

# Minutes – John Cabot Academy Council

<b>Meeting Date:</b>	28 February 2024	
<b>Location:</b>	John Cabot Academy	
<b>Time:</b>	4.30 pm	
<b>Present:</b>	Georgina Tankard (GT)	Vice Chair, Chairing this meeting
	Gemma Read (GR)	Vice Principal
	Simon Horn (SH)	Support Staff Councillor
	King Egwu (KE) [part]	Sponsor Academy Councillor
	Angela Long (AL)	Sponsor Academy Councillor
	Andrea Duignan (AD)	Parent Academy Councillor
<b>Attendees:</b>	Wendy Hellin (WH)	Clerk to Academy Council
	Rich Cormack (RC) [part]	Vice Principal
	Alex Lynett (AL) [part]	SENCo
	Nathan Richardson (AR) [part]	AP for Raising Attainment
	Saul Graydon (SG) [part]	Head of English
<b>Apologies:</b>	Linda Tanner (LT)	Chair of Academy Council
	Matthew Fincher (MF)	LA Representative Councillor
	Nigel Eaton (NE)	Sponsor Academy Councillor
	Chris Fuller (CF)	Teacher Academy Councillor
	Fiona Thompson (FT)	Parent Academy Councillor
	Jon Jones (JJ)	Executive Principal

## Action Table:

Item No	Action	Owner
06.12.23 01	The clerk will send parent election paperwork to the academy. Completed/ <b>closed</b> .	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. <b>Ongoing</b> .	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. This item is complete and can be <b>closed</b> .	LT

## Minutes

Item	Description	Action
<b>1</b>	<b>Introduction, Administration and Apologies</b>	
1.1	Welcome and introductions were made. GR advised that KW hopes to return w/c 11 March, on a phased return.	
<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>	
<b>3.1</b>	<b>Membership</b>	
3.1.1	GR confirmed that the parent election process has started.	
<b>3.2</b>	<b>Training</b>	
3.2.1	Academy Councillors were reminded to complete their Nimble training as soon as possible.	

4	<b>Minutes of the previous meeting</b>	
4.1	The minutes of the meeting held 6 December 2023 were agreed as a true record.	
5	<b>Matters Arising</b>	
5.1	The action table above has been updated.	
6	<b>English – Saul Graydon (SG)</b>	
6.1	Saul Graydon provided an update on the English department, including monitoring, student data and psychological safety in the classroom.	
6.2	<p>Book looks and learning walks</p> <ul style="list-style-type: none"> <li>• A curriculum plan is in place for English, all teachers are teaching the same thing daily.</li> <li>• Consistency in learning objectives – this is evident in nearly all books; there is an area for improvement for one teacher.</li> <li>• In KS3, notably in Y7 and 8, handwriting and basic literacy concerns are more prevalent with these becoming reduced in Y9. This mirrors the upward trend regarding student DOOYA grades which are low in Y7 but peak in Y9 with 60% attainment, and 11% value added. The vast majority of students do well and rise to the challenges set.</li> <li>• At KS4 there is a need (particularly for staff new to JCA) to set sufficiently challenging work.</li> <li>• Moderation and standardisation at KS4 is robust and secure. There have never been any changes made or suggested by the CLF moderation team. Marking at JCA always comes out as accurate.</li> <li>• KS4 is well taught and the teachers are accurate and knowledgeable about the assessment criteria and how to move students on. This is displayed in the results in English at JCA.</li> </ul>	
6.3	<p>Data</p> <ul style="list-style-type: none"> <li>• Current Year 10 data from their January mocks identifies that: <ul style="list-style-type: none"> <li>○ JCA students perform better by approximately 0.5 grade than other CLF students in English Language and Literature.</li> <li>○ There are negative gap differences between the following groups of identified students – PP and male vs females (with females outperforming boys).</li> <li>○ SEND K value added is +0.34 and the CLF average is -1.51.</li> <li>○ In Y10 students are currently performing better in English Literature. Classes are set, and the graduation of marks/grades reflects the broad ability of the sets.</li> </ul> </li> <li>• Year 11 <ul style="list-style-type: none"> <li>○ JCA are 3.4% points above the national average; there are gaps in PP vs non-PP, and male vs female students.</li> <li>○ Overall progress of SEND K is 0.06 below a national average of 73.4.</li> </ul> </li> </ul>	
6.4	<p>Student Psychological Safety</p> <ul style="list-style-type: none"> <li>• Staff are scaffolding lessons/resources to meet SEND needs.</li> <li>• SEND is diverse – students are given help regarding their need – SEMH students are encouraged but not put on spot. Students are given a voice to support choices in the seating plan to make them feel comfortable.</li> <li>• Staff are getting to know students on an individual level.</li> <li>• Staff use texts which are broad and diverse, that students can relate to in their own life and the cultural beliefs beyond them.</li> <li>• Quick ‘in the moment’ feedback is given to those students to ensure they can act on any misconceptions or targets at the same pace as others.</li> <li>• SEND students receive extra practice so they can master the skills needed for the level of work.</li> </ul>	

	<ul style="list-style-type: none"> <li>SEND learners are all individual learners – staff give advanced warning for things such as asking questions and do not force students to answer, praise is given consistently and appropriately.</li> <li>Staff are using knowledge of students and are stepping in to help them get started, then withdrawing the scaffold when confident.</li> <li>Staff choose texts appropriate for the skill.</li> </ul>	
6.5	<p>Key areas from CTIP</p> <ul style="list-style-type: none"> <li>New staff need additional support in subject and assessment knowledge.</li> <li>The timetable rewrite has reduced class splits considerably.</li> <li>HAP students improve by a minimum of 6 marks to take into account the raised grade boundary levels of 2023 and those projected for 2024.</li> <li>Continued learning walks for a focus on SEND K.</li> <li>Check in with class teacher with a focus on individual strategies relating to Blackbox data.</li> </ul>	
6.6	<b>Questions from the Academy Council</b>	
6.7	<p><b>Do you think you are still seeing a Covid trend, in terms of children coming up through?</b></p> <p>Yes, it will be there in the wider sense for some time. Including a shift in the view around children coming to school.</p>	
6.8	<p><b>Is the female performance better due to the texts used?</b></p> <p>The texts have not changed; some groups are very boy heavy. A piece of work is underway to challenge that group of books.</p>	
6.9	<p><b>Can you give some clarity around why you use setting for literature but not language?</b></p> <p>Language and literature are taught together, so all in the same sets. There are 3 classes on each side of the timetable (an X and Y set), with a top, middle and bottom set. The bottom set is a small class on each side.</p>	
6.10	<p><b>How do you determine who is in the sets?</b></p> <p>We know the students well and meet as a group to discuss and agree each set; this includes looking at the data and the student's writing.</p>	
6.11	<p><b>Is there fluidity so that students can move between sets?</b></p> <p>Yes, we move the students between groups where we need to.</p>	
6.12	<p><b>How many students are in each set?</b></p> <p>There are 36 and 39 in the upper sets, and 19 in the lower set, meaning that set gets some extra nurture. The upper sets are genuinely motivated, with less behaviour issues so I can drive the learning in those classes even though they are larger.</p>	
6.13	<p><b>Is giving them a choice in the seating plan part of your Psychological Safety Plan?</b></p> <p>Yes, it gives them the choice, and in the processes they learn and have some agency. We give them agency in other ways, such as deciding what units to start with from the curriculum.</p>	
6.14	<p><b>What is the student feedback on working that way?</b></p> <p>They like their voice being heard. English always comes out strong. The student council speak highly of maths, and know their voice is heard and respected, especially through English and PHSE.</p>	
6.15	<p><b>Is this reflected in other subjects?</b></p> <p>Yes, even in maths; oracy is well supported across the school.</p>	
7	<b>Geography - Claire Dutton</b>	
7.1	Claire Dutton (CD) provided the following update on Geography.	
7.2	<p>The department is:</p> <ul style="list-style-type: none"> <li>Following the curriculum.</li> <li>Moving forward with oracy.</li> </ul>	

	<ul style="list-style-type: none"> <li>Looking at the deconstruction of resources and questions and construction of answers.</li> <li>Looking at the use of different stimulus and response – resources, data, and statistical.</li> </ul>	
	<p>Staff need to:</p> <ul style="list-style-type: none"> <li>Continue to emphasise and clarify links, increase efficiency with pedagogy in areas</li> <li>Encourage more student voice.</li> <li>Deliberate planning into lessons.</li> <li>Modelling – increase of ‘we do, you do’ and increase student independence with appropriate scaffolding.</li> </ul> <p>CPD:</p> <ul style="list-style-type: none"> <li>Review of lessons within Federation Network Nights, CTMs and AQA courses.</li> <li>Dissemination of information, e.g. from reading, ARV involvement and sharing good practice in CTMs.</li> </ul> <p>Data:</p> <ul style="list-style-type: none"> <li>There has been a marginal positive shift in the November mocks data from Year 11.</li> <li>Students are assessed twice a term (except where there is a mock).</li> <li>Staff are working on short value questions and maths skills.</li> <li>The data for current Year 10 shows greater progression throughout the year.</li> </ul> <p>Psychological Safety</p> <ul style="list-style-type: none"> <li>The curriculum is followed consistently.</li> <li>The seating plans are less rigid; there is more fluidity to allow teachers to get close to key individuals.</li> </ul>	
<b>7.3</b>	<b>Questions from the Academy Council</b>	
7.4	<b>Are the classes mixed ability?</b> Yes	
7.5	<b>How many students are in each class?</b> There two classes, one of 30 and one of 26 and an additional smaller nurture group of 10 students when they are all in.	
<b>8</b>	<b>SEND – KS3 data and the crossover between SEND and PP – Alex Lynett</b>	
8.1	<p>AL advised that in order to identify students with SEND needs, the following things are considered:</p> <ul style="list-style-type: none"> <li>Students with attendance under 94%.</li> <li>Students with behaviour concerns that have spent time in the SLR or who have been suspended.</li> <li>Students who are on the STAGE process.</li> <li>Students where safeguarding concerns have been reported.</li> </ul> <p>This enables AL to build a picture of the students and to identify if something at home or outside of the academy is affecting their attainment, progress and attendance. AL considers if the student has been discussed at a Team Around the Child (TAC) meeting. Students identified will not always have identified SEND needs and might not be on the SEND register but still need support and an assessment of needs will be carried out.</p>	
8.2	<p>Once a picture of the student has been built up, staff then look at individual attainment and progress data and consider what interventions are needed. AL shared a data table showing the DOOYA information for each student identified. The spreadsheet tracks progress, showing gaps in learning, the interventions in place and what further needs to be done. Interventions begin as soon as possible in KS3 so that students are in a better position to access learning when they reach KS4. All pastoral Heads of Year have a copy of the SEND tracker and the expectation is that they talk to their team about what they are doing, and what they know works for each student.</p>	
<b>8.3</b>	<b>Questions from the Academy Council</b>	
8.4	<b>What support is there in terms of autism?</b>	

	Paula Baker is our trained specialist in autism. All staff have had gap training and Step Into Autism training.	
8.5	[KE arrived].	
8.6	<b>Is she based here?</b> Yes, she works part time, 3 days a week and is also an LSA working with some of the highest need students.	
8.7	<b>Do students often come to JCA with the recognition of autism from primary?</b> No, that is very rare, particularly in girls. Girls are very good at masking autism. There might be a little bit of evidence but it is often not identified until year 7 or 8. This is where we see it and why we do the tracking. The waiting list for an autism assessment is around 5 years, so once we identify it we put support in place, we do not wait for a diagnosis. A lot of the support needed is for a communication need, so we use speech and language interventions.	
8.8	<b>How do you ensure support is tailored to meet need?</b> We build up a holistic picture of the child. Year teams are very good at triangulating the information we have, so looking at things seen in school, lesson observations and parental observations. We track the impact of interventions in place and then adjust them if they are not having impact.	
8.9	<b>How much input do you have from parents and carers?</b> It varies. Some parents can find the information overwhelming and can be as equally anxious as the child. Some parents do not want their child 'labelled' and will refuse to have them added to the SEND register, others welcome it. It can vary according to culture too.	
<b>9</b>	<b>Raising Attainment – Nathan Richardson</b>	
9.1	Nathan Richardson (NR) provided an update on raising attainment. <ul style="list-style-type: none"> <li>• From mid-December to mid-January all KS3 students completed DOOYA assessments in class across all subjects.</li> <li>• Data has been collected and the focus is on the value-added figure. This looks at the students level on joining JCA and the individual progress made, compared to expected progress.</li> <li>• The data shows that Teaching and Learning is strong at JCA.</li> <li>• The area of focus is on SEND K and PP students.</li> <li>• Value added in years 8 and 9 are positive; English and maths is strong and the Value-Added gap for PP has decreased.</li> <li>• Year 9 English and maths attainment is at or above that of the rest of the CLF.</li> <li>• Geography is still an improving picture; in Year 7 value added is -3.6% but it improves in Year 8.</li> <li>• Spanish has been a focus for some time but data now shows that it is a hugely improving picture at KS3 and in GCSE too.</li> <li>• The DT course has been removed at both KS3 and GCSE due to a lack of specialist teachers; it will be reintroduced next year.</li> <li>• Art continues to need to improve.</li> <li>• Music and drama are strong across all year groups.</li> </ul>	
9.2	<b>Questions from the Academy Council</b>	
9.3	<b>We have heard about strong practice in English. How much of that is shared across other subjects?</b> We do it formally, once a term through CTL meetings. WE pair subject leaders up and give them data to interrogate, talk about planning and share what works for individual students in different classes. We also do some of this across the federation and it happens informally almost daily. In term 2 all staff did some joint lesson observations across maths and geography	

	and they have some dedicated time each week to share resources. This will also happen in science shortly.	
9.4	<b>In terms of pupil voice, 23% of students said they did not have good relationships – how is that measured?</b> This was through a questionnaire completed in tutor groups. It was completed in groups and not all students completed it so it is not completely reliable data.	
9.5	<b>The report mentions children in alternative provisions. How many are attending alternative provisions and how do you keep track of them.</b> We have some full-time and some part-time attendance at alternative provisions. Some are full-time at Education First, a number are at Bristol Hospital Education or Pathways. There is a tracker in place to track them, both in terms of attendance and progress. There are weekly attendance reports provided, termly check ins and on-site visits to the provision.	
9.6	<b>Do any students go to work placements?</b> One person is on an extended work experience placement.	
9.7	RC provided some further information about Psychological Safety and the link between wellbeing and good outcomes.	
10	<b>Attendance – Rich Cormack</b>	
10.1	Attendance is good overall, at 92.4% at the end of term 3. Attendance for the whole trust is 89.7%; JCA is at the top of the CLF tables and above national. In terms of year groups, Years 8, 10 and 11 are also at the top of the CLF tables, with Years 7 and 9 in the middle.	
10.2	Strong attendance processes are in place and continue to be followed robustly. The staged process includes letters of concern, school attendance meetings, panel meetings and legal processes. It is rare that the legal process will be followed if the school can see the parent in engaging and doing all they can to support attendance. RC shared a table showing some 200 attendance interventions across the first half of the year.	
10.3	Attendance by Key Cohorts	
10.3.1	RC shared attendance by PP, non-PP, male, female, SEND K, SEND E, non-SEND, CIC and EAL cohorts. The whole picture shows a slight decline from term 1 to term 3. SEND E has increased a little. RC described some individual case studies for children in alternative provisions and for those with zero or extremely low attendance.	
10.4	<b>Questions from the Academy Council</b>	
10.5	<b>What was the overall average attendance pre-Covid ?</b> It was around 95%.	
10.6	<b>What is attendance of parents like at the school attendance meetings?</b> It is around 50%. Sometimes the first time we see them is at a Parent Contract meeting or Attendance Panel Review. Research shows that being in school is the best intervention for improved progress and outcomes, and the team remains focused on this, and is not complacent.	
10.7	GT thanked GR, RC and the pastoral team on behalf of the Academy Council for their work on improving attendance.	
11	<b>Behaviour and Exclusions</b>	
11.1	There has been a significant shift in the number of students referred to the SLR, or on one of the behaviour stages. Each of the stages (1 – 4 were explained). Stage 1 is tutor support and this increases through to Stage 4 where there are significant behaviour concerns for the student and external support may be involved. Year 9 is typically the most challenging year group in terms of behaviour.	
11.2	In term 2 there were 1600 referrals to the SLR compared to 3400 last year, so it has reduced by over half. The SLR room is now much quieter in terms of numbers and behaviour. Two years ago, behaviour in the academy was such that there were 2 SLR rooms in operation, so there have been significant improvements. In term 3 there were a similar number of referrals, and again a huge reduction compared to the same time last year. PP and SEND students are still	

	over-represented in the data, however, the more vulnerable SEND K students are not being referred out of lessons as much as they are feeling more supported in class.	
11.3	In terms of the behaviour stages, there are currently 61 students in that process. However, there are only 11 students at stage 4, and 4 students at stage 3. Last year there were 216 students involved in the behaviour stages process, at this point in the year.	
11.4	The reason for the reduction includes a well-embedded Ready To Learn system; students and staff know the expectations, and there is strong consistency in the use and application of the routines. The work around psychological safety in class is having an impact.	
11.5	Suspensions are used rigorously where appropriate. Some academies have lower suspensions, JCA have similar suspensions to BMA sitting in the middle of the overall trust data. Suspensions are used to act quickly to stop the escalation of behaviours that negatively impact the strong culture of the academy. Suspensions are always used where there has been bullying and for significant events such as physical assaults. This supports the wellbeing of staff and students. SH advised that the school generally feels calmer, especially around corridors. There has been a shift to a more positive culture.	
11.6	<b>Questions for the Academy Council</b>	
11.7	<b>Are students in the SLR a lot due to lateness?</b> Yes, we still see some of that, with period 1 often being the busiest time in there. Some students do have genuine reasons for being late as they depend on unreliable bus services. Where this is the case they are easily able to provide evidence to staff, and we get those students straight into lessons.	
12	<b>Academy Council Report</b>	
12.1	<b>Mock results</b>	
12.1.1	GR advised that data from the most recent mocks has only recently been received by the academy. <b>ACTION: Mock data will be shared ahead of the next AC meeting, for discussion at that meeting.</b>	GR/KW
12.2	<b>Questions from the Academy Council on the AC Report</b>	
12.3	<b>What is working well in terms of safeguarding?</b> The new DSL is new in post and is bringing more strategy to safeguarding and working with the PHSE Lead to ensure the curriculum is adaptable for families. A lot of work is happening around knife crime and this is taking place in tutor time and in PHSE time with trusted teachers. A Safety Day is taking place next week and will include a knife crime workshop for each year group. A number of families have been directly affected by the recent knife incidents in Bristol, and a wider number of families and students are feeling anxious. There are both individual plans in place, as well as a broad curriculum approach to it. Pastoral teams are prepared for the workshops and are aware that if some students find the workshops difficult they have time out cards they can use.	
12.4	<b>Complaints have featured quite highly in the past, what is the number of complaints received this year?</b> Complaints have reduced this year, for the first time since Covid. Families and students are being better supported, and concerns addressed swiftly. Students have more voice and agency. We are delivering student friendly policies through tutor time and student council. We started with the Safeguarding Policy, and then Complaints. In term 4 we will look at the Anti-Bullying policy and then Online Safety. Behaviour issues tend to emerge in the last ten minutes of lunch or break. Issues also arise from things that happen outside of the academy, especially with social media. There is also some increase in incidents where students are not allowed their phones in school and do not know how to not be bored without it. There are more incidents across years 7 – 9 as those students learn how to manage that time.	
12.5	<b>ACTION: AL would like to attend all Safety Days. GR to ensure AL has the dates in advance.</b>	GR

<b>13</b>	<b>Safeguarding</b>	
13.1	GR circulated the term 1 and 2 safeguarding reports. The term 3 report is not yet complete, however, the safeguarding data within it will look similar to that of term 2.	
<b>14</b>	<b>Health &amp; Safety</b>	
14.1	This has been covered within the AC report.	
<b>15</b>	<b>Policies</b>	
15.1	<p>The following policies have been circulated prior to the meeting. No feedback has been received from Academy Councillors.</p> <p><b>The following policies are approved:</b></p> <ul style="list-style-type: none"> <li>Admissions Policy</li> <li>Homework Policy</li> <li>CEIAG Policy</li> <li>SEND Policy and Information Report</li> <li>JCA Provider Access Statement</li> </ul> <p><b>The following CLF policies were noted:</b></p> <ul style="list-style-type: none"> <li>CLF Remote Learning Policy</li> <li>CLF Safeguarding Policy</li> <li>CLF Exclusions and Suspensions Policy</li> <li>CLF RHSE Policy</li> <li>CLF Positive Handling and Interventions Policy</li> </ul>	
<b>16</b>	<b>Matters for the attention of the Board /COAC</b>	
16.1	No matters for the board or COAC were raised.	
<b>17</b>	<b>Any Other Business</b>	
17.1	No further business was raised.	

The meeting closed at 6.40 pm.

**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
28.02.24 01	Mock data will be shared ahead of the next AC meeting, for discussion at that meeting.	GR/KW
28.02.24 02	AL would like to attend all Safety Days. GR to ensure AL has the dates in advance.	AL

**Next meetings:**

JCA		
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