the right strategy was emerging. As we moved to remote learning we found that some SEND students really enjoyed learning in that environment. They are able to self-pace and go back and re-watch recordings if they needed to. We have held some SEND events to support families learning remotely; it can be difficult for some students with specific barriers to learn in this way. We have offered support with technology and sought feedback. On the whole families are pleased with the offer. Where certain SEND students are struggling at home they may be asked to come in to school for some guidance.	
6.3.11	Are there some quick wins with technology in terms of the use or recording and are we making sure students that need it have blue screens, yellow paper etc?	
6.3.12	Yes we are. It is important to learn from this time and when we return fully to school to ensure we continue with some of the initiatives that worked during remote learning.	
6.3.13	Do you think the culture is right regarding the experience of SEND children overall?	
6.3.14	We have done a lot of work to make explicit that SEND does not equal low ability and we continue to deliberately challenge that misconception. When we look at the data and the gap, it is difficult to say all the work being done is improving outcomes.	
	End of Questions	
6.3.15	Miranda Pincott joined the meeting.	
7	Student Voice	
7.1	Can you tell us how feedback from the student parliament on remote learning is influencing the development of live learning?	
7.2	We asked them what working groups they want to be involved in and how that could be taken forward. They would like to set up four working groups around prejudice and discrimination, politics, LGBTQ+ and environment. Ideally they will be led by a Year 11 pupil although it could be that Year 11 students feel too busy in which case it will be a Year 10 student. Each group will decide how best to promote	

	their agenda. The groups start after half term. Students are linked into the CLF student parliament and there will be an 'agents of change' project after Easter.	
7.3	Remote Learning – Carina Smith	
7.3.1	CS reported that feedback from students suggested some had struggled with the submission of work and others had some anxieties around the process and were concerned they would need to have their cameras on or would be unmuted by the teacher. To address this staff have worked hard to share information about what would and wouldn't happen. Every day a technical tip is shared via Show My Homework to help them. Submission rates have now doubled.	
	Questions from the Academy Council	
7.3.2	The student feedback suggested the remote learning is largely lecture type presentations rather than being interactive. Is that right?	
7.3.3	At the start most teachers did do a lot of talking and we moved away from that relatively quickly. Some Covid Catch Up funding was used for training and we purchased the training rights to the 'Teach Like A Champion' by Doug Lamov. We have rolled this out one faculty at a time to develop online instruction and to enable teachers to transfer this back to the classroom. There are two main strands. The first addresses how much time to spend on camera against how much independent time students need to complete work. Students are greeted by name and a check on their wellbeing is made. A recap slot has been introduced at the end of the lesson. There has been immediate improvement. [REDACTED] [REDACTED] The second strand focuses on questioning and the way in which students can respond using the chat function and waiting until everyone is ready to answer to allow some processing time for students.	
7.3.4	How else are you collecting feedback during lockdown to help improve the learning experience?	
7.3.5	Through student parliament, questionnaires and meetings with tutors. We also gather a lot of informal feedback via students and emails from parents.	
8	Safeguarding – Mark Tipler	
	Questions from the Academy Council	
8.1	What are the key issues in terms of safeguarding during lockdown? What are you doing to address those?	
8.2	We learned a great deal in the first lockdown and so feel confident in the systems in place this time around. We have a number of processes in place to ensure students are safe. Across a fortnight, all students receive a phone call from their tutor. In addition, each year leader has identified a number of vulnerable students who need additional contact and this takes the form of a call from a pastoral lead or team member. If there are three failed contacts the students name is passed to MT. After that one further communication is sent and if there is no response within 24 hours, a home visit is arranged. Across years 7 and 8 there were 12 failed contacts this week. Of those, 4 have now returned a call and 8 house visits have been arranged. We cross check the contact list to the live learning log ins. A significant resource is put into phone calls and visits.	
8.3	As with the last lockdown, the number of safeguarding reports or causes for concern logged has dropped. When in school children share things with a trusted adult or a teacher notices something and records it. During remote learning we have introduced a tutor time live session for check ins and this has seen a rise in the number of reports made around mental health and wellbeing. The majority of these cases are around anxiety and low mood. It is reflective of the feeling in the wider	

	community and we will provide additional support in that area. School Counsellors are still seeing students on site and over the phone and are full with a waiting list in place. We have increased our school nurse provision and she is supporting with these cases.	
8.4	What sort of numbers are there of students with mental health issues? Do they fall into particular groups, SEND, boys etc? With the Counsellor so busy are you able to increase capacity there?	
8.5	Mental health and wellbeing cases make up around 10% of the overall CPOMs logs. There are slightly more cases reported for girls. SEND students are not over represented. Cases for Year 9 students and above rise a little. There would be a cost associated with increasing the capacity of the Counsellor. We are using other support networks like the School Nurse.	
8.6	Attendance for vulnerable students is low. What are you doing to encourage more students to come in and what plans are in place to support them when schools reopen fully?	
8.7	We have 4 of our 7 LAC students attending regularly, 1 attending less regularly and 2 that do not attend at all, and those attendance patterns are best for those children at this time. Attendance for children in need and child protection students are not as high as it should be. Places are made available for those students and decisions about attendance are made in conjunction with the social worker and child. We have the highest number of otherwise vulnerable students across the trust. In March when we considered which students to put in this category we thought about a whole host of different vulnerabilities, including all SEND children – which makes up around 50% of our student population. Guidance from the trust DSL received last week requires us to report only on more specific key groups. We will still hold our own list and check in on those students as we are currently, but will report on a reduced number.	
8.8	If the school reopens fully on 8 March, how many children are likely to not engage, and not return to school?	
8.9	When we reopened in September we had around 50 students not returning to school and after some incredibly hard work we encouraged just over half that number to return. So we are alert to the problem. If we reopen in a staggered fashion we will prioritise that group, those with the lowest attendance and the most vulnerable first so that we can build in some transition to the classroom for them.	
8.10	Does the culture in the school have the right importance around safeguarding in that it is everybody's responsibility, including attendance? Is it sufficiently embedded?	
8.11	Yes, everyone knows the processes to follow. One of the steps we are taking to support students for their own safeguarding and for that of each other is to create displays in each year group pod detailing information around useful websites, telephone numbers and reminding them of the key staff in the academy. There are a clear set of attendance protocols in place. When fully open there will be a need for whole staff reorientation in terms of safeguarding, as many staff will not have been in face to face contact with students for some time.	
9	Further Questions	
9.1	Would it help students, who have missed education due to the pandemic, to move back to a 3-year GCSE curriculum? This would refine their pathway and ensure they have maximum study time for their option choices.	
9.2	It is not currently the direction of travel for the DfE, Ofsted or CLF. Our role is to ensure students have a broad education offer and this would narrow it.	

10	EDI	
10.1	SM reported that she and BF represented the AC at the EDI working group set up by Jenny Onslow. Notes from that meeting are on Teams.	
11	Policies	
11.1	The Accessibility plan is on teams and is for the AC to note. SM asked Academy Councillors to review it and direct any questions or comments to her.	
12	Governance	
12.1	Two new Academy Councillors have been recruited and should be present at the next meeting. There are 2 further vacancies to fill.	
13	Matters for the Board / COAC	
13.1	No matters for the board or COAC were raised.	
14	Any Other Business	
14.1	SM reminded Academy Councillors that support was needed for a complaints panel being held on 5 March. Anyone available to help should contact SM.	
14.2	BF reported that she attended the safeguarding team meeting and it was good to see how staff supported each other.	
14.3	BF reported that feedback from parents at a local primary was that Broadoak Academy had been excellent throughout the pandemic and could not have done anything more to support its students.	
14.4	ST noted that not having the usual papers in advance of the meeting meant that the Academy Council missed the opportunity to celebrate the excellent work that has gone on at the academy. ST suggested a paper is providing in advance next time to ensure there is space to celebrate the positive things about remote learning, parent voice etc.	KM
15	Close of Meeting	
15.1	The meeting closed at 19.15 hours.	