

# Minutes – Broadoak Academy Council

**Version:** Draft  
**Issue Date:** 26<sup>th</sup> February 2020  
**Meeting Date:** 4<sup>th</sup> May 2020  
**Location:** Virtually via Teams  
**Time:** 17:00 – 19:00

<b>Chair:</b>	Sue Marshall (SM)	Chair
<b>Attendees:</b>	Becky Frise (BF)	Sponsor Councillor and Vice Chair
	James Wilmot (JW)	Parent Councillor
	Miranda Pincott (MP)	Parent Councillor
	Jackie Vernon (JV)	Student Advocate
	Cath Back (CB)	Staff Councillor
	Kathleen McGillicuddy (KM)	Principal, BA
	Wendy Hellin (WH)	Clerk (temporary cover)
<b>Apologies:</b>	Mike Lawford	Sponsor Councillor
	Tony Searle (TS)	Senior Principal
	Clare Pearce (CP)	Sponsor Councillor
	Pat Horrigan (PH)	Sponsor Councillor
<b>Attendees :</b>	Mark Tipler (MT)	Assistant Principal, BA
	Karina Smith (KS)	Acting Vice Principal, BA
	Annie Massey (AM)	

## Minutes

 Indicates question asked (by Academy Council unless otherwise specified)

Item	Description	Action
<b>1</b>	<b>Introductions and Welcome</b>	
1.1	SM welcomed everyone to the meeting on Teams and explained the meeting protocols. Apologies are recorded above.	
1.2	<b>Declarations of Interest:</b> There were no Declarations of Interest.	
<b>2</b>	<b>Minutes of the Previous Meeting</b>	
2.1	<b>Previous Minutes - Actions and Matters Arising:</b> The minutes of 13 February 2020 were approved.	
2.2	<b>Matters Arising</b>	
2.2.1	<b>7.3 E Safety Policy</b> – this item is covered later on the agenda.	
2.2.2	<b>8.1 The AC asked KM to look into the possibility of using the Keele survey for student feedback</b> – this item will be carried forward to the next meeting.	<b>KM</b>
2.2.3	<b>8.1 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</b>	<b>KM</b>

	<b>Academy Review Meetings which are scheduled for 24<sup>th</sup> March and 26<sup>th</sup> June – these meetings will be rescheduled for a later date.</b>	
<b>3</b>	<b>The Hub</b>	
3.1	The Hub is the current onsite learning provision (based at Haywood village Academy) for the federation’s North Somerset academies during the Coronavirus pandemic.	
3.2	<p><b>How many pupils from BA attend the Hub? What proportion of these are key workers’ children, and what further support is there for vulnerable children?</b></p> <p>KM highlighted the following:</p> <ul style="list-style-type: none"> <li>• Currently 42 students onsite (of which 7 are secondary)</li> <li>• BA have 160+ keyworkers but zero places for key workers are being taken up. Parents are able to look after their children safely at home for the time being</li> <li>• There are 2 vulnerable students from BA utilising places – it is anticipated this will rise</li> <li>• Leadership of Hub is on a rota basis</li> <li>• There was 1 member of BA staff every other week; now one each week to support student ‘settling’ and curriculum access</li> </ul> <p>Daily timetable of online distance learning and enrichment activities available. The lead teacher adapts to meet the needs of the children in the Hub.</p>	
<b>4</b>	<b>Safeguarding</b>	
4.1	<p><b>How is the academy ensuring that all children are kept safe? How is the DSL keeping the AC Link updated during this period, and are safeguarding meetings are continuing?</b></p> <p>KM and MT reported that:</p> <ul style="list-style-type: none"> <li>• The DSL is available each week (Principal on overwatch as backup)</li> <li>• Safeguarding team working each week – separately from distance learning team</li> <li>• Craig Jones (Principal of Haywood Village) added as additional check in relation to any students at The Hub</li> <li>• Vulnerable students (200) rag rated and receiving 3 check-ins (at highest level - 40) down to 1 weekly check-in (still vulnerable but not as high risk)</li> <li>• Home visits to get ‘eyes on’ combined with FSM drops / computer drops and other designed opportunities eg Easter egg drop</li> <li>• CP and CIN, Bournville 1 meetings continuing as well as DSL meetings / links with all third parties e.g. social care/police</li> </ul>	
4.2	<p><b>Are any of the pupils we know to be at risk not attending the hub during this period and what follow up procedures have had to be implemented? Why are there so few students attending – is there a way we can get these vulnerable children into school?</b></p> <p>If we followed the criteria provided for a vulnerable child we would have identified around 40 to 50 students. However, we widened it to include those children who were supported by staff, or those receiving counselling, or those with SEND. Places at the Hub have been offered to these students but often parents prefer to keep the students safe at home. We regularly following up on the contact home and if we are not satisfied we follow up with home visits.</p> <p><b>Does the Hub have capacity to take further students at the present time?</b></p> <p>Yes, there is capacity to take further secondary age students.</p>	

4.3	<p>Nationally there has been an increase in reports of domestic abuse. Has Broadoak Academy experienced this trend and how are the pupils and families involved being supported?</p> <p>There have been some reports of domestic violence (although not as high as we feared) and reports of students (&lt;5) being warned by police for not adhering to Covid19 rules in the community.</p>	
5	<b>Supporting the Vulnerable</b>	
5.1	<p>Free School Meals (FSM)</p> <p>What have been the implications for the deployment of PP funding and has the academy managed to maintain pupils' free school meals?</p> <p>KM reported that there are 161 families that are entitled to FSM. The voucher scheme has been very difficult to administrate. KM shared an anonymised slide showing a list of additional families that are in need of support, but that did not qualify for Edenred vouchers. The academy have taken the decision to provide those families with vouchers in the short term, and the cost will be met by the academy. The situation will be reviewed every two weeks.</p>	
5.2	<p>Easter Family Box project</p> <p>KS reported on the Easter Family Box project that saw 594 boxes delivered across the North Somerset cluster. This has been very well received by families.</p>	
5.3	<p>Digital divide – laptops/internet access/user confidence/numbers</p> <p>There are some students who have been provided with a device to work from home, and those that have or have had a social worker have been prioritised. For some others there is no internet access at home. Many of these will be disadvantaged students and there is a danger the gap will widen.</p> <p>What about accessing the government support that was to be provided for this scenario?</p> <p>Access to internet provision is being explored at federation level. There are many considerations to take into account before putting access in a student's home, including safeguarding.</p>	
5.4	<p>SEND</p> <p>KM reported that the SENCo has made contact with all vulnerable students to offer support, firstly from a wellbeing perspective (including if the family have sufficient food) and then to see if they have access to the distance learning provided. The priority now is to provide tailored intervention to those students not engaging with the learning.</p> <p>MT said he has been in contact with PH; is this to replace the safeguarding meetings?</p> <p>It was to keep PH updated and to enable him to provide us with questions and challenge. All other safeguarding meetings continue to happen virtually.</p>	
5.5	<p>MT left the meeting. AM joined the meeting.</p>	
6	<b>Centre Assessed Grades</b>	
6.1	<p>Are you confident that fair teacher assessed grades will be generated for Year 11 pupils?</p> <p>AM described the confidential process for setting Centre Assessed Grades. AM outlined the timeline for the process and confirmed that she has discussed this with SLT and middle leaders at the academy who have in turn briefed teachers. Each student will be given a grade and a ranking. There is a rigorous quality assurance process in place. Students will receive their results from exam boards in the usual manner at a results day in August.</p>	

6.2	<p>The last set of data from PPEs was low due to high grade boundaries – will that be taken into account when considering final grades?</p> <p>The boundaries have not been set yet; but this is why the ranking of students is so important. The PPE results are only one factor in a wide and varied range of elements considered. The federation carries out statistical analysis looking at year on year trends and looking for any anomalies. The subject leaders across the federation have been very collaborative at sharing exemplar work, such as what constitutes a grade 5.</p>	
6.3	<p>There is a debate taking place nationally at present about an issue that could potentially disadvantage BaNES students. Will that be taken into account?</p> <p>It could have an impact so we will look at that.</p>	
6.4	<p>KM thanked AM who then left the meeting.</p>	
<b>7 Staff Wellbeing</b>		
7.1	<p>What is in place to support the well-being and mental health of colleagues at this time? What can the Academy Council do to support the principal, SLT and staff during this period?</p> <p>In addition to a huge CLF commitment to staff wellbeing, there is a big offer from the academy including:</p> <ul style="list-style-type: none"> <li>• Weekly communications (Whole team / faculty / 1-2-1s)</li> <li>• Wellbeing tree</li> <li>• Praise-a-legend</li> <li>• Care Bear packages</li> <li>• Elevenses</li> <li>• Bingo</li> <li>• Quiz</li> <li>• Getting involved – Hub / Communications / online learning</li> </ul> <p>How are you staying in touch with those on maternity leave?</p> <p>We had a virtual meeting this week.</p> <p>Is talk of schools reopening affecting staff morale or causing anxiety?</p> <p>No, they are waiting for actual decisions. The way the closure was managed by the trust and academy mean that there is a lot of goodwill in the staff body.</p>	
<b>8 Transition</b>		
8.1	<p>What arrangements are in place to ensure a smooth transition for Year 6 to Year 7 and for Year 11 to Year 12?</p> <p>For Year 6 (The Big Step):</p> <ul style="list-style-type: none"> <li>• Contact letter with optional transition task</li> <li>• Introductory videos</li> <li>• South Weston cluster meeting (Tuesday 5<sup>th</sup> May)</li> </ul> <p>For Year 11 (The Next Big Step):</p> <ul style="list-style-type: none"> <li>• Post 16 providers are in touch with students</li> <li>• Projects linked to post-16 available via SMH – led by colleagues with specialisms in that area</li> <li>• Links with generic courses via Eton-X</li> <li>• Post 16 check-ins via team begin this week</li> </ul> <p>JW advised that his research shows a lot of positive contact from most sixth form providers who have provided useful resources and have been</p>	

	welcoming to students. It is less clear how Weston College are supporting students. KM reported that Weston College have a number of bridging projects underway.	
<b>9</b>	<b>Distance Learning Provision</b>	
9.1	<p><b>What is the provision/daily diet of learning in the HUB and at home? How are we ensuring access for all? What support is in place for our most vulnerable children? What is the level of on-line engagement?</b></p> <p>KM shared a slide demonstrating learner engagement. This is tracked via 'Show My Homework. Data shows that students' engagement increases in the afternoon. The lowest engagement is for Year 11. Staff can drill down in the data to subject, class level and to individuals so that staff can communicate with the students.</p> <p>KS shared the shadow timetable with the AC. It has been designed to try to ensure as much familiarity as possible for the students, in terms of their routine. Where a subject is timetabled there will be a member of staff from that subject area available to interact with students where required and to check work; although not all students chose to work during the allotted time slot. There is also a slot included for independent study.</p>	
<b>10</b>	<b>Quality Assurance</b>	
10.1	<p><b>How are we checking the quality of the curriculum offer? Are we gathering feedback from families and children?</b></p> <p>The distance learning timetable has been in place for four weeks now, and in addition there were some Easter projects that took place. We have received feedback from parents (many of who are under pressure) and the message is that most children are finding a way to engage with the learning.</p> <p>The Head of Faculty can log in to see the 'student view' on Show My Homework to check what barriers students might face. In addition, a member of the administration team has logged in as a student to check the process of signing up, logging in and navigating the system.</p> <p>We are going to trial Live Teaching via Teams by setting up each class as an online team and we are very carefully considering all safeguarding issues. The benefit is that limited training is required and we can quickly move to the next evolution of online learning. Steve Bane, the federation's designated safeguarding lead is considering logistics and it will be tested with 2 students later this week. The other potential barrier to this is that the unions disagree with live teaching in this way.</p> <p><b>Have you engaged with any of the resources published by Oak National Academy? Are the computing resources useful?</b></p> <p>We have used the latin lessons and the federation has encouraged academies to dip into Oak National Academy resources where helpful. We will have a look at the computing resources.</p>	
<b>11</b>	<b>Curriculum Planning 2020-2021</b>	
11.1	<p><b>How is curriculum planning going for September 2020?</b></p> <p>Curriculum alignment is still on track for September 2020. We are designing a recovery curriculum which will focus on the disadvantaged gap. This links to four key pieces of educational writing on how to move forward and the PP</p>	

	strategy. The return to learning will have the social and emotional welfare of the student at the heart of it.	
<b>12</b>	<b>2020/2021 Updates</b>	
12.1	<p><b>Budget</b> KM shared the following budget information.</p> <p>[REDACTED]</p> <p>Will the staffing vacancies that will not be replaced mean a larger surplus in year 2020/21? Yes. Can we look at the ring-fenced money for projects at the next meeting? Yes we will add it to the agenda.</p>	KM
12.2	<p><b>Site works/H&amp;S works tbc:</b> fire doors / fencing / chemical store KM has met with Heidi Clement and Bryony Green regarding works to be carried out, however, the details were not finalised ahead of the closure.</p>	
12.3	<p><b>Stakeholder Voice</b> Have you had formal feedback from students regarding distance learning yet? No, not as yet. We may consider doing this before students return full-time.</p>	
12.4	<p><b>EDI</b> What is happening with the EDI agenda? There is a trust wide piece of work to develop EDI plans and these should be linked to the statement on each academy website. It is on the agenda for a future leadership forum meeting.</p>	
<b>13</b>	<b>Policies</b>	
13.1	<p>Online E Safety Policy The Academy Council noted the policy and asked that the word 'report' be included in the wording.</p>	
<b>14</b>	<b>Any Other Business</b>	
14.1	No other business was reported. The meeting ended at 19.10hrs.	