

Minutes – CLF Post 16 Academy Council

Version: Approved

Meeting via TEAMS on 25th March 2024 at 4.30pm

Attendees: Dereth Wood (Chair), Kath Cooper, Caroline Black, Dan Nicholls, Lisa Kelly, Bob Thompson, Muhammad Qasim Butt

Apologies: Charlotte Seavill (Clerk), Isabel Hopwood (Invitee).

Invitees: Matthew Elliott, Samantha Bunn, Andrew Buck, Jacqueline Friday (stand-in Clerk)

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 welcomed one new colleague to the meeting and advised one further colleague is going through checks. Two staff have expressed an interest in becoming an AC.	
4	Minutes of previous meeting and matters arising	
4.1	Minutes were approved for the last meeting.	
4.2	KC is very open to student voice about enrichment and will look at staffing and costs to put a more desirable offer in place. ACTION: to review enrichment offer next time and level of engagement. Ongoing as at 25 March 2024	
4.2	How many of resit students are in the EAL cohort? This is definitely an aspect to be considered. We don't have the specific data right now, but could provide this to the AC if needed. ACTION: ME to bring this data to the next meeting. Complete 25 March 2024	
4.3	ACTION: Bring mock data to the next meeting. Complete 25 March 2024	
4.4	ACTION: Review attendance at the next meeting including Core/PINT/Careers sessions. Complete 25 March 2024	
4.5	ACTION: Review curriculum at the next meeting and impact of curriculum changes.	
4.6	ACTION: CB will work with KC to review and approve policies.	
5	Student Voice	
5.1	QB shared a presentation with the Academy Council. The presentation included student feedback on: <ul style="list-style-type: none"> • School day and timings <ul style="list-style-type: none"> i) Large gaps in student days ii) Leaving site in free periods iii) Notice being given in advance if lessons are cancelled iv) Greater leniency for student lateness in context of increased public transport issues 	

Item	Description	Action
	<ul style="list-style-type: none"> • Learning i) Too much pressure put on students from teachers – better communication needed ii) Deadlines are too short – increases stress on students iii) Exam access arrangements – no separate rooms available on short notice iv) Lack of a quiet place to study – The Eye is too noisy, and pods are usually full v) Tutor and assembly are generally uninteresting and too long vi) Careers lessons don't engage students sufficiently and are often cancelled vii) Computers in The Eye do not have audio so students cannot watch/listen to videos. <p>Other Feedback</p> <ul style="list-style-type: none"> • Muslim students are concerned the prayer hall is only temporary. The hub gets too full at lunchtime. The prayer room also needs a divider, so everyone feels comfortable when praying. • Toilets in The Eye are usually locked and central toilets are locked during break and lunch. JCA students can use P16 toilets but not the other way round. • School food - not enough variety and students have to travel to JCA if they want a hot meal. • Greater options for extracurricular clubs e.g. subject specific societies and clubs run by students for students • Citizens UK – students are working on a social action project working around community safety. Greater support from staff and “governors” would increase trust and reduce disassociation. QB shared a link to the Citizens UK project with the meeting. <p>The meeting thanked Qasim for a very full amount of feedback.</p>	
5.2	LK confirmed that she has already responded and will be attending the Citizens UK meeting at CAB.	
5.3	Is the Citizen UK meeting for everyone? Have P16 set the agenda? Is it a P16 focus or a Trust-wide focus?	
5.4	Citizens UK are an organisation working across the trust who work with students to agree key areas the students will focus on. The meeting is for anyone to attend, whether you choose to watch proceedings or whether you choose to become involved.	
5.5	Is the invitation for Councillors to attend the meeting?	
5.6	Yes. The students would appreciate support and attendance from ‘governors’ and staff. ACTION – Councillors to attend Citizen UK meeting at CAB	
5.7	<u>ACTION - Principal to meet with QB to discuss operational issues (site, timetable, absence and punctuality) and to explain strategic responses in further detail after the meeting.</u>	KC
5.8	Students from different academies may have exams in a separate room but this is not a given. There is a process of assessing student needs for exams; some students will have a separate venue but P16 separate access is one side of the sports hall. <u>ACTION – Re-visit exam access arrangements with students.</u>	KC/AB
5.9	There is no quick fix regards the careers and tutor sessions, but discussions are ongoing.	

Item	Description	Action
	<u>ACTION – Provide feedback to students re. careers and tutor sessions</u>	KC/AB
5.10	<u>ACTION – Address student concerns re. the prayer room and feedback to the students</u>	KC/LC
5.11	<u>ACTION –Liaise with students regards setting up student societies.</u>	KC/Miss Preece
5.12	<u>ACTION – QB to retain his slides and record against each bullet point the actions taken/feedback provided by the school.</u>	QB
5.13	How did you gather your student voice? How many people do you think you spoke to?	
5.14	Went to speak to students at break, lunch and free periods - about 25 people.	
5.15	QB left the meeting at 16.26.	
6	Quality of Teaching	
6.1	DN updated the Council regards the recent expansion of CLF to 35 schools across 5 counties, the nature/type of the new provisions and the increased opportunities for networking and co-operation AND collaboration, particularly focusing on the increasing number of P16 students across the Federation and future consolidation.	
6.2	The meeting noted that attendance is an issue across the Federation and nationally, particularly at P16 and secondary level, together with other post-covid societal issues.	
6.3	There is a real issue around recruitment; the country has not been able to attract enough trainees to start to learn to teach for this academic year and for next academic year. It is harder to recruit now, so there's a real challenge around the nature of the sector and how we can make that more attractive to people.	
6.4	There is a general election coming and a left leaning government because of an election will open up more skills and vocational opportunities. The meeting noted potential changes to the curriculum (T-levels etc) which is in the background, particularly when picking planning and thinking about options that young people have got.	
6.5	The meeting also acknowledged that another change in the offing is the potential change to Ofsted. The framework hasn't changed yet but is likely to soon and will become a bit more friendly to context, which is not unhelpful. There will be more in the framework to understand the complexity of catchment, together with more about outcomes.	
6.6	The meeting noted there was an ARV and SEND assessments and DN attended a leadership meeting and received positive feedback and comments.	
6.7	Can you give us one line on the New Build – the school bid?	
6.8	The meeting today was an engagement meeting to start the planning process with the project planners to discuss how this will move forward. The meeting noted the impact of RAC issues on school building projects generally across the country but fortunately CLF has not been significantly impacted by RAC. <u>ACTION – Detailed update on the New Build to be provided at next meeting.</u>	DN
7	Attendance	
7.1	Attendance rose during term 3 and continued rising into term 4 but dropped during Ramadam. Y13 are the bigger concern around attendance. Persistent absence has gone down since Christmas which at 60% is still too high but is going in the right direction.	

Item	Description	Action
7.2	Better attended subjects are those where is a performance element or the more 'traditional' A-Level subjects (STEM and humanities subjects). Less well attended subjects were also flagged up by QB in the student report – tutor time, core, careers and PINT sessions, although attendance has improved in Core since term 3.	
7.3	Progress intervention sessions are the lowest attended areas. Moving sessions where a student only has a progress intervention session in the morning or the afternoon has been considered, as this would make sessions more convenient for students and they should then be more likely to attend. PCLs are becoming more confident running the sessions. Next step is showing PCLs how to contact the student/home if the student does not attend sessions.	
7.4	Core attendance has gone up slightly and larger events like national Careers Week and the Careers Fayre had much stronger attendance than previous events.	
7.5	Careers is an area that we've been focused on focusing on a lot, e.g. making sure career sessions fit the student timetable so as not to disadvantage the disadvantaged. We have changed Y13 provision. UCAS applications have been sent off. Sessions are now limited to a drop-in session or 1:1 meetings with specialist careers advisers. Next steps – offering external qualifications and skills to build up CV's and provide students with an advantage when applying for jobs/apprenticeships.	
7.6	The principal commented that it would be easy to remove the sessions most affecting attendance i.e. PINT, Core and Careers but they are being provided for the most disadvantaged students and the provision is valued as it is serving a core educational value for the student body.	
7.7	As well as providing an overall graph can you produce one that focuses on the core lessons, so over time, we can see whether they are improving? <u>ACTION – Graph focusing on core lessons to be presented at all future meetings.</u>	AB
7.8	Are parents pleased you are getting through to them and are they assisting with applying pressure on students to improve attendance?	
	If students have been ill or they have not arrived and the parents think they are here, sometimes the student turns up later so that early communication has a big impact.	
7.9	Core and Careers attendance is a priority for P16 in terms 5 and 6, responding to feedback from students and keeping them in the loop regards changes being made. P16 previously used an Eventbrite bespoke programme quite successfully. The meeting acknowledged the impact of the Covid pandemic on different cohorts as well as on students' commitment and aspirations.	
8	EAL - GCSE Resit Cohort	
8.1	Slides were presented to the meeting which showed that in the GCSE re-sits, EAL students outperformed non-EAL students, although there is still work to be done to boost the student grades.	
8.2	How broad is the description of EAL?	
8.3	EAL students include students new to the country but also students born here. EAL students must be assessed with their competencies. If a young person at primary age or younger is identified as EAL, that stays with them throughout their time in education. <u>ACTION – Further information/breakdown of EAL competencies to be provided to the next meeting.</u>	LC/ME

Item	Description	Action
9	Mock Data	
9.1	Based on mock performance grades the VA is -0.71 the same as this time last year. Red flag groups include PP students, Boys, LAP students (particularly boys) and EAL students. Average VA based on predicted grades this year is -0.5 compared with -0.35 last year. Predicted grades are lower despite mock grades being higher. Fewer students this year had more than a grade negative VA in their exams and fewer subjects had a very high negative V8 in their exams. Staff are predicting grades only a third higher than performance in their mocks, whereas last year staff were predicting that students would improve by about half a grade on average between their mocks and the summer. The reason for staff pessimism regards student grades is student attendance. Red flag groups based on predicted grades include Boys, PP Students, HAP Students, LAP Boys and SEND students. Support on offer includes textbooks being bought for PP students, provision of revision materials that are accessible from home, provision of laptops to P16 students who don't have IT access at home. Increasing use of process intervention sessions. Extra sessions for training and revision methods targeting LAP boys. Seminars on extended writing. Pathway leads are targeting HAP and SEND students. Additional mentoring.	
9.2	Expected attainment (A*-C) is expected to rise from 57% last year to 69% this year. Exceptions are PP Boys and PP MAP students. The PP cohort and MAP students are particularly affected by the fact that they will be doing combined vocational exams which are educational courses but with quite a lot of exams within them. Students who could improve their grades by doing resits have been spoken to. Payments to PP families are being made directly to avoid them having to pay and then be claimed back.	
9.3	Are the 61% of the poor attendees the PP, LAP, HAP students etc.?	
9.4	Not necessarily but there is a huge disengagement in the student cohort this year. E.g. when a HAPS strategy has been done previously a small step could give a huge return but this year HAP is a concern regards attainment. We don't know what else we could have or would have done, other than do a whole forensic ready for next year over what's happened this year and being even more exam ready. AB added context from the secondary cohort from BBA; this year group were more apathetic even going back to year 10.	
9.5	What can be done in the short term? Are we anticipating the same situation with the Year 12s?	
9.6	AB advised the current year 12s were not apathetic and this seems to be improving as the years progress.	
9.7	Have you got any idea as to where the problem lies? Is it literacy? Are there any general things that can be said about that?	
9.8	We are post AP2, looking at Y12 exam results from January. Pathway leads interviewed thirty students whose predicted grades were further away from their targets than we really want. The response from students to being individually approached and supported was generally positive and this reflected back to the classroom. A high proportion of the GCSE students have level 4 or above. There is more of a struggle for students in the LAP groups but they will be doing transition courses and vocational courses. The biggest issue regards literacy will be the MAP students who are not transition students, they will be facing the rigour of exams, maybe not be straight A-Levels but will be doing courses involving exams and their January results have generally been positive and students with lower results are being encouraged to do the resits.	
10	Safeguarding	

Item	Description	Action
10.1	The focus in term 4 has been youth violence, including the deaths of the young people and other knife crimes in Bristol. Concerns include crossing racial lines, crossing cultural lines and crossing boundaries in different areas.	
10.2	A student safety survey was conducted in terms 3-4. Concerns about safety in the Academy included the potential implications from having to share parts of the site with younger students from JCA, students carrying knives, students misusing/vaping in the toilets, people taking photos of students and not feeling safe/comfortable in study spaces. Concerns about safety outside the Academy include knife crime, walking home alone, stabbings, gangs and fighting and persons threatening to come onto site. When asked why they had these concerns, students stated they were worried about people coming onto site who shouldn't be there, the site gates/doors being left open and/or tailgating. Academy responses to the survey in terms 3-4 include bleed training for students, police assemblies, letters and SYV newsletter to parents and students and signposting to additional support and activities, both internal and external. Academy responses scheduled for terms 5-6 include bleed training for staff, workshops for targeted students, assemblies on e-safety and know your rights and pastoral critical incident training.	
10.3	<p>There has been a recent safeguarding audit carried out within the last week. This audit is RAG rated i.e. it gives an OFSTED ready rating. The themes for improvement are:</p> <ul style="list-style-type: none"> • Staff Training- ensure it is up to date, logged and completed • Safeguarding systems – ensuring information is logged, tracked and identifiable. • Evidencing – need evidence of decision making before systems and processes are implemented to demonstrate the great work that is happening. 	
10.4	DW reported that, as in her capacity as safeguarding link councillor, she is liaising with Lana to pick up the key actions from the audit.	
10.5	Is a report/feedback shared after the safeguarding audit?	
10.6	Lana confirmed the report has been emailed to all interested parties.	
11	Teaching and Learning	
11.1	KC thanked Lana for stepping up to present the T&L updates to the Council.	
11.2	<p>Focus was on making a discernible difference through:</p> <ul style="list-style-type: none"> • Rapid Raising Attainment Plans • Y13 Exam Readiness • Embedding of class profiles <p>This enabled a better understanding of what the challenges and the barriers were and being able to provide fairly bespoke movements forward.</p>	
11.3	There is a fairly challenging level two group coming through from both health and business where there are a lot of additional needs but pathway leads felt the lessons were relatively stable and the resources were being used sensibly but we are aware of this and support is ongoing.	
11.4	You refer to concerns and quality of teaching being found with low retaining student experience. Is that a correlation?	
11.5	There is a high level of level 2 and lower learners and within this group there are students with greater pastoral needs and spoke to the pathway needs concerns were identified and additional support is being put in place together with coaching for staff regards their approach. The issues also correlate with attainment as well as pastoral needs.	

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12	Health and Safety Audit																													
12.1	The H&S link councillor has not received any feedback yet so assumed in the absence of any other feedback there was nothing significant to report. The principal acknowledged that the action plan has not yet been shared. <u>ACTION – All audits including ARV work to have an action plan and shared with Academy Councillors/Link Councillors as appropriate.</u>	KC																												
12.2	<u>ACTION – Actions arising from safeguarding/safety survey to be addressed and reported on at the next meeting</u>	DW/KC/LC																												
13	Policies																													
13.1	<u>ACTION - DW and C to approve the Admissions policy on behalf of the Council.</u> Comments to be provided on all other policies.	DW/CB																												
14	AOB																													
14.1	There were a number of acronyms/abbreviations used today that are not in the glossary. <u>ACTION – Acronyms to be omitted from reports or added to the glossary.</u>	CS																												
14.2	The meeting thanked the staff for all their efforts and acknowledged the ongoing safeguarding issues and student concerns about safety and knife crime in the Bristol area.																													
14.3	Dates for 23/24: <table border="1" data-bbox="248 994 1219 1249"> <thead> <tr> <th>P16</th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>AC1</td> <td>27/09/2023</td> <td>5-8pm</td> <td>online</td> </tr> <tr> <td>AC2</td> <td>27/11/2023</td> <td>4.30-6.30pm</td> <td>In person</td> </tr> <tr> <td>AC3</td> <td>05/02/2024</td> <td>4.30-6.30pm</td> <td>Online</td> </tr> <tr> <td>AC4</td> <td>25/03/2024</td> <td>4.30-6.30pm</td> <td>Online</td> </tr> <tr> <td>AC5</td> <td>20/05/2024</td> <td>4.30-6.30pm</td> <td>In person</td> </tr> <tr> <td>AC6</td> <td>08/07/2024</td> <td>4.30-6.30pm</td> <td>In person</td> </tr> </tbody> </table>	P16				AC1	27/09/2023	5-8pm	online	AC2	27/11/2023	4.30-6.30pm	In person	AC3	05/02/2024	4.30-6.30pm	Online	AC4	25/03/2024	4.30-6.30pm	Online	AC5	20/05/2024	4.30-6.30pm	In person	AC6	08/07/2024	4.30-6.30pm	In person	
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14.4	Meeting closed at 16.22																													

Actions Summary:

5.7	<u>ACTION - Principal to meet with QB to discuss operational issues (site, timetable, absence and punctuality) and to explain strategic responses in further detail after the meeting.</u>	KC
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6.8	<u>ACTION – Detailed update on the New Build to be provided at next meeting.</u>	DN

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12.1	<u>ACTION – All audits including ARV work to have an action plan and shared with Academy Councillors/Link Councillors as appropriate.</u>	KC
12.2	<u>ACTION – Actions arising from safeguarding audit/safety survey to be reported on at the next meeting</u>	DW/KC/LC
13.1	<u>ACTION - DW and C to approve the Admissions policy on behalf of the Council.</u>	DW/CB
14.1	<u>ACTION – Acronyms to be omitted from reports or added to the glossary.</u>	CS