

Minutes – CLF Post 16 Academy Council

Version: Draft

Meeting held in person on 7 July 2025 at 4.30pm

Attendees: Dereth Wood (DW), Caroline Black (CB), Bob Thompson (BT), Lisa Kelly (LK)

Invitees: Kath Cooper (KC), Lana Crosbie (LC), Alison Ashman (AA), Andrew Buck (AB)

Apologies: Sally Apps, Sam Bunn, Isabel Hopwood, Adeline Okpiyalele

Absent: Lo Prasad

Clerk: Minna Koo (MK)

Actions brought forward from previous meeting on 19th May:

3.1	<u>ACTION – Councillors to appoint a Deputy Chair with a view to stepping up if/when the Chair leaves their post. – Carried forward</u>	Academy Council
9.2	<u>ACTION – Clerk to feedback concerns about frequency and length of time between AC meetings. – COMPLETE, Clerk will provide feedback to the Governance Team that we shall take into account of Post-16 school calendar when scheduling future Academy Council meetings.</u>	Clerk
10.1	<u>ACTION: Clerk to arrange for approved/noted policies to be uploaded onto the P16 website (if not already listed). -COMPLETE</u>	Clerk
10.2	<u>ACTION – Academy to implement actions in Modern Slavery and Human Trafficking Statement. – To be shared in the next safeguarding meeting</u>	LC

Item	Description	Action
1	Introductions	
1.1	Everyone was welcomed and introductions were made.	
2	Declarations of Interest	
2.2	There were no new declarations.	
3	Academy Council Membership	
3.1	Councillors discussed the current membership vacancies for teaching staff and parent representatives on the Academy Council, as well as best practices to follow in the absence of a Chair.	
3.2	<u>ACTION: For the parent councillor vacancy, it was noted that the Operations Manager will prepare the necessary paperwork before the summer holiday, and the Chair will follow up on this in the upcoming meetings.</u>	DW
4	Minutes of previous meeting and matters arising	
4.1	An amendment will be made to the “Free School Bid” item in the previous meeting minutes.	DW
4.2	The actions items were updated as per the above table.	
5	Attendance Report	
5.1	A full overview of the Year 13 cohort was shared. The mock exams have been a significant turning point, with notable impact continuing from the mock period into the final exams. Performance in GCSE Maths initially showed improvement, followed by a decline.	

5.2	Overall, the results reflect an 83% achievement rate, marking a 5% improvement compared to last year. There was strong progress in Terms 1 and 2, 9.6% higher than the previous year. Terms 3 and 4 showed a 4.7% improvement, while Terms 5 and 6 demonstrated a 2.4% increase.	
5.3	Q: What do you mean by attendance during exams? This refers to lesson attendance during the exam period.	
5.4	Attendance tends to decline toward the end of the exam period. There were also authorized absences, which were agreed upon with parents.	
5.5	Some subjects maintained strong attendance during this time, including History, English Literature, and Further Maths. However, attendance dropped in subjects such as Chemistry and Biology after the exam period, due to staff absence and changes to the timetable. Subjects with later exam dates also experienced lower attendance.	
5.6	Bob joined the meeting at 17:03.	
5.7	There has been a significant improvement in tutor time attendance, with a 27% increase. Smaller class sizes appear to have contributed positively to this change. However, there has been a noticeable decline in attendance for IT, Drama, Chemistry, and Sport.	
5.8	Key area for improvement includes a sharp drop in attendance during the final week of the Christmas term.	
5.9	The suggestions to address the current situation include: <ul style="list-style-type: none"> • Building the importance of revision with teachers. • Providing staff training on impactful revision strategies. • Ensuring revision sessions include activities that students cannot easily do at home or independently. • Emphasizing the value of these sessions through AI-supported learning and the introduction of new academic topics. • Rewarding attendance to encourage participation. 	
5.10	Q: Is staff absence a common issue, and how is it being addressed? The cover process is currently under review, and the Senior Leadership Team is actively working on improvements. Recommendations from the union are also being considered. During the initial periods of teacher absence, lessons are covered by a contingency plan involving the inclusion team.	
5.11	Q: Have you considered collaboration with John Cabot Academy (JCA)? In general, collaboration with JCA is not being considered. The union has suggested ways to measure teacher attendance. If staff absence becomes more serious, the school will activate its contingency plan, involving other teachers and SLT members to ensure learning continues. The school is working hard to manage extreme cases of teacher absence. Although CLF has a central cover pool via agencies, budget constraints currently prevent the school from accessing this resource.	
5.12	<u>ACTION: To review and discuss the strategic plan for managing teacher absence.</u>	KC
5.13	Q: Do we have direct data showing that class teacher attendance impacts student attendance? There is a half-year data point available, but further analysis is needed to explore the details and establish a clearer connection.	
5.14	Andrew Buck left the meeting at 17:38.	
6	EDI/Inclusion	
6.1	For Leeds Beckett Award, there is the possibility that the school will achieve the Bronze Award. The award requires the school to demonstrate an anti-racism lens and approach across a variety of areas such as: <ul style="list-style-type: none"> • Governance, leadership and management 	

	<ul style="list-style-type: none"> • School environment • Professional learning and development • Hidden curriculum • Pedagogy and curriculum • Parents, carers and community partnership <p>Evidence collated includes a variety of forms such as:</p> <ul style="list-style-type: none"> • Policies and procedures • Lesson plans and curriculum materials • Minutes from meetings, newsletters, photos and training logs • Recruitment statistics 	
6.2	<p>Sanctuary School updates are as below:</p> <ul style="list-style-type: none"> • Affirms that everyone has the right to safety, regardless of legal status, race, nationality, religion or background. • Proactively creates a safe, inclusive environment for students from refugee and asylum-seeking backgrounds. • Promotes understanding of forced migration, discrimination and human rights through its curriculum and ethos. • Encourages student voice and advocacy around inclusion and social justice. 	
6.3	<p>The school has been in touch with colleges. It has been a positive development in another aspect of EDI. It demonstrates the school's commitment to supporting the community's understanding.</p>	
6.4	<p>The above links to the broader EDI/Inclusion direction, such as tackling systemic barriers to equality in education and celebrating diverse cultures, languages and identities. There is progression in students' qualifications.</p>	
6.5	<p>Phase 2, anti-racist and anti-xenophobic education includes:</p> <ul style="list-style-type: none"> • Formal Sanctuary School application and quality of submission • Hosting a Refugee Week • Including forced migration stories in English and PSHE curriculum • Supporting students with ESOL (English for Speakers of Other Languages) • Creating a welcoming protocol • Staff CPD on trauma-informed practice 	
6.6	<p>There is a compliment from the Chair for the good work that has been done.</p>	
7	Principal Report	
	Quality of Education	
7.1	<p>There is strong alignment in the quality of education, particularly in relation to cohort reading age.</p>	
7.2	<p>The focus for the next academic year will be on literacy. Positive feedback has been received through student voice regarding literacy; students understand the purpose and importance of the initiative.</p>	
7.3	<p>There is notable strength in the development of new courses, such as Applied Science, which contributes to the diversity of the curriculum.</p>	
7.4	<p>While offering a broad curriculum remains a challenge, significant efforts have been made to maintain variety and quality.</p>	
7.5	<p><u>ACTION: To share the challenges involved in maintaining a wide-ranging curriculum.</u></p>	KC
	Backbox Data	
7.6	<p>A strategic overview of the transition from Year 12 to Year 13 has been provided. The focus is on supporting students in selecting courses that align with their capacity and strengths.</p>	
7.7	<p>20 students have been successfully guided into appropriate courses. Students will sit mock exams, and the data gathered will help initiate earlier conversations about course suitability and exam readiness.</p>	
	Staff Recruitment	

7.8	A new Operations Manager will be appointed. There may also be recruitment for a Marketing Manager role.	
	Student Recruitment	
7.9	Q: Would you share more about student recruitment? The school has received nearly 300 applications. Based on previous years, it is expected that between 50 and 100 students will confirm places, subject to final results. This is a challenging year for student recruitment. Efforts have been intensified to raise awareness and representation of the school. Additional support will be sought from the CLF central marketing team to enhance recruitment efforts.	
7.10	Q: Are students simply expressing interest, or are they applying elsewhere? Both. As a result, different strategies will be applied depending on whether students are applying solely to this school or elsewhere. A comprehensive marketing strategy is needed, incorporating social media, roadshows, and outreach activities.	
7.11	Q: What do you expect from the central marketing team? A strategic recruitment marketing plan is required from the central team.	
7.12	Q: What is the biggest selling point of our school? The key strengths are the quality and experience of the teaching staff, and the nurturing and supportive environment provided to students.	
7.13	Q: Is your strategy aimed at attracting students or parents? The school's reputation has evolved. There is a misconception among parents that the school is JCA P-16, which it is not. The school is the only outstanding sixth form in Bristol. Efforts are focused on building reputation and engaging directly with students. There has been a strong uptake in Further Maths, with students progressing to prestigious universities. Experienced teachers are available to support students pursuing medical-related subjects.	
7.14	A Year 13 parent sent a thank-you letter to the Principal, expressing appreciation for the support provided to their child from the school.	
	Safeguarding	
7.15	Safeguarding incident numbers were shared by term and by category.	
7.16	Specific cases and high safeguarding needs students have now moved onto next steps including: <ul style="list-style-type: none"> • College courses/work placements • Leaving the area with family • Aged out of Post 16, ask them to leave if out of the age 	
7.17	Patterns observed throughout the year included increased mental health and well-being concerns, particularly among students with less traditional school histories or challenging home circumstances (e.g. children in care or living away from home).	
7.18	Remedies and actions are shared as below: <ul style="list-style-type: none"> • Staff training on mental health awareness is being arranged. • Guidance will be shared on how to spot early signs and provide appropriate support or referrals. • Two staff members are currently enrolled in mental health courses. • All staff will receive updated training. 	
7.19	Preventive Measures are as below: <ul style="list-style-type: none"> • Whole-school well-being initiatives are being implemented to support students' mental health. • Strong relationships with families are being fostered, with support and signposting of resources offered to parents and carers. • Safe spaces and peer support systems are being created. • Support for new students 	
7.20	For new students joining in four key areas, namely, mental health and well-being, children in care, alternative provisions, and hospital education, staff support is assured. (Education	

	Support for Inclusion (ESOI) meetings with the local authority are taking place, and safety plan meetings have been arranged.	
7.21	The Safeguarding Lead of the Academy Council reported that there were no major issues or concerns arising from the previous report. However, it is expected that the school to provide an update on the related action items. The Principal explained that the report had been reviewed earlier and confirmed that an updated action plan could be shared.	
7.22	<u>ACTION: To send the action plan document to Bob for review. Bob to follow up with the new Operations Manager.</u>	KC
8	Policies	
8.1	Academy Councillors were reminded to review and note the relevant policies available on the Governance Hub at their earliest convenience. <ul style="list-style-type: none"> • CLF Charging and Remission Policy • CLF Data Protection Policy • CLF Post-16 Bursary Policy 	
8.2	<u>ACTION: To check the details and provide a response regarding the CLF Charging and Remission Policy.</u>	KC
9	Any Other Business	
9.1	The Principal shared that feedback and updates have been communicated to Union members, and the school will follow up on the agreed actions. Further details will be shared once ready.	
10	Close of Meeting and Date of Next Meeting	
10.1	The meeting closed at 18.13.	
10.2	To be confirmed.	

Actions Summary

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