

Minutes – CLF Post 16 Academy Council

Version: Approved

Meeting at the academy on 5th February 2024 at 4.30pm

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

Apologies: Charlotte Seavill (Clerk)

Invitees: Matthew Elliott, Samantha Bunn, Isabel Hopwood, Andrew Buck,

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 recent appointments and welcomed new colleagues to the team.	
4	Minutes of previous meeting and matters arising	
4.1	Minutes were approved for the last meeting.	
4.2	ACTION: DN to raise Councillor recruitment difficulties at P16 to the Board for assistance in finding appropriate councillors. ACTION: KC to share notes from her meeting with AF. 5th Feb 24 - complete	DN KC
4.2	Feedback for COAC/Board – policies need to be proof read prior to sharing with AC as there are often spelling or grammatic errors. 27th Nov – CS to share with the Governance Team. Councillors requested a single document detailing the responsibilities for Councillors in each policy. 5th Feb 24 – complete	CS
4.3	ACTION: Councillors were reminded to complete their Nimble training 5th Feb 24 – KC to take forward BT’s IT issues with Nimble.	ALL
4.4	ACTION: Chair & Principal to discuss the AIP and SEF at the their next meeting 5th Feb 24 – complete	DW/KC
5	Student Voice	
5.1	Quasim shared a presentation with the Academy Council and described the role of the student representative. Feedback and student voice has been collected and is referred to the right members of staff, including data, to ensure that actions are taken where needed. The presentation included student feedback on questions such as: <ul style="list-style-type: none"> • How are you finding Post 16 Academy? • If you had the opportunity to change something, what would it be? • How would you rate the opportunities available at P16? Feedback included wanting to leave site at lunchtimes as students don’t feel the Aspens food offer is attractive or fairly priced, including wanting more halal	

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	options, wanting to use FSM money at break times for snacks but reported that Aspens staff are friendly. There was feedback about exams, waiting times and main school students being too loud during exam time. Extra-curricular activities are being access but more engagement is being sought from a wide selection of students. Students would like to see more trips, boxing and swimming.	
5.2	Are students not taking up the extracurricular offer because they feel the wrong activities are being offered?	
5.3	Students would like to see a range of activities. There are lots of sports at the moment but there could be more variety.	
54	Quite a lot of feedback provided, it's good to see this being shared. To pick up on 2 points in particular, why are Aspens staff handling the food with bare hands, and why are exams starting late and students waiting in the cold?	
5.5	If students don't arrive on time, it pushes the exam start time so more pressure on students to ensure they are prompt might be helpful.	
5.6	KC thanked QB for his presentation and responded to several points. Going forward, it was agreed that feedback like this would be shared prior to the AC meeting so that solutions or actions could be presented alongside the data. To offer clarity around exams, KC described the exam arrangements for the academy. Exams aren't delayed by late students; exams are started once the exam hall is compliant.	
5.7	Students were encouraged to keep raising concerns as and when they arrive so that solutions can be put in place.	
5.8	KC endorsed students concerns around Aspens feedback and has been meetings with the Regional Director about cost, range of menu, cultural sensitive food, size of portions etc. It's not being taken to a contracts level to see what changes we can make.	
5.9	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.	KC
6	Attainment & progress	
6.1	November GCSE resit results was shared by ME in a presentation. Students elected to pay for the entries and could have this refunded through the bursary scheme. Data including comparison with data for England was shared, where 33% of students achieved 4+ grades in English which is lower than the English average of 40.3%. In maths, 27.7% of students achieved 4+ compared to 22.9% English average. Comparison between PP/non PP cohorts was also shared. A key priority, resulting from this data, is to explore the particular challenges faced by disadvantaged students in preparing for English GCSE resits. One of which is the much lower levels of attendance among PP students.	
6.2	How many of these students are in the EAL cohort?	
6.3	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.	ME
6.4	For students who previously had grade 1-2, who weren't encouraged to sit resits in November, were we right to make these recommendations?	

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6.5	Of the 11 students who took English with a previous 1-2 grade, only 1 student got a grade 4 and of the 18 students who took maths with a previous 1-2 grade, no one achieved a grade 4.	
6.6	Attendance of students impacted on performance in November exams and explains some of the lack of success for PP students in particular. Data was shared with attendance averages for groups of students, including PP/non-PP cohorts.	
6.7	Do we send data like this with students or parents to show evidence for good attendance?	
6.8	This general message was shared with students during their induction and throughout the year.	
6.9	There was a discussion about resits for students in the PP cohort, where 53% of English resit students and 48% of Maths resit students have PP status. Overall, 35% of the general student population at the academy has PP status. Support is given to students in this cohort to remove barriers for them to resit exams and be successful. Councillors discussed the high numbers of students resitting exams and higher than usual numbers of students taking level 2 courses this year.	
6.10	Is our resit programme fully staffed at the moment?	
6.11	Yes, we do, and we also have additional tutoring in Maths and English if students would like to engage in it.	
6.12	All the students in resit classes will resit in May. Those taking functional skills qualifications will move on to GCSE next year. We constantly review our Level 1 and 2 qualifications offered, especially in terms of language barriers for students in the EAL cohort.	
6.13	There was a discussion around progress interventions such as progress intervention sessions where student enrolment is frequently updated and targeted as needed. Students with SEND are supported well by individual staff also.	
6.14	ACTION: Bring mock data to the next meeting	ME
7	Attendance	
7.1	<p>The was a presentation from AB on attendance at the academy. AB carried out a deep dive into attendance to look at challenges, quick wins and where the starting point might be at P16. Looking at attendance from Sept – Dec, attendance averaged at 73.6%. PA was 88.3%. This translated as a mean VA of -0.22.</p> <p>Areas of focus and improvement in processes were addressed. Two of the biggest cohorts were students absence with no particular reason and internal truancy. We removed independent study as a registered session and focused on 3 main sessions that needed improved attendance amongst other actions.</p> <p>In order to improve lateness, we are introducing a warning bell, better communications with home about lateness and recording lateness in minutes.</p> <p>Emails are being sent to students who are absent and these emails are recorded to check procedures are being used consistently by staff and having an impact on the students attendance. Attendance has continued to improve as interventions have been implemented including improvements in attendance for the PP cohort. Attendance to lessons is strong but attendance to careers, core and PINT sessions aren't as well attended. SLT are reviewing these sessions to ensure they are attractive for students, engaging and meaningful.</p>	

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7.2	Q: Can we look at our timetabling so that lessons that don't have as high attendance are joined to other sessions that are well attended so that students have less opportunity to now attend?	
7.3	Yes, we have been looking at this recently and moving students Careers sessions to help this issue. When we allocate students to PINT sessions, we do take timetabling into account to minimise opting out and facilitate personal needs (part time jobs etc) as much as possible.	
7.4	How does assembly fit into the timetable?	
7.5	Core sessions are every Thursday after lunch. Year groups alternate weekly between a tutor session and an assembly. Currently there are a large number of students who only have this session on a Thursday afternoon which doesn't encourage good attendance. This is being looked at going forward.	
7.6	Q: What is the impact of students leaving site for lunch? Will students actively return to school afterwards?	
7.7	Student attendance in the afternoon is strong. Potentially Thursday is the one to watch. We will continue to work with students so that they see the purpose and value of these sessions. It is mandatory curriculum for KS5.	
7.8	<u>ACTION: Review attendance at the next meeting including Core/PINT/Careers sessions. Consider if attendance momentum bring greater attendance?</u>	KC
8	Inclusion including SEND	
8.1	LC gave a presentation on EHCP, High Need students and SEMH, the support available for individuals, what High Needs and SEMH can present as in students, expectations in student behaviour, Quality First teaching, knowing and understanding our students well, actively planning for neurodiversity in classrooms, supporting pastoral staff to feel confident in the support the students in their house need, Teachers Standards, intervention, support, therapies and external providers, the growing ESOL programme, the action plan for term 4, update on QFT, student passports and preparation for the next ARV and Ofsted, safeguarding, categorisation and reporting of incidents.	
8.2	Q: Will we see the SEND action plan within the AIP?	
8.3	The Improvement plan focussed very much of student profiles being up to date and used well. Feedback from staff included wanting additional strategies and key tips which have been shared recently. The identification of students Safeguarding and SEND needs are much higher this year and consults are much more challenging this year. SEND needs can be better prepared for in student transition, however safeguarding information is often shared much later which makes transition more difficult.	
9	Academy Council Report	
9.1	Q: Permanent exclusion and suspensions data was shared in the report. Please can you give some further context?	
9.2	There was a discussion around the suspensions and permanent exclusion issued this academic year. Suspensions are often around conduct and attitude. We have	

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	<p>a tiered sanction model and we work with the community to build strong relationships around student conduct in the community.</p> <p>Family are always involved in reintegration and students are supported well. We haven't seen repeat behaviour from those who were suspended.</p> <p>We went through the scrutiny of a permanent exclusion process and have taken actions from this in terms of record keeping and chronology.</p> <p>The restorative work being done has been really effective and fruitful.</p>																													
9.3	What are the next steps for continuing to support staff wellbeing?																													
9.4	<p>We have used the wellbeing survey and CLF voice results to build a plan going forward. Key themes are around flexible working and relationships. Some more open communication around our development plan will help going forward.</p> <p>We continue to communicate the support and wellbeing strategies available to staff, which are well received.</p>																													
9.5	<u>ACTION: Review curriculum at the next meeting and impact of curriculum changes.</u>	KC																												
9.6	<p>Safeguarding lead has met with the DSL. Priorities include the action plan and audit report. Critical area for the academy is the transfer of information and records upon joining P16. Within the Trust is should be clearer. Secondary schools within the Trust need to understand the changes involved in learning at P16.</p>																													
10	Finance H&S and Estates																													
10.1	<p>In terms of H&S, we are now tracking additional data as needed. No concerns to be reported. The H&S audit was postponed but has been rescheduled and the report will be forthcoming.</p>																													
10.2	Councillors were assured that the budget is well managed.																													
10.3	Is there anything we can save this year to take into next year when we know expenditure will be higher? If we do have surplus, is there anything we need.?																													
10.4	<p>The Trust is very supportive in managing finance. We are forecasting a surplus this year. With us exploring a relationship with Total Pro Soccer, the SLA has been forecast in our budget but the students coming in may increase our A level groups and therefore additional staff may be needed. This may require a reserve bid which we will look to in the future.</p>																													
11	Policies																													
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12.1	<p>Dates for 23/24:</p> <table border="1" data-bbox="256 1637 1222 1890"> <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>In person</td> </tr> <tr> <td>AC5</td> <td>20/05/2024</td> <td>4.30-6.30pm</td> <td>online</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	In person	AC5	20/05/2024	4.30-6.30pm	online	AC6	08/07/2024	4.30-6.30pm	In person	
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12.2	<p>The Free School Bid remains in place but there hasn't been a lot of process recently. We continue to work with the DfE.</p>																													
12.3	<p>As part of the national initiative for eco and sustainable living, our CEO received a national communication around working in collaboration in regional areas.</p> <p>We are proposing an eco conference across the city and neighbouring</p>																													

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	authorities. Details to be confirmed and any ideas or introductions to related people or organisations would be gratefully received.	
12.4	It's National Apprenticeships week this week so Councillors are welcome to take part or suggest any relevant people or organisations for the academy to build relationships with going forward.	
12.5	Thank you to the team for all their work and a special thank you and welcome to AB.	
12.6	Meeting closed.	

Actions Summary:

5.9	KC is very open to student voice about enrichment and will look at staffing and costs to put a more desirable offer in place. <u>ACTION to review enrichment offer next time and level of engagement.</u>	KC
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