

Minutes – Broadoak Academy Council

Issue Date: 1st March 2023
Location: Broadoak Academy
Time: 17:00 – 19:00

Chair: Becky Frise (BF) Sponsor Councillor and Chair
Members: Susan Marshall (SM) Sponsor Councillor
 Felicity Williamson (FW) Sponsor Councillor
 Danny McGilloway (DM) Principal, BA
 Sarah Hardwidge (SH) Student Advocate
 Sarah Matthews (SMa) Sponsor Councillor

Attendees: Mark Tipler (MT) AP for Safeguarding & Pastoral Care
 Carina Smith (CS) VP
 Jacqui Vernon (JV) Senior Operations Manager
 Stuart Veal (SV) Parent AC Pending appointment
 Jenny Onslow (JO) AP for Teaching & Learning
 Fleur School Dog
 Sue Burns (SB) Clerk

Apologies: Steve Taylor (ST) CEO
 Cath Back (CB) Support Staff Councillor
 Mel Gee (MG) Teacher Councillor

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 everyone to the meeting and introductions were made.	
1.3	Apologies were received and accepted for ST, CB, and MG.	
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 29 th November 2022 were approved.	
4.0	Matters Arising not otherwise on the agenda	
4.2	BF to liaise with DM to determine when in T3 to arrange an additional AC meeting. Completed. Meeting was held on 6th February 2023.	
4.3	DM to provide 4 week update on 48 PP students tracked by tutors. 10% target – Completed. Provided in AC Report – see attendance update	
4.4	Homework Policy to be represented at next meeting – Completed, see policies.	

4.5	JA to meet with Jacqui Vernon in early Term 4 re H&S – Action closed. JV is attending this meeting to give a H&S briefing.	
4.6	DM to liaise with Jo Crickson about whether a Dog Policy is required – Completed. No policy is required, a risk assessment is sufficient.	
5.0	Health & Safety – Jacqui Vernon	
5.1	On 21 st February 2023 a full H&S Audit was undertaken by Jo Crickson (CLF). This is a robust and thorough process, and we are anticipating we will be graded as Good with some Outstanding features.	
5.2	On 28 th February 2023 Jo Crickson completed a H&S Audit in the Science Faculty. The outcome of this was Good; they have a good H&S culture, and the faculty is well managed. A quote from the report was “The prep room was the most organised I have seen across the CLF”.	
5.3	H&S items which remain outstanding include the replacement of the damaged fire doors which will be paid for via estates due to the cost. We are compliant because the doors are functional, but they require upgrading.	
5.4	What are the implications if the fire doors are not replaced? The Fire Safety Audit is scheduled for next week and they will note it again. Fire doors are replaced regularly in schools, we have some that can be refurbished, but ultimately they will need to be replaced due to age of them. CLF are aware and are dealing.	
5.5	The class sizes will be reduced for Technology and some of the carpets will be deep cleaned or replaced. Heidi Clement will send a team to inspect the carpets to determine what action needs to be taken.	
5.6	Have the water damaged ceiling tiles been replaced? Yes, we keep a store of spare tiles.	
5.7	The H&S report noted that the site team are at full strength and doing flexible hours to maintain the site which has been very effective.	
5.8	Staff wellbeing was recognised as being good due to the number of initiatives in place.	
5.9	Have the wellbeing survey results been produced? Yes, and they were discussed when the results were issued in T5. A termly staff feedback process is undertaken by DM and the average score for this is 4.1.	
5.10	Do the same questions illicit the same response rate, is there a trend? The responses change depending on the term and there is some disparity between staff groups which is not unusual. The CLF has adopted our model to use across the Trust.	
5.11	ACTION: DM to share the wellbeing survey questions via Teams	DM
5.12	What level of student damage is being experienced currently? It has improved this term. There is a hot spot in the PE corridor where there is high traffic. There is also one room where some students have been taking the keys off the keyboards. Additional monitoring has been arranged for high-traffic areas. The activity is limited to a very small group of students.	
5.13	The CCTV will be audited on Monday with a view to upgrading it.	
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5.16	<i>Jacqui Vernon left the meeting at 5.30pm</i>	
6.0	Safeguarding – Mark Tipler	
6.1	We have fully move to a House system which has resulted in a significant increase in pastoral support capacity.	

6.2	A DDSL has been appointed which has increased capacity and strengthened the safeguarding team of 6, plus the 4 Heads of House who pick up day-to-day safeguarding incidents.	
6.3	We continue to train and upskill the staff.	
6.4	The team are experiencing some significant safeguarding concerns and therefore we need to be mindful of their wellbeing. We have invested in them all updating their CP training and they are beginning to take on specialist areas.	
6.5	The inset day included positive handling and Team Teach techniques for supporting students who are dysregulated which resulted in positive feedback.	
6.6	The team each have six hours a week of protected time for safeguarding work, and we provide termly supervision where required.	
6.7	How many staff are taking up the supervision? They all have the contact details, but it is up to the individuals if they wish to use the service confidentially.	
6.8	Do the senior leadership team have access to supervision as well? Yes, and also access to coaching.	
6.9	Safeguarding trends include an increase in the number of students on CP plans.	
6.10	Is that due to cost of living? There is a range of reasons underpinning the escalation.	
6.11	There is a fluctuation in CiC students and referrals to external agencies have also increased consistently.	
6.12	Are the referrals being accepted? We are successful in the majority of the cases because they meet the threshold and we can use a no-names consultation.	
6.13	Have the waiting times reduced? The CAMHS waiting list has reduced significantly.	
6.14	We have 24 families with an allocated Social Worker and 6 are accessing Early Help.	
6.15	The CPOMS incidents have increased due to the students feeling comfortable in confiding with us. Substance misuse (vapes) represent the largest volume of CPOMS entries.	
6.16	Are students vaping on site? If we have reason to believe that a student has a vape in school then we search them. Vaping on site is a serious incident and is dealt with the same way that smoking is dealt with. We talk about vapes in assemblies, but manufacturers market vapes in a way that targets children. The PSHE curriculum includes vaping. Where students used to use tobacco, they have now moved to vapes, but it remains a minority of students.	
6.17	Is there any indication of how much students are vaping in the local area which may be a reputational risk? The overall vaping activity is restricted to a small number of students and there are three entry points to the school with a member of staff who can see down the road and therefore we are confident that there is not a significant amount of vaping taking place outside the school. Students are confident about notifying us if any of their cohort have a vape and it is then confiscated.	
6.18	We have a strong culture of 'your behaviour outside of school counts' and the students understand that rules apply outside of school time.	
6.19	St Giles Trust delivered three workshops about County Lines for Y8, Y9, and Y10 last term. These were very engaging, and they provided PD for all staff which was well received.	
6.20	Are there plans for Y10 and Y11 to be involved? Y11 had it last year when they were in Y10, and it is not appropriate for Y7.	
6.21	Did the CPOMS entries increase as a result? Yes, where staff reflected on their training, however we do not have any active County Lines concerns this year, but we are aware of some children who are vulnerable to it and we are supporting them appropriately.	

6.22	The Academy Council commended the commitment of the safeguarding team and the proactive work that they do to support the students.	
7.0	Quality of Education – Jenny Onslow	
7.1	Following the ARV in T2 Teaching & Learning was judged a good across the academy and the use of questioning and researched based methodologies were all remarked on.	
7.2	The engagement and progress of Y8 was a focus area. Therefore, I produced a Teaching & Learning plan with a week-to-week breakdown. The temperature checks across the academy were predominantly positive. Our ECT and ITT colleagues were on track and the Heads of Faculty have undertaken an evaluative ‘learning look’ process which is a tri-vector of components.	
7.3	How often are learning looks used? Every two weeks; the line manager will accompany them where possible. Temperature checks take place once every three weeks.	
7.4	Do you visit every class? We can’t cover every class, but we ensure that we see a diversity of classes and we also used external advisors for this process.	
7.5	We have determined where teachers know their students well and have researched how to meet their needs.	
7.6	In T3 all KS3 undertook an assessment so that we had a DOYA judgement alongside empirical data. This process will be repeated in T6.	
7.7	There was a focus per week e.g. responsive teaching and pupil pursuit (looking through the lens of a child across a school day).	
7.8	How did you get pupil voice? We met with all the students and discussed their learning and provided a learning journal. I used a group of Y8 PP students with an average point score of 89 or less at KS2 because these will have communication barriers and difficulty in accessing learning. The student support team then supported in determining the baseline data.	
7.9	Headlines include: spaced practice, ark of the curriculum for the learning journey, positive presentation, and responsive teaching verbally with not so much in-book feedback. The strongest books were Maths for the most vulnerable children.	
7.10	In T4 we will look to see that the teachers have identified their vulnerable children, have used metacognition about how to learn, as well as curriculum exposure. We have included how we will communicate to families about the curriculum and progress.	
7.11	Oracy work with Voice 21 is starting with some crossover with Somerset LA, this includes strategies to use within the classroom to improve oracy and engagement in learning. The articulation of Tier 2 vocabulary will increase access to learning which we hope to pilot in T4. We also now have a suite Voice 21 training documents.	
7.12	How will you roll this out across other year groups? We are in a good place with Y8 compared to the last data drop, but vulnerable children remain a focus. This term we will continue with the Y8 evaluation, but the vocabulary and the metacognition work will take place across the other year groups.	
7.13	The ARV process clearly works, and we have embraced the initiative which allows us to action feedback quickly.	
7.14	What were the current Y8 like last year? The KS3 data from last year to this year is vast so we need to consider what to compare because the curriculum has changed. Therefore, the attainment data between classes is not a good comparison. However, we can compare the DOYA judgement which has indicated that there is a positive trend.	
7.15	Can data be provided to the Academy Council? We could use an impact report to feed back to the Academy Council.	
7.16	ACTION: DM to include an Impact Report of the RAP strategy at the next AC meeting.	DM

7.17	The Academy Council noted the investment in this initiative and thanked Jenny for her presentation.	
7.18	Jenny Onslow left the meeting at 6.15pm	
8.0	Reading Strategy – Carina Smith	
8.1	The Reading Strategy has three stands: 1 - reading for pleasure 2 - children who can read to 8.6 but are reading below their chronological age, 3 - children whose reading age is below 8.6 which means they are unable to access learning.	
8.2	Reading for Pleasure – we have improved the library, introduced author visits, increased the range of books, etc. This work has taken place but has not been the priority.	
8.3	Children who are reading below their chronological age – The strategy for this group was a programme during tutor time and access to a range of mentors. They were grouped with other children with similar reading ages and have had 12 weeks of support to improve reading fluency, tone, expression and confidence. These groups have not yet been re-tested, but when they have the data will be made available.	
8.4	Children with a reading age below 8.6 - there was a small group of children who joined the school with a reading age below 8.6 and we have committed to supporting them with being able to functionally read at secondary level to access learning.	
8.5	The SEND team have supported the most vulnerable students and they will have a bespoke reading intervention, including Phonics, based on EEF research. The outcome data post intervention has been provided. Above the table we have included the ARV outcome and Rachael Simmonds (the CLF Literacy Lead) noted that the improvement has been significant.	
8.6	The intervention was 12 weeks, does that reflect the number of interventions the children received, what happens if they are absent? They have 12 sessions (1 per week), therefore if they are absent, the member of staff will provide the session when they return to school.	
8.7	There is a huge disparity in the amount of improvement. How do you account for this? Is it the student, the materials, or the member of staff providing the intervention? The scaled scores do not correlate to a child's reading age. I have looked at one case study who appears to have attained well at KS2 and is Secondary ready, but their test suggests that they have not made progress. Therefore, it appears that the testing is not accurate due to a number of external factors, so we will investigate this. Students with a low scale score may require more than one intervention to address several areas of need.	
8.8	What will you do about student M who has made the most progress? They will be monitored so that we can be satisfied that their progress has embedded.	
8.9	Are the students aware of their progress? Yes, which is very motivating for them.	
8.10	Is this strategy sustainable? Yes. It is our statutory duty to meet provision that is listed in an EHCP. The level of monitoring and scrutiny will become more efficient.	
8.11	Do Y9 and Y10 students have the same provision? They experience the same testing, and this informs their access arrangements. We have to be sensitive about some of the materials that we use so that they are not deemed to be patronising.	
8.12	When will you see the impact on attainment from increasing their reading ages? We are already seeing an improvement in their outcomes and are anticipating positive PPE results. We have also noted that children are becoming passionate about talking about reading which is exciting.	
8.13	Are you experiencing an associated improvement in behaviour? The atmosphere in the academy is positive and the students are engaged in learning.	
8.14	Is there a pattern to the primary schools that these children are transitioning from?	

	There are some discrepancies in the KS2 data, but we use their highest score as the minimum.	
8.15	Are parents engaging with the Class Charts? Class charts comes with an app for the parents and the children, and we know how many parents download the app. For those who have not accessed the app we will contact them and determine the barrier. It is a very transparent process, and the information is sent to parents live.	
8.16	Are staff confident in what the outcomes are for the interventions that they are delivering? This will be discussed in detail at the next meeting. Bespoke intervention packages have been developed, with a summary for the member of staff delivering it.	
9.0	Attendance – Mark Tipler	
9.1	Attendance has improved significantly which we are very pleased about. Last week was the highest week of attendance since week 1.	
9.2	Lindsey Long (the new AP) will present Attendance at future meetings once I have completed her coaching.	
9.3	The PP overall attendance has improved by 0.9%; 85% of our PP students have been in school every day.	
9.4	The SEN-K group and the EHCP group increased by 0.5% over the last six weeks.	
9.5	Y7 and Y10 data indicates a significant improvement between T2 and T3.	
9.6	Does the data include T1? No, the T2 data reflects just the T2 attendance and T3 the T3 attendance which indicates the improvement.	
9.7	The T2 attendance was low due to significant illness and therefore is not typical, therefore is it a vast improvement given that T3 compared to T1 shows a decrease for some groups? T3 only dropped by 0.7% compared to T1 and in previous years this gap has been larger.	
9.8	Last week we were third across the CLF for attendance.	
9.9	The tutors monitor for attendance trends and then determine if additional support is required from other teams to address attendance barriers, which is bespoke to individual students. Of the 41 students being targeted, 30 have improved their attendance. The average attendance across this group was 80.8% and it is now 84%. Some students have been able to move out of the group as their attendance has improved to over 90%.	
9.10	Have the tutors provided feedback? Anecdotally they have enjoyed being able to develop a mentoring relationship with key children and they feel like they are making a difference.	
9.11	Where is BA compared to national attendance data? Up until 27th January 2023 the national attendance was 90.9% which is 3% lower than pre-pandemic. The South West was 90.2%.	
9.12	Why were there two significantly low and high weeks? I used these as two markers for comparison.	
9.13	What are the number of students in the SEND-K and SEND-E cohort? Send K is 40-50% of a year group. Send E have EHCPs which represent about five in a year group.	
9.14	If an EHCP specifies part-time attendance, is the remaining time coded as authorised absence? Yes.	
9.15	Are the interventions sustainable by the tutors for the rest of the year? We provide them with the assembly time to do the intervention, so they bring their class down to assembly and then use that slot for the intervention. CS line manages the Associate APs and there is a strategy for whole school attendance. There is a rapid action plan so this will be reviewed to see what has worked well.	

9.16	How often do parents get an attendance update? They can access it live through Class Charts. Every tutor makes the children aware of their attendance target and what the percentage really means.	
10.0	Policies	
10.1	Homework – Final version, approved see vote below	
10.2	Teaching & Learning – c/f Sue Marshall will work with Jenny Onslow again.	
10.3	School Dog - policy not required, a RA is in place and a letter will be issued to parents annually.	
10.4	SEND (CLF) – Will come to the next AC meeting from the CLF Board.	
10.5	Proposal to approve the Homework Policy: SM Seconded: FW Show of Hands: Unanimous	
10.6	Are you only setting Y10 and Y11 up to 5 hours of homework a week? This refers to homework set by a teacher	
10.7	In light of ChatGTP in the news; does this need to be considered for subjects that are more course work based? We have a robust process to check for plagiarism and we know what our children are capable of, and we follow advice from exam boards. Course work for the majority of subjects is not permitted to be completed at home.	
11.0	Governance	
11.1	2022-23 Training Programme Governance Conference - 8 th March – Via Teams Understanding Disadvantage - 24 th April 4-5.30pm on Teams What do I need to know about SEND? 10 th May 4-5.30pm on Teams Attendance and Exclusions - 2 nd June 22 4-6pm on Teams Recently appointed councillor induction - 15 th June 4-5.30pm - Location TBC Link role networks Safeguarding: 13 March, 22 May & 21 June - all 4-5.30pm - on Teams SEND: 7 March & 26 June - all 4-5.30pm - Location TBC but probably hybrid PP: 17 April both 4-5.30pm and 19 June at 4.30-6pm - on Teams	
12.0	Matters for the attention of the Board	
12.1	None.	
13.0	AOB	
13.1	John Jones (BBA Principal) is a lead Ofsted inspector and is visiting next Tuesday to provide staff coaching. The purpose of the process is to prepare the leadership for these conversations.	
13.2	ACTION: DM to ask John Jones for Ofsted guidance for the AC.	DM
13.3	Student Leadership: We could consider inviting the two senior captains to attend part of the AC meetings in the future.	
14.0	Close of Meeting	
14.1	The meeting closed at 7.30pm	