

# Minutes – Broadoak Academy Council

**Issue Date:** 20<sup>th</sup> April 2023  
**Location:** Broadoak Academy  
**Time:** 17:00 – 19:00

<b>Members:</b>	Susan Marshall (SM) Felicity Williamson (FW) Sarah Matthews (SMa) Danny McGilloway (DM) Sarah Hardwidge (SH) Steve Taylor (ST) Mel Gee (MG)	Sponsor Councillor Sponsor Councillor Sponsor Councillor Principal, BA Student Advocate CEO & Executive Principal Teacher Councillor
<b>Attendees:</b>	Carina Smith (CS) David McFaul (DM) Lindsay De-Long (LD) Sue Burns (SB)	Vice Principal Associate Assistant Principal Associate Assistant Principal Clerk
<b>Apologies:</b>	Cath Back (CB) Becky Frise (BF) Stuart Veal (SV)	Support Staff Councillor Sponsor Councillor and Chair Parent AC Pending appointment
<b>Absent:</b>	Jason Adams (JA)	Parent Councillor

Item	Description	Action
<b>1.0</b>	<b>Introductions and Welcome</b>	
1.1	The meeting commenced at 5.00pm	
1.2	SM welcomed everyone to the meeting and introductions were made.	
1.3	Apologies were received and accepted for BF, CB and SV.	
1.4	Absent without apologies: JA	
1.5	SM chaired the meeting in BF's absence.	
1.6	Sarah Matthews joined the meeting at 5.15pm	
<b>2.0</b>	<b>Declarations of Interest:</b>	
2.1	There were no declarations of interest.	
<b>3.0</b>	<b>Minutes of the Previous Meeting</b>	
3.1	The minutes of 1 <sup>st</sup> March 2023 and 6 <sup>th</sup> April 2023 were approved.	
<b>4.0</b>	<b>Matters Arising not otherwise on the agenda</b>	
4.1	DM to share the wellbeing survey questions via Teams – <b>Completed.</b> <b>What is the T in the Key?</b> Teachers.	
4.1	DM to include an Impact Report of the RAP strategy at the next AC meeting – <b>Completed, see later in meeting minutes.</b>	

4.3	DM to ask John Jones for Ofsted guidance for the AC – <b>Completed, John Jones will attend the final AC meeting and provide Ofsted training.</b>	
<b>5.0</b>	<b>Safeguarding</b>	
5.1	There are 64 CPOMS incidents per term, how does this compare to other schools? The incidents do not correlate to individual students. It is possible to compare to other schools if we contact them and enquire, but the data may not be comparable due to the number of students in the school. We get a higher number of CPOMS incidents following raising the profile of concerns during assemblies.	
5.2	<b>ACTION: MT to provide a report of the CPOM incident types.</b>	<b>MT</b>
5.3	<b>Are you experiencing an increase in safeguarding incidents following the cost-of-living crisis?</b> The most vulnerable students have become more vulnerable. We have increased the safeguarding team to increase capacity to meet the associated increased need.	
<b>6.0</b>	<b>Attendance – Lindsay De-Long</b>	
6.1	<b>How do teachers strikes affect attendance?</b> The students who are in school are recorded as in attendance and therefore the overall school attendance is impacted. The non-attenders are recorded as being absent with a specific code and are not included in the overall statistics.	
6.2	<b>If you have invited vulnerable students in and they do not attend, are they recorded as absent?</b> If we have invited them and they have not arrived, we contact them and if they are working from home then we record them as authorised absence. Y11 students are required to attend and will be marked as absent if they do not do so.	
6.3	<b>How are vulnerable students identified?</b> They are identified by MT and we phone the families in advance.	
6.4	<b>Should non attending vulnerable students be reported as absent if they have chosen not to come into school when invited?</b> This would be unfair as they were invited to attend, but not compelled to.	
6.5	ST: It is not compulsory to attend school during strike days, therefore the Academy Council should focus their challenge on the processes in place to challenge absence on non-strike days.	
6.6	<b>There appears to be less variation between year groups, but Y11 are still amongst the lowest attenders?</b> A number of interventions have been introduced for Y11 and there has been significant improvement recently. Some students have a bespoke provision, and we are supporting them to ensure that they come into school when required.	
6.7	<b>Variability in year group attendance has been impacted by students educated off-site, are there any year groups where there is a disproportionate number of these students?</b> Some Y11 students are educated off-site, but we are very robust about our attendance processes and therefore if they do not attend the off-site provision, we still record them as absent.	
6.8	<b>Where are we in comparison to other schools in the Trust?</b> We are cautious about using this data because even though we may have moved up the attendance league in the Trust, we aspire to attendance being higher overall. Today, we are the highest in the Trust Secondary schools for all school attendance.	
6.9	<b>How do we compare to national attendance data?</b> Nationally attendance is 91%, our attendance is currently 88% but we are a smaller school.	
6.10	<b>Is the improvement in attendance due to the attendance initiatives that you are using or because the other schools in the Trust have reduced attendance?</b> From September until now we remain at the bottom of the Trust league table, however in T3 and T4 it is anticipated that our attendance will show an improvement due to the initiatives that we have introduced.	

6.11	ST: The CLF average is 90%, the national average is 91%, therefore it is important that we compare to national figures.	
6.12	<b>Pre-Covid how did the CLF schools compare to the national average?</b> ST: We were roughly inline. However, our schools serve a disadvantaged cohort and disadvantaged students have been disproportionately impacted by the pandemic. There is a huge appetite at Broadoak to maintain a continued focus on attendance.	
6.13	DM: The T1 and T2 data next academic year will truly indicate whether our attendance processes are having a systematic impact. All our attendance initiatives are tracked so that we can determine which are having the most impact.	
6.14	<b>If students want to come to school, then attendance will improve?</b> Yes, for the most part students will come to school if they enjoy it, therefore we need to ensure that the provision is appropriate during Tutor Time and lunchtime. We have seen an improvement in late data to date which is encouraging.	
6.15	A lot of support is required to support vulnerable families who have complex needs and therefore improvement is slower over time.	
6.16	<b>Do you have young carers?</b> Yes, but they are not a concern in terms of attendance.	
6.17	<b>Should we be concerned about persistent absence?</b> Persistent absence is 22% nationally, therefore we should investigate how our processes are impacting on this.	
6.18	<b>ACTION: DM to arrange for persistent absence and severely absent data to be circulated for the next meeting.</b>	<b>DM</b>
6.19	<i>The Academy Council noted the amount of work that the Academy have put into supporting attendance.</i>	
6.20	Lindsay De-Long left the meeting at 5.40pm	
<b>7.0</b>	<b>KS3 Curriculum and Assessment Data</b>	
7.1	<b>The Black Box data for KS3 is disappointing, is this because we have focused on KS4? What is the whole KS3 plan for raising attainment?</b> We have a narrow, focused, realistic strategy for disadvantaged students. We initially focused on Y11 and Y10 and then worked backwards and produced a rapid action plan for Y8. We are now developing a KS3 Raising Attainment Plan which focuses on the areas that will have the most impact in the shortest period of time.	
7.2	<b>There has been an improvement in several areas when comparing last year to this year, but the improvement is still limited, is this due to the teaching and learning leadership in KS3? Are we presenting accurate and informative data?</b> DM: We need to consider the chronology of the data which compares a data point from November last year to November this year. The next data point is in June and we will then be able to track progress from November to June. The Raising Attainment Plan was written in T3, based on the November data. We are continuing to adjust our curriculum to align it to the Trust curriculum and therefore the fluctuation is reducing.	
7.3	<b>What does DOYA stand for?</b> A DOYA grade is a spotlight teacher assessed grade that includes a number of areas including attitudes to learning. It stands for Deepening, On Track, Yet to be on Track, and At an Early Stage (based on ARE).	
7.4	The percentage of students on track or above has been recorded. The general trend is a trajectory of progress in Y7, and in English as a subject.	
7.5	There has been a gradual closing of the gap between disadvantaged students and their peers, particularly in Y7 and in Y9, but Y8 remains a significant focus for all metrics.	
7.6	<b>How do you know that the quality of teaching in KS3 is good?</b> We have tracked assessment data and can see that based on students' prior attainment they are making more progress. The triangulation with the lesson drop-in process, student voice	

	and book looks also correlates. This is quality assured by the ARV and provides indicators that identified Y8 as underperforming.	
7.7	<b>Who does the correlation?</b> SLT, accompanied by Middle Leaders where possible.	
7.8	[REDACTED]	
7.9	[REDACTED]	
7.10	[REDACTED]	
7.11	[REDACTED]	
7.12	There is a higher level of complex needs in Y8, and we have adjusted the Tutor Groups accordingly. The big focus on reading has also had a positive impact.	
7.13	Y7 have the most positive attainment because the curriculum has embedded and there was a conscious decision to provide more experienced teachers.	
7.14	We are very good at robust assessment processes in preparation for GCSEs and we need to ensure that their access arrangements are in place and that we utilise assessment windows appropriately.	
7.15	[REDACTED]	
7.16	<b>How are the value-added percentages worked out?</b> It is the progress that students are making	
7.17	<b>ACTION: DM to circulate the staff retention data.</b>	<b>DM</b>
7.18	The Academy Council noted that the teachers are improving and are staying which the school should be congratulated on.	
7.19	<b>ACTION: DM to liaise with BF to determine what data trends she would like to pursue.</b>	<b>BF</b>
<b>8.0</b>	<b>Behaviour</b>	
8.1	<b>There are a number of interventions being put in for specific students, have you determined if these are having an impact?</b> We have undertaken learning walks of those interventions and anecdotally we can conclude that the child is experiencing success which builds resilience for succeeding in challenging circumstances. We have 19 of the most vulnerable students receiving the interventions, the majority of whom appear to be more confident and are being referred less repetitively to the workspace. This Thursday afternoon we had 3 students in the workspace, compared to over 30. We use an entry and exit questionnaire to capture student voice and some interventions have specific outcomes or completion of tasks which many students find very challenging. Attendance can also be used as a measure, as well as engagement.	
8.2	<b>Have you withdrawn any students from the interventions?</b> Approximately 3 where we have seen low engagement or need to change the intervention.	
8.3	<b>Will there be ongoing interventions being offered?</b> All the students have a robust PSP which is updated following the six-week intervention and then the impact will be reviewed before the next stage is embarked on. Eventually we will have an in-school panel who will discuss referrals and the impact of interventions.	
8.4	<b>Why has there been a reduction in suspensions?</b>	

	We are focusing on behaviour in the classroom and expectations, a range of interventions, and good practise which is engaging students. The culture around moving around the building has also improved.	
8.5	We re-set expectations in T2 for some key aspects of the Behaviour Policy and we put in place additional home-school agreements and reiterated that some behaviour can result in a suspension as a last resort.	
8.6	<b>Is suspension resulting in modified behaviour?</b> Yes, there are more students who have fewer suspensions since T2 than not. We are amongst the lowest in the Trust for the number of suspensions, despite having high standards, due to our inclusive nature and that we de-escalate behaviour wherever possible.	
8.7	<b>Page 9 table; what is the definition of a significant incident?</b> An incident that could result in a Suspension Reduction Plan or a suspension. We record suspected significant incidents, but once investigated these are often not.	
8.8	<b>What is the definition of truancy?</b> If a child does not arrive in a lesson within 10 minutes of the start. There may also be some additional reporting because any member of staff who sees a pupil out of class logs it.	
8.9	<b>How many students are bunking off?</b> Very few students leave the site, it is very rare and is tracked hourly because their attendance at lessons is recorded on Class Charts.	
8.10	<b>ACTION: DM to split the truancy data between on-site and off-site.</b>	<b>DM</b>
8.11	The number of students roaming the corridors during lesson times has dropped significantly.	
8.12	<b>Is there a correlation between truancy and students receiving a two rule reminder or significant incidents?</b> This can be investigated.	
8.13	<b>ACTION: DM to clarify the truancy data and determine if there is a correlation between truancy and two rule reminders/significant incidents.</b>	<b>DM</b>
8.14	<b>Have you captured student voice around the Behaviour Policy?</b> Senior Captains during Student Parliament meetings have indicated that they feel that the behaviour system is fairer now.	
<b>9.0</b>	<b>Y11 Update</b>	
9.1	<b>The Progress 8 has moved positively towards zero. There is still a significant gap compared to performance last year, are you on track to achieve this?</b> We were not happy with the outcomes of PP2, we have looked in detail as to why and have identified some key subject areas that were contributory factors. We reviewed the Black Box data and identified that we are not in as strong a position as last year. We have produced a three-tier strategy to address this: <ul style="list-style-type: none"> <li>• SLT are performing drop-ins for all lessons and using the BB data to identify individuals to have a conversation about.</li> <li>• We engaged the Middle Leaders to galvanise them and challenged them to identify what needs to be changed and encouraged them to think outside of the box.</li> <li>• We established three quick fixes in lessons: seating plans, appropriate learning partners, and pace and urgency in delivery.</li> <li>• Lastly, we reflected as a team that we talk about responsive teaching processes but in some Y11 lessons this was not evident. We have addressed this with Middle Leaders to ensure consistency.</li> </ul>	
9.2	The choice about the tier of entry into a paper has a significant impact on student outcomes, therefore we have had to have some robust conversations in Maths and MFL.	
9.3	<b>Why do some teachers enter students for a lower tier?</b> Because they are cautious if a student has received two 'U's, but this may be due to contextual circumstances.	

9.4	Exam stamina has been a focus and more students have taken more mock papers than ever before to expose them to the experience and to build resilience and provide more evidence for tier decisions.	
9.5	<b>Are you confident that your tiering is now correct?</b> Yes, with the exception of six students, but we can still have the option to change their tier at a later date and incur a financial penalty.	
9.6	[REDACTED]	
9.7	[REDACTED]	
9.8	<b>Looking at the gap between the disadvantaged and non-disadvantaged for 9-4, will it impact on their P16 progression routes?</b> We are not anticipating that it will be their final outcome, but we have a Careers advisor on site who has sat with each student to ensure that they have a place to go on to.	
9.9	<b>What have you done to mitigate the extraordinary impact of the additional Bank Holiday and strike days?</b> Robust provision has been provided on the strike days because Y11 has been invited in and their attendance has been high. Where possible we have offered the subjects that we know that the Y11 students are behind in, and three areas for afterschool bespoke provision. The English Literature intervention will be moved to the PSHE lesson because it falls on the Bank Holidays.	
9.10	[REDACTED]	
9.11	<b>What is put in place to support students who struggle with Independent Study?</b> We will support all out of school learning wherever possible, but we must retain a focus on the quality of the teaching as this will have the most impact.	
9.12	<b>The predictions were generated before the recent interventions which are robust?</b> Yes, therefore there is room for some optimism.	
<b>10.0</b>	<b>Policies</b>	
10.1	CLF Policies to note: <ul style="list-style-type: none"> <li>• First Aid</li> <li>• Online Safety</li> <li>• Remote Learning</li> <li>• Toileting &amp; Intimate Care</li> <li>• Treasury Management</li> </ul>	
10.2	<b>ACTION: All ACs to email Sue Marshall to confirm that they have read and noted the policies.</b>	<b>ALL</b>
<b>11.0</b>	<b>Governance</b>	
11.1	<b>2022-23 Training Programme</b> Understanding Disadvantage - 25 <sup>th</sup> April 4-5.30pm on Teams	

	<p>What do I need to know about SEND? 10<sup>th</sup> May 4-5.30pm on Teams Attendance and Exclusions – 7<sup>th</sup> June 22 4-6pm on Teams Recently appointed councillor induction - 15<sup>th</sup> June 4-5.30pm - Location TBC</p> <p><b>Link role networks</b> Safeguarding: 22 May &amp; 21 June - all 4-5.30pm - on Teams SEND: 26 June - all 4-5.30pm - Location TBC but probably hybrid PP: 19 June at 4.30-6pm - on Teams</p>	
<b>12.0</b>	<b>Matters for the attention of the Board</b>	
12.1	None.	
<b>13.0</b>	<b>AOB</b>	
13.1	Meetings days for next year: The Academy Councillors confirmed that the meetings should take place on different days again next year, where possible.	
13.2	<p><b>Are there any plans for the school to join in School Diversity week (26-30 June 2023)?</b> The week previous we are celebrating culture followed by a festival of culture on the Saturday.</p>	
13.3	<p><b>How does the school support students with gender identity?</b> We have a lot of support for the students who seek it, and we support them on a case by case basis and liaise with the families. ST: There is DfE guidance anticipated which will result in a CLF Trust-wide policy.</p>	
<b>14.0</b>	<b>Close of Meeting</b>	
14.1	The meeting closed at 7.35pm	