

# Minutes – John Cabot Academy Council

<b>Meeting Date:</b>	6 December 2023	
<b>Location:</b>	John Cabot Academy	
<b>Time:</b>	4.30 pm	
<b>Present:</b>	Linda Tanner (LT) Kate Willis (KW) Nigel Eaton (NE) Fiona Thompson (FT) Simon Horn (SH) Jon Jones (JJ) King Egwu (KE) Matthew Fincher (MF)	Chair of Academy Council Principal Sponsor Academy Councillor Parent Academy Councillor Support Staff Councillor Executive Principal Sponsor Academy Councillor Sponsor Academy Councillor
<b>Attendees:</b>	Linda Corbidge (LC) Dom Williams (DW) Gemma Read (GR) Lynne Magee (LM)	Clerk to Academy Council Associate Principal Vice Principal Senior Operations Manager
<b>Apologies:</b>	Chris Fuller (CF) Georgina Tankard (GT) Angela Long (AL) Andrea Duignan (AD)	Teacher Academy Councillor Sponsor Academy Councillor Sponsor Academy Councillor Parent Academy Councillor

## Minutes

Item	Description	Action
<b>1</b>	<b>Introduction, Administration and Apologies</b>	
1.1	Welcome and introductions were made. LT welcomed Matthew Fincher and King Egwu to their first meeting as Sponsor Councillors.	
1.2	It was noted this was Fiona's last meeting. LT thanked Fiona for her work and commitment to the Academy Council.	
<b>2</b>	<b>Declarations of Interest</b>	
2.1	There were no verbal declarations of interest made for this meeting. LT reminded councillors to complete the Declarations of Interest form.	
<b>3</b>	<b>Governance</b>	
3.1	<b>Membership</b>	
3.1.1	It was noted an election would take place in January for a new Parent Councillor. <b><u>ACTION: Clerk to forward election documentation to the Academy</u></b>	LC
3.2	<b>Training</b>	
3.2.1	LT requested new councillors to complete Nimble modules as soon as possible.	
3.3	<b>Link Roles</b>	
3.3.1	MF will take on link role for Health & Safety. <b><u>ACTION: LT will discuss link roles for Attendance and RHSE with Georgina and Angela and email councillors regarding a link role for EDI.</u></b>	LT

3.4	<b>Strategic Working Group</b>	
3.4.1	See later item.	
4	<b>Minutes of the previous meeting</b>	
4.1	The minutes of the meeting held 18 October 2023 were agreed as a true record.	
5	<b>Matters Arising</b>	
5.1	<i>Mental Health &amp; Wellbeing Policy to next meeting.</i> Completed, see later item.	
5.2	<b>Next Strategic Working Group meeting to look at what has changed in SLR.</b> Completed, see later item.	
5.3	<i>Senior Operations Manager to attend next meeting to report on health &amp; safety.</i> Completed, see later item.	
5.4	<i>Safeguarding Policy to next meeting.</i> Completed, see later item.	
6	<b>Academy Council Report</b>	
	<i>The Academy Council Report, SEF, AIP, AIP Summary and Risk Register had been shared.</i>	
6.1	<p>KW briefed councillors on the Academy Council Report which had been shared.</p> <ul style="list-style-type: none"> <li>• Behaviour and Attendance – good. Behaviour Policy has created a good culture. Suspensions are high when compared to national averages and for disadvantaged cohorts – there are good cases provided in the report on reasons for suspensions.</li> <li>• Personal Development – good although need to review if enrichment attendance is representative. Fully planned and resource PSHE and RHSE curriculum. Safety days are responsive to local and national safeguarding issues. Well planned tutor programme. Champions lead a range of groups and feed into school council to ensure student voice.</li> <li>• Careers programme - single area for development is work experience.</li> <li>• Safeguarding – good. Both Designated Safeguarding Lead (DSL) Deputy DSL now in post. CLF audit drives action plan, termly actions result in us being responsive. The most area of concern from previous audit is alternative provision/part time timetables. JJ commented the new DSL has made a fantastic start and there is a good sense of rigor in safeguarding; systems are strong and have been shared across the Trust. Actions needed are to make robust safeguarding systems around AP provision.</li> <li>• Quality of education - good – focus required on Science, Art, and Geography. The Academy Review Visit (ARV) confirmed our understanding of each area; curriculum improvement plans are in place including support for some colleagues.</li> <li>• Staff Personal Development - individual conversations took place in Term 2. Whole school focus is on Oracy.</li> <li>• Mocks and KS3 assessments this term; strong raising attainment strategy in place.</li> <li>• SEND Attendance - remains area of concern – hub has not worked so will look at strategy again.</li> </ul>	
6.1.1	<p><b>Is SEND attendance a national issue?</b></p> <p>SEND is a national issue and the lack of resource in South Gloucestershire is also a high factor.</p>	
6.1.2	<p><b>How are CLF supporting teachers around the SEND issues?</b></p> <p>JJ explained that Whole Education SEND is a project to support SENDCos in schools through high quality CPD for knowledge and understanding. There is also a new central SENCo SEN role to provide SENCos in schools with support.</p>	
6.1.3	<p><b>Why is SEND attendance low?</b></p> <p>There is no education provision in the area for some children with EHCPs resulting in them being out of education. There will be a different approach to SEN support going forward. Analysis of SEN attendance last year showed that most was around SEMH (Social, Emotional and Mental Health) therefore the project this year is focussed on psychological safety in classrooms and corridors. The hub will close at the end of this term and be replaced with a programme of</p>	

	interventions taking place for every lesson which children with EHCP or SENK will be able to access.	
<b>6.1.4</b>	<b>Will those students have LSAs supporting them?</b> LSA support will be available for children with EHCPs. <span style="float: right;"><i>(GR/LM left the meeting)</i></span>	
<b>6.2</b>	<b>Data</b> DW circulated a paper and briefed on headline data reporting that: <ul style="list-style-type: none"> <li>• Broad picture tentatively positive for this time of year</li> <li>• Strong pastoral support provided.</li> <li>• Some subjects of concern, actions in place.</li> <li>• Attendance during mocks was high.</li> <li>• Plan between now and February – ensure what we do we do really well. Pastoral team focussed on academic achievement for individuals – give tutors ownership/information and training for majority, more bespoke plans for some KS4 students.</li> </ul>	
<b>6.2.1</b>	<b>Did the current Year 11 miss the full experience in Year 7 and 8 due to Covid years which has affected their choices and attainment now?</b> This would relate more to current Y10 not Y11.	
<b>6.2.2</b>	<b>It is encouraging to see PP and SENK cross over doing well.</b> We see significant progress for students who are here and do attend – it is the idea of belonging.	
<b>6.2.3</b>	<b>Do you have plans in place for supporting course work following the issues last year?</b> There is more of a focus this year; Creative Design is still a concern. Some new specifications prove challenging for teachers.	
<b>6.2.4</b>	<b>Are there any changes in staff for Creative Design?</b> Another experienced Art teacher has recently been recruited. We are seeing strengths in subject leadership throughout the school except in Creative Design. Design Technology has been stopped for one year and will be re-introduced at KS3 next year with the aim to reintroduce at KS4 the following year.	
<b>6.2.5</b>	<b>Is there still catch-up funding available?</b> There are no further funds; school led tutoring is still in place for one 1:1 Maths tutor.	
<b>6.2.6</b>	<b>Is all of the intervention supported internally?</b> Yes.	
<b>6.3</b>	<b>Behaviour and Exclusions/Suspensions</b>	
<b>6.3.1</b>	GR reported: <ul style="list-style-type: none"> <li>• Behaviour is good.</li> <li>• The focus this year is on corridors; the psychological safety in the corridors project was launched with all staff in September.</li> <li>• Clear routines are in place with focus on strong starts and behaviours.</li> <li>• Working party every 6 weeks.</li> <li>• Clear scripting to set the bar in a positive way with students; some staff doing well, some are taking longer to get there.</li> <li>• Staff voice is that it is simple and clear.</li> <li>• Need to build culture in some lessons. Most now behaving brilliantly in the corridors.</li> <li>• JJ noted during the ARV that corridors are quiet.</li> </ul>	
<b>6.3.2</b>	<b>Have you sought student voice?</b> End of Term 6 student survey responses included that toilets don't feel safe; toilets and PE store have been completely refurbished over the summer. Toilets now – Year 10 and 11 say improved. Year 7 & 8 talk about The Street (two way) being quite intimidating so moving towards walking on the left.	

	<p><b>JJ recommended seeking voice from individual single sex groups.</b></p> <p>The LGBTQ+ group and student council have good voices. There is work the Academy need to do with boys to understand the language they use.</p>	
6.3.3	<p>Discussion followed on staff in corridors, and difficulties caused by the increase in number of students. Student Council have been asked to take a lead on students walking on the left. One of the outcomes of the student survey was that the school do proportionately well in giving students voice.</p> <p>Councillors commented that it was important to ensure students are involved in decisions regarding safety – during tutor time, assembly.</p>	
6.3.4	<p><b>Do students have to move in silence in corridors?</b></p> <p>There are staff in narrower corridors ensuring students keep the volume down; it is an improving journey.</p>	
6.3.5	<p>KW reported that the academy was mid table within CLF for suspension rate/number of days and length and are clearly able to articulate decisions around suspensions. There will be a focus on suspensions next term.</p> <p>FT and LT reported that they had focussed on SLR/behaviour/routines at the beginning of the day at the last SWG, highlighting:</p> <ul style="list-style-type: none"> <li>• School looked calm.</li> <li>• SLR looked at – good behaviour, almost all boys. Staff voice - now another member of staff in SLR and could see all students getting on with work. Talked to students –were clearly able to express why they were late and why they had to be in SLR. It did not feel a negative space. Another student expressed that they spent less time in SLR now.</li> <li>• Saw uniform supplies – good supply of uniform ensuring students don't stand out.</li> <li>• LT commented that she had been into school a few times last term and behaviour was good. <i>(JJ left the meeting)</i></li> </ul>	
6.4	<p><b>Pupil Premium/Looked after Children</b></p>	
6.4.1	<p>DW highlighted:</p> <ul style="list-style-type: none"> <li>• Pupil Premium in year 3 of 3-year plan – quite consistent.</li> <li>• Impact on attendance gap, PP attendance gap now about 5%.</li> <li>• Gaps in results – picture is improving.</li> <li>• Some funding used for focus on students to support feeling of belonging at our school, subsidised music tuition, grant for school trips, cooking equipment and uniform. Supporting students is important so they feel they can access the curriculum and teaching and learning.</li> <li>• Still challenges but narrowing gaps in attainment/attendance are starting to show results of actions.</li> </ul>	
6.4.2	<p><b>LT advised that AD had met with DW in her link role and had noted that students with physical disabilities are not referenced in PP Report.</b></p> <p>DW responded that there was day to day narrative around students with disabilities/PP however he would be liaising with the SENCo as a result of the good challenge.</p>	
7	<p><b>Safeguarding</b></p>	
	<p><i>Safeguarding Term 1 Report had been shared.</i></p>	
7.1	<p>Councillors noted the report.</p>	
8	<p><b>Health &amp; Safety</b></p>	
8.1	<p>LM briefed on health and safety meetings which take place, annual training for all staff, other staff training as required, proactive health &amp; safety work, walk around with site team and risk assessment reviews. The academy has been rated good by CLF Health &amp; Safety Team for the</p>	

	past 3 years. We now need to follow through on the actions detailed in report which include fire doors, fire warden training on INSET and chair training.	
8.2	FT, current link governor, reported that she had felt reassured following visits to departments looking at health and safety.	
<b>9</b>	<b>Equality Diversity and Inclusion</b>	
9.1	<p>KW shared slides on EDI.</p> <ul style="list-style-type: none"> <li>• JCA actions to summer 2022</li> <li>• Actions focus 22-23; staff training/staff voice</li> <li>• Data presented.</li> <li>• 2023-24 – South Glos EDI Lead is working with JCA on Equality Mark. Term 6 baseline is the best seen. Report and data from students and staff voice. 3 key actions – training for staff around micro aggressions and the n-word; review of employment practices (across Trust); Promotion of value systems – positive stories, knowledge of different culture/religions</li> <li>• Summer 23 GCSE data – most white students outperformed non-white.</li> <li>• Attendance – BAME attendance typically above JCA average. Mixed heritage children lower.</li> </ul>	
9.2	<p><b>Re bullying data – why is there none in Years 10 or 11?</b></p> <p>There appears to be a pattern – an improving picture by Y10 or Y11</p>	
9.3	<p><b>Does the data only include reported incidents?</b></p> <p>Yes, although student voice tells us other gender-based incidents are under-reported.</p> <p>Discussion followed on types of incidents reported. KW commented that it has been found that staff are uncomfortable in challenging racial micro aggressions – training is taking place to support staff. Staff will also receive training to better identify LGBT+ negative comments. Voices are also now being sought from new group on student council around disablist comments.</p>	
9.4	<p><b>Is there anything targeting student culture, so students feel safer to report?</b></p> <p>There has been significant work around bullying to increase student confidence to report bullying incidents and education on Safety Days around appropriate way of speaking to one another. The student equality groups work with a trusted member of staff to make changes.</p>	
9.5	<p><b>Have you noticed more students willing to disclose incidents?</b></p> <p>SH responded – there is better reporting that there used to be, but we are aware there is still work to be done. Years 10 and 11 have better agency to challenge, Years 7, 8, 9 incidents are under-reported. Work is being done on awareness. Student voice is encouraged.</p>	
9.6	<p><b>Is there a space for parents to support with this?</b></p> <p>We met with the parent group who had some complaints, and these seem to be reducing. Work is starting in January to meet with Arabic and Somali speaking parents.</p>	
<b>10</b>	<b>Parent Forum</b>	
10.1	<p>KW reported that significant parent voice was sought at end of last year and parents want to provide more feedback. A survey went out at parents evening with 25 responses received. KW welcomed ideas on how to give parents greater feedback into the school as parents had shown up for the anti-bullying group. KW requested support from a parent councillor for ideas around parent feedback. It was noted there would be an election in January for a new parent councillor. Following discussion, suggestions included social event (incentive to get parents in), a mini survey per term using data from previous survey, using newsletter to promote.</p>	
<b>11</b>	<b>Other Link Councillor Reports</b>	
11.1	No further reports.	
<b>12</b>	<b>Policies</b>	

12.1	The Mental Health & Wellbeing Policy was <b>approved</b> . Councillors delegated approval/noting of further policies for Homework, Mental Health & Wellbeing, Provider Access to the Chair for publishing on the website in due course. <b><u>ACTION: Chair to review policies for Homework, Provider Access Policy Statement, Positive Handling &amp; Physical Intervention and CLF Safeguarding Policy, RHSE and advise Clerk when approved/noted.</u></b>	LT
<b>13</b>	<b>Risk Register</b>	
13.1	Risk Register had been shared and noted. Main risks highlighted were: <ul style="list-style-type: none"> <li>• Outcomes in 3 areas</li> <li>• Financial</li> <li>• Failure to recruit (national issue) and difficulty finding supply teachers.</li> <li>• Student attendance</li> <li>• Lack of operational capacity – now recruited and improved.</li> <li>• MFL – historical low uptake, now better picture</li> <li>• Staffing – now recruited new Assistant Principal and new Head of KS3 starting in January.</li> </ul>	
13.2	<b>Do you feel supported by the leadership team?</b> It feels a really strong team.	
13.3	<b>How does that fit with the ARV and ARM re discussions around actions moving forward towards beyond good?</b> The discussions follow self-evaluation and CLF Executive feedback.	
<b>14</b>	<b>Matters for the attention of the Board /COAC</b>	
14.1	It was agreed LT will raise concerns at COAC around ongoing issues of lack of support from S Glos and Bristol around exclusions.	
<b>15</b>	<b>Any Other Business</b>	
15.1	None	

The meeting closed at 6.35 pm.

Item No	Action	Owner
06.12.23 01	The clerk will send parent election paperwork to the academy.	LC
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.	LT
06.12.23 03	Chair to review policies for Homework, Provider Access Policy Statement, Positive Handling & Physical Intervention and CLF Safeguarding Policy, RHSE and advise Clerk when approved/noted.	LT

**Next meetings:**

JCA		
AC1	27/09/2023	5-8pm CLF Board & Academy Council Results Review
AC2	18/10/2023	4.30-6.30pm
AC3	06/12/2023	4.30-6.30pm
AC4	28/02/2024	4.30-6.30pm
AC5	01/05/2024	4.30-6.30pm
AC6	03/07/2024	4.30-6.30pm

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

Friday 6 October 2023, 24 November 2023, 19 April 2024, 14 June 2024