

# Minutes – John Cabot Academy Council

<b>Meeting Date:</b>	29 June 2022	
<b>Location:</b>	John Cabot Academy	
<b>Time:</b>	4.30 pm	
<b>Present:</b>	<p><b>Linda Tanner (LT)</b> Chair of Academy Council</p> <p><b>Kate Willis (KW)</b> Principal</p> <p><b>Simon Horn (SH)</b> Support Staff Councillor</p> <p><b>Veronica Mastrandrea (VM)</b> Teacher Academy Councillor</p> <p><b>Georgina Tankard (GT)</b> Sponsor Academy Councillor</p> <p><b>Alison Evans (AE)</b> Sponsor Academy Councillor</p>	
<b>Attendees:</b>	<p><b>Linda Corbidge (LC)</b> Clerk to Academy Council</p> <p><b>Richard Cormack (RC)</b> Assistant Principal</p> <p><b>Annie Massey (AM)</b> Assistant Principal</p> <p><b>Jane Day (JD)</b> Senior Operations Manager</p>	
<b>Apologies:</b>	<p><b>Nigel Eaton (NE)</b> Sponsor Academy Councillor</p> <p><b>Angela Long (AL)</b> Sponsor Academy Councillor</p> <p><b>Fiona Thompson (FT)</b> Parent Academy Councillor</p> <p><b>Dan Nicholls (DN)</b> Executive Principal</p> <p><b>Scott Raybould (SR)</b> Parent Academy Councillor</p>	

## 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 had fed back to CLF suggestion to encourage links with UWE for councillor recruitment.</li> <li>Parent Academy Councillor vacancy – One nomination has been received for the parent councillor vacancy in September to replace SR who standing down at the end of this academic year. <b><u>ACTION: Clerk will start induction process.</u></b></li> <li>LT thanked Scott Raybould for his commitment to the Academy Council, and for his work as PP and LAC link.</li> <li>Student Advocate vacancy – <b><u>ACTION: KW/LT will look at Student Advocate vacancy in September.</u></b></li> </ul>	<p>LC</p> <p>LT/KW</p>
<b>4</b>	<b>Minutes of the previous meeting</b>	
4.1	The minutes of the meeting held 27 April 2022 were agreed as a true record.	

<b>5</b>	<b>Matters Arising</b>	
5.1	<i>Safeguarding Report Term 3 to be presented at next SWG</i>	
5.1.1	It was noted that reports had been presented.	
5.2	<i>KW/LT to liaise regarding link learning walks in term 6</i>	
5.2.1	It was agreed that link walks would be taken forward to Term 1 following councillor attendance at events this term,	
5.3	All other actions were agreed as completed.	
<b>6</b>	<b>Teaching Staff Voice</b>	
6.1	<p>VMA fed back on results of the recent staff survey:</p> <ul style="list-style-type: none"> <li>• Overall, there were high quality staff relationships and support for staff members.</li> <li>• Staff are working as a consolidated team with the ability to emphasise with each other in the best interest of students.</li> <li>• Relationships – happy staff. Line Managers have discussed a lot about the curriculum and consistency within the dept.</li> <li>• Areas where improvement/support requested: <ul style="list-style-type: none"> <li>○ leadership consultation on decisions and processes. As a result, KW asked for feedback on how to improve expectations and KW and the leadership team will be working on this aspect</li> <li>○ Student equipment – staff asked for raised expectations.</li> <li>○ Toilet passes and time off cards during lessons is an issue – the pastoral team is already acting on this, some students have specific cards, signed by the teacher when leaving and time when back. Staff would like to see some more measures in place.</li> <li>○ More PD opportunities, particularly SEN and professional services staff. Professional Services staff would like to shadow with other colleagues and network across the CLF. <b><u>ACTION: KW will be taking back suggestion of work shadowing for professional services staff to CLF.</u></b></li> <li>○ Staff would like to be more informed of student specific issues.</li> </ul> </li> <li>• SH commented on behalf of support staff regarding request for more CPD that support staff feel there are restricted opportunities for other roles within CLF.</li> </ul>	<b>KW</b>
	<b>Questions from AC</b>	
<b>6.2</b>	<b>What training do you have access to?</b>	
6.2.1	On inset days, and other outside agencies may offer some training which can help broaden our understanding of the role and at the CLF Staff Conference	
<b>6.3</b>	<b>Are you free to choose sessions you would like at the Staff Conference?</b>	
6.3.1	We can choose some relevant for role.	
<b>6.4</b>	<b>Are you able to access South Glos training as there are some really good training courses for autism etc.?</b>	
6.4.1	Yes.	
6.5	LT commented that it is good to see encouragement for collaboration, to see from the responses that there is team spirit and that areas for improvement will be worked upon.	
6.6	<p>KW explained actions taken on the three areas for development:</p> <ul style="list-style-type: none"> <li>• More contribution to leadership decisions - KW had talked about strategic direction of the school at a staff meeting then staff broke into working parties to discuss how to improve. Feedback from staff at the meeting was that it had felt good to be involved - this will be a feature of inset days going forward.</li> <li>• One working party had looked at staff being uninformed about students. KW explained that it is about communication and sharing information with colleagues. The solutions are not difficult and will be easy to share going forward.</li> </ul>	

	<ul style="list-style-type: none"> <li>• PD – there is some work to do with teaching staff around perception of PD which is taking place in school. Non-teaching staff do have access to a lot of external courses e.g., TA/s ,LSAs this year. This will be address through the AIP next year where staff don't feel PD in school is addressing their needs.</li> </ul>	
<b>6.7</b>	<b>What about training for administrators?</b>	
6.7.1	This a challenge for Ali Hood to help with PD and networking when she returns. Job evaluation is being carried out by the central team; most recently this has been completed for administration staff and LSAs. The key outcome is parity across CLF for salary/expectations resulting in career path and development to allow access to promotion.	
<b>6.8</b>	<b>As a result of job evaluation have any staff been downgraded resulting in less pay?</b>	
6.8.1	There has been no change to pay; expectations have been re-defined in pay scales and some small changes to LSAs to ensure they are receiving training to develop. Pastoral roles are next to be evaluated.	
<b>6.9</b>	<b>How often is the staff survey conducted?</b>	
6.9.1	Annually. Heads discussed how schools responded at leadership forum. JCA was given as a model of good practice. I hope colleagues feel it has been acted upon to move forward.	
<b>7</b>	<b>Staffing/Wellbeing</b>	
7.1	<p>KW reported:</p> <ul style="list-style-type: none"> <li>• A stretched SLT as currently as one member of staff is on Maternity Leave and her replacement has broken his leg badly and is on a slow phased return.</li> <li>• Various appointments have been made including Executive Assistant to SLT, DT Technician and job share for the Ops lead. It has been difficult to fill EA roles.</li> <li>• There should be a full complement of teaching staff in September.</li> </ul>	
	<b>Questions from AC</b>	
<b>7.2</b>	<b>What has the response been like for LSAs?</b>	
7.2.1	There has been a good field – we are hopeful we can appoint.	
<b>7.3</b>	<b>How about Science?</b>	
7.3.1	We have recruited an ECT and a Teach First teacher to replace two colleagues who are leaving.	
<b>7.4</b>	<b>Is there subject specific PD?</b>	
7.4.1	We have a highly planned curriculum. The AIP will focus on embedding the key concepts and on students being able to articulate their learning. This is strong in PE, less so in Performing Arts. English and Maths will be role models. <i>(AM left the meeting)</i>	
	<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>8.2</b>	<b>Anti-Bullying</b>	
8.3	<p>RC provided an update on actions following registering for a 3-year scheme with the Anti Bullying Alliance (now United Against Bullying) and looking at good practice:</p> <ul style="list-style-type: none"> <li>• Focus this year on rewriting policy. The main key difference is to centre the policy around the social model of bullying (looking at wider participants) which gives a vehicle to talk to other students about different roles in bullying.</li> <li>• Better clarity around processes resulting in improved monitoring, reporting and better understanding which will inform how to address issues.</li> <li>• Improved post incident education and support – escalating set of sanctions , increase in education and support to change behaviour together with strengthening the element of restorative practice. Reviewing practice each term.</li> </ul>	

	<ul style="list-style-type: none"> <li>Establish an Anti-Bullying Working Group inviting parents and student representatives – will share monitoring data/next steps to address to provide transparency.</li> <li>Through the UAB, aiming for Bronze Award this year which involves getting policies in place/progress from baseline survey.</li> <li>The award is 3-year programme. The academy has already registered for next year's Silver Award which will involve a pupil survey in Term 1, and in Term 5.</li> <li>Targets : embedding our processes, particularly around response to offensive language/hurtful comments and clear expectations and challenge by students/staff. Another target is around online bullying as a huge number are online; this will involve effective education for parents and students around social media.</li> </ul>	
	<b>Questions by AC</b>	
<b>8.4</b>	<b>How were students selected in a working group?</b>	
8.4.1	<p>It was an open invite. The group seeks input from groups e.g., the LGBTQ+ Group and the Equalities Council. Next invite will be SEN students; the aim is to build a working group with membership from vulnerable students.</p> <p>GT had attended the working group had had been very impressed with the representation and feedback from students.</p>	
8.5	KW commented that a key area to address is use of covert comments which needs a change of culture. SH added that it was interesting to see parents accepting of students' different roles in bullying when talking through the social model at parents' evenings.	
8.6	Councillors praised the social model content in the policy.	
<b>9</b>	<b>Achievement and Standards</b>	
<b>9.1</b>	<b>Outcomes</b>	
9.1.1	<p>AM summarised outcomes:</p> <p>KS3</p> <ul style="list-style-type: none"> <li>English is leading for attainment and value added (VA). Y7, Y8 and Y9 are doing well across CLF in English.</li> <li>Maths is doing well although the gap for Pupil Premium is larger, increasing to Y9.</li> <li>Science - more concerns as teachers are early in career requiring more support, and the teacher in science has had a lot of absence so has been impact on classes.</li> <li>Progress - in Maths set students have value added in lower sets. ECTs (Early Career Teachers) are receiving a lot of support in managing those groups. Moving forward the staffing has changed to stronger staffing in those groups which is best practice.</li> </ul> <p>KS4</p> <ul style="list-style-type: none"> <li>Y10 are sitting mocks.</li> <li>Y11 have finished exams although there are some community languages this week. Attendance, focus and commitment to exams has been good overall.</li> <li>Y10 are following the same process. Looking forward there will be a mock assessment earlier in the year, so two in Y10 and two in Y11 to identify support needed earlier.</li> <li>Y11 attainment 8 for PP in Term 4 is currently 4.23 , non-PP looking at high 5. The gap in school is 1.49 of a grade (National PP 3.67 2019) .</li> </ul>	
	<b>Questions by Academy Council</b>	
<b>9.1.2</b>	<b>What is the difference of VA for PP to national?</b>	
9.1.3	P8 PP VA to national is 0.34, internal gap is half a grade. The attendance gap for PP and non-PP is really small. The significant gap for PP and non-PP is Y8 cohort – this is an area of focus to support PP students in Y8.	
<b>9.1.4</b>	<b>What support do they have in lessons?</b>	
9.1.5	Really high-quality teaching.	

<b>9.1.6</b>	<b>Is the PP grant spent on anything other than teaching?</b>	
9.1.7	We minimise barriers through PP spend. KW explained a new focus on key concepts for disadvantage children through schema. The next phase of PD is for a focus on staff training in high quality subject knowledge and subject pedagogy.	
<b>9.2</b>	<b>Attendance</b>	
	<b>Questions by Academy Council</b>	
<b>9.2.1</b>	<b>Why is SEN attendance low?</b>	
9.2.2	SENE attendance is good(one of the highest across CLF) as a result of the high levels of support. SENK attendance is not good. SENK are an area of concern across the board - their experience of school is difficult. A key piece of work is around how we support them to be more successful in lessons which is Quality First teaching to meet need. The more successful they are in lessons the better attendance.	
<b>9.2.3</b>	<b>How are they supported pastorally?</b>	
9.2.4	Capacity is growing in this area with more opportunities for mentoring/SEMH support for students.	
<b>9.2.5</b>	<b>How are parents involved in the attendance process?</b>	
9.2.6	Parents are involved in supportive school attendance meetings/panel meetings. A high priority for pastoral staff next year is inviting parents in earlier for meetings and following up.  Attendance is a national issue. National is 86%, we are at 91.6% but this is not good enough. Processes are generally good although the academy is not aggressive enough in process. We will be focussing on a relationship informed approach. There were a lot of female students not coming back to school as they felt more anxious around lockdown - we are now closing the gap on this which has been a real success.	
<b>9.2.7</b>	<b>Do we have children missing in education?</b>	
9.2.8	We do but we act quickly.	
<b>9.2.9</b>	<b>Why will there be no time out cards next year?</b>	
9.2.10	We are looking at building a resilience programme so will do resilience work with students, so they are supported to address what the issue is.	
<b>9.2.11</b>	<b>What about students with ADHD ?</b>	
9.2.12	Most time out cards are around anxiety in lessons. We will be working with teachers to help ADHD students to move around.	
<b>9.2.13</b>	<b>How do you build on resilience?</b>	
9.2.14	The mental health team are developing a resilience programme. We are also working with Off the Record who have a resilience lab with structured programme and also work with Greater Youth Network.	
<b>9.2.15</b>	<b>During a walk around the Academy, it was apparent that BAME students were over-represented in the exclusion room – what are you doing to address this?</b>	
9.2.16	They are not over-represented. A data analysis recently showed that there are two year groups where BAME students (40% of school) represent more than 40%, other year groups have a smaller proportion of behaviour incidents for BAME students. Where there is a larger proportion it is for PP or SENK students– it is about key case studies for those students. There is huge contextual safeguarding that accounts for a large proportion of those referrals – the problem is the inter sectionality of mainly PP/SENK.  KW explained that she had talked with Aisha Thomas about inter sectionality, a relatively new area about tackling racism in schools. Our BAME students are outperforming the remainder of the school academically and have better attendance.	

9.2.17	<b>Y9 seem to be having more behaviour incidents – is that normal or is it that a result of the pandemic on that cohort?</b>	
9.2.18	Y9 are historically different, although a number of students in stages of the behaviour policy has dropped compared to last year.	
9.2.19	<b>Has Y7 behaviour improved? Are Y7 students lacking social skills due to the pandemic?</b>	
9.2.20	Y7 are causing the most concern – we are doing proactive work for key players to maintain standards and expectations. Expectations have been re-established and we expect to see improvement; we are already seeing some settling for students moving into Y8. We will be watching behaviour data closer in Terms 1 and 2 and addressing any issues earlier.	
9.2.21	<b>How was transition for those from Y6 to Y7 – did you receive enough information as this has been an issue in the past?</b>	
9.2.22	It was apparent that support put in place for those students where transition meetings took place resulted in lower incidents for those students. Transition work includes a ‘summer of fun’ week which is really positive this year and will hopefully result in a more settled Y7 next year. <i>(RC left the meeting)</i>	
9.3	<b>Pupil Premium &amp; LAC</b>	
9.3.1	Pupil Premium – See 9.1 above.	
	<b>Questions/Comments by AC</b>	
9.3.2	<b>How is the grant for LAC children monitored?</b>	
9.3.3	We are held to account by the Virtual School on how it is spent.	
9.3.4	<b>What happens to funding/monitoring if a child is adopted?</b>	
9.3.5	They are recorded ‘previously LAC’ and receive some funding. I am not sure if we monitor previously LAC – I will look into this. <b><u>ACTION: KW will respond to AC re requirement to monitor previously LAC children.</u></b>	KW
10	<b>Safeguarding</b>	
10.1	LT reported that that there has been a useful discussion with Phil De Scossa (DSL) on the Safeguarding Reports at the Strategic Working Group (SWG) meeting.	
11	<b>Health &amp; Safety</b>	
11.1	The Health & Safety Link Report had been shared. KW highlighted <ul style="list-style-type: none"> <li>Health &amp; Safety Audit – the academy are currently judged ‘Good’ with some areas for improvement.</li> <li>Another inspection to take place shortly looking at high risk areas – PE, DT.</li> </ul>	
	<b>Questions by AC</b>	
11.2	<b>What is happening with the issue around fire safety doors?</b>	
11.2.1	Some are on mag locks. Student voice was high that students feel unsafe in the building around the cramped/noisy stairwells. Discussion took place with Owen Dukes (H&S Advisor) around this issue with the suggestion to keep the doors open which we have been doing. We have subsequently had a change of H&S Advisor who disagrees about holding the doors back. There is a follow up meeting shortly with the possibility of identifying some compromise.	
12	<b>Other Link Councillor Reports</b>	
	<b>Questions by AC</b>	
12.1	AE reported that she had attended the Safety Day which had been well organised (see Visit Report in Teams meeting file). The visit reported highlighted inconsistent coverage of PSHE in feeder primary schools. AE had fed back the issue to Andrew Best at S.Glos Council to make sure that PSHE is equitable across schools.	
12.1	LT had attended Culture Day, which was good. LT had talked with a student at the Equalities Council who was proud about working on the film with Integrate.	

12.2	NE will attend Careers Day on 6 July. <b><u>ACTION: KW will ask Alex Lynett to make contact.</u></b>	<b>KW</b>
<b>13</b>	<b>Policies</b>	
13.1	<b>Academy Policy Approval:</b> The Anti Bullying Policy was approved.	
<b>14</b>	<b>Risk Register</b>	
14.1	Councillors noted the updated Risk Register, KW highlighted: <ul style="list-style-type: none"> <li>• High risk that EBAC score will be low as there are only five children doing MFL across the school this year. Subsequent years have classes of 30.</li> <li>• Low recruitment into Y7 – it has improved this year but is not full.</li> <li>• Science – as a result of staff absence this is one to watch.</li> <li>• There has been a disproportionate number of complaints –the Head of Admin has reviewed processes, finding that there needs to be improved communication around behaviour issues. As a result KW had met with all groups of pastoral staff. <b><u>ACTION: KW will report on update regarding actions around complaints at next meeting.</u></b></li> </ul>	<b>KW</b>
<b>15</b>	<b>Finance</b>	
15.1	KW highlighted: <ul style="list-style-type: none"> <li>• a year-end deficit as a result of Y7 numbers and a requirement to forecast utility bills rising by 100%. In addition, the Aspens catering contract is likely to be higher as currently being re-negotiated centrally due to higher cost requirements for JCA canteen.</li> <li>• A balanced budget has been set for next year which will be extremely challenging.</li> </ul>	
	<b>Questions by AC</b>	
<b>15.2</b>	<b>Have you been allocated any extra money for higher bills, including higher costs to provide nutritious meals?</b>	
	No. The budget has been set to include utility costs rising by 100%.	
15.3	AE will raise concern at S.Glos council.	
<b>16</b>	<b>Matters for the attention of the Board /COAC</b>	
16.1	<ul style="list-style-type: none"> <li>• Networking suggestion for professional services roles.</li> </ul>	
<b>16</b>	<b>Any Other Business</b>	
16.1	None.	

**The meeting closed at 6.20 pm**

**Next meetings: CLF Board and Academy Council Results Review meeting Wednesday 21 September 2022 from 5 – 8pm**