

# Minutes – John Cabot Academy Council

**Meeting Date:** 18 October 2023  
**Location:** John Cabot Academy  
**Time:** 4.30 pm

**Present:**

Linda Tanner (LT)	Chair of Academy Council
Georgina Tankard (GT)	Sponsor Academy Councillor
Kate Willis (KW)	Principal
Angela Long (AL)	Sponsor Academy Councillor
Nigel Eaton (NE)	Sponsor Academy Councillor
Chris Fuller (CF)	Teacher Academy Councillor
Fiona Thompson (FT)	Parent Academy Councillor
Simon Horn (SH)	Support Staff Councillor

**Attendees:**

Linda Corbidge (LC)	Clerk to Academy Council
Kate Searle (KS)	Assistant Principal (Teaching & Learning)
Jo Shipp (JS)	Assistant Associate Principal
Clare Dutton (CD)	Deputy Curriculum Leader Humanities (for items 1-6)
Chris Proffitt (CP)	Joint Maths Lead (for items 1 – 6)
Millie Walton (MW)	Joint Maths Lead (for items 1 – 6)
Connie Dunnill (CDu)	Academy Designated Safeguarding Lead
Richard Cormack (RC)	Assistant Principal (from 6.2.2)

**Apologies:**

Andrea Duignan (AD)	Parent Academy Councillor
Jon Jones (JJ)	Executive Principal

**Observers** -

## Minutes

Item	Description	Action
<b>1</b>	<b>Introduction, Administration and Apologies</b>	
1.1	Welcome and introductions were made. LT welcomed Chris Fuller, the new Teacher Academy Councillor to his first meeting.	
<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	LT reported that Alex Withers had resigned from his role as Sponsor Councillor. King and Matthew had been approved as new Sponsor Councillors and will attend further meetings when their HR checks are complete.	
3.2	<b>Training</b> LT requested that all Academy Councillors complete Governance Essentials annual training module as soon as possible.	
<b>4</b>	<b>Minutes of the previous meeting</b>	

4.1	The minutes of the meeting held 5 July 2023 were agreed as a true record.	
<b>5</b>	<b>Matters Arising</b>	
5.1	<b>Results of S.Glos student survey to next meeting.</b> KW shared highlights of the survey results, explaining that the results were very complimentary particularly around student voice and had been analysed at SLT. South Gloucestershire LA are using funding to look at what the school does around student voice. KW explained the areas of focus from the survey (detailed in slides in meeting folder).	
5.2	<b>Staff turnover to next meeting</b> KW reported that staff turnover of professional services staff was 22.16% in 21/22 and 17.99% in 22/23. Teaching staff was 16.90% in 21/22 and 13.29% in 22/23. KW gave further details of turnover by role explaining that it had been difficult not having a full team for the Operations Manager. They had now successfully recruited to the team.	
5.3	<b>Senior Operations Manager to attend next meeting to report on health &amp; safety.</b> Postponed to next meeting.	
5.4	<b>Mental Health &amp; Wellbeing Policy to be re-visited to make it more concise.</b> This is in hand, taken forward to next meeting for approval. <b><u>ACTION: Mental Health &amp; Wellbeing Policy to next meeting.</u></b>	<b>KW</b>
<b>6</b>	<b>Academy Council Report</b>	
	<i>The Academy Council Report, SEF, AIP, AIP Summary and Risk Register had been shared.</i>	
6.1	<b>Quality of Teaching and Learning</b>	
	<b>Maths</b>	
6.1.1	MD and CP reported on the approach of the high-quality provision in Maths, highlighting the really strong team (see slides in meeting folder). There had been a lot of work to develop the approach across all year groups to ensure consistency across the team.	
6.1.2	<b>Do students study Further Maths as an extra qualification?</b> Yes, and most who take Further Maths go on to study maths further.	
6.1.3	<b>How does the emphasis on girls look?</b> The aim is to increase confidence in girls; we are looking at setting and tailor some events to encourage girls.	
6.1.4	<b>What is the gender balance in the team?</b> A 2:6 split but it will be 3:6 from January. We do have a lot more men applying for positions here.	
6.1.5	<b>What are the models in Primary?</b> Lots of pictorial representations.	
6.1.6	<b>Do you think your success is because a lot of work is now being done in Primary?</b> We still have the results of Covid where we see chunks of work not being done and lack of fluency. We recognise and are building on this.	
6.1.7	<b>Do you see what is happening in Primary? Are you seeing more blending from Primary to Secondary?</b> We spend a lot of time with the CLF Maths Lead and have a mastery specialist in the team. As a result, it is being recognised what good maths teachers look like in Primary and Secondary. The regular weekly homework on paper is going well. JS added that the Maths team are also consistent about checking homework.	
6.1.8	MD/CP highlighted actions for this year's Maths faculty: <ul style="list-style-type: none"> <li>• Key focus is on oracy.</li> <li>• Key trails , SENK, PP,SENK and PP, Girls</li> <li>• Entry level for very low prior attainers</li> <li>• Support for other depts with element of numeracy (e.g., Geography and Science)</li> <li>• Teaching and learning in curriculum.</li> </ul>	

	<ul style="list-style-type: none"> <li>Knowing the Grade 5 and tiers of entry</li> </ul> <p>Progress 8 is currently 0.4. End of Year 11 PP and SENK are all expected to be positive.</p>	
<b>6.1.9</b>	<p><b>The collaborative approach is impressive, how many are there in the team?</b></p> <p>There are 8; the work room helps with collaboration.</p>	
	<p><b>Geography</b></p>	
6.1.10	<p>CD provided context around the staffing of the department and reported on the need to raise results in Geography, explaining that the key theme from last year's Examiner's Report was to be really clear and forensic about using specialist language. There are currently three groups. The nurture group find it difficult to access the curriculum. Actions the department are taking this year:</p> <ul style="list-style-type: none"> <li>Focus on questioning and student response – depth of conversations.</li> <li>Knowledge organisers given if lessons missed.</li> <li>Focus on maths skills questions.</li> <li>KW will give more support to the team to seek good practice elsewhere in the Trust.</li> </ul> <p>CD reported that the bulk of the students are reaching their targets in assessments in class; the concern is that they won't do extra work outside class. SH commented that there is always a buzz and enthusiasm in the lessons. CD welcomed ideas.</p>	
<b>6.1.11</b>	<p><b>Is there a budget to have a cover teacher to allow teachers go out to other schools to share good practice?</b></p> <p>Yes, the new Teach First Geography teacher will support Clare to share good practice in the team.</p>	
<b>6.1.12</b>	<p><b>When you receive your results do you know each student's results and how far off, they are?</b></p> <p>The AQA website shows the difference in marks from last year to this year.</p>	
<b>6.1.13</b>	<p><b>Were you surprised at what happened with changes to grading this year?</b></p> <p>There were only five students that didn't have an equal drop that hadn't also occurred in Maths, English or Science. It is essential that students use the scripts we provide to achieve the grade. With deliberate practice we will pull out all maths skills questions.</p>	
<b>6.1.14</b>	<p><b>Is there a CLF school where they achieve higher grades?</b></p> <p>Yes, we intend to look at the good practice.</p>	
<b>6.1.15</b>	<p><b>Will there be collaboration between teachers similar to the Maths Department?</b></p> <p>It has been more difficult as the other teacher is part time, but we now have three in the team.</p>	
	<p><b>Creative Design</b></p>	
6.1.16	<p>Jo Shipp explained that the school had appointed a strong head of department who left after six months. JS had now stepped in to lead the department as it was having difficulties. There have been further staffing issues in the department as the Design Technology teacher left over the summer and the school can't recruit a DT teacher. The Art teacher is also about to resign. JS shared a printed copy of the DT results which showed Food and Photography doing well.</p>	
<b>6.1.17</b>	<p><b>Why did Photography do well but not DT?</b></p> <p>The staff difficulties affected grades in DT. Students had two years of disruption and results reflected that. Moderation of course work was not good.</p>	
<b>6.1.18</b>	<p><b>Is there cross moderation?</b></p> <p>Due to the small department moderation would take place in the Federation Network meetings. KW explained that Design Technology had been dropped in KS4 and is about to be dropped in KS3 due to the difficulties of finding supply teachers. This is reducing the breadth of the curriculum however there is a need for consolidation and to stabilise the team before bringing it back.</p>	
<b>6.1.19</b>	<p><b>Do you have a timeline to reintroduce DT?</b></p>	

	We believe it will be two years due to the difficulties of recruiting a Design Technology teacher. Aspects are taught at KS3.	
6.1.20	<b>Have you got experience of any other school who has dropped DT?</b> We are not aware of others who have dropped it, but some have non-specialist teachers.	
6.1.21	<b>Is there any possibility of running an enrichment activity by bringing someone in from outside, possibly a volunteer?</b> There are programmes and we are involved in Future Brunels. The staffing team do not have capacity.	
6.1.22	<b>How much of that DT equipment is not going to be maintained?</b> Post 16 use it. The challenges are about recruitment and having a department for people to work in which is successful.	
6.1.23	<b>Are you confident about a conversation with Ofsted?</b> I would have to prepare for that question; we need to ensure the timeline.	
6.1.24	JS reported that she was not confident in last year's predictions showing Art Craft & Design P8 at 0.8. Homework in the department is not consistent and after school clubs take up is not great. Art is the lowest performing – there is nothing that stretches the more able students. The focus at the moment is on students expecting 7,8 and 9s; teaching to the top and scaffolding down. The Photography teacher's expertise will be used as Photography and Art is the same specification. Creative Design is in the AIP and will be looked at in the ARV in November.	
6.2	<b>Behaviour and Attitudes</b>	
6.2.1	<b>What is DNAV in the report?</b> SH explained that four schools are taking part in the project which is a new approach/concept which looks at understanding the reasons which dictate a student behaviour. The school is in the infancy of the project which includes receiving external supervision. Two students have been picked for focus.	
6.2.2	<b>Are you taking the students out of lessons?</b> SH: I'm taking my two students from different lessons so not the same lesson. It is already opening up good conversations with the students. <i>(RC joined the meeting)</i>	
6.2.3	<b>How will you measure impact of the project?</b> Students staying in lessons more. We can also refer students to a programme run by South Gloucestershire LA through Enable Inclusion Trust which aims to reduce exclusions and help students to be more successful.	
6.2.4	<b>Have you noticed a change in behaviour for the two students involved in the project as they may have different needs?</b> One has improved, one not. RC explained that there are 10 students involved across year groups. The programme will build even stronger relationships with the Pastoral Support Team. There needs to be a lot of understanding of wellbeing for staff involved in the programme and we will ensure supervision is also a way for staff to provide feedback.	
6.2.5	<b>What are the improvements in SLR as stated in the report?</b> More bespoke work and support for students in SLR. We now have more primary based adaptive resources to allow LPA (low prior attaining) students to complete more positive work. Staff have changed to enable more student support and since computers have been removed there are fewer Year 11 referrals and self-referrals have dropped. <b><u>ACTION: Next Strategic Working Group meeting to look at what has changed.</u></b>	KW
6.2.6	<b>Do students go to SLR if they are late?</b> Yes, just for one period as we need to maintain consistency of time keeping in lessons. The new system has resulted in fewer lates.	

<b>6.3</b>	<b>Attendance</b>	
<b>6.3.1</b>	<p>KW highlighted:</p> <ul style="list-style-type: none"> <li>JCA data is stronger than Bristol and 0.1 below S.Glos. The school competes well and is second across CLF schools.</li> <li>The school has robust practice and supports processes well. It is well understood by all and consistency following the process.</li> <li>Attendance process now will only go so far as parents' thoughts on attendance have changed. Parents see a punitive approach as counterproductive. Greater focus needs to be given to what brings children into school, providing positive experiences in school and building positive relationships with students and parents. All the work pulls together i.e., graduated response process, inclusion safety, learner safety.</li> </ul>	
<b>7</b>	<b>Safeguarding</b>	
<b>7.1</b>	<b>Safeguarding Annual Report</b> <i>The Safeguarding Annual Report had been shared.</i>	
<b>7.1.1</b>	CDu explained the safeguarding processes at the school and staff in the team, including how the Pastoral Team work with the Safeguarding Team. Monitoring of CPOMs is undertaken to ensure staff are logging effectively with training delivered to staff on Inset Day and a weekly note in the staff briefing.	
<b>7.1.2</b>	Mental Health Practitioner – it is good to have the resource of the Mental Health Practitioner who provides 1:1 support for students.	
<b>7.1.3</b>	KW commented that CDu had made an excellent start to safeguarding.	
<b>7.1.2</b>	<p><b>How happy are you with the level of recording for safeguarding?</b></p> <p>I'm happy at the moment although I've not yet compared between terms – we are getting lots of logs coming through. It feels like we are meeting with staff enough to ensure we are getting safeguarding right and for new staff. Will look at end of term data shortly with KW.</p> <p>Councillors agreed that the challenge is consistency of what is reported and when, considering rises following Safety Days etc</p>	
<b>8</b>	<b>Health &amp; Safety</b>	
<b>8.1</b>	<b><u>ACTION: Taken forward to next meeting.</u></b>	<b>KW</b>
<b>10</b>	<b>Policies</b>	
<b>10.3</b>	<p><b>CLF Template Academy Policies, adaptations approved:</b> Toileting &amp; Intimate Care; Positive Handling &amp; Physical Intervention.</p> <p><b>JCA Academy Policy approved:</b> Homework.</p> <p><b><u>ACTION: Safeguarding Policy taken forward to next meeting.</u></b></p>	<b>KW</b>
<b>11</b>	<b>Risk Register</b>	
<b>11.1</b>	Risk register had been shared.	
<b>12</b>	<b>Matters for the attention of the Board /COAC</b>	
<b>12.1</b>	None.	
<b>13</b>	<b>Any Other Business</b>	
<b>13.1</b>		

The meeting closed at 6.35 pm.

**Next meetings:**

<b>JCA</b>			
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**