

# Minutes – John Cabot Academy Council

<b>Meeting Date:</b>	27 April 2022	
<b>Location:</b>	Teams – online meeting	
<b>Time:</b>	4.30 pm	
<b>Present:</b>	<b>Linda Tanner (LT)</b> <b>Kate Willis (KW)</b> <b>Angela Long (AL)</b> <b>Simon Horn (SH)</b> <b>Veronica Mastrandrea (VM)</b> <b>Holly Vickers (HV)</b> <b>Fiona Thompson (FT)</b> <b>Nigel Eaton (NE)</b>	Chair of Academy Council Principal Sponsor Academy Councillor Support Staff Councillor Teacher Academy Councillor Student Advocate Academy Councillor Parent Academy Councillor Sponsor Academy Councillor
<b>Attendees:</b>	<b>Linda Corbidge (LC)</b> <b>Annie Massey (AM)</b> <b>Kate Searle (KS)</b> <b>Alex Lynett (ALY)</b> <b>Rick Park (RP)</b> <b>Gareth Foster (GF)</b> <b>Jane Day (JD)</b>	Clerk to Academy Council Assistant Principal, Pupil Premium Lead Assistant Principal, Curriculum and Teaching SENCO/CEIAG Lead Science Lead ICT Lead Senior Operations Manager
<b>Apologies:</b>	<b>Georgina Tankard (GT)</b> <b>Alison Evans (AE)</b> <b>Scott Raybould (SR)</b> <b>Dan Nicholls (DN)</b>	Sponsor Academy Councillor Sponsor Academy Councillor Parent Academy Councillor Executive Principal

## Minutes

Item	Description	Action
<b>1</b>	<b>Introductions</b>	
1.1	Welcome and introductions were made by LT.	
<b>2</b>	<b>Declarations of Interest</b>	
2.1	There were no verbal declarations of interest made for this meeting. The clerk has chased for one outstanding written declaration.	
<b>3</b>	<b>Governance</b>	
3.1	<b>Membership</b>	
3.1.1	<ul style="list-style-type: none"> <li>LA Representative role vacancy – LT requested suggestions from councillors and emphasised that the council needed to increase diversity to reflect the academy community. It was noted that KW had promoted the vacancy through local community groups.</li> <li>There would also be a parent academy councillor vacancy at the end of Term 6 following Scott Raybould stepping down. It was agreed that a parent election would take place in Term 6. <b><u>ACTION: Clerk to send election documentation later this term.</u></b></li> </ul>	<b>LC</b>
3.2	<b>Link Roles</b>	
3.2.1	LT reported that Nigel Eaton would be taking on the Careers Link role.	

<b>4</b>	<b>Minutes of the previous meeting</b>	
4.1	The minutes of the meeting held 2 March 2022 were agreed as a true record.	
<b>5</b>	<b>Matters Arising</b>	
5.1	KW will email Safety Day agenda to councillors – completed.	
5.2	LT and KW will meet to look at the Risk Register before the next meeting – completed.	
<b>6</b>	<b>Equality, Diversity and Inclusion</b>	
6.1	<p>KW explained successes and actions regarding the EDI statement (on website):</p> <ul style="list-style-type: none"> <li>• A significant success is gender balance across the school.</li> <li>• The academy had worked with parents around communication. The area for development is improving communication with EAL families.</li> <li>• A focus this year are the ‘Champions’. The last Academy Council SWG (Strategic Working Group) meeting had looked at the work of the Champions in detail.</li> <li>• Next steps <ul style="list-style-type: none"> <li>- Long term aim is to diversify the staff body to make more representative.</li> <li>- A new colleague in September will be taking on the role of Gender Equality Champion.</li> <li>- Development of an EAL strategy – training will take place in terms 5 &amp; 6 and this will be a significant feature of the AIP next year.</li> </ul> </li> </ul>	
	<b>Questions from AC</b>	
6.1.1	<b>What actions are being taken to improve reading for children joining the academy with EAL? Is there anything we can help with in this area? Is there anything you see as a gap?</b>	
6.1.2	<p>EAL is the second significant focus of the AIP next year. There are two elements</p> <ul style="list-style-type: none"> <li>• Personal development for all teachers to support leading quality reading in the classroom; we need people to lead that development.</li> <li>• Assessment of need and intervention that is Phonics based. We will reach out to FC who is a primary specialist in Phonics and will do other work around EAL appropriate intervention. We now have a lot of Afghan students and expect Ukrainian students at some point.</li> </ul>	
<b>6.1.3</b>	<b>Can you look for support to local primaries within the Federation?</b>	
6.1.4	Yes, however we do know Bristol schools are ahead regarding EAL support.	
<b>6.1.5</b>	<b>Why is Oracy a focus? There will need to be training for Oracy in the classroom – what training is in place for staff?</b>	
6.1.6	A focus on oracy is recognised as improving outcomes; in Secondary it is about deepening thinking and ideas. We want to increase oracy to ensure students are confident enough to express their views. The academy is receiving support in oracy from Voice 21. There is also a big CLF focus on oracy and questioning.	
<b>7</b>	<b>Staffing/Wellbeing</b>	
7.1	<p>KW shared slides on support for wellbeing explaining the CLF wide and JCA specific support available.</p> <ul style="list-style-type: none"> <li>- Connie Dunnill is the Mental Health and Wellbeing Lead at JCA who is supported by the central Mental Health &amp; Wellbeing team.</li> <li>- KW referred to DfE guidance on reducing workload which KW had used for a number of years and outlined the workload reduction strategies for 21-22.</li> </ul>	
	<b>Questions from AC</b>	
7.1.1	<b>How has the reduction in workload strategy been received by staff?</b>	
7.1.2	There are some pinch points around marking/mocks but otherwise we have not received any negative feedback.	

	<b>Academy Council Report</b>	
<b>8</b>	<b>Quality of Education</b>	
8.1	The Academy Council Report, SEF, AIP and AIP Summary had been shared.	
	<b>Questions by AC</b>	
<b>8.1.1</b>	<b>Is the Head of MFL starting in Term 6 or September?</b>	
8.1.2	In September, although Term 6 would have been preferable.	
<b>8.1.3</b>	<b>Congratulations for putting on the High School Musical event, to have all the primary children in was a big undertaking - it was great. Well done to everybody who was involved in that.</b>	
<b>8.1.4</b>	<b>What actions are being taken to support ECT (Early Career Teachers) with SEN students as it is mentioned that they are not supporting SEN students well enough? Do we need to feed back to the ITT provider?</b>	
8.1.5	<p>This is a result of the analysis which the SENCo has done which showed that our ECT are not meeting the needs of SEN students sufficiently well which is not surprising at that point in their careers. We are working with her team to ensure appropriate personal development is put in place.</p> <p>KS added that there is not a focus on SEN in the Early Career Framework up to this point in their two-year training. The mentors are very good and trainees will be getting feedback but the framework is limiting – we have fed that back. All ECTs are doing well in their classrooms and making good progress.</p>	
<b>8.1.6</b>	<b>Can you explain more about the academy involvement in the All Together Award?</b>	
8.1.7	We are working with an organisation towards the award which is a descriptor of best practice in anti-bullying work – we are in Year 1 of a 3-year programme. Work so far has resulted in a completely new draft policy and will be going out to consultation next term, ready for launch in September. We have a plan based on the award to work together with key actions to support anti bullying.	
<b>8.1.8</b>	<b>Progress of SEN K is a concern – how are you monitoring progress? How big is the cohort?</b> SEN E (with EHCPs) have significant provision, SEN K have no provision – this is the group where we have the most concern. We analyse the data, including behaviour data. Support is quality first teaching and interventions for these students which is the work of the Hub. We have a number of really high profile of SEN students who need EHCPs; the work of the Hub is to find appropriate intervention for them. There are up to 10 students in the Hub.	
<b>8.1.9</b>	<b>Numbers for Year 7 this year are now 166 compared to 120 last year. What is the position for numbers for September?</b>	
8.1.10	There are currently 182 offers out. It is looking in a much healthier position.	
<b>8.2</b>	<b>Presentations by Curriculum Leads of Science and Computer Science</b>	
<b>8.2.1</b>	<p><b>Science</b></p> <p>RP shared slides and provided the following update:</p> <ul style="list-style-type: none"> <li>• Science data from the past 3 years.</li> <li>• Mock exams sat in Feb/Nov showed significant improvement and impact since last year.</li> <li>• There has been a huge improvement in all sub groups from 0.5 up to 3 grades.</li> <li>• Actions taken included individual student support plans and regular contact home for key students.</li> <li>• Student Voice highlighted that help given between mocks helped a lot.</li> <li>• Evidence shows support having significant impact.</li> <li>• The extra capacity available now will result in the ability to run more intervention groups in Science.</li> </ul>	

	<ul style="list-style-type: none"> <li>• There is a lot of positive data, particularly Combined Science shows significant improvement.</li> <li>• PP is outperforming non-PP</li> <li>• Triple Science is showing positive progress 0.5 which is one grade beyond expected levels.</li> <li>• PP is slightly negative in Chemistry (only 2 students).</li> <li>• Concerns – PP in Chemistry. SEN K in all 3 subjects (SEN K and PP are 1 student) – this is a school wide issue.</li> <li>• Overall looking very positive</li> </ul>	
	<b>Questions from AC</b>	
<b>8.2.2</b>	<b>LT – Are the targeted students attending the after school/homework revision sessions?</b>	
8.2.3	This year the students we want to attend are turning up. There are quite a lot of Foundation students coming in and those 1 or 2 grades under target. It is a more positive picture than previous years.	
<b>8.2.4</b>	<b>AL – what is gender balance in the 3 subjects and how big are the groups?</b>	
8.2.5	Fairly even; Combined Science is slightly more girls than boys. Numbers in Triple Science are 27 and 25, Combined Science are nearly 30 in each group.	
<b>8.2.6</b>	<p><b>Computer Science</b></p> <p>GF shared slides and provided the following update:</p> <ul style="list-style-type: none"> <li>• Mocks Term 4 data showed a slight improvement: -.42 and -.98 PP compared to Term 2 data: -.63 and -1.15PP. HAP sustained at 0.59 but MAP moved from -.97 to -.06. LAP dropped from -1.02 to -1.36.</li> <li>• Actions taken have included <ul style="list-style-type: none"> <li>○ a new member of staff (ECT)</li> <li>○ Individual lessons contextualised in Y7 and Y8.</li> <li>○ Aiming to have students consolidate on learning from one week to the next –this is having good impact particularly in KS3.</li> <li>○ Tracking of student gaps in sub topic level to tailor support.</li> <li>○ Include more explicit use of terminology.</li> <li>○ Interventions for Y11 including walking talking Mock videos to do at home are starting to show improvement.</li> <li>○ More availability to expert knowledge that students will tap into and move in the right direction.</li> </ul> </li> <li>• Gender split has previously been hugely male dominated e.g. Y11 90% male. In recent options girls have increased from 5% to 33%.</li> </ul>	
	<b>Questions from AC</b>	
<b>8.2.7</b>	<b>What are the numbers of students involved in Y11?</b>	
8.2.8	One class of 28 students.	
<b>8.3</b>	<b>Academy Review Visit</b>	
8.3.1	KW provided the following updates on the Academy Review visit today which had looked at Creative Design, Humanities and MFL. The visit showed three solid performances with specific areas to work on.	
<b>8.3.2</b>	<p><b>MFL</b></p> <ul style="list-style-type: none"> <li>• Outcomes for MFL have historically been poor for 4 or 5 years and uptake is low. As there is no class for Y11 with 6 students taking the subject as an additional GCSE the academy headline figure for EBAC outcomes is weak.</li> <li>• The decision has been taken to reduce the option to one language with strong leadership, pedagogy and clear sequencing of the curriculum.</li> <li>• Student engagement in the subject is lagging because of historical experiences.</li> <li>• KW gave assurance that she was confident that it wouldn't be a difficult experience if Ofsted deep dive, with a lot of green shoots showing in lower years.</li> </ul>	

8.3.3	<p><b>Creative Design</b></p> <ul style="list-style-type: none"> <li>• Good teaching was seen.</li> <li>• The Head of Creative Design is taking early retirement, therefore there is a need to recruit.</li> <li>• Further development required on cross curricular links.</li> </ul>	
8.3.4	<p><b>Humanities</b></p> <ul style="list-style-type: none"> <li>• Humanities has been area of concern for some time.</li> <li>• There was a lot seen today that is really good with a well organised team, staff working really hard, books high quality - all foundations are now there.</li> <li>• Actions needed going forward include work on extending the depth of learning that students are doing in lessons to allow them to access higher grades.</li> </ul>	
9	<p><b>Achievement and Standards</b></p>	
9.1	<p><b>Outcomes</b></p>	
9.1.1	<p>AM shared slides and provided the following update on Y11:</p> <ul style="list-style-type: none"> <li>• Mock results data - Term 2 to Term 4 showed good improvement in Basics 9-5; Basics 9-4 and Progress 8. Improvement seen in all key group trails: PP HAP Girls, PP HAP, SEN E, PP Girls and SEN K.</li> <li>• Current data - PP students are showing some progress – this will be a focus. Attendance shows small gap between PP and Non-PP. P8 and attainment has improved and is outperforming National for disadvantaged students. Data for PP /SEN students shows the issue is attendance as they are doing well when in the classroom.</li> <li>• Predicted data shows improvements with gap reducing. P8 predicted is slightly improved. The P8 gap for PP has reduced.</li> <li>• English and Maths – there are more students who don't have a secure pass in Maths than English. Interventions are now taking priority for Maths.</li> <li>• Bright spots and key trails show both negative and positive impact on subjects. Work is being done to improve grades in Humanities, Computer Science, Art &amp; Design and Design &amp; Technology. Subjects doing well are English and Maths subjects, Science and Health &amp; Social Care. Some classes show significant under achievement; work is being undertaken with a number of those departments about data and support with course work. Some classes are affected by the absence of teachers with illness etc. which is being mitigated by other teachers and the central team.</li> <li>• Work being done in the last few weeks will include revision in tutor time; student/parent meetings with key students and families; curriculum team meetings where disparity; coursework surgeries and final interventions ensuring quality lessons, clear plans to support students together with reward and consequence programme for students.</li> </ul>	
9.2	<p><b>Pupil Premium</b></p>	
9.2.1	<p>The PP AC Link Report had been shared. Academy Council noted that SR was happy with the work in place.</p>	
9.3	<p><b>SEND</b></p>	
9.3.1	<p>ALY provided the following update:</p> <ul style="list-style-type: none"> <li>• There are improvements with Pupil Profiles</li> <li>• The team are aiming to invite parents into the academy in Term 6 in small groups as this has not happened due to Covid.</li> <li>• Stage 4 behaviour meetings are taking place using Pupil Profiles followed by any updates to staff.</li> <li>• There are 145 on the SEN Register – the aim is for 1:1 contact with parents through sending Profiles and following up with phone calls.</li> <li>• South Gloucestershire will be running workshops for parents with children with ASC which is a great opportunity for them (there are 18 students with Autism).</li> </ul>	

	<ul style="list-style-type: none"> <li>The team will also be going back to Integra to find other supportive groups.</li> <li>Last year's survey with parents of SEN students showed the need to improve communication with SEN parents to ensure their voice is heard.</li> </ul>	
	<b>Questions/Comments by AC</b>	
<b>9.3.2</b>	<b>It will be good to see improvement over the next months as we get these groups underway.</b>	
<b>9.4</b>	<b>Budget 2022/23</b>	
9.4.1	<p>KW updated that:</p> <ul style="list-style-type: none"> <li>Next year will be a difficult year for the budget. The budget is lag funded, therefore with significantly fewer students last year in Y7 it is likely the academy will have a deficit budget next year before the impact of higher utility bills and NI.</li> <li>If student numbers are as projected going forward the academy will be in surplus in future years.</li> </ul>	
<b>9.4.2</b>	<b>Is there anywhere we can apply for support?</b>	
9.4.3	I am not aware of other sources of income that we can apply for. KW welcomed ideas from councillors.	
<b>10</b>	<b>Safeguarding</b>	
10.1	<p>It was noted the report had not received for inclusion in meeting papers. AL reported that she had seen the report. AL gave assurance that she was happy with the work of the Designated Safeguarding Lead. It was agreed the report would be presented for councillors to look at any significant issues at the SWG in 3 weeks' time.</p> <p><b><u>ACTION: Safeguarding Report Term 3 to be presented at next SWG.</u></b></p>	<b>KW</b>
<b>11</b>	<b>Health &amp; Safety</b>	
11.1	<p>FT (H&amp;S Link) updated that she had not been able to visit recently. FT reported that going forward she would like to focus on high risk areas e.g. PE. It was suggested that Link Councillors could undertake a learning walk in Term 6 in relation to their link in school. <b><u>ACTION: KW/LT to liaise regarding link learning walks in Term 6.</u></b></p>	<b>KW/LT</b>
<b>12</b>	<b>Other Link Councillor Reports</b>	
12.1	AL reported that she had attended the Safety Day and was impressed by the day and the work that had gone into it. AL was pleased to see the Bristol Drugs Project there, which went well and was impressed with student engagement and ethos.	
<b>13</b>	<b>Policies</b>	
13.1	CLF template with local adaptations <b>noted</b> by AC: CLF Remote Learning Policy CLF Board approved <b>noted</b> by AC: Supporting Pupils with Medical Conditions Policy	
<b>14</b>	<b>Risk Register</b>	
14.1	Councillors noted the updated Risk Register with the main risk being student numbers.	
<b>15</b>	<b>Matters for the attention of the Board /COAC</b>	
15.1	None.	
<b>16</b>	<b>Any Other Business</b>	
16.1	LT welcomed ideas for the SWG meeting on 20 May. Suggestions were PSHE student voice; actions in response to the Ofsted peer on peer sexual abuse report and other Safeguarding related items. Councillors to also see school/routines and RTL in the classroom as this is a significant focus of the AIP this year.	

The meeting closed at 6.20 pm

Next meeting: 29 June 2022