



Broadoak Academy Council Meeting Minutes
Thursday 17th June 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
Vacancy	Sponsor 4	In Attendance	
Vacancy	Sponsor 5	Annabel Massey (AM)	Assistant Principal
Vacancy	Teacher	Mark Tipler (MT)	Assistant Principal
Cath Back (CB) *	Support Staff		
Miranda Pincott (MP)	Parent		
James Wilmot (JW)	Parent		
Jess Aston (JA)	LA Rep	Wendy Hellin	Clerk
*	<- Indicates absent.		<- Indicates question asked

1, Welcome and apologies

The meeting commenced at 5.00pm.

Apologies were received and accepted for Jess Aston who will leave the meeting early.

The meeting was deemed to be quorate.

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 (22nd April 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.

Matters Arising

MT to include data within the attendance report that provides the impact on interventions. This is included in the data.

4, Academy Council Report

4.1 Wellbeing - KM

What do the staff survey results tell us about staff wellbeing?

It varies depending on the role of staff. [REDACTED]

[REDACTED]. The survey took place in late November and results were expected to be worse than they were. Some colleagues do not recognise professional development opportunities when they see them or are in them. The results show less communication from the senior team than desired, yet there was a specific drive around the Heads of Faculty owning the line of communication and empowering their teams to lead. As senior leaders, we need to champion the wellbeing survey to ensure we have a higher survey completion rate.

What percentage of staff completed the survey?

This was included in the last set of papers. *(Post minute note: Response rate was 61.11%)*

Is there a year on year comparison?

No this is the first time we have carried out this particular survey. The industry practice is to do this every other year; it may take place more frequently due to the pandemic.

Are you convinced staff get the support they need for wellbeing?

The avenues of support are there; it is less clear if colleagues are taking them up. It is partly due to people taking personal responsibility for their wellbeing. If anyone indicates they need help, they are certainly directed to the appropriate channels.

4.2 TAG process – AM

The TAG data is showing signs of improvement. How do you know the improvements are as a result of school improvement rather than the TAG process and how will you ensure that improvement is sustained for Year 10 as they move into Year 11?

There will be progress moving forward. This is because of the learning we have had from both the CAG and TAG processes. It has been phenomenal. Staff know the assessment objectives and have been able to support students to be successful. They know what work needs to look like at each grade level and this has taken the Heads of Faculty to another level. We will see a difference in their knowledge and ability to support students going forwards. There have been many strategies and interventions carried out under raising attainment which have led to the improvements we are now seeing. We have held Heads of Faculty to account and at every stage have questioned them on the attainment and gaps. We again had an 80 day plan and this will be done next year.

How is that learning transposed to ensure improvements are sustained for the future?

The learning has been varied and broad. It includes things like what to teach at specific times, how to support students leading up to assessment, and work on pedagogy and classroom practice which has developed as a result of the pandemic with remote learning. All this leads to the students getting a solid understanding and pushing them forwards on the improvement journey. The way that TAG is structured leads to success for students. In some subjects, such as history, students would normally sit 3 papers meaning a huge amount to learn over 3 different time periods in history. This can be challenging for students to maintain that level of knowledge across all subjects. TAG means we are able to test students on what they have already been taught and can make effective decisions about the best time to test them. Students can then bank that assessment topic and move on and are often more successful under this model.

There has been significant work undertaken to identify the necessary access arrangements for the current Year 10, including a significant resource put into screening students so we know what they need and this has had a huge impact on their confidence in the classroom. For our most vulnerable Year 10 students we have a couple of small bespoke classes, with specifically chosen teachers in order to further build their confidence for next year. This is a complete change to the way we deploy our student support team, from a model pre-pandemic where the student support team were all over the academy, to a model now where they work in year group pods to ensure they understand the children and know the families really well. We have seen some fantastic outcomes for our vulnerable Year 11 students so it is starting to pay dividends.

You say you have used the best practitioners in Year 11 and have made great gains. This model will not be sustainable in the long term; those teachers will need to be released to work in lower year groups. How sustainable is it to keep what we have learned from TAGs and CAGs if we remove our best practitioners from Year 11?

Putting those staff members in Year 11 was a Covid-19 led decision and is not sustainable as we want to support KS3 to ensure that in coming years we do not have to intervene so heavily in Year 11. Moving those staff will not take away the knowledge from the departments; there has been valuable and sustainable learning that has taken place.

Some students may not receive the grades they had hoped for or expected. Will the appeal procedure differ for SEN students? How will the school help with making new FE plans at short notice?

We have been working in conjunction with partners in Somerset to put together a North Somerset Year 11 offer so we are not worried about progression planning at short notice. There is high sign up to FE courses, however, the risk will emerge late into the Autumn term and early next Spring; both of which are points at which students are known to drop out of the system and we need to mitigate that risk.

In terms of appeals for SEND, the process is the same as for all students with the exception that the centre may not have taken into account the access arrangements. We have been incredibly robust in this area which has been part of the TAG process from the outset, both locally and across the federation.

SM thanked AM and she left the meeting.

4.3 Attendance

Thank you for providing the additional data. How is the attendance of PP students? Is the academy having a positive impact on the attendance of vulnerable learners?

On the return from lockdown, the gap between PP and non PP students is bigger than ever. We have put a lot of interventions in place for disadvantaged learners and SEND students, however, this includes things like bespoke part time timetables for those in our KS3 hub. Whilst it means we get those students back into school, it is for a reduced amount of time and this impacts on attendance. The gap was at 10% and has now closed to 8%. This week there is a reduction in the number of students on reduced timetables and this will improve attendance and should start to close the gap, even though there will be a lag.

Attendance figures for the whole academy have lifted significantly over the last couple of weeks. The greatest gap is now in Years 7 and 8 where there is a lot of anxiety and mental health concerns. In May attendance reached 90% overall with Year 8 as high as 95.9%. We have changed the system on the follow up to absence.

Action: Future figures on attendance should include the differentials.

Regarding Year 6 transition, what work have you done with the feeder schools to identify those Year 6 students at risk with attendance students?

The Head of Lower School has had a number of transition meetings with primary schools, supported by Bella for SEND. Our EWO works with us and the ELAN (Extend Learning Academies Network) schools so we know who those students are and have flagged them. Some work will be done with those families ahead of the summer and during the Big Summer of Fun we will prioritise disadvantaged and vulnerable students including those with lower attendance.

Is there a visible correlation to SEND and attendance vs non-SEND students? What are the main reasons for SEND student absence; is it predominantly illness or other?

There is a gap of 4% between them and their peers. Those students attending hub provision build up their confidence in coming to school but due to the reduced timetable it caps their attendance to 50%. In terms of reasons for absence there is a lack of resilience to learning. The SENDCO and her team are great at supporting them to get back in to school and we make regularly phone calls home to support those students. A change in procedures means that every child not in gets a call from a key adult in their Year team; the staff prioritise calls to LAC and those on child protection plans, followed by SEND and then PP.

Can we sustain these activities through next year?

Yes, KM has challenged me and asked me what is needed and wanted in order to improve attendance so those activities will continue. There is an ongoing tension between attendance and meeting the needs of children. The young people who need to be on bespoke timetables are not best served by mainstream provision. There are some students with an EHCP that says they should be in specialist provision, but there is a lack of places across North Somerset.

Has the AC got a role in supporting you to push for specialist places for your students?

That depends on the ACs influence in the sector. Work is underway via the EEPB Inclusion summit and we are involved in that as a federation.

How many students are there that require different provision?

There are five or six at most.

In terms of transition into Year 7 for all students, are you confident that the right strategies are in place to support that?

The strategy is there, however, the reality is complex due to the pandemic. We had planned events with our sibling schools, Priory Learning and primary feeders around the next big step project for the first week of July. Due to Health and Safety needs these cannot now be in person events. Transition meetings are taking place and we have collated a huge amount of data to give us a clear indication of where Year 6 students are in terms of reading, writing and maths. We also have the pupil passports, that they complete themselves, to give us additional information.

4.4 Brilliant Club

MT reported that the government have been discussing the use of catch up funding and tutoring. This is partly funded by the government but with a significant cost to the academy. The academy have been successful in their bid with the WIN project to cover the cost of this. Tutoring will focus on the most disadvantaged students first, and will then be opened up to other students. This means that up to 72 Year 10 students will access 15 hours a week from a PHD researcher for English, maths or science. The

funding totals £28k and the tutoring started this week. We are putting a case together to rollover any funds not used this year.

4.5 Quality of Education

How do those monitoring the day to day quality of education use student voice to inform their judgements?

Student voice is picked up by the eyes and ears of adults in the building. We need to be mindful of making snap judgements when we see or hear single pieces of information. We listen to what is said a then make a decision about if it is reactional or useful feedback; we look for patterns and repetitions in what the students are saying. Formal student voice happens via student parliament and this is shaping the agenda for the school, particularly in terms of EDI. There is an LGBTQ+ group and an eco-committee. These give pupils a powerful voice; pupils are confident and are gaining wonderful vocabularies.

In terms of students understanding how that input and feedback is used, how do you let them know what they say leads to decisions about their future and that of the academy?

They know how formal feedback is used, for example, in pupil parliament. If informal feedback is given, such as in the lunch queue, they don't necessarily know what we do with that and whether they should know depends on the information; sometimes it will not be appropriate.

What are the changes to tutor time?

Tutor time is the area most impacted by moving to pods. Teachers are moving between classes and there is less of a family feel. Behaviour and ethos has taken a hit. We are now taking a more direct approach and are more directive around what needs to take place in tutor time each day. In terms of impact, this is challenging at the moment as we are unable to have whole year assemblies or whole school events.

JW has offered to assist the careers lead with the government policy, Gatsby benchmarks and recent reform. How is work on careers progressing? Do we have the benchmarks in place to make sure we have things right at beginning of term?

The Compass assessment has been carried out and we are meeting with the Compass Careers Co again next week. The programme is not yet where we want it to be. We have been able to run virtual work experience for Year 10s and there will be a focus on running Broadoak talks including having guest speakers. Before the end of term a few students are meeting one of our local mayors.

ACTION: An agenda item on Careers will be added to the agenda for the next meeting.

ACTION: BF requested an agenda item at the next meeting regarding curriculum and option choices – specifically the lack of take up for subjects such as music and dance at GCSE, and a discussion around what might be happening at KS3 that prevents students choosing those subject.

4.6 Health and Safety

KM reported that the H & S report has now been uploaded on Teams. The report suggests H & S in the academy is good. JV reported that most areas were coming out good and that there may also be some areas of outstanding.

5, Safeguarding

The safeguarding audit has a large number of actions. Please can you talk us through the main points and your priorities?

This is the first time I have completed the audit and have worked on it with other colleagues around the SCR and policy work. Various members of the safeguarding team have also contributed including the PHSE lead with regard to how we deliver the safeguarding strands of the curriculum and use our scheme of work across the five years. From that there are over 500 actions to carry out and we have tried to split those into categories such as those we can fix quickly and those that are statutory. The whole action plan is a key focus for me at present.

If we consider some of the areas already highlighted in this meeting such as reduced timetables and the balance between using hub provision vs attendance, being able to deploy best practice is of real importance. There is a focus on young carers and we have gathered knowledge during lockdown around what support they need and are looking at training and general CPD for staff to lift the culture of safeguarding.

There are concerns around the increased number amount of sexual violence, harassment and county lines. How are you ensuring the safeguarding of vulnerable students when they are not in school because they are on a part time timetable?

Firstly, we have reduced the number of students on part time timetables. We have worked with Steve Bane, DSL for the trust, to devise a set of protocols for any student on a reduced timetable. This includes a checklist and a clear timeframe and next steps for returning to a full timetable. Risk assessments are completed for those vulnerable students. If we are not confident they are safe off site, then they remain on site when not on timetable, usually in hub provision and have work set for them to complete.

Regarding vulnerable students and the increased sexual violence, harassment and exploitation, are there any examples of where you are working with external agencies, particularly the Violence Reduction Unit?

This is an increasing and complex area. There are newly published protocols and guidance published and we are receiving training across the federation. We are working with partners in the police. I (KM) am a member of the Violence Reduction steering group which supports the commissioning of projects, submission of bids and we are very involved with them. The academy has been successful in winning a bid with that group (I was not part of that decision making process).

Is it making a difference to the ability of staff to deal with these issues?

It is still relatively new but has made a difference in that we are able to commission and link families to support. It is a little too soon to define impact.

Do our students feel safe, and how do you know this?

Overall our students feel safe in school. We are doing a big piece of work around all students feeling that they have a voice and there is further work to do in terms of the use of homophobic, transphobic and other prejudicial language. Work is beginning with student parliament and the sub-groups and in PHSE lessons.

ACTION: ST suggested the AC invite some students to the next AC meeting to talk for a short time and to respond to questions from the AC.

Referrals for anxiety and mental health have risen. How do we know the support and counselling offered is effective?

I cannot fully answer this yet. In terms of counselling the students find it useful and attend regularly once it is set up.

Is there a defined end point to counselling? Is the aim to develop coping strategies in the students so that they no longer rely on counselling?

There is an initial assessment to assess if counselling is appropriate and then strategies are put in place and ways of managing anxiety and other things are planned. If counselling comes to an end and students need some more at a later date they can opt back in to sessions.

In the AIP for the next academic year, the second bullet point talks about the need for safeguarding roles to be filled and the training required for them. Are you confident that you have the capacity and expertise needed?

In terms of the team, there is a team of specific members but the aim for next year is to widen the scope so that everyone is clear that safeguarding is everyone's responsibility and to ensure key members of staff such as Heads of Year and Learning Mentors are sufficiently trained to deal with the day to day issues that arise. We also plan to train another member of the leadership team to DSL level.

6, Policies that require review

No policies for review.

7, Governance

Nothing further to report.

8, AOB

SM reported that there is a specific session for Councillors at the CLF conference on 2 July 2021. Details have been emailed to Councillors.

9, Date of Next Meeting:

TBC

The meeting closed at 7.15pm

ACTIONS

Item	Action	Initial
4.3	Future figures on attendance should include the differentials.	MT
4.5	An agenda item on Careers will be added to the agenda for the next meeting.	MT
4.5	BF requested an agenda item at the next meeting regarding curriculum and option choices – specifically the lack of take up for subjects such as music and dance at GCSE, and a discussion around what might be happening at KS3 that prevents students choosing those subject.	KM
5	ST suggested the AC invite some students to the next AC meeting to talk for a short time and to respond to questions from the AC.	KM

Approved: _____ Date _____