



Broadoak Academy Council Meeting Minutes
Thursday 22nd April 2021, 5.00pm
Virtual Meeting via TEAMS due to Covid-19 restrictions

Academy Council:

Sue Marshall (SM) CHAIR	Sponsor 1	Steve Taylor (ST)	CLF CEO
Becky Frise (BF)	Sponsor 2	Kathleen McGillicuddy (KM)	Principal
Leah Palmer (LP)	Sponsor 3	Jackie Vernon (JV)	Student Advocate
<i>Vacancy</i>	Sponsor 4	In Attendance	
<i>Vacancy</i>	Sponsor 5	Kate Fiddian (KF)	Vice Principal
<i>Vacancy</i>	Teacher	Mark Tipler (MT)	Assistant Principal
Cath Back (CB) *	Support Staff	Annabel Massey (AM)	Assistant Principal
Miranda Pincott (MP)	Parent	Bella Wilson (BW)	SENCo
James Wilmot (JW)	Parent		
Jess Aston (JA)	LA Rep (pending LA approval)	Sue Burns	Clerk
*	<- Indicates absent.		<- Indicates question asked

1, Welcome and apologies

The meeting commenced at 5.00pm.
 Apologies were received and accepted for CB.
 The meeting was deemed to be quorate.
 MP joined the meeting at 5.30pm.

2, Declaration of Interests

The Councillors confirmed that they had no pecuniary interests pertinent to the meeting.

3, Minutes of the previous meeting

The minutes of the previous meeting (11th February 2021) were agreed to be a true and accurate record and were signed electronically by the Chair.

The Academy Council thanked the SLT for all the information produced and circulated prior to the meeting.

4, Academy Council Report

Papers circulated in advance.

Given that the school is currently 'RI', will be it 'Good' in September and what is the evidence for this?

The Ofsted Inspections Framework and the concerns raised in the previous report have been addressed. We have higher expectations of pupils and the curriculum in place has strong intent. We are working with the trust who are utilising subject expertise to develop the curriculum. Student voice is positive, permanent exclusions have dropped, and fixed-term exclusions have reduced significantly and are currently zero.

We are working with our stakeholders and liaising with other third-party agencies and no longer operate in isolation.

How does the Exclusion Policy fit into the culture of the school? What evidence do you have for the de-escalation of behaviour?

Our Ready to Learn referrals used to remove pupils for the whole day, now it is for 10 minutes or for a session, therefore there are more opportunities for students to be referred. The adults then reflect on how they are reacting to students and they have been trained in meeting the needs of pupils and support them with managing their emotions so that they can remain in the learning.

What are you doing to support the teachers who are using a high number of referrals?

Senior and Middle Leaders are supporting them to review their students with significant needs and consider what can be changed to support them. The culture in the school is now very open and staff are keen to learn from each other's best practice.

Have colleagues been provided with individual action plans and structured CPD?

[REDACTED]

We also have access to Federation CPD in planning, pedagogy, attendance and behaviour.

In your opinion is there sufficient professional development to improve teaching to good?

I am 100% confident in that.

Our fixed-term exclusions are lower than other CLF schools. If we are not excluding poorly behaved children, are we putting the needs of a few ahead of the needs of many?

We have an ethos of inclusion. The behaviour in the academy has transformed since September because we are meeting the needs of *all* children. We now have the capacity within the school to cater for disruptive pupils within the school which means they are then not in the community where they could be at risk. Most of our pupils are compliant so we can now focus on their learning behaviours.

There has been a 79% improvement in teaching since the last academy review, what evidence do you have for this?

My professional judgement, and that of the SLT. Our quality of education protocol means that every member of the SLT reports on the quality of education for their departments that they line manage which is then robustly challenged by the other SLT members. We are at a stage of development where everything is coming back to pedagogy and teaching and learning.

66% of lessons are effective or better. At what point will all our lessons be good?

By September.

In the last 12 months with the restructuring of bubbles and student and teacher movements around the school, what will you adopt moving forward?

There are several things that we have learned; the power of technology and how that has allowed us to have colleagues teach children remotely. The pre-recording of key elements of learning that we are

keen to explore further and we have utilised having larger numbers of children in front of stronger practitioners. We are also exploring minimising the use of Supply Teachers.

From September will you revert to pupils moving around the school? How will you support the Y7 transition into Y8?

We would like to return to as near to normal as possible but we have discovered that having the teachers go to the Y7s has been beneficial and therefore may encompass some of this if possible.

Kate, can you explain further about 'explanations'?

We used a week to intensively introduce students to 'explanations' which were pre-recorded by our strongest practitioners and then distributed the week commencing 8th March so that the students settled in as quickly as possible. This has been very impactful and therefore we are extending it moving forward. The explanations are very carefully scripted and then quality assured and the delivery of these also supports the CPD of the teachers. We also provide carefully crafted questions at key points which means that all classes are aligned throughout a faculty.

How do you determine the impact of this work and how will it contribute to the overall good outcome at the next Ofsted inspection?

It was a short-term measure initially therefore we need to consider about sustainability and retaining the momentum. Also, having some sort of validation for the quality of the questioning.

How are you getting the validation for the quality of questioning?

The ARV will probe into this and review our quality assurance process. If our explanations are good, then the outcomes for students will improve and we should see the gap for disadvantaged children begin to close.

How will you ensure that teachers learn from this CPD opportunity as opposed to becoming reliant upon it?

This is a yearlong project that includes opportunities for teachers to pre-record explanations and share them to receive feedback. Staff have embraced the technology and are open about sharing and seeking feedback. The professional development process will identify any teachers who are becoming reliant on explanations and a support plan will be provided.

Is the PP gap growing?

We have not managed to narrow the disadvantaged gap at GCSE level. However, books lower down the school indicate that the gap is beginning to narrow. We know that the quality of teaching and attendance is key for disadvantaged pupils which are both foci for this year.

5, Y11 Student Outcomes – Annie Massey

We have reviewed the data to determine which students are near to their target grade so that we can support them to reach it. Those students who have been identified as not being close to their target grade are being supported, particularly for PP and disadvantaged students. This is a very powerful and flexible way to know who requires what support, and the information is updated weekly.

Are the assessments standardised across the CLF?

The assessments are aligned to the CLF and are based on exam board materials. Each student has a 'bucket' of assessments that are delivered in controlled environments and have different weightings so that students have multiple opportunities to demonstrate what they can do. This process embraces equity within the strict CAG procedures.

How do your assessments compare to other CLF schools, and nationally?

National data is not yet available. CLF data indicates where we sit within the Federation, but we are focused on moving all our students forward. Our trajectory has been moving in the right direction for three years. Last year's CAGs were positive, and we will support our pupils to ensure that they achieve their best and we have portfolios of evidence that will withstand scrutiny.

The potential grades indicate a 0.11 for Progress 8, are you confident that you will achieve that?

This is a stretch target, but we are confident that we will continue our positive trajectory and achieve zero or above.

Regulators are unlikely to review data after 2019. What evidence can we utilise with regard to the narrowing of the gap?

The SIMS data has not been analysed yet but anecdotally there is little or no gap between PP and non-PP students in English Literature. The Progress 8 prediction of PP students is -0.64 which is not acceptable, and we are focusing on that and intervening where student's do not have sufficient evidence to support their potential grade.

The Y11 TAG process will not make or break our disadvantaged closing the gap strategy, therefore we need to evidence that the gap is reducing in some curriculum areas.



How many children have still not returned?

The 37 have reduced to 8 who we are continuing to work with, and in some cases we have approached the LA for additional support in pursuing the legal recourse.

You have described that the school is linking to other agencies within the community. How are you linking with Avon and Somerset Police to improve safeguarding for key vulnerable children?

We are keenly involved with Bournville One and have strong connections with the North Somerset SEND team and Wendy Packer and her inclusion team. We are also working with the CLF around NEETs (Not in Education. Employment or Training) which attendance is a key part of. We are due to meet with the Police next week to discuss some children that we are very concerned about. Where a child has not arrived at school but has left home, we flag them with the Police who have been very supportive in finding them. We are keen to develop a strategy of working proactively with other agencies to safeguard children before they are in crisis.

Are you able to provide data within the attendance report to provide context and the impact of interventions?

Yes, an attendance report including the impact of attendance on interventions can be provided.

ACTION: MT to include data within the attendance report that provides the impact on interventions.

6, Safeguarding

We are currently completing the Safeguarding Audit. Once this is complete, we will be able to share the audit report and action plan.

We are navigating cases of County Lines within the school and are liaising with the wider Federation Safeguarding Team.

[REDACTED]

The sexual harm and harassment agenda was brought to the fore in the media recently and is being embraced by the Federation and Broadoak who are encouraging Y11 students to design an appropriate and proportionate response.

We have discussed food poverty over the last year, is there a continuing need for food parcels?

The canteen and Breakfast Club are open at school and FSM pupils can access food. Liminal families who are on the margin are directed to the Weston Food Bank. We have been proactive in working with our families to identify any who have had a change in circumstance, and then we submitted FSM applications on their behalf. We have also supported students with uniform supplies where required.

What is your spend strategy for the catch-up funding?

The Covid catch-up fund has been used for a Maths Mentor from Teach First who has been deployed in Y11. We have recruited an additional teacher to free up the SENCo. The remaining funds will be allocated once we determine where it will be most impactful. The trust are exploring how we support students transitioning from Y6 to Y7 over the coming months.

7, Policies that require review

- Online Safety (CLF template to note)
- Remote Learning (CLF template to note)
- SEN and Disability

Proposal to approve the SEN and Disability Policy: SM

Seconded:

Show of Hands: Unanimous

The Academy Council requested that policies are submitted to the Academy Council in their finalised versions.

8, Governance

The Academy Councillors were reminded to urgently complete any outstanding Nimble training and were advised that the BA SCR is impacted by non-completion.

9, AOB

The Academy Council thanked all the staff for their commitment and commented on the robustness of the Academy Parent communication.

10, Date of Next Meeting:

17th June 2021, 5.00pm via TEAMS

Meeting ended at 7.15pm

ACTIONS

Item	Action	Initial
5	MT to include data within the attendance report that provides the impact on interventions.	MT

Approved: _____ Date _____