Minutes – CLF Post 16 Academy Council

Version: Draft

Date	18th October 2021
Location:	Online via Teams
Time:	4.30 pm

Present:	Dereth Wood (DW)	Chair of Academy Council
	Chris Millward (CM)	Sponsored Councillor
	Mark Woodgate (MW)	Sponsored Councillor
	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
	Mohamed Hassan (MH)	Student Representative
Attendees:	Charlotte Seavill (CS)	Academy Council Clerk
	Matt Elliott (ME)	Assistant Principal
	Joanne Hemmings (JH)	Observer
Apologies:	Amber Witcombe (AW)	Student representative
	Ranjit Singh (RS)	Observer

Item	Description	Action
1	**Introductions**	
1.1	Introductions were made.	
2	**Declarations of Interest**	
2.2	**ACTION: All councillors to complete a Declaration of Pecuniary Interest form online**	**ALL**
3	**Academy Council Membership**	
3.1	**ACTION: New councillors HR & safeguarding checks will be carried out to confirm their appointment.**	**CS**
4	**Minutes of previous meeting and matters arising**	
	The minutes of the meeting were agreed as accurate.	
4.1	ACTION: KC will provide a BAME breakdown in September, once the final breakdown in admissions is provided **COMPLETE**	**KC**
4.2	ACTION: On the AIP, moving forward, include P16 environmental targets/actions to support and monitor. **COMPLETE**	**KC**
4.3	ACTION: First meeting of the year, invite HC back to share updates and progress of the work that the ESG has done. (Carry forward to Dec 21)	**Clerk**
4.4	ACTION: DW to identify these roles with the Academy Council **COMPLETE**	**DW**
4.5	ACTION: DW will write to councillors for their views on face to face/virtual or hybrid meetings for 2021/22. **COMPLETE**	**DW**

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4.6	ACTION: KC and DW to meet and solidify AC meeting dates for next year. **COMPLETE**	**KC/DW**
5	**Matters arising from strategic planning meeting on 22nd September**	
5.1	ACTION: Share ppt of outcome and include resit strategy **COMPLETE**	**ME**
5.2	ACTION: Share the disadvantage data and strategy **COMPLETE**	**ME**
5.3	ACTION: AIP to be circulated as a remote feedback document with the minutes.	**KC**
5.4	MEI gave a presentation on summer outcomes, interventions and resits including comparisons between CAGs and TAGs, performance in vocational subjects, bright spots, trails for specific student groups, progress for students, areas for development and raising attainment targets within the AIP in 21/22. The council discussed target subjects giving most cause for concern and meetings with students to discuss the best options for them. Priorities are PP students, Boys, HAP and MAP students, all overlaid with the analysis of all disadvantaged students. The resits picture is improved on last year but is still not meeting the national picture. This forms a key trail for the council.	
	Questions from the Academy Council	
5.4.1	**Were there any concerns that weren't predicted last year? And were there any areas of concern where interventions didn't have the desired effect?**	
5.4.2	No, there weren't any unknown concerns. We were aware of several areas of concern in need of intervention and in most areas, we saw progress and employed lots of support through academic coaches for individuals which had the desired effect.	
5.4.3	**As the assessment process has been different to the norm for two years, it feels that nationally, it's difficult to analyse patterns. Where do you think the academy has ranked in comparison to other schools?**	
5.4.4	Nationally, information is not available as easily as it is usually. The academy is really proud of the assessment process that took place. It was really robust with lots of evidence to determine TAGs and make sure it was fair and rigorous. Leaders met every subject and every student so we were confident with grades awarded. Students have absolutely earned their grades and are well prepared for the next steps.	
5.5.5	**Typically, children who study vocational courses come from disadvantaged backgrounds and vocational course tend to have greater levels of moderation and challenge which feels like a double disadvantage. Is this an area of focus going forward?**	
5.5.6	It has been a real challenge for vocational students. There were exams last January which was good for the TAG process as we had externally marked assessments, but lots of others schools didn't do that and they probably benefitted from that. Our students are better prepared for the future having done an exam. The approach we took was, that November resit and January exams shed light on the support they need. As far as we know we're back to normal assessments this year. The current Year 12 have spent Year 10 and 11 in a pandemic, and have been recruited to their courses based on TAGs which in some case are inflated. We have therefore recruited additional support for these students	
5.5.7	**What proportion of students have come up through CLF schools and what is CLF doing to support the P16 academy given number of students needing to resit? If students can gain the grades necessary to study at P16 in other subjects, why not English and maths?**	

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5.5.8	Other colleges have equally high numbers of resits – we are ambitious for our students and give them the opportunity. We give students the chance to study and support them in level 3 courses that they might not otherwise be able to study with another provider. Supporting them in Level 3 courses. There is work happening across the CLF to address literacy and numeracy. There is a lower rate of resits from students coming from outside the trust. There is a big push around disadvantage in order to work out what the contextual needs are for every learner. It's not always numeracy and literacy, it could be other needs such as SEMH, oracy, anxiety etc – that agenda will see stronger impact across all subjects including English and maths. There is a greater breadth of curriculum at Post16 for learners with lower attainment than other traditional sixth form centres would offer. That's part of the reason why the academy is so successful. There is a massive push across CLF secondary schools in maths and English and some improvement has been seen, but there is still more to do. Again, CLF secondaries serve communities that typically, have starting points below national average on entry. The work done at P16 to support them on to viable and successful courses and futures is fantastic.	
5.5.9	**Year on year the academy is improving in terms of understanding every student and which vocational and A level courses are best for them. The academy is not yet there with maths and English in the same way. A quarter of students have a maths or/and English issue which will form one of the main strands for the academy council and the AIP.** **ACTION: Ensure this sits within the AIP**	**KC**
6	**Student Voice**	
6.1	The council discussed how student voice is discussed at the meeting and the various opportunities available to students this year in terms of student voice. All applicants to the various roles used application forms and letters of interest. There has not yet been time for the representatives to start work but will be able to provide an update at the next meeting. **ACTION: The council asked the student representatives to discuss what student voice looks like at Post16 and what the various groups are talking about.**	**MH/AW**
7	**Quality of Education including Curriculum Developments**	
7.1	The council discussed the ARV/ARM process and what they provide the academy. The most recent ARV focussed on a sense of belonging and academy culture. There was a deep dive on resits. Attendance was another key focus area and rebuilding and COVID recovery through building academic resilience. The team also looked at curriculum areas, bright spots and trails, to show case both and benchmark both. There haven't been any surprises but given lots of clarity to work from. **ACTION: KC to share ARV documentation with the council**	**KC**
	Questions from the Academy Council	
7.1.1	**What are the main trails for the academy council?**	
7.1.2	There was a larger than normal team which allowed much more time and detail and the luxury of time in classrooms. There was a lot of time spent talking to students and student voice was also really helpful. One of the areas of feedback was the strength of relationships between staff and students and how students genuinely feel cared about and supported by staff. Behaviour was positive.	

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	In terms of quality of teaching, teachers need to bring students into the learning more and allow time for debate, challenge and oracy, rather than just teaching to the assessment criteria. Teachers need to nurture a love for learning and for the subject. There is absolutely a place for understanding assessment criteria but students will perform better when they understand what it means to be a learner of a subject and enjoy their study. Another area of feedback was around the rationale for seating plans which would improve behaviour for learning and oracy. **ACTION: T&L Link councillor to focus on this in link meetings/visits.**	**CB**
7.1.3	The council discussed the difficulty staff have in engaging students in discussions and so a clear plan and training will be delivered during the next INSET day to encourage this type of participation. There will also be work with Voice 21, a CLF wide initiative to work with an external organisation who focuses on language development and discussion. There will be further feedback on this project throughout the year. **ACTION: KC to provide update on Voice 21 project.** **ACTION: MH/AW to provide student voice feedback on Voice 21 project.**	**KC** **MH/AW**
8	**Academy Council Report**	
8.1	**Who are our disadvantaged students?**	
8.2	The trust has made the decision to focus on disadvantage over other groups as by getting it right for disadvantaged students, means that everyone benefits. Typically, a disadvantaged student starts primary school 5 months behind their advantaged peers and this gap widens to 20 months by the time they finish Y11. The quality of the provision will be measured on how disadvantaged students progress, attain and attend. The Value Added at Post 16 is a reasonable strength for the academy. The measure will be attainment rather than progress going forward. At Post 16, the picture is more complex, with PP students, which are typically students in receipt of FSM and Ever 6 students who have at some point been eligible for FSM. At Post16 there is a huge drop in the number of people who are eligible for FSM registering for it. There are also bursary students who are classed as financially disadvantaged and then there are those who are disadvantaged because of their work environment at home. Students have been asked to complete a survey on bedroom sharing, access to a device and access to wifi to determine whether they are in a disadvantaged position. Once the work to gather this information is complete, it is estimated that over 50% of students will be classed a disadvantaged with over a third of students in the PP cohort. There are also other types of disadvantage, such as being a young carer that brings additional challenge to a school day. Once this evidence is collated, leaders and teachers will look at what they can do to support these students.	
8.3	**Is this focus something that is unique to the CLF or are other schools focusing on this? If so, are you able to collaborate to share best practice?**	
8.4	This is an area of focus from the pandemic that the trust and the academy want to take forward as best practice. We gathered a wealth of knowledge about our students' backgrounds and experiences throughout the pandemic and we want to take that forward.	

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	Many settings gather similar information to understand their students but the academy is unique in the level of understanding we have.	
8.5	**This is a great way to define disadvantage. Another area to note is the place that students live.**	
8.6	**It's a really interesting point that we aren't just looking at progress. At the next meeting there will assessment point data available and the opportunity to look at what the challenges are for this group. There is also a link to EDI and understanding if there are any characteristics, groups or trails to note. ACTION: KC to share assessment data at the next meeting**	**KC**
8.7	This term has been strenuous for staff due to moving to the new temporary buildings. This has challenged planning and preparation time but this will be temporary as everyone settles in. There have been challenges with this years cohort, who have spent all of KS4 in the pandemic and the difficulties that has brought for them. The academy offers a safe place for students where they can talk openly and safely and would like to be able to offer the same for staff so they have the opportunity to reflect on the last 18 months, their experiences and challenges. Leadership want to ensure that staff are happy in their jobs and it's really important to offer them solutions and support to carry out their role well.	
9	**Safeguarding**	
9.1	DW provided a safeguarding update following a meeting with the academy safeguarding lead. The Safeguarding Lead noted that there is generally strong practice in safeguarding. An area of concern has been the speed at which the academy receives student safeguarding files from their previous settings. **ACTION: KC to confirm the percentage of student records received from previous settings.**	**KC**
9.1.1	**Is there enough counselling available for students?**	
9.1.2	Yes, there is enough counselling hours available, however a recent survey identified other members of staff as the key people students wanted to talk to about their mental health and wellbeing. There is enough resource available so students now have to be matched to the right person or group.	
10	**Finance, Health and Safety and Estates**	
10.1	**ACTION: KC to share budget 21/22 highlights with the AC at the next meeting.** The academy has made a bid for money from reserves to meet the needs for resource this year around SEMH. There is government tuition funding available to respond to some requirements also. The academy is used to managing with tight finances so has experience of working in this way.	**KC**
11	**Policies**	
11.1	**ACTION: KC to continue work with the central team with regards to changes to the admissions policy and feedback to the AC.**	**KC**
12	**Governance**	
12.1	The COAC is working with another academy to discuss and feedback what outstanding governance looks like. **ACTION: DW to feedback outcomes of collaboration around outstanding governance**	**DW**
12.2	The academy council agreed that a face to face meeting at the academy would be beneficial. The next meeting is on 13th December and will have a different format, allowing learning walks, tours and immersive activities. **ACTION: DW/KC/CS to plan December meeting**	**DW/KC/CS**

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12.3	The council discussed link roles for councillors including, Safeguarding, EDI, Teaching and Learning with literacy, Environmental Action, Destinations and CEG and SEND. **ACTION: DW to discuss communication and parental engagement as a focus with JH** **ACTION: Councillors asked for clear aims and targets for their link roles.** **ACTION: Clerk to add Environmental Action to the next agenda**.	**DW** **DW** **CS**
13	**Matters for the attention of the Board/COAC**	
13.1	None	
14	**AOB**	
14.1	**ACTION: All councillors were asked to complete Nimble training as soon as possible.** Councillors were invited to the next INSET day (Friday 22nd October) and the CLF Autumn Conference (Thursday 21st October).	**All**

The meeting closed at 6.30pm.