

# Minutes – John Cabot Academy Council

<b>Meeting Date:</b>	3 May 2023	
<b>Location:</b>	John Cabot Academy	
<b>Time:</b>	4.30 pm	
<b>Present:</b>	<p><b>Georgina Tankard (GT)</b>  <b>Kate Willis (KW)</b>  <b>Dan Nicholls (DN)</b>  <b>Angela Long (AL)</b>  <b>Andrea Duignan (AD)</b>  <b>Alex Withers (AW)</b>  <b>Simon Horn (SH)</b>  <b>Nigel Eaton (NE)</b></p>	<p>Sponsor Academy Councillor (Acting Chair)  Principal  Executive Principal  Sponsor Academy Councillor  Parent Academy Councillor  Sponsor Academy Councillor  Support Staff Councillor  Sponsor Academy Councillor</p>
<b>Attendees:</b>	<p>Linda Corbidge (LC)  Annie Massey (AMA)  Alex Lynett (ALy)  Dom Williams (DW)  Paul Comber (PC)</p>	<p>Clerk to Academy Council  Assistant Principal  SENCo  Associate Principal  Associate Principal</p>
<b>Apologies:</b>	<p>Linda Tanner (LT)  Veronica Mastrandrea (VM)  Alison Evans (AE)  Fiona Thompson (FT)</p>	<p>Chair of Academy Council  Teacher Academy Councillor  LA Representative Academy Councillor  Parent Academy Councillor</p>
<b>Absent:</b>		

## 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>	
<b>3.1</b>	<b>Membership - full</b>	
<b>3.2</b>	<b>Training</b>	
3.2.1	AD reported that she had attended training for Pupil Premium and Disadvantage. AL had attended training on Prevent.	
<b>3.3</b>	<b>SWG Meeting</b>	
3.3.1	Mock results had been shared. English and Maths remains strong. The significant learning for next year is around course work doing better. The difference between last year to this year is a larger cohort of students who are disengaged with education. One course Media Studies is doing badly.	
	<b>Questions from Academy Council</b>	
<b>3.3.2</b>	<b>Are the students disengaged as a result of Covid</b>	

	Yes.	
<b>3.3.3</b>	<b>How many students are significantly disengaged?</b> Three have not returned to education post Covid plus there are another two or three who have disengaged for a variety of reasons.	
<b>3.3.4</b>	<b>Is that typical across the Trust?</b> DN responded, yes and across the country. The main amount of disenfranchisement is at Secondary particularly Years 10, 11 and 13 with many more absences from school. It has recovered a little at Primary. Behaviour is more difficult in schools generally with severe absence data (below 50%) now being published in addition to persistent absence (below 90%). There are significant numbers across the Trust lower than 50%. KW added that JCA have the least bad persistent absence in the Trust.	
<b>3.3.5</b>	<b>Is it because students liked online lessons or are they using it as an excuse not to attend?</b> Some students became engaged in risky behaviours during lockdowns and periods of absence, one has long term health condition, and one family situation has broken down. Those who have elected for home education prefer home learning or have anxiety around coming to school. Year 10s took a lot of resilience to get back into Year 8 after the pandemic then we saw attendance start to decline. Children are lacking in social skills.	
<b>3.3.6</b>	<b>Are the 3 pupils you mentioned friends?</b> No. Discussion followed around Covid 'giving permission not to attend school', reflecting that students don't have a sense of belonging at school in the same way as previously and are also seeing their parents working from home.	
<b>3.3.7</b>	<b>How do you address it?</b> The Child Commission has completed a lot of work on patterns of attendance. There is some evidence of a lot of good recovery in Primary and attendance is picking up there. There is a lack of support for alternative provision to address the increased need in school and the more bespoke support is not available. We continue to try to support students with high needs in mainstream education where their needs are not being met.	
<b>3.3.8</b>	<b>Do students like the curriculum?</b> The JCA offer will not meet the need of a small number of students. We only have a small pot of £20000 to spend across the school for alternative provision.	
<b>4</b>	<b>Minutes of the previous meeting</b>	
4.1	The minutes of the meeting held 1 March 2023 were agreed as a true record.	
<b>5</b>	<b>Matters Arising</b>	
5.1	<i>NE to provide feedback on Careers.</i> Following attendance at Link Governor network meetings where best practice is shared, NE reported that he felt JCA is in a good place and is happy with the progress being made. Common issues raised were: <ul style="list-style-type: none"> <li>• Parent engagement</li> <li>• Providing work experience in person</li> <li>• Keeping track of where students go when they leave post-16. Steve Church is creating a sustainable plan; looking at training providers and apprenticeship schemes.</li> </ul>	
5.2	<i>CIC annual report discussion taken forward to next meeting when Annie will be in attendance.</i> See later item.	
5.3	<i>Include questions on knowing trusted adult in student voice this week.</i> There has been significant student voice on questions Ofsted could ask. An interesting finding was that students felt pastoral staff were responsible for keeping them safe. As a result, KW held assemblies to address this with students.	
5.4	<i>Include notes/actions from Anti Bullying Working Party in Parent Newsletters</i> Completed. Councillors commented that the newsletters did not seem to be mobile friendly.	

	<b><u>ACTION: KW will check that newsletter is mobile friendly.</u></b>	<b>KW</b>
5.5	<i>Add EDI to SWG agenda.</i> <b><u>ACTION: Taken forward - EDI to next SWG when data from staff surveys, behaviour incidents will be available.</u></b>	<b>KW</b>
5.6	All other actions were agreed as completed.	
	<b>Academy Council Report</b>	
	<i>The Academy Council Report, SEF, AIP and AIP Summary and Risk Register had been shared.</i>	
<b>6</b>	<b>Quality of Education</b>	
	<b>Questions by Academy Council</b>	
<b>6.1</b>	<b>How are learning walks followed up?</b> There is a bigger programme of QA activities. At the beginning of the year Curriculum Leaders are asked to self-evaluate teams to form an action plan and complete a QA activity to look at the impact of the action plan. KW explained the Learning Walk policy 'Ready to Teach', which includes follow up feedback discussion with line manager.	
<b>6.2</b>	<b>Do Curriculum Leaders doing the learning walk have knowledge of pupils in those classes e.g., their needs?</b> Yes, each Curriculum Leader would have a folder with needs detailed.	
<b>6.3</b>	<b>How are learning walks seen and welcomed by teachers?</b> They are seen as developmental. We know they are accepted and welcomed as no complaints have been received.	
<b>6.4</b>	<b>Do you do coaching with staff?</b> We don't do instructional coaching; a small number of colleagues are receiving bespoke coaching as an identified need to support their practice. Another trial this year which has worked well is the Maths team have trialled joint planning. The Geography department is now doing similar.	
<b>6.5</b>	<b>Have you seen a positive impact from support given?</b> Maths is working well; we will see with Geography.	
<b>6.6</b>	<b>Are there structures in place to give teachers the opportunity to ask for help?</b> Yes, every teacher has a Personal Development Plan which is reviewed several times a year. We are aware there is more work to do there as we know that PD did not score highly last year. Staff survey results will follow shortly, and we are hoping it is better this year. Non-teaching staff have had more PD focus this year.	
<b>6.7</b>	<b>It is a concern to see the percentage of pupils that don't feel safe all the time. What actions have been taken?</b> We have investigated this, and it is particular areas of the building where they feel unsafe e.g., the PE store – PE staff now man that space more heavily. Also, the corridors are narrow; we already have a one-way system and are about to consult with staff for a launch in September on increased staff presence in corridors to manage behaviour better. Toilets are busy with only 9 for all students.	
<b>6.8</b>	<b>Are students only allowed to go to the toilets at break times?</b> Some students have a pass; staff do have some discretion.	
<b>6.9</b>	<b>Does this work well?</b> There was a system of giving card to students if out of lesson, but this has dropped off as a result of supply teachers not knowing the rule.	
<b>6.10</b>	<b>Is the issue with feeling safe in corridors due to pushing and shoving in corridors?</b> Corridors are just busy – we need to get more staff presence there.	
<b>6.11</b>	<b>Is it possible to stagger year groups?</b>	

	We already stagger breaks and lunches which involves a lot of staff duty and this is successful. Corridors are more of a problem this year as single lessons now lead to more corridor movement compared to during Covid.	
6.12	<b>Would it be a better option to move to more double lessons?</b> We have consulted with teachers to increase double lessons and are driven by needs of the curriculum.	
6.2.1	<b>What is Ready to Learn+</b> We have case studies of classes where there are a significant number of behaviour incidents and are running a trial of Ready to Learn+. It has been very impactful from student voice and student incident data. We will roll it out wider next year – it is about strong student relationships in the classroom.	
7	<b>Achievements and Standards</b>	
7.1	<b>Attendance</b>	
	<b>Questions by Academy Council</b>	
7.1.1	<b>Why is there a high increase in referrals to SLR?</b> This is a result of increased expectations; we have included lateness and being equipped for school this year.	
7.1.2	<b>Haz zero tolerance for lateness and increased expectations for equipment worked?</b> Yes, it has worked well.	
7.1.3	<b>How long are students in SLR for lack of equipment or being late – are they missing too many lessons?</b> Students are in SLR until the end of the next social time; they can leave early if they reach the criteria. Rich Cormack is exploring why each student is in SLR and alternative strategies to try to reduce the number of students going to SLR.	
7.1.4	<b>There was a massive push in the September parent newsletter on expectations around lateness – has this helped?</b> Yes, lates have reduced from over 100 a day to 10-15. Student voice with students is that they like rules and routines and the rules around lateness and equipment are well understood. There are exceptions with bespoke individuals.	
7.1	<b>Budget 2023/24</b>	
7.1.1	KW highlighted: <ul style="list-style-type: none"> <li>The academy will not meet business rules this year, ending with a deficit of £123K due to energy rises and unfunded pay rise for staff. In-year savings of 1% have had to be made in order to reach £123K deficit, with minimal spending.</li> <li>The budget for 23/24 has been set at breakeven. Other CLF schools are not in as good a position.</li> </ul>	
	<b>Questions by Academy Council</b>	
7.1.2	<b>Will there be extra students next academic year?</b> There are 180 in each academic year; we are working to increase the PAN (Pupil Admission Number) as higher numbers would be more economical.	
7.2	<b>Pupil Premium /Looked After Children</b>	
	<b>Questions by Academy Council</b>	
7.2.1	<b>The LAC Report is an interesting report. There are several unaccompanied asylum seekers as well as other LAC children. Do you get extra money for LAC?</b> Yes, the extra funding is spent on interventions. Councillors thanked Julie Jarrett for a very comprehensive report.	
7.3	<b>SEND</b>	
7.3.1	ALy provided highlights from the SEN Inclusion support shared paper (in meeting folder).	
	<b>Questions by Academy Council</b>	

7.3.2	<b>How successful is the hub at reintegrating students?</b> The majority are successful at returning to lessons.	
7.4	<b>EAL</b>	
7.4.1	PC provided detailed information on EAL provision from beginning of year focus (slides in meeting folder): <ul style="list-style-type: none"> <li>Identified who EAL students are and now on database (previously not accurate).</li> <li>EAL handbook created for staff – contents shared on process for admission/assessment to identify level of EAL for students (band A/B and C/D/E) Support strategies introduced at January Inset.</li> <li>From Term 3 onwards 1:1 support given to Band A/B students.</li> <li>Next steps: embed all actions to date; continue and extend support for A-B students; whole school development of in-class support strategies.</li> </ul>	
	<b>Questions by Academy Council</b>	
7.4.2	<b>Do you ever use peer to peer support in class?</b> Yes, this is within the support strategies.	
7.4.3	<b>What is feedback from staff?</b> It is very early; it will be interesting to see staff voice going forward. The only way to bring it to life is good personal development.	
7.4.4	<b>How will you monitor impact?</b> The Bell Foundation has created a tracker. We started tracking in Term 4 and expect to see the start of impact in Term 6 on 1:1 work done.	
7.4.5	<b>Does the increased number of EAL pupils you have now impact on communication with families?</b> We are aware of this. A mentor from Youth Concern from the Somali community works with some of our students and we are using the mentor more with families who need this support.	
7.4.6	<b>Would it help to move communication away from written form e.g., use videos?</b> We will aim to do this.	
7.4.7	<b>Is there a specific student voice for EAL students to provide support for a particular language as peer-to-peer support is powerful?</b> We have a Race Equalities Group but not an EAL group.	
8	<b>Safeguarding</b>	
	<i>The Safeguarding Terms 3 and 4 Report had been shared</i>	
8.1	AL (Safeguarding Link) reported: <ul style="list-style-type: none"> <li>that she had met with the DSL following his considerable length of absence due to bereavement. AL had been reassured that safeguarding had worked well in his absence.</li> <li>Attended Safety Day which was good.</li> </ul>	
8.2	KW commented: <ul style="list-style-type: none"> <li>Strengths are response to incidents, analysis of trends, appropriate support, PSHE planning, FGM processes, and Safety Days.</li> <li>Improving areas are administration, procedural and better use of the wider team.</li> </ul>	
	<b>Questions by Academy Council</b>	
8.3	<b>What was put in place during the DSL absence?</b> A colleague stepped up from pastoral duties and an agency worker was brought in to cover the duty of the SLL which worked as a temporary fix. The counsellor has also been off sick, however has returned today and we now have a mental health person who started in the last week. Capacity is returning. We are aware that there is work to be done in safeguarding as regards roles and responsibilities of the wider team.	

8.4	<p><b>AD asked if all required DBS checks had been carried out as she was waiting for her check to come through.</b> KW reassured councillors that all other checks had been done, with weekly checks undertaken of the SCR.</p> <p><b>ACTION: KW will chase HR for AD's check.</b></p> <p><b>POST MEETING NOTE: HR have contacted AD to complete the last stage of the DBS check.</b></p>	KW
8.5	<p><b>Is there a trend/actions to be taken as child-on-child incidents have risen?</b></p> <p>There were 3 compared to 1 previously.</p> <p><b>ACTION: KW will report back on incidents with more detail to see if beginning of a trend.</b></p>	KW
8.6	<p><b>Two children on Child Protection Register are only in school for one hour per day – is this a risk?</b></p> <p>KW gave more details of the family involved who are highly vulnerable and reasons why these actions are being taken.</p>	
9	<b>Other Link Councillor Reports</b>	
9.1	AD gave an update on the Anti bullying Working Group – parent participation has dropped again. Student participation and contribution has been fantastic.	
10	<b>Policies</b>	
10.1	Policies <b>approved/noted:</b> JCA Admissions Sept 2024, Online Safety, Mental Health & Wellbeing, Self-Harm, SEND & Information Report.	
10.2	<b>GT recommend sharing the Self Harm Policy with parents as the policy is a good source of support for parents.</b>	
	<b>Questions by Academy Council</b>	
10.3	<p><b>How do you communicate to parents that the policies are in place? Do you feature a policy in newsletter/coffee mornings?</b></p> <p>Policies are available on the website.</p>	
10.4	<p><b>Do you have guidance on schools sharing child conversations with parents around LGBT/gender identification?</b></p> <p>The DfE guidance has not been released yet; at this point we deal with this on a case-by-case basis. We would listen and raise any big concerns to safeguarding lead at this point.</p>	
11	<b>Risk Register</b>	
11.1	<p>Risk Register had been shared; KW outlined key risks:</p> <ul style="list-style-type: none"> <li>• Key curriculum areas underperforming – Creative Design, Geography (trying to address, not seeing impact yet)</li> <li>• Science – recruitment crisis is having an effect and cannot get long term supply/advertised numerous times. Fully recruited for Science next year except for maternity leave post.</li> <li>• Vacancies for maternity Science; Drama; Spanish (hoping to appoint from field); Head of PE.</li> <li>• Teacher recruitment crisis</li> <li>• Lack of supply cover</li> <li>• Deficit budget is constraining spending and will continue into next year.</li> </ul>	
12	<b>Matters for the attention of the Board /COAC</b>	
12.1	None.	
13	<b>Any Other Business</b>	
13.1	None.	

The meeting closed at 6.35 pm.

Next meetings:

JCA	Weds 4.30 - 6.30pm
AC6	5-Jul-23

Strategic Working Group meetings (8 - 10 am, Board Room at John Cabot Academy)  
Wed 21 June 2023

