

# Minutes – CLF Post 16 Academy Council

Version: Approved

Meeting at the academy on 27<sup>th</sup> March 2023 at 4.30pm

Attendees: Dereth Wood (Chair), Kath Cooper, Caroline Black, Ella-Mae Hemmings, Ilyas Farow, Charlotte Seavill

Apologies: Rochelle Ng'Onga, Lisa Kelly, Jo Hemmings, Dan Nicholls

Invitees: Matt Randle, Matthew Elliott, Bob Thomson

Item	Description	Action
<b>1</b>	<b>Introductions</b>	
1.1	Everyone was welcomed and introductions were made.	
<b>2</b>	<b>Declarations of Interest</b>	
2.2	There were no new declarations.	
<b>3</b>	<b>Academy Council Membership</b>	
3.1	BT attended as an observer pending HR checks. COAC approval has been confirmed. <b><u>ACTION: BT to meet with JP</u></b> There is a live advert for recruiting sponsored councillors. <b><u>ACTION: JD to provide paper copies of policies for approval for CB</u></b>	<b>BT/JP</b>  <b>JD</b>
<b>4</b>	<b>Minutes of previous meeting and matters arising</b>	
4.1	The minutes of the meeting were agreed as accurate.	
4.2	Students experiencing disadvantage are priority group and will prioritise Y13 students for positive outcomes this summer. <b><u>ACTION: KC to bring data to the next meeting to show if there is a correlation between non-attendance at careers appointments at the PP group as well as SEND/SENK groups and destinations information.</u></b> 7 <sup>th</sup> Feb – Carry forward	<b>KC</b>
4.3	<b><u>ACTION: Clerk to diarise assessment of impact in terms of the stated intent of careers programme in T6 2023.</u></b> 7 <sup>th</sup> Feb – Carry forward	<b>Clerk</b>
4.4	<b><u>ACTION: KC to bring clarity of the benchmark for behaviour to the next meeting.</u></b> CARRY FORWARD	<b>KC</b>
4.5	<b><u>ACTION: Councillors requested that percentages in the data be shared using the number of teachers seen rather than the total number of teachers.</u></b> COMPLETE	<b>KC</b>
4.6	<b><u>ACTION: Ensure that cover and long-term absence is reflected in the risk register.</u></b> COMPLETE	<b>KC</b>
4.7	<b><u>ACTION: KC to add the term-by-term teaching data to the AC report going forward and include an update on approach to writing.</u></b> COMPLETE	<b>KC</b>
4.8	<b><u>ACTION: EMH &amp; IF to collate news and issues arising from other student rep groups and bring to the next AC meeting.</u></b>	<b>EMH &amp; IF</b>

Item	Description	Action
	<u>COMPLETE</u>	
4.9	<b><u>ACTION: Councillors to share information about warm spaces, open spaces etc with KC for sharing with students.</u></b> <u>COMPLETE</u>	Councillors and KC
4.10	<b><u>ACTION: KC to consider how ex students talking to current students about functional skills could work going forward.</u></b> <u>COMPLETE</u>	KC
4.11	<b><u>ACTION: KC to bring update on Community Liaison Officer role at the next meeting.</u></b> <u>COMPLETE</u>	KC
4.12	<b><u>ACTION: KC to bring student voice feedback to the next meeting, including understanding around whether all students know how they and who they can speak to regarding their concerns and whether they are comfortable using those methods.</u></b> <u>COMPLETE</u>	KC
4.13	<b><u>Policies are available in Teams for review. They are to be noted by the AC. If councillors have any comments or feedback, please email CS.</u></b> <u>COMPLETE</u>	All
4.14	<b><u>ACTION: CS to understand how other academies ensure these responsibilities are completed by councillors and how this can be better communicated with AC such as a check list.</u></b> <u>COMPLETE</u>	CS
<b>5</b>	<b>Student Voice</b>	
5.1	Feedback from the recent student voice survey was positive, with 100% of respondents agreeing they had a sense of belonging at the academy and knew who they were able to talk to if they needed support. There has been a weekly update launched which is helpful, but engagement could be improved. There are continued issues around students checking email. Research is being done to introduce a student navigator. Engagement with the careers bullet-in is lower than desired also. TV screens have been installed to broadcast information throughout the day. There was a discussion around the types of platforms or places that students use to find information and most students appear to use Instagram. Councillors discussed the limitations of certain apps, such as Snapchat and GDPR implications for schools and social media. A student take over of social media for a day/week/period of time was suggested as a way of increasing engagement as well as daily messaging in lessons, Teams message boards and group messaging.	
<b>5.2</b>	<b><u>ACTION: Collect student voice around the types of places they would like to see information and get communications from the academy.</u></b>	KC/EM/IF
5.3	There was a discussion around attendance at academic mentoring sessions, tutor time carousel checks and subject specific sessions on Mondays and Wednesdays to help with exam readiness and provide support.	
<b>5.4</b>	<b><u>ACTION: EMH &amp; IF to collect student voice about the food offered by Aspens following the feedback that the menu is inadequate both in terms of quantity and nutritional value. There is little choice and food often runs out quickly.</u></b>	EMH & IF
5.5	There was a discussion around Parents' Evening engagement, the reminders sent, messaging used and the use of prebooked appointments or flexibility to book your own appointment. It was noted that due to Ramadan, attendance may be lower at this time of year.	

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<b>6</b>	<b>AP3 Outcomes</b>	
6.1	There was a presentation about AP3 data. In summary, Y13 are not where they were expected to be at this point in the year, following a fair step back from the AP2 predictions.	
<b>6.2</b>	<b><u>Why are we seeing these predictions for Y13 at this stage in the year?</u></b>	
6.3	The Y13 cohort are the Y11 group whose GCSEs were Teacher Assessed Grades. This was often flattering for MAP students and there is a variety of reliability from different schools from which we draw students.	
<b>6.4</b>	<b><u>Why wasn't this apparent in the AP2 data?</u></b>	
6.5	AP2 focussed on 1 paper of information they have been taught, where as Ap3 has several papers to assess a depth of understanding across the full course. More content is assessed when 10 weeks away from final exams and these students haven't had the experience of external exams that other year's groups have had. It's likely to be a national picture, as TAGs were a national measure. We are working to 2019 grade boundaries as these are the most recent ones we can use, whereas the external exam grade boundaries will be set once all papers have been marked.	
6.6	There was a discussion around suitability criteria for courses and how the academy ensures students chose appropriate courses.	
6.7	Councillors were reassured by the level of knowledge staff have about individual students, groups and subject areas.	
6.8	There is clear progress for Y12 from AP2 to AP3 which councillors were pleased to see. Other areas for success include improvements in VA across many subjects, PP students are outperforming non-PP students and VA is high for Y12 overall. Trails include the negative VA for Y13, which is being supported by the school improvement team, and negative VA for PP students. Councillors discussed the interventions in place, including quality first teaching, urgent attention for students with low attendance and progress plans for key students.	
<b>6.9</b>	<b>The is boy/girl differential a typical contrast?</b>	
6.10	Girls tend to have a more positive VA than boys.	
6.11	There was a discussion around the interventions in place as a result of the AP2 and AP3 data, how the academy is supporting disadvantage, including digital disadvantage and revision materials.	
<b>6.12</b>	<b>How do you know your interventions are making a difference? What attainment and not VA?</b>	
6.13	The national strategy is about closing the attainment gap for students in receipt of PP. Our VA could be positive but 2 grades lower than their peer so we need to move towards attainment. Predictions for students not in receipt of pupil premium is not a cause for celebration but we have works tirelessly to ensure that students experiencing disadvantage are well supported even over.	
<b>6.14</b>	<b>It's good to see the attainment gap narrowing, can we say the same for VA?</b>	
6.15	Yes we can, although VA for all students is not yet high enough. We need to continue to add VA for all students, but we may see a negative gap due to TAGs.	

Item	Description	Action
6.16	<b>Which of our interventions makes the biggest difference or has the biggest impact? What have we done that has improved outcomes for disadvantaged students and how can we provide this for all students?</b>	
6.17	These questions were discussed generally but will be added to the September 23 agenda for discussion with the summer results. <b><u>ACTION: Clerk</u></b>	Clerk
6.18	<b>Why aren't students in the HAP group performing as well?</b>	
6.19	Every group is a priority. Stretching HAP students and maintaining trajectory is difficult but students needs are well understood.	
<b>7</b>	<b>Disadvantage update</b>	
7.1	The presentation was shared via Teams beforehand. There was a discussion around the impact of quality first teaching, the hallmarks of a P16 lesson and the use of pupil plans, seating plans and profiles for students in PP and SEND cohorts. There was a discussion around destinations, specifically for students in the disadvantaged cohort. There was a bursary update including the categories of bursary payment available and the numbers of those receiving the different levels of payment.	
<b>7.2</b>	<b>Can students chose where they sit?</b>	
7.3	No, there are seating plans in place in every lesson. We intentionally seat students for the activities being carried out in each lesson.	
<b>7.4</b>	<b>Why would you mark disadvantage in QFT differently?</b>	
7.5	A good teacher will frame their work to individual students needs in a bespoke way, but not all teachers are good or outstanding, so we have been explicit, as a Trust, to ensure that all teachers understand the impact of their work on disadvantaged students.	
<b>7.6</b>	<b>Has our work to improve outcomes for students in receipt of PP also impacted the students not in receipt of PP?</b>	
7.7	QFT is our most impactful intervention, we have ensured students are well set up for the Easter break, there are regular classroom assessments and a progress tracker is being used more consistently now than ever before, there is regular feedback each term, support with exam entries, resits and payments, fortnightly safeguarding and attendance meetings where notes and actions are taken and reviewed, termly panel meetings and enrichment opportunities with targeted invitations and attendance tracking amongst other interventions.	
<b>7.8</b>	<b>How many students don't yet have a firm positive destination?</b>	
7.9	There are currently around 30 students who are yet to secure a positive destination, some are considering a gap year and some are still planning. We have a 0% NEET target and we do not let students leave without a plan and support them through other charities such as the Princes Trust or apprenticeship schemes and report students to BCC and SG to ensure they are supported after they leave.	
<b>7.10</b>	<b><u>ACTION: KC to provide report on the impact of careers guidance at the next meeting.</u></b>	KC
<b>8</b>	<b>Principal's Report</b>	
8.1	There was an Eco Schools update and a discussion around the use of the Prayer Room, T&L and QA for teachers, the safeguarding report was shared including the audit, link meeting and action plan. The focus for safeguarding going forward is the audit action plan, PREVENT action plan and work with external agencies.	

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<b>8.2</b>	<b><u>ACTION: KC to provide further update on eco schools work at the next meeting.</u></b>	KC
<b>8.3</b>	<b>How is the prayer room used? How is it accessed?</b>	
8.4	The prayer room is a multi-faith room, available for students to use for the purpose of prayer and religious worship. It needs to be owned by the students and we have ordered some equipment following feedback from student voice but very few students are currently using it. There is a group of Muslim students who have engaged well. We want to include more multi-faith imagery.	
<b>9</b>	<b>Finance</b>	
9.1	There was a brief discussion about the budget for 23/24 but this will be discussed further in the next meeting. There was a discussion about fundraising options.	
<b>10</b>	<b>Free School Bid</b>	
10.1	There has been a Free School Bid submitted for the Fire Station site in Speedwell. There was a discussion around the financial impact, the process and next steps and the aim to open the centre in 2025.	
<b>11</b>	<b>AOB</b>	
11.1	None	

Actions Summary:

<b>5.2</b>	<b><u>ACTION: Collect student voice around the types of places they would like to see information and get communications from the academy.</u></b>	<b>KC/EM/IF</b>
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