

Minutes – John Cabot Academy Council

Version:	Final	
Meeting Date:	15 July 2020	
Location:	Teams – online meeting	
Time:	4.30 pm	
Present:	Linda Tanner (LT) Scott Raybould (SR) Kate Willis (KW) Angela Long (AL) Claire Axel-Berg (CA) Dan Nicholls (DN) Alison Evans (AE) Holly Vickers (HV) Rob Stroud (RS)	Chair Academy Council Parent Academy Councillor Principal Sponsor Academy Councillor LA Academy Representative Executive Principal Sponsor Academy Councillor Student Advocate Academy Councillor Sponsor Academy Councillor
Apologies:	Neil Ferris (NF) Sam Shousha-Nady (SS) Georgina Tankard (GT) Fiona Thompson (FT) Emily Grainger (EG)	Support Staff Academy Councillor Teacher Academy Councillor Sponsor Academy Councillor Student Advocate Parent Academy Councillor
Absent:		
Attendees:	Linda Corbidge (LC) Chris Ballard (CB) Emma Ball (EB) Amanda Morris (AM) Steve Church (SC)	Clerk to Academy Council Academy Vice Principal Assistant Principal Assistant Principal Assistant Principal

Minutes

Item	Description	Action
1	Introductions	
1.1	Welcome and introductions by LT.	
2	Declarations of Interest	
2.1	There were no updates to declared interests.	
3	Minutes of the previous meeting	
3.1	The minutes of the meeting held 6 May 2020 were agreed as accurate.	
4	Matters Arising	
4.1	<ul style="list-style-type: none"> Academy Councillors to complete E-Safety Module, link circulated. KW advised that the academy had received the E-Safety Accreditation. Pupil Premium spending to be shared at next meeting, to include a recommended context for high profile students – CB explained that the 20/21 plan was in process of being written. <u>ACTION: Pupil Premium Plan to be presented to next meeting or Strategic Working Group. ACTION: CB to send draft to SR (PP Link) when ready.</u> 	CB

	<ul style="list-style-type: none"> • <i>Actions following a recent visit to the academy by councillors re questioning the use of time out – JM shared actions which had been taken following councillor comments. Three different approaches and their impact had been trialed in different zones; target cards, tokens and inputting notes on SIMs when the student had time out. There were negatives and positives to each approach however following review it was likely that inputting on SIMs would be the way forward from September.</i> • <i>Councillors asked if it was expected that more time out would be needed next year due to the changed environment at school.</i> JM said the process would need to be reviewed in September in line with government guidelines. It was likely they would need to stop students from moving around in corridors and may use the SLR rooms for each year group. As trauma could increase from September the pastoral and safeguarding team will receive mental health training; it will also be a key aspect of the PSHE curriculum. <i>Councillors commented that their concern had been that some students were unsupervised.</i> JM responded that in most cases students were just outside the classroom although there were a small number of students who weren't following the guidelines. JM would pass the information onto his successor for September. • <i>KW to send a message to staff in briefing, on behalf of councillors, to thank them for all they were doing – KW said this had been done and was well received.</i> <p><u>ACTION: Councillors asked KW to thank the staff again for their continued hard work.</u></p> <p><u>ACTIONS taken forward to when schools return:</u></p> <ul style="list-style-type: none"> • <u>Chris Oxeley to attend SWG in Term 6 to brief on Artsmark – taken forward.</u> • <u>Immersion date to be arranged with KW – taken forward.</u> 	<p>KW</p> <p>KW LT</p>
5	Academy Councillor Visits	
5.1	No updates.	
6	Academy Council Report	
6.1	KW shared a slide showing SLT roles and responsibilities for 20-21 which outlined the strong senior team in place for next year.	
6.2	<p>KW shared arrangements for re-opening in September:</p> <ul style="list-style-type: none"> • Guidance had resulted in the necessity to have year group bubbles next year. This had led to changes in staff roles as a result of moving to year group tutor teams. Further consequences following guidance included changes to uniform and Ready to Learn i.e. no detentions or moving schools. • The first days in Term 1 would cover new rules, health and safety and full site tours for students to understand their way around the building. Vulnerable students would have a personalised visit on Thursday and Year 7 would be in on Friday. By Monday 7 September everyone would be back with the school running in the new normal. Parents would receive a letter this week with operational details for September. • A full risk assessment and JCA local risk matrix had been completed with the CLF Health & Safety Manager. Updated government guidance was expected mid-August which would allow finalisation of plans for September. Final guidance would then be issued to staff and an update to parents. • Discussion followed around the risk assessment document. KW explained the systems which would be in place for infection control. <i>Councillors asked if the school would be taking temperatures.</i> KW responded that the risk assessment detailed that taking temperatures was not a requirement and it was logistically difficult; the school would be using self-reporting together with students being 	

	<p>sent home if staff notice symptoms. DN explained the risk assessment was a trust wide approach, signed off by the Board, with KW working with the Health & Safety Manager to mitigate the risks. Councillors commented that the risk and controls seemed very thorough.</p>	
<p>6.3</p>	<p>KW had shared the draft AIP for 20-21:</p> <ul style="list-style-type: none"> • KW briefed on the vision and values which underpin the AIP 20/21. Lockdown had made disadvantage gap wider, therefore everything next year would be evaluated on the impact on disadvantaged students. This covers three areas: <ol style="list-style-type: none"> 1. Recovery curriculum – which provided a transparent curriculum and the right pedagogy for academic recovery; 2. Emotional recovery - dependant on need. During the first few weeks students would be given the opportunity in tutor time to tell their journey of lockdown which would culminate in a sculpture displayed in school. Some students would need help with mental health and pastoral teams would be trained so this can be delivered in school. A few students would need significant mental health support; a counsellor would be in school for one day a week and outside agencies would provide bespoke support for a small number of students. 3. Social recovery – to help students feel like they belong to a community again and are successful in the community; provided through enrichment and LGBTQ+ group model for BAME students. • Government guidance required the provision of distance learning as well as learning in school in case of future local lockdown. The blended learning would include the significant content and concepts in the curriculum and putting the resource on Show my Homework; this would be complimented by live learning to ensure the curriculum could continue whether in or out of the building. KW would be creating a working party of colleagues to use what has been learnt in lockdown to improve the academy. • Pastoral leadership development – there was now a strong team of curriculum leaders. KW would like to invest in pastoral leaders in the same way; empowering them as leaders by giving them knowledge to carry out roles better through investing in training and giving them autonomy and authority to act, therefore growing the leadership capacity of pastoral team. • There would be significant development of the SEN Hub to increase the range of interventions on offer through the hub. • Councillors asked what training would be provided for the pastoral team. KW said they would all receive mental health training and all student support leaders would be safeguarding trained to bring capacity to the safeguarding team and enable them to act on disclosures. Later in year it was the intention to move to bespoke CPD to develop specialists in different aspects of pastoral need over time. Councillors asked if all pastoral leaders were in post now and suited to the role. KW said that they would be investing in a group of 12 existing staff over the next 12 months; this includes the four zone leaders who would take on a more pastoral focus next year. • Councillors asked what information would be sent to parents to explain how students would catch up/close the disadvantage gap. KW said to alleviate any anxiety they would be transparent with students and parents regarding academic recovery by showing the school were aware of areas the students need to focus on. Councillors asked if the curriculum content would be reduced and how KW was sure that what is provided will be of no detriment to the children. KW 	

	<p>explained that the real focus on the pedagogy and concentration on specific areas would convey that students are back on track. Parent Councillors recommended strong communication to parents around this in Term 1. DN added that it was important to get the tone right as actions would be different for year groups; it was important to be careful about what we teach and how we teach it. Year 11 would need a different approach to ensure they are ready for their exams but we can't take the joy out of learning. The curriculum would continue to be broad and balanced to ensure the students get excited about learning to maximise their learning ready for exams.</p>	
7	Quality of Education	
7.1	<p>JS briefed councillors on PSHE provision, including the response to Covid-19 and the Black Lives Matter movement.</p> <ul style="list-style-type: none"> Information to address issues around the Black Lives Matter movement had been included in the newsletter and in a package for students to complete remotely. JS explained that the school was already fully focussed on becoming anti-racist and supporting our BAME community. Tutors had been trained in preparation for discussions with tutees including some communication with students who hadn't received education about these issues. Student voice had included meeting with two ex-students to discuss teaching through history and PSHE and addressing the petition against the John Cabot name. This had led to real staff awareness and staff being fully prepared for discussions when students return. Members of staff were also involved with the newly formed CLF Racial Equalities Steering Group. PSHE & RSE – there was a statutory requirement to amend these teaching subjects within a timeframe from September to spring. The curriculum map had been postponed for the first two terms in order to focus on wellbeing, sense of place etc. and a new framework to ensure that SEND students' needs are met. Research of young people during lockdown had shown that females, particularly those who suffer from Asperger's and Autism had been the most affected. Statutory consultation with parents on RSE would be arranged centrally through CLF. The package produced for PSHE had been adapted and was available for everyone. There were lots of resources available; a bespoke tutor time package was being developed to give students opportunity for discussion. Councillors commented on the need going forward to ensure that tutor time is used more productively and welcomed the opportunity for discussion and support when students return. Councillors requested to see some of the resources. ACTION: KW would arrange for JS to present resources at the next SWG/Meeting. 	KW
8	Achievement and Standards	
8.1	<p>Student outcomes</p> <p>EB briefed councillors on Centre Assessed Grades and reflections on the process:</p> <ul style="list-style-type: none"> EB shared the timeline, explaining the rigorous process which had led to the final academy agreed grades which had been submitted to Ofqual in June. Grades submitted had reflected the expectations of a good year however it was uncertain how much results would be lowered by Ofqual due to previous trends. EB said she was proud of the whole staff body for their professionalism and integrity in the process. The level of detail and evidence base used in the process could be used and adapted in the future for accuracy of predictions and discussions around 	

	<p>unconscious bias. The process had also increased the wider curriculum knowledge of all Curriculum Team Leaders.</p> <ul style="list-style-type: none"> • The process used had been clearly communicated to Y11 students and parents in preparation for results day when Y11 would be able to come into the school. KW said that training would be provided for staff prior to results day for students who may challenge their grades. • Councillors asked if records had been kept as an audit trail of the moderation meetings with CTLs. KW explained the detailed documentation which existed for every curriculum area. 	
8.2	<p>Quality of teaching and learning</p> <p>AM gave an update on distance learning.</p> <ul style="list-style-type: none"> • Pastoral teams had worked hard with students not engaging to try to overcome barriers. Barriers had included limited Internet access/laptops and students finding it difficult to cope with online learning. Paper packs had been issued to some students, including EAL students who were also supported further with key words/differentiation etc. As a result engagement had increased. Laptops had also now been received and were being distributed. • Following initial feedback staff had improved the user friendliness of tasks with a timetable being set of 3 subjects per day. Improvements were being made to the use of Show my Homework with tips for teachers on what was good practice, CLF blogs which provided great resources for learning in addition to a focus on differentiation and feedback. • Tutors were now phoning students at home who were not responding to weekly emails. The trend for engagement had reversed in the last fortnight. Y7s were initially the most engaged year group. Y10 were now most engaged with 90% engaged which was evidence of the impact of live learning. CB said that he had been very pleased with the quality of learning delivered by staff and feedback from students had been really positive. This showed that the blended and live learning model could be used going forward whenever face to face teaching wasn't possible. HV (student advocate) added that she had seen how well students had engaged in live learning. SR fed back from a parent's view that he had been pleased to see how effective it had been. <p>Year 10: Academic Mentoring and the bubble in school:</p> <ul style="list-style-type: none"> • SC explained the rationale and support for Year 10 through 1:1 academic mentoring sessions with their tutor. Mentors from the Y11 team were trained by SC with the GROW model and SMART targets prior to meetings. The aim was to encourage and support students back into the building. There were 3 students who were not contactable. Some students who the school knew would find it difficult to access home learning were invited in to access live lessons. 29 students had been into school with some staying in school and some engaging more in live lessons from home. Relationships would grow with the Y11 Team which was important as the year group would need extra nurturing. • Councillors asked what action was taken regarding the three students who didn't attend the sessions. CB said there were no safeguarding concerns and the students would have individual sessions in September. • Councillors asked if the mentors had been chosen to ensure they would continue the relationships with students in September. CB said that a significant investment had been made to ensure experienced staff were in these roles. 	

	<ul style="list-style-type: none"> Councillors asked what the feedback had been from students. SC said they have seen an increase in the amount of live learning students were accessing. There had also been improved behaviour and engagement from students coming into bubbles who were mainly students with behavioural needs. (SC left the meeting) 	
9	Safeguarding	
9.1	<p>Term 5 Safeguarding Report had been shared with councillors:</p> <ul style="list-style-type: none"> Councillors asked how vulnerable students were continuing to be supported. CB said pastoral teams were continuing to call all students on the vulnerable list and make visits where necessary. JM and the tutors had also supported with other students who were not on the vulnerable list but needed extra support. CB said the safeguarding team and the pastoral team had done a phenomenal job dealing with lockdown issues. AL reported that she had met with the DSL and would be meeting again tomorrow. No issues to report. 	
10	Finance, Health & Safety and Estates	
10.1	There were no updates.	
11	Staffing and wellbeing	
11.1	<ul style="list-style-type: none"> Councillors asked how staff were coping, recognising the difficulties for staff of coping with different circumstances. KW reported on results from a CLF staff survey which had shown that JCA staff were feeling supported and felt purposeful work from home. Councillors asked if there was anything from the survey the school needed to address. KW said there were comments on how quickly they should have moved to distance learning; any comments would be built into plans for September. They were aware there had been a frantic workload for many colleagues whilst balancing home and work. They had also been working gently with colleagues who are shielding or anxious about returning to work and are very aware of supporting staff with their mental health when they return. Councillors commended the school for doing a brilliant job of balancing differing needs of staff which had changed over time. Councillors asked if the survey would be followed up in September. KW said that CLF would be doing another staff wellbeing survey in Term 2. <u>ACTION: Councillors requested an update on responses at the next meeting.</u> Councillors commented on the good communication with families during lockdown and the need to capitalise on families being partners in learning going forward. KW said the pastoral teams had done an incredible job during lockdown resulting in a much stronger relationships with vulnerable families which would be of benefit for everybody when they return to school. 	KW
12	Policies	
12.1	<ul style="list-style-type: none"> Councillors approved JCA policies: Anti Bullying; Attendance; Behaviour (now includes Drugs Policy); Uniform and Feedback Policies. Councillors had noted the updated CLF Exclusions Policy by email. 	
13	Student Voice/Student Advocate	
13.1	Councillors asked if there was involvement from student voice in the development of policies. KW said the student council were involved in development of the uniform policy. KW said she would note the suggestion going forward.	

14	Governance	
14.1	Membership – noted full membership.	
14.2	Training – details of new modules to be completed on Nimble would be provided in September.	
15	Matters for the attention of the Board /COAC	
15.1	None.	
16	AOB	
16.1	None.	

The meeting closed at 6.30 pm

This year’s Board and AC Results Review and Strategy meeting takes place during the morning of Saturday 19th September 2020 (usually 9am to 12.30pm but timings will be confirmed). This meeting acts as the first scheduled AC meeting of the year and is an opportunity to hear about federation wide results as well as the detail of your own academy. With the uncertainty around what things will look like in September, we have not yet determined whether this will be a virtual event or if we will be able to gather as we usually do. More information will follow as soon as possible.