

# Minutes – John Cabot Academy Council

<b>Meeting Date:</b>	1 May 2024	
<b>Location:</b>	John Cabot Academy	
<b>Time:</b>	4.30 pm	
<b>Present:</b>	Linda Tanner (LT) Georgina Tankard (GT) Kate Willis (KW) Angela Long (AL) Andrea Duignan (AD) Matthew Fincher (MF) Chris Fuller (CF) Simon Horn (SH)	Chair of Academy Council Vice Chair Principal Sponsor Academy Councillor Parent Academy Councillor LA Representative Councillor Sponsor Academy Councillor Support Staff Councillor
<b>Attendees:</b>	Alex Lynett (ALY) [part] Nathan Richardson (AR) [part]	SENCo AP for Raising Attainment
<b>Apologies:</b>	Jon Jones (JJ) King Egwu (KE) Nigel Eaton (NE) Wendy Hellin (WH)	Executive Principal Sponsor Academy Councillor Teacher Academy Councillor Clerk

## Action Table:

Item No	Action	Owner
06.12.23 02	LT will discuss link roles for Attendance and RHSE with Georgina and Angela and email councillors regarding a link role for EDI. <b>Ongoing.</b>	LT
28.02.24 01	Mock data will be shared ahead of the next AC meeting, for discussion at that meeting. Complete/ <b>closed.</b>	GR/KW
28.02.24 02	AL would like to attend all Safety Days. GR to ensure AL has the dates in advance. Complete/ <b>closed.</b>	AL

## Minutes

Item	Description	Action
<b>1</b>	<b>Introduction, Administration and Apologies</b>	
1.1	Welcome and introductions were made.	
<b>2</b>	<b>Declarations of Interest</b>	
2.1	There were no verbal declarations of interest made for this meeting.	
<b>3</b>	<b>Governance</b>	
3.1	<b>SWG meeting</b>	
3.1.1	LT thanked all Councillors that attended the last SWG meeting for Ofsted. KW advised Ofsted is due in the next academic year. The next SWG is on 14 June. There will be an opportunity for Councillors to shadow some of the staff to understand the processes around monitoring the quality of education. KW invited Councillors to attend to join the next ARV, taking place across 13 <sup>th</sup> May, 16 <sup>th</sup> and 17 <sup>th</sup> May. These take place three times a year.	
3.2	<b>Training</b>	

3.2.1	Nimble completion – LT asked all Councillors to ensure they have completed their Governance Essentials training. LT asked all Councillors to complete Prevent training and to let her know when this is complete.	
<b>4</b>	<b>Minutes of the previous meeting</b>	
4.1	The minutes of the meeting held 28 February 2024 were agreed as a true record.	
<b>5</b>	<b>Matters Arising</b>	
5.1	The action table above has been updated.	
<b>6</b>	<b>Children in Care (CIC) report - ALY</b>	
6.1	<p>The full CIC report, written by Julie Jarrett (JJ), has been shared on Teams. ALY provided the following highlights:</p> <ul style="list-style-type: none"> <li>• ALY is the designated teacher for CIC, JJ is the Child in Care Lead. ALY and JJ meet weekly to review how students have been supported and how they are progressing.</li> <li>• AD is the Link Councillor for CIC.</li> <li>• There are currently 8 CIC students; 2 are unaccompanied into the UK from overseas and a third student from overseas has been at the academy for some time.</li> <li>• 2 are in Year 7; there is one student in each of years 8, 9 and 10, and a further 3 students in Year 11.</li> </ul> <p>Areas of Development set for this year:</p> <ul style="list-style-type: none"> <li>• Raising Aspirations - ensuring all children are thinking about their future, through career sessions, workshops and visits. The careers lead has already met with the Year 9 students to discuss their options. KS4 students have 6 careers meetings, 3 in Year 10 and 3 in Year 11. That includes supporting applications to Post 16 or apprenticeships to ensure no students are NEET. All but 3 current Year 11 students have destinations secured.</li> <li>• Improving Attendance – this can be difficult when children are in care; many have suffered trauma. All LAC children are on the SEND register; a lot of the time this is for detachment and trauma issues. Year 7 are doing well. The student in Year 8 has had a period of absence due to some specific family circumstances. The 2 students new to the country in Year 11 have low attendance; they were moved into care on arrival. Staff are working to ensure they are in school and feel settled and have a sense of belonging. One student is quite a long way through the attendance process. ALY and JJ have a daily check in for attendance.</li> <li>• Strengthen the leadership and governance for children in care - there are PEPs in place and 3 Team Around the Child meetings take place each year. The report is reviewed; teachers are asked to feedback how the students are doing and strategies are put in place to support them to progress further. That information is updated on the report and the pupil passports are updated. ALY has undertaken designated teacher training for CIC. JJ mentors them once a week and looks to see if they need additional literacy and numeracy support. The information is all available to staff on Bromcom. In September, during the inset day, there is a section on CIC to go through the obligations for all staff, to ensure compliance. CIC students have wide access to school trips, the Duke of Edinburgh award, the school play and music lessons.</li> </ul> <p>Student attainment is measured through the DOYA system (D – deepening, O – on track, Y – Yet to achieve, A – At an early stage). Where students are at the weaker end of DOYA (A) a range of interventions are put in place to support those students. Some students arrive at JCA with no KS2 data or are low prior attaining students.</p>	
<b>6.2</b>	<b>Questions from the Academy Council</b>	
<b>6.3</b>	<b>For the students that have arrived from overseas, do they have an existing community in school?</b>	

6.3.1	Yes, they do. We try to make them feel settled; it is incredibly difficult when they join half-way through Year 11.	
<b>6.4</b>	<b>Is there a good take up of the opportunities made available to CIC students?</b>	
6.4.1	Yes.	
<b>6.5</b>	<b>Is the support provided to access these opportunities purely financial?</b>	
6.5.1	No, it is wider than that. It is about providing opportunities and supporting the students to participate.	
<b>6.6</b>	<b>How is your relationship with the virtual school?</b>	
6.6.1	It varies from one Local Authority to the other; we are linked with four virtual schools.	
<b>6.7</b>	<b>Are Councillors able to attend the planned inset day?</b>	
6.7.1	Yes, you are very welcome – there are two days: the 2 and 3 September.	
<b>6.8</b>	<b>Do you have some external support for students that arrive unaccompanied from overseas?</b>	
6.8.1	Yes.	
<b>6.9</b>	<b>Is the behaviour data included in the report skewed by lateness?</b>	
6.9.1	No, all of the incidents are behaviour incidents. However, they were comparatively minor incidents such as not following instructions in the classroom; they were not physical interventions.	
<b>6.10</b>	<b>Why is the extra tuition provided online?</b>	
6.10.1	We have two groups. One is in person, and one is online; they are separate programmes. A student might start online and move to in person support. Next year, due to staffing changes, we may be able to overstaff the timetable to allow interventions to be led by our own staff, in small groups.	
<b>6.11</b>	<b>Do you have an average number of children in care in relation to other schools?</b>	
6.11.1	In terms of our school, we have slightly less than normal, and it will reduce again next year; it does fluctuate. We do not have the figures for other schools to hand.	
<b>6.12</b>	<b>Is there specific additional funding for children in care?</b>	
6.12.1	Yes, they receive Pupil Premium Plus funding; it is less than £2k per child. We try to be creative with the funding, pooling it to benefit a wider range of students, such as buying in a package for numeracy or literacy.	
6.13	End of Questions	
6.14	The AC thanked ALY and she left the meeting.	
<b>7</b>	<b>Raising Attainment (RA) report - NR</b>	
7.1	NR provided the following update on raising attainment by groups. For year 11 RA is about getting students from where they are to where they should be. There is a strong teaching and pastoral team in place. The data has been shared in the AC report; this is current data from the March mocks (not predicted year-end data).	
7.2	<p><b>Pupil Premium (PP)</b></p> <ul style="list-style-type: none"> <li>• The data shows where improvements are being made (shown as green in the data report).</li> <li>• Even though there are some bits of negative data, progress is being made in terms of closing the gap.</li> <li>• In the academy, and across the trust, PP students are doing quite well compared to national data.</li> <li>• The PP to non-PP gap is still too big and needs to be closed further.</li> </ul>	

	<ul style="list-style-type: none"> <li>This is Year 2 of the trust's 3-year disadvantaged strategy. It is the longer-term strategies that will enable a shift in progress for PP students, such as attendance, quality of education and spending money to reduce barriers for students. The academy is doing well in terms of the national average, but the appetite is to have no PP gap.</li> <li>Attendance – this year attendance is comparatively strong for PP students. YTD attendance is at 86.6% for PP students in Year 11.</li> <li>Higher Prior Attaining PP students and Middle Prior Attaining PP students are performing well; Lower Prior Attaining PP students are struggling.</li> <li>There will be individual case studies that show the barriers for each student and the progress made.</li> </ul>	
7.3	<p><b>SEND</b></p> <ul style="list-style-type: none"> <li>For SEN K students, they are performing better compared to last year and are also exceeding the national average.</li> <li>There are 4 students in Year 11 with EHCPs and within that there are some students that are not making progress. Case studies exist for each of these students. A verbal update of each student was provided to the AC, along with their barriers and individual context.</li> </ul>	
7.4	<p><b>PP and SEND crossover.</b></p> <ul style="list-style-type: none"> <li>The crossover group is a group of students with both SEND and PP.</li> <li>There has been a focus on this group for a number of years.</li> <li>This current cohort has been identified for some time as failing at the academy. Attendance has dropped off over the year. A big piece of work around belonging and psychological safety has been implemented to target those students but also to target all students at a much younger age to help them feel safe and give them a sense of belonging in the academy.</li> <li>KW provided a verbal update of each of the crossover students of concern.</li> <li>A Term5/6 plan has been rolled out; this is a daily, weekly and termly breakdown of exams, revisions sessions, and the communication plan to families. Consistency is the key; there has been good feedback about the plan.</li> <li>There was good turnout for the Year 11 in person parents evening. The atmosphere was very good with lots of positive conversations happening. A script was provided to prompt the teachers with those discussions.</li> <li>Assemblies continue to take place where they do not impact on the exam schedule.</li> <li>A breakfast morning takes place for all Year 11 students ahead of all core exams.</li> <li>Year 11 is part of the initiative where tutor groups have been reorganised; students can now select their tutor group for the remainder of the academic year, depending on the expertise of the tutor. If a student wants some support with English, they can select a tutor that is an English specialist.</li> <li>Also in tutor time, there is interventions running for maths and science.</li> <li>In terms of the RA strategy, NR is engaging with key groups weekly as well as teachers and the wider staff body every Monday.</li> <li>The mental health practitioner is available in the academy every Thursday.</li> </ul>	
7.5	<b>Questions from the Academy Council</b>	
7.6	<b>Where data is compared to data from last year, is that for this current Y11 cohort (when in year 10) or for last year's Year 11 cohort?</b>	
7.6.1	It is for last year's Year 11 cohort, so a cohort with a different make up to the current one.	
7.7	<b>What do you mean by 'Best English'?</b>	
7.7.1	It is the subject where the student achieves the best result of either English Literature or English Language.	
7.8	<b>Will the students with EHCPs in Year 11, that are not making progress for the reasons outlined, remain on the academy's results statistics?</b>	

7.8.1	We can ask for some children to be removed during the tables checking exercise but there are certain criteria that have to be met, such as if they arrived in this country with no English-speaking ability, or if they have been previously permanently excluded.	
<b>7.9</b>	<b>What is MOTH?</b>	
7.9.1	It means mixed other, in terms of ethnicity.	
<b>7.10</b>	<b>What was the percentage turnout at parents evening?</b>	
7.10.1	70%, so better than previously but still not back to the pre-Covid percentages.	
<b>7..11</b>	<b>How do the PP cohort compare to previous years?</b>	
7.11.1	It is a different cohort this year. Last year they were quite slow to get going, this year that is not the case.	
<b>7.12</b>	<b>Is there a target for GCSE for this cohort?</b>	
7.12.1	The CLF does have targets, but they are for the entire trust, not academy specific. It is Progress 8 plus a third. Targets for Basics 9-5 is 50% and for 9-4 it is 70%. These targets are described as aspirational, and we need to do better than those.	
<b>7.13</b>	<b>How many students are there in the Y11 cohort?</b>	
7.13.1	Around 165.	
<b>7.14</b>	<b>Are the interventions monitored continuously or are you waiting until the end to do that?</b>	
7.14.1	Our team meet every Friday, and it is also part of the Line Manager agenda. NR can go and check the notes of those meetings at any point to see what is happening; data plays a big part in this too.	
<b>7.15</b>	<b>What is student voice saying?</b>	
7.15.1	It is a positive and enthusiastic year group. The majority of Year 11 would say they are satisfied with the quality of education.	
<b>7.16</b>	<b>The current Year 11 cohort were affected significantly by Covid – is that right?</b>	
7.16.1	Yes, that is right. The current Year 10 did not sit SATs. Despite this, there are no Covid considerations given to this year group, in terms of access arrangements and special consideration. The current Year 3s were also significantly affected; many were isolated through pre-school and were not in school during the time that reading was being taught.	
<b>8</b>	<b>Academy Council Report</b>	
8.1	KW provided highlights on the AC report.	
<b>8.2</b>	<b>Ofsted</b> The Ofsted good judgement is wide ranging. JCA is thought to be at the top of good, with some areas that may be judged as outstanding.	
<b>8.3</b>	<b>Behaviours and Attitudes</b> <ul style="list-style-type: none"> <li>• Lessons are now rarely disrupted.</li> <li>• Student voice and staff voice say there are now consistently high expectations of students and that routines are well embedded.</li> <li>• Bullying is not tolerated; there is now a clarity of approach and an effective way of dealing with it when it does occur.</li> <li>• Relationships are strong.</li> <li>• The positive and respectful culture has been recognised by external audits and visitors.</li> </ul>	
<b>8.4</b>	<b>How can you demonstrate that you are effective at dealing with bullying?</b>	
8.4.1	There are very few cases of repeat bullying; it is dealt with swiftly and few cases move to a formal complaint process.	
<b>8.5</b>	<b>What things are in place to prevent bullying from happening in the first place?</b>	

8.5.1	It is around the respectful culture of the academy; an academy that celebrates diversity. It is about the language used in and around the academy, and about staff being on the classroom doors to meet and greet students. When bullying is dealt with, there is a better reporting system in place now and through the working group, impact can be seen on the children.	
<b>8.6</b>	<b>There is a perception with some members of the community that there is still a bullying problem at the academy. Is there anything on the website, detailing how you deal with bullying?</b>	
8.6.1	We have been on a journey for some time with bullying and feel like we have moved significantly so it is disappointing to hear this. We need to ensure the academy becomes the first choice for parents and this is currently not the case. I will ensure I get out in the community more to promote the things we are doing, and we can use the website to ensure it is recognised that we have a strong anti-bullying culture that works.	
<b>8.7</b>	<b>What do admission numbers look like for Year 7?</b>	
8.7.1	We will get to our PAN of 180, but that will be a number of second choice students and a number of referrals where other schools are full.	
<b>8.8</b>	<b>The survey showed that 7 of 10 students feel safe in the academy. This means that 3 of 10 do not. Have you explored that further?</b>	
8.8.1	There are some places around the academy that students did not feel safe. We have worked to change that. Corridors are not yet perfect but do feel safer. The PE Hall is safer. Having staff on the doors is hugely impactful. We are yet to make a strong impact on The Street; that remains an area of focus. We also know that there will be a lot of unreported incidents and will continue to work on that. Culture is important; we now have champions across the school and have talked about those students doing some work at parents evening and in the feeder primary schools.	
<b>9</b>	<b>Safeguarding</b>	
9.1	No significant safeguarding concerns were reported to the AC.	
<b>10</b>	<b>EDI</b>	
10.1	EDI has been covered under the AC report.	
<b>11</b>	<b>Governance</b>	
11.1	The parent councillor election had to be re-run online because some spoiled papers were handed out as voting forms. It was agreed that processes and information to parents could be improved for future elections.	
<b>12</b>	<b>Policies</b>	
12.1	N/A	
<b>13</b>	<b>Health &amp; Safety</b>	
13.1	This has been covered within the AC report.	
<b>14</b>	<b>Matters for the attention of the Board /COAC</b>	
14.1	No matters for the board or COAC were raised.	
<b>15</b>	<b>Any Other Business</b>	
15.1	Councillors heard tension in the community, including between parents, and mental health issues had led to incidents close to the school that had had a negative impact on staff and students. KW said calls to the community police team did not often receive a swift response.	

The meeting closed at

Actions carried forward:

Item No	Action	Owner
---------	--------	-------

06.12.23 02	LT will discuss link roles for Attendance and RHSE with Georgina and Angela and email councillors regarding a link role for EDI. <b>Ongoing.</b>	LT
01.05.24 01	KW will investigate the issues that occurred with the parent election process.	KW

**Next meetings:**

JCA	TBC	
-----	-----	--

**Strategic Working Group meetings (8 - 10 am, Board Room at John Cabot Academy)**

14 June 2024