

Minutes – CLF Post 16 Academy Council

Version: Draft

Date 14 February 2022
Location: Online via Teams
Time: 4.30 pm

Present:	Dereth Wood (DW)	Chair of Academy Council
	Caroline Black (CB)	Sponsored Councillor
	Lana Crosbie (LC)	Teaching Staff Councillor
	Rochelle Ng’onga (RN)	Support Staff Councillor
	Kath Cooper (KC)	Principal
	Dan Nicholls (DN)	Director of Education
	Amber Witcombe (AW)	Student Representative
Mohamed Hassan (MH)	Student representative	
Attendees:	Charlotte Seavill (CS)	Academy Council Clerk
	Matt Randle (MR)	Assistant Principal
	Dave Williams (DW)	Assistant Principal
	Lyndsey Sheardown (LS)	Assistant Principal
	Kathryn Strachecky (KS)	Operations Manager
Apologies:	Mark Woodgate (MW)	Sponsored Councillor
	Chris Millward (CM)	Sponsored Councillor
	Ranjit Singh (RS)	Sponsored Councillor
	Joanne Hemmings (JH)	Parent Councillor

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 of interest.	
3	Academy Council Membership	
3.1	No updates.	
4	Minutes of previous meeting and matters arising	
4.1	The minutes of the meeting were agreed as accurate.	
4.2	ACTION: MH/AW to provide student voice feedback on Voice 21 project. ONGOING	MH/AW
4.3	ACTION: KC to continue work with the central team with regards to changes to the admissions policy and feedback to the AC. ONGOING	KC
4.4	ACTION: DW to discuss communication and parental engagement as a focus with JH. ONGOING	DW
4.5	ACTION: Councillors asked for clear aims and targets for their link roles. CS TO SHARE ROLE DESCRIPTIONS.	DW

Item	Description	Action
4.6	ACTION: All councillors were asked to complete Nimble training as soon as possible. COMPLETE – SEE ACTION BELOW	ALL
4.7	ACTION: KC to provide resit data by year group COMPLETE	KC
4.8	ACTION: Add January resits to the next agenda COMPLETE	CS
4.9	ACTION: LC to provide list of key foci and actions needed so that council can review progress at the next meeting. COMPLETE	LC
4.10	ACTION: Councillors to contact DW If they would like to volunteer to be the EDI link councillor COMPLETE	ALL
4.11	ACTION: Student councillors to arrange a confidential questions/comments box at student reception. IN AGENDA	MH/AW
4.12	ACTION: DW to follow up on counsellor waiting list, no shows and support for students not engaging/attending appointments in the next SG meeting. CARRY FORWARD	DW
4.13	ACTION: CS to email councillors whose Nimble training is outstanding. CARRY FORWARD	CS
4.14	Add oracy to the next agenda. IN AGENDA	CS
5	Teaching and Learning Presentation with Matt Randle & Dave Williams	
5.1	<p>The presentation firstly focused on oracy and the needs of students following lock downs and disruptions to learning brought about by the pandemic. Voice 21 has been working with the academy to support staff and provide much needed work to use oracy to increase confidence, wellbeing, outcomes and narrow the gaps for disadvantaged students.</p> <p>There have been oracy champions selected who have done training with CLF peers and Voice 21 to deliver CPD to all staff in term 4. Oracy is a PD focus with oracy champions supporting in observations. Many online resources are available to staff as well as CPD sessions.</p> <p>Voice 21 have distributed a staff survey and student survey to collect staff and student voice on oracy at the academy.</p> <p>The second part of the presentation focused on curriculum reviews. Leaders are carrying out 15-20 minute drop ins to gather information about planning, delivery, pedagogy, student voice and looking at student’s work. Observers then offer detailed feedback and work with teachers to offer support where needed. All central teachers have had a curriculum review this term and travelling teachers will start in Term 4.</p> <p>Trails for improvement include EDI in curriculum planning to ensure that the curriculum is relevant to the cohort and methods for assessment for vocational learners. Marking and feedback are also foci for next term.</p> <p>There has been a review of next years curriculum and how we can make it work in one site with limited classrooms. We have therefore, developed a curriculum across six blocks. Councillors discussed the timing of the day rationale and course changes.</p> <p>There has also been changes in assessments in courses. For example, some courses were coursework based but now have an exam and so some students are finding it more challenging to work to these new goals. We have made the decision to raise the entry requirement for some courses, as we have found CAG and TAG grades to be misleading in some cases. Staff are supporting students to ensure they are at the right academic level to cope with the expectations of study. In previous years there has been flexibility on the entry requirements, so as to give students the chance to study at KS5, however we have found that this hasn’t always been the right step for the student. As</p>	

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	students will be sitting national exams this year at KS4, staff will be able to make decisions using more standardised data.	
5.1.1	What are you asking the students in the survey?	
5.1.2	Voice 21 have created the survey around their understanding of oracy and the strategies they see in the classroom, body language, eye contact, having an opinion etc	
5.1.3	<u>ACTION: MH & AW to provide feedback on oracy</u>	<u>MH&AW</u>
5.1.4	How does the oracy work lead to well written work?	
5.1.5	Research suggests that when a student can articulate an answer, they develop the confidence they need to write. Students have the opportunity to practice and refine writing with teacher feedback and scaffolding to take their writing forward. There are steps in the Voice 21 programme to develop spoken word into written work. Staff are buddying up with peers from other academies which will be very useful. DSSB are 18 months further through the programme, so we are able to see real progress over time.	
5.1.6	The curriculum review progress gives us a very clear understanding of T&L. Can we say that T&L is improving?	
5.1.7	Although there has been tracking and observations for a few years, we were missing the depth of evidence for making judgments that we now have. Our practice is much stronger, staff are supportive and want to improve. Our approach is very holistic and is having an impact.	
5.1.8	Although the new building is lovely, there is a lack of displays around. Are there plans to improve this?	
5.1.9	There are limited displays currently and what is displayed doesn't yet consistently meet the expectation for classroom displays. Therefore, we will be looking to increase the number of displays, once we have consistency in display quality.	
5.1.10	During a review, it was noted that we needed to ensure that we don't just teach to the test. Are we ensuring that we stretch students beyond the test?	
5.1.11	Yes, we want to bring the curriculum off the page and make it relevant to the world outside.	
5.1.12	Where students don't have the entry requirements and we offer that flexibility, how do we ensure they understand the expectations ahead of them?	
5.1.13	Where students don't have the entry requirements, we formalise that and the implications for them including the additional expectation for them to fulfil in writing.	
6.	Wider Curriculum presentation with Rochelle Ng'onga	
6.1	The presentation included data for UCAS and university application and offers, improvements for next years process including staff training and simplified checklists, apprenticeship week, a summary of Gatsby benchmarks and the implications of any red zones, national careers week and having visits and presentations from ex-students to talk about their experiences after KS5.	
6.1.1	How confident are you that the red zones can be improved this year?	
6.1.2	It will be challenging to offer everyone a meeting but we have a priority system to ensure the most disadvantaged or vulnerable students are seen first. It is our intention that all students get a 1-2-1 meeting over their 2-year period with CLF Post 16. This will be achieved by the end of the year – even if that means some students were seen in Y12 only.	

Item	Description	Action
7.	Behaviour and Attitudes – presentation from Lana Crosbie and Lyndsey Sheardown	
7.1	<p>The presentation and exclusion data were shared prior to the meeting. The presentation included the challenges of students returning to school after 18 months of disruption, the lack of preparedness for some Y12 students for the leap to Post 16, staff voice around conduct and updated to the behaviour policy which is now known as the Conduct Policy.</p> <p>There has been a focus on ensuring the Stage Process is relevant and effective, using feedback from staff and students. There have been training sessions with staff and students around expectations as well as workshops and surgeries on managing conflict.</p> <p>There is an increased sense of calmness around the academy, with less gatherings of large groups, more visibility from SLT and behaviour is being managed more swiftly to prevent it becoming a bigger problem.</p> <p>The council discussed the recent permanent exclusions and the resulting review and changes to processes in the academy.</p> <p>Student feedback was positive, with a noticeable difference in lessons in terms of lateness and more generally with vaping.</p>	
8.	Student Voice – presentation from Lyndsey Sheardown, Mohamed Hassan & Amber Witcombe	
8.1	<p>A framework was shared showing the student leadership roles and student voice channels at the academy.</p> <p>A student questionnaire has been completed which highlighted the need to better advertise leadership roles for students. Revision is seen as a barrier/challenge so there will be a series of revision workshops and time management sessions. Students generally feel supported and the bursary is really helpful for travelling to and from college. Students have requested a communal space for socialising and relaxing when they are not studying. Some students fed back an issue with bullying and discrimination as well as the long waiting lists for counselling. Enrichment was a highlight, with students saying they enjoyed it, although there needs to be better advertisement of the activities available. Student would also like the opportunity to make suggestions for enrichment activities. Other feedback included that academic mentoring isn't widely enjoyed, but that support in lessons is really good and that Heads of College are really approachable, and students feel able to talk to them openly. Students report that they are struggling with the imminent exams.</p>	
8.1.1	The feedback from students is so rich, how are we going to make use of this?	
8.1.2	Firstly, the feedback will be gathered into themes then each theme can be approached with staff and students.	
8.1.3	<u>ACTION: Clerk to share the student questionnaire feedback presentation with the academy council.</u>	<u>CS</u>
9.	Academy Council Report	
9.1	Councillors discussed the resit data and how many students are making good progress, even if they aren't reaching a level 4. Attendance was discussed, especially the PP/non-PP gap and comparisons with national and local data and the level of attendance work done by staff in the academy.	
9.1.1	What is the financial cost of students not sitting resit exams?	

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9.1.2	Each entry costs £37 so unless the student has a valid reason with the relevant evidence (eg. A doctors note) then they are invoiced for the missed exam.	
9.1.3	Is recycling having an impact on the amount of general waste?	
9.1.4	Recycling is going well after some initial issues with the cleaning contactors. This has been resolved and progress has been made.	
9.1.5	Can we cross reference enrichment engagement with the disadvantaged cohort to see who is engaging.	
9.1.6	<u>ACTION: KC to bring data on enrichment engagement by the disadvantaged cohort to the next meeting.</u>	<u>KC</u>
10.	Safeguarding	
10.1	The safeguarding report for last academic year was been approved. The waiting list for counselling remains a concern.	
10.1.1	When will the counselling provision be increased?	
10.1.2	While we wait for the third counselling day, students are being offered small group sessions. Recruitment for the role was challenging and agency costs are beyond our reach. Going forward, students will be offered a 6-week block of sessions, as a starting point to accessing support outside of school.	
11.	Finance update	
11.1	The academy budget remains on track for this academic year. Councillors discussed the possibility of a 2 year budget.	
11.1.1	<u>KC to discuss a 2 year budget plan with the COO and report back to the AC.</u>	<u>KC</u>
12.	Policies	
12.1	Policies for review were shared prior to the meeting in Teams. Conduct Policy requires further update so will be recirculated. The following policies to be reviewed by 18 th February and feedback provided by email: Admissions policy SEND EDI Statement	
12.2	<u>ACTION: LC & CB to meet to discuss the EDI Statement</u>	<u>LC & CB</u>
13.	Matters for/from COAC	
13.1	Councillors discussed the recent pre-release of exam information for this summers national exams.	
14.	AOB	
14.1	<u>ACTION: DN to update KC on the new building progress</u>	<u>DN & KC</u>

The meeting closed at 6.30pm.

Actions Summary:

Action	Initials
<u>ACTION: MH & AW to provide feedback on oracy</u>	<u>MH&AW</u>
<u>ACTION: Clerk to share the student questionnaire feedback presentation with the academy council.</u>	<u>CS</u>
<u>ACTION: KC to bring data on enrichment engagement by the disadvantaged cohort to the next meeting.</u>	<u>KC</u>
<u>KC to discuss a 2 year budget plan with the COO and report back to the AC.</u>	<u>KC</u>
<u>ACTION: LC & CB to meet to discuss the EDI Statement</u>	<u>LC & CB</u>