

# Minutes – Broadoak Academy Council

**Issue Date:** 7th July 2022  
**Location:** Broadoak Academy  
**Time:** 17:00 – 19:00

**Chair:** Sue Marshall (SM) Chair  
**Members:** Becky Frise (BF) Sponsor Councillor and Vice Chair  
 Danny McGilloway (DM) Principal, BA  
 Steve Taylor (ST) CEO  
 Sarah Matthews (SMa) Sponsor Councillor  
 Jason Adams (JA) Parent Councillor  
 Leah Palmer (LP) Sponsor Councillor

**Attendees:**  
 Mark Tipler (MT) AP for Attendance & Safeguarding  
 Carina Smith (CS) AP for Behaviour & Ethos  
 Sue Burns (SB) Clerk

**Apologies:** Gemma Deal (GD) Student Advocate  
 Cath Back (CB) Staff Councillor

Item	Description	Action
<b>1.0</b>	<b>Introductions and Welcome</b>	
1.1	SM welcomed everyone to the meeting. Introductions were made. Apologies were received and accepted for GD and CB. The leadership team presented Sue Marshall with a hamper and card to thank her for her support whilst she has been Chair of the Academy Council.	
<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 4 <sup>th</sup> May 2022 were approved.	
<b>4.0</b>	<b>Matters Arising not otherwise on the agenda</b>	
C/F T5	MT to provide case studies to indicate that improved attendance leads to improved progress: - <b>Completed. Paper tabled, see later in agenda.</b>	
C/F T5	MT: Subjects which are best attended and where double lesson timetabling may be demotivating – <b>Completed. Paper tabled, see later in agenda.</b>	
6.13	MT to provide a data breakdown by year group to indicate where the gaps are – <b>Completed. Paper tabled, see later in agenda.</b>	
6.14	MT to provide a percentage breakdown of the amount of staff time listed in the PP Report that is allocated to PP students - <b>Completed. Paper tabled.</b>	
11.5	DM to arrange for ACs to be included in newsletter circulation – <b>Completed. We will communicate to parents on a three-week schedule.</b>	

13.4	DM to report complaints and what stage they have been dealt with to the AC – <b>Completed.</b>	
	<p><b>Can an additional column be added to indicate the theme of the complaint so that the AC can track any trends?</b></p> <p>Yes. Stage 1 complaints appear to be based on a lack of effective communication, and mental health provision post-Covid is often a theme.</p>	
	<b>ACTION: DM to add another column to the complaints data to track trends.</b>	<b>DM</b>
<b>5</b>	<b>Attendance and Timetabling Data – Mark Tipler</b>	
5.1	<b><i>Paper circulated in advance of the meeting.</i></b>	
5.2	<p>Eight Y11 case studies have been included which demonstrate improved attendance and the data for PPE1 and PPE2. Five of the eight students had improved grades. Student 6 had a drop in attainment due to being absent for some of the PPE papers.</p> <p>The case studies suggest that improved attendance <i>does</i> lead to improved outcomes.</p>	
5.3	<p><b><i>Can the Y11 case studies be tracked through to their final outcomes and include PP?</i></b></p> <p>Yes, this can be prepared for the next meeting.</p>	
5.4	<p><b><i>What is the timeline between PPE1 and PPE2?</i></b></p> <p>November to March</p>	
5.5	Double lesson timetabling: Each year group has been broken down by subject; double lessons appear in almost all subjects so there is no single lesson comparator.	
5.6	Informal student feedback (approximately 15 students per year group) indicates that students prefer double lessons for practical subjects and shorter lessons for Maths and MFL. KS4 students preferred longer lessons for English to allow time to work on their writing.	
5.7	<p>Tutor time was the least well attended session, partly due to lateness, but next year I will work with the pastoral team to explore this.</p> <p>DM: The culture around Tutor Time needs to be more robust. We have been working with the Y10 Tutors to address this and a programme has been developed that emphasises the link to raising achievement time.</p>	
5.8	<p><b><i>How will this be shared lower down the school?</i></b></p> <p>We will work with the House Teams and roll out the programme in the lower years.</p>	
5.9	<b>ACTION: CS to share the Tutor Time programme at the next meeting to include year on year data.</b>	<b>CS</b>
5.10	<p><b><i>Is tutor time undervalued by students?</i></b></p> <p>Yes, as well as core PE and PSHE. A core group of students were not attending health and social care and were on bespoke plans to address this.</p>	
5.11	<p><b><i>Can year on year data for Tutor Time be provided so that the Academy Council can track it?</i></b></p> <p>Yes, this can be arranged.</p>	
5.12	<b>ACTION: CS to share year on year Tutor Time at the next meeting</b>	<b>CS</b>
5.13	<p><b><i>Is Tutor Time the weakest part of the curriculum?</i></b></p> <p>It has the greatest variance in the provision.</p>	
5.14	<p><b><i>What would students say they do in Tutor Time?</i></b></p> <p>That it's an opportunity to read and an assembly. Anecdotal evidence suggests that some students do not enjoy reading which may in part lead to lateness.</p>	
5.15	<b>ACTION: BF to liaise with the Academy Council to arrange for them to speak to students about what they do in Tutor Time.</b>	<b>BF</b>
5.16	<b><i>How do you support staff in developing their Tutor Time provision?</i></b>	

	This is a work in progress. We have moved to compliance around what is delivered, we now need to embed the culture so that Tutor Time is valued and includes elements of good quality pastoral care.	
5.17	<b><i>Is the reading programme delivered during Tutor Time?</i></b> Yes. The current programme is under review and will change in September to ensure that good progress in reading ages is achieved. We will also support staff to be enthused by the reading programme so that it is better delivered, and outcomes are improved.	
5.18	<b>ACTION: CS to provide data for the weakest 20% of readers so that the Academy Council can track it over time.</b>	CS
5.19	<b><i>What training will you provide for the reading programme?</i></b> The English Lead will develop this as part of the review of the current programme.	
5.20	The Academy Council agreed that reading will be a trail next academic year.	
<b>6.0</b>	<b>Breakdown by year group and gaps – Mark Tipler</b>	
6.1	The Key groups data indicates that male students have better attendance than female students and that the PP/non-PP gap is too large and grows further up the school. The highest persistent absentees are higher up the school.	
6.2	The EAL students attend better than non-EAL students – there has been an increase in Ukraine and Indian students this year; we have provided bespoke support plans where required. We have also liaised with the LA to assess these children and our EAL Lead will monitor and assess them six times next year.	
6.3	<b><i>Are the EAL families anticipated to be transient?</i></b> Anecdotal evidence indicates that the Indian families are long-term settlers. The Ukrainian families will not know their future plans and we have been advised not to ask them. One Y11 student will re-sit Y10 to allow them time to prepare for their exams.	
6.4	<b><i>Do you have a method to record achievements at short intervals to reflect what they have achieved whilst at the school?</i></b> Yes, this can be considered.	
6.5	<b><i>How many additional students are you anticipating in Y7?</i></b> We have enough to create an additional tutor group. We are also receiving applications for students higher up the school, some of which are from other Weston schools. Y8 is almost full and the forecast budget for next year now has a small surplus.	
6.6	<b><i>Funding is lagged, do the CLF provide funding in the meantime?</i></b> No, the schools make provision within their own budget setting. The CLF provide funding for capital works and also provide good service and support.	
6.7	<b><i>What is the plan to address the Y10 PP/non-PP gap?</i></b> 36 students have been identified with low attendance of which 21 are PP students. These students will form a target group and will be provided with additional pastoral support to improve attendance. Bespoke PPE plans for Y11 PP students have historically resulted in improved attainment, we are aiming to start this earlier so that we are not in the same position in Y1	
6.8	<b>ACTION: MT to track the case studies for the Y10 attendance target group.</b>	MT
6.9	<b><i>How will you support the Y7-Y9 PP students to retain their current attendance trajectory?</i></b> This ties into the cultural shift and valuing Tutor Time. We will contact our PP students before school starts in September to ensure that they are prepared.	
7.0	<b><i>What support do you provide the Tutors?</i></b> We have started trauma informed CPD which has been very well received by staff. We will share best practice and model what a good Tutor Group experience looks like which in turn will feed into belonging. We are anticipating that the Tutors will engage with this offer.	
7.1	<b><i>There is a large attendance gap for SEN-E students?</i></b>	

	This is represented in Y8 and Y9 which is primarily due to part-time provision being listed in the EHCP, which impacts on the attendance statistics. Some SEN-E students are not attending because a mainstream school is not appropriate for them and they are waiting for alternative provision. We provide work to do at home and check-in on them regularly. We work closely with the SENCo to ensure that we get the provision that the students need.	
7.2	<b>How will the Academy measure that attendance is everyone's responsibility?</b> Staff voice, the ARV and the Academy Councillors speaking to staff should give an overall cultural impression, and ultimately attendance should improve.	
8.0	<b>Transition</b>	
	<b>Papers circulated in advance</b>	
8.1	<b>How will you support the most vulnerable SEND learners with transition?</b> The SENCo and Y7 Phase Lead have been liaising with the primary schools for the last eight weeks. They have met with the parents and children and matched them to appropriate tutor groups. We offer them visiting sessions after school every Monday and will screen them on arrival.	
8.2	<b>How does the academy feel that the general transition day was received and how will any feedback be collated?</b> There were three incidents with behaviour which I will liaise with the Primary Schools about. The days were well attended by parents who gave positive feedback. We have a standardised feedback process for collecting the Y6 children's feedback. We can use a Google Form to collect feedback from parents and carers.	
8.3	<b>ACTION: DM to arrange for transition feedback to be gathered from Y6 parents/carers.</b>	DM
8.4	<b>ACTION: DM to collate data from SEND parents about the BA SEND provision to demonstrate engagement with parents.</b>	DM
9.0	<b>Safeguarding</b>	
9.1	The North Somerset Safeguarding Audit has been completed and an action plan has been received, some of which has already been actioned.	
9.2	BF has completed a Safeguarding Link Visit and has circulated her report.	
9.3	A DDSL has been appointed for next year which will add an additional layer of expertise and capacity.	
9.4	The culture of safeguarding in the school has become embedded with all staff answering key safeguarding questions correctly on a recent survey.	
10.0	<b>Health &amp; Safety</b>	
10.1	The H&S Link Councillor has completed a site visit and has provided some feedback around congestion in the exams' office corridor.	
10.2	The Academy Councillors are welcome to visit the school in both a formal and informal basis and the school welcome any feedback.	
10.3	<b>The Fire Report indicates that maintenance work needs to take place, how will this be funded?</b> We have prioritised the most important items which will be addressed first in the budget. The Trust provide good support with procurement when required, the Central Health and Safety Team is familiar with the site, and regular H&S audits take place.	
11.0	<b>EDI</b>	
11.1	<b>The strategy for gender and race is based on changing negative bias, should we also consider what you are doing about developing a culture of acceptance?</b> There are a range of clubs and nominations which indicate that this takes place, but this is not reflected in the Academy Council Report which will be rectified. Student voice indicates that they feel there is still some discriminatory practice, and this was noted in the ARV. Therefore, training will be identified for staff to support them in the moment.	

11.2	<p><b><i>Is the content of the Anti-Bullying Policy fit for purpose? Does it reflect homophobic, transphobic or racist incidents, and the support available for students who make these comments?</i></b></p> <p>It is not appropriate to be very detailed in a policy, but there is a package of interventions available for offenders and recipients and this includes referrals to some external agencies. This can be made more evident in the policy.</p>	
11.3	<p><b>ACTION: DM to update the Anti-Bullying Policy to reflect that interventions are available</b></p>	DM
11.4	<p><b><i>The attendance data sheet includes EAL and BME, can this data be included in the Academy Council Report and the circulated Black Box data?</i></b></p> <p>Yes, this can be arranged.</p>	
11.5	<p><b>ACTION: DM to include attendance data for EAL and BME groups in the AC Report</b></p>	DM
12.0	<p><b>Academy Council Report</b></p>	
12.1	<p><b><i>The impact of Covid has been acknowledged and how this has manifested itself in behaviours and attitudes, is there less of a focus for CPD for new staff foundation pedagogy as a result?</i></b></p> <p>Staff Voice raised the same issue. The professional development programme for next year includes teaching and learning pedagogy, and behaviour is intrinsic in some of this. We are also including some bespoke behaviour training. The CLF HR process has a centralised induction process which is robust and will be overseen by the SLT team. Teaching and learning will continue to be a focus to drive up standards and ensure consistency across the academy.</p>	
12.2	<p><i>The Academy Council noted that the school was closer to good than it was at the last Ofsted inspection and that during visits the school was noticeably calmer in lessons and during unstructured time. Next term the Academy Council will review the quality of teaching and learning and identify areas of scrutiny.</i></p>	
12.3	<p>The SLT Team will self-rate against the Ofsted Inspection criteria which will be RAG-rated and can be shared with the Academy Council.</p>	
12.4	<p><b>ACTION: DM to circulate the RAG-rated Ofsted Inspection criteria</b></p>	DM
12.5	<p><b><i>Y10 have work experience placements arranged, what H&amp;S checks have been carried out?</i></b></p> <p>We outsource to an approved provider who undertakes the standard checks and we visit during the placement.</p>	
12.6	<p><b><i>A huge amount of positive work is taking place. How do you manage staff workload and wellbeing?</i></b></p> <p>A staff survey took place in T4 but all views at all times are very important. However, T4 had additional complexities because we did not have a sufficient number of invigilators and the staff backfilled the absence. I have spoken to the staff about the wellbeing survey and have a focus group of 25 staff who I have explored detailed feedback with. Phone calls that have to be made following a child referral, parental stress, timeliness of communication from the academy, some items not being calendarized with sufficient notice, and concerns about restorative feedback with students were raised. I have since carried out another survey which demonstrates an improving trend. We have asked for suggestions about the self-management of wellbeing which we are taking on board and we have provided some 'give-back' flexy time in response to T4 which has been well received, and the staff shared what activities they undertook during this time. Directed time next year will include faculty time and we are now face to face in briefings which start with a thank you. All staff have a secret buddy who provides surprise gifts. We will collate staff reviews six times a year because staff wellbeing is key.</p>	
12.7	<p><b><i>The proportion of staff that would not recommend the academy as a good place to study is a concern?</i></b></p>	

	I asked the staff in the focus group about this response and they responded that this response correlates to collapsed classes and groups of children in the hall that arose from staff absence. The focus group advised that most staff would no longer answer the question in the same way.	
12.8	<i>The Academy Council congratulated DM on undertaking the wellbeing survey during an extremely challenging period and for proactively taking on board staff feedback.</i>	
12.9	<b>How will you retain the staff expertise with the new House System and ensure that they are spread evenly?</b> We will not change the personnel who have the expertise, regardless of which House they belong to.	
12.10	<b>How will the performance across the Houses be monitored?</b> This will be undertaken by Mark Tipler as part of his strategic leadership.	
12.11	<b>There appears to be a discrepancy in sanctions?</b> This was raised in the ARV. Each Head of House and Assistant Head of House will manage the behaviour in their house and ensure consistent application of the Behaviour Policy.	
12.12	<b>What are the risks of moving from a horizontal house to a vertical house?</b> Change always feels challenging for children who will have to get used to having new go-to adults and learn to work with new people. Next week they will have their first house assembly so that it does not appear new next term.	
12.13	<b>ACTION: DM to share parental communication about the new House system.</b>	<b>DM</b>
<b>13.0</b>	<b>Governance</b>	
13.1	The first Academy Council meeting next year will be on 21 <sup>st</sup> September 2022 at 5.00pm via Teams where the outcomes across the CLF will be shared and an opportunity will be provided to determine bright spots and trails.	
13.2	<b>CLF Summer Conference reminder – Friday 8<sup>th</sup> July 2022.</b>	
13.3	<b>Will the key-note speakers at the summer conference be recorded?</b> No, the summer conference is an in-person event and is designed to be live with 150 workshops and the hybrid experience may be challenging for the user experience. Moving forward we will determine if there are other ways to provide increased accessibility for our colleagues.	
13.4	All Academy Councillors were encouraged to explore their networks to identify potential Sponsor Councillors and were invited to consider taking the Vice Chair position in September.	
<b>14.0</b>	<b>Policies</b>	
14.1	<b>Policies to Note:</b> <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Online Safety</li> <li>• Remote Learning</li> <li>• Supporting Pupils with Medical Conditions</li> </ul>	
14.2	<b>The Attendance Policy states that parents can only telephone-in an absence, is email not available?</b> The parents can respond to a school-comms message. If an email is received, then we phone back to ensure that it was actually sent by a parent.	
14.3	<b>Policies to approve:</b> <ul style="list-style-type: none"> <li>• Anti-Bullying</li> </ul> <p><b>Proposal to approve the Anti-bullying policy subject to a grammatical amendment: SM</b> <b>Seconded: BF</b> <b>Show of Hands: Unanimous</b></p>	

<b>15.0</b>	<b>Academy Council Membership</b>	
15.1	This is Sue Marshall's last meeting as the Chair of the Academy Council: Becky Frise will be the Chair from September and Sue Marshall will remain as an Academy Councillor.	
15.2	<i>The Academy Council and staff thanked Sue Marshall for her commitment and unwavering support and insightful challenge during her tenure as Chair.</i>	
<b>16.0</b>	<b>Matters for the attention of the Board</b>	
16.1	None.	
<b>17.0</b>	<b>AOB</b>	
17.1	<b><u>ID Badges</u></b> The Academy Council have requested that ID badges are provided so that they can access the carpark, building and toilets. Academy Councillors will still be required to sign-in when on the premises.	
17.2	<b>ACTION: DM to arrange ID badges for the AC.</b>	<b>DM</b>
17.3	The Somerset Ann Frank Awards will be hosted by Broadoak next week; there are eight short-listed nominations for three different categories. The Lord Lieutenant will be attending so the LA have agreed to postpone the roadworks.	
17.4	The Broadoak Above and Beyond Awards will include a creative arts display and an Invictus Games event. The event should be well attended by families and a book and certificate will be presented to the category winners.	
17.5	On Saturday 9th July Broadoak are having a Fun Day from 10.30am - 1.30pm which everyone is welcome to attend.	
<b>18.0</b>	<b>Close of Meeting</b>	
18.1	The meeting closed at 7.40pm	