

Minutes – CLF Post 16 Academy Council

Version: Approved

Meeting at the academy on 7th December 2022 at 4.30pm

Attendees: Dereth Wood (Chair), Kath Cooper, Caroline Black, Jo Hemmings, Dan Nicholls, Ella-Mae Hemmings, Lisa Kelly, Charlotte Seavill

Apologies: Rochelle Ng'Onga, Ilyas Farow

Invitees: Matt Randle, Lana Crosbie, Bob Thomson, Jeanine Preece, Matt Elliott

Item	Description	Action
1	Introductions	
1.1	Everyone was welcomed and introductions were made.	
2	Declarations of Interest	
2.2	All councillors were asked to complete their declaration for 22/23 if they haven't already done so. There were no new declarations.	
3	Academy Council Membership	
3.1	Councillors welcomed BT to the meeting as an observer, while HR checks and COAC approval is confirmed for a sponsored councillor role. Councillors welcomed LK as the new Teaching Staff Councillor. DW described the bright spots and trails document, the focus on Disadvantage and a definition of disadvantage in our context. Link roles were confirmed as follows: DW – Safeguarding & H&S until a volunteer is available to cover this link role. CB – T&L, SEND & EDI BT – Careers – pending HR checks etc.	
4	Minutes of previous meeting and matters arising	
4.1	The minutes of the meeting were agreed as accurate.	
4.2	ACTION: Councillors asked for clear aims and targets for their link roles. CS TO SHARE ROLE DESCRIPTIONS. – Complete 4th April – follow up action – DW to liaise with Central Team to ensure role descriptions are relevant to Post 16 setting. DW & CB to meet to discuss role descriptions. Carry forward	DW/CB
4.3	ACTION: LC to provide list of key foci and actions needed so that council can review progress at the next meeting. Carry forward	LC
4.4	ACTION: AW to repeat the survey next term to gather comparison data. COMPLETE	AW
4.5	ACTION: KC to provide feedback/update on the new structure and CPD for all staff in Term 2. COMPLETE	KC
4.6	ACTION: KC to provide feedback on a few case studies to see how enriched oracy has improved writing. COMPLETE	KC
4.7	ACTION MR to ensure that reteaching/resits are included in the new structure and a measure of knowing that reteaching and resit teaching is good at P16. COMPLETE	MR
4.8	ACTION: DW to speak to DN re link roles for P16 COMPLETE	DW
4.9	ACTION: KC to provide a list of exam board who do or don't mark SPAG –	KC

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	CARRY FORWARD	
4.10	ACTION: KC to provide data for help councillors understand comparisons against national data, starting points and progress for resits. COMPLETE	KC
4.11	ACTION: SLT to agree a measure for varying levels of passive attendance to share with AC at the next meeting as this is a key trail for the year. CARRY FORWARD	KC
4.12	The presentation slides will be made available in Teams. ACTION: Presentations to be shared in advance of the meeting going forward. COMPLETE	KC
4.13	ACTION: KC to communicate the expectations around what good looks like in lessons and key findings from T1 with parents so that parents can speak with their students about their courses in a more informed way in an age appropriate way with suitable language for non-specialists. COMPLETE	KC
4.14	ACTION: KC to provide report of how many students are attaining 94% or above attendance and a general attendance update in the AC report. COMPLETE	KC
4.15	ACTION: MR to liaise in the catering team to ensure there is a wide variety and enough food available for students in the Eye. COMPLETE	MR
4.16	Councillors discussed giving parents reminders of careers appointments and the complexity in the appointment being confidential. ACTION RN to seek appropriate way forward for parents to support attendance at career appointments. COMPLETE	RN
4.17	ACTION: Councillors to review and note the H&S policy, Gifts and Hospitality, Information Security, Records Retention and Data Protection policies. COMPLETE	ALL
4.18	ACTION: Councillors discussed documenting link visits and meetings. CS to share the link visit report template. COMPLETE	CS
5	Careers Curriculum	
5.1	The presentation was shared in Teams prior to the meeting. Councillors discussed intent of the careers curriculum, termly plans for the year for both year groups including university fairs apprenticeships, workshops, WEX, volunteering, UCAS support, guidance and university support (jobs/finance/accommodation etc), the number of UCAS applications so far, student leadership structure, Gatsby benchmark, focus areas and key actions going forward.	
5.2	Are interviews practiced with students?	
5.3	Yes, there are business interviews with feedback for all students as well as careers appointments with a Level 7 careers coach.	
5.4	Councillors discussed attendance at careers appointments and the process for booking and attending to increase attendance.	
5.5	How are we ensuring disadvantaged students are engaging? Is there any correlation between the 45% who didn't engage with the career appointment and students in the PP group?	
5.6	Students experiencing disadvantage are priority group and will prioritise Y13 students for positive outcomes this summer. 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.	KC
5.7	ACTION: Clerk to diarise assessment of impact in terms of the stated intent of careers programme in T6 2023.	Clerk

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6	Outcomes	
6.1	The presentation was shared via Teams beforehand. Councillors discussed value added as a measure of how far beyond their expected level students achieve based on their GCSE grades. The presentation included an update on the summer 22 results based on the actual PP students and the wider contextual disadvantage group. Data was shared and outcomes discussed. The PP gap, actions taken since September to support disadvantaged students, trail in Terms 1 & 2, progress of subjects, subjects in need to focus following AP2 for both year groups, Councillors discussed trails for future focus and priorities following AP2, the focus on literacy training and developing literacy strategies and exam timetables for January.	
6.2	Councillors requested clarification around the impact of SPAG on grades as it is generally not marked in exams. How does this affect extended writing subjects such as English and humanities? Does higher SPAG lead to higher literacy skills which would help overall?	
6.3	Although SPAG isn't generally marked in exams are specific exam techniques needed for individual subjects which requires quality feedback from teachers so students can develop their writing skills. There is an ongoing debate around the quality of writing and developing good writers. We have started the Voice 21 project which focusses on reading, vocabulary and writing. We have a strategy for reading including a reading development programme and extended reading skills. The next phase for us, considering recent data, is to focus on increasing some students general writing age/stage. The gap is closing, and although it is a log journey, we are much further forward than we have been in the past.	
6.4	<u>ACTION: Clerk to add T&L to the next agenda including how extended writing is linking to T&L and whether we are go far enough fast enough.</u>	Clerk
6.5	Councillors discussed consistency in teaching subject literacy and exam technique, especially if there are teacher changes between Year 12 and Y13 for students or staff absences and changes generally, including networking and collaboration and internal verification. Councillors discussed the benefits of risks of having a single teacher per subject and the staffing model in place at the moment that encourages moderation and best practice sharing. Councillors also discussed how staff identify students in need of intervention early and where is it appropriate, students move out of subjects for A2 level. There is a thorough suitability process for all courses at the beginning of Y12 which has become more robust this year.	
7	Attendance	
7.1	The presentation was shared via Teams in advance. Councillors discussed comparisons between 21/22 and 22/23 data so far. Attendance at CLF P16 generally reflects the local and national picture and there is improvement in closing gaps for most groups over all to date. Key trails and actions were discussed including local transport issues, family commitments for students, academic mentoring, mental health concerns, student meetings, parent meetings, home visits and attendance recognition as well as the overall focus on disadvantage.	
7.2	<u>ACTION: KC to share academic mentoring session attendance for last year for comparison with this year, at the next meeting.</u>	KC

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7.3	What does attendance actually mean? Is it a daily/twice daily/lesson by lesson measure?	
7.4	We measure attendance lesson by lesson for students who are physically at the lessons they are timetabled. We also track lateness by lesson. We are not yet at our target, as attendance is difficult nationally, but we are continuing to support students to achieve the highest attendance possible.	
7.5	Is there anything else we should or could be doing to support attendance?	
7.6	The academy is already supporting good attendance well but the national picture for both student and staff absence is very high due to winter illness.	
7.7	The school improvement group has put a spotlight on P16 attendance because it is deemed continuously below 90% and not making fast enough progress. The academy will look at therapies and get to the bottom of why students aren't attending and continue building relationships with families, parents and students. We are exploring restructuring attendance structures and processes, looking at role models and working with communities to build a culture of good attendance. There is an audit process with the CLF Attendance Lead also.	
7.8	The academy also continues to work with external agencies with regards to CCE and circumstances outside of school to break barriers for students attendance and attainment. For context, attendance at CLF P16 is the highest for a P16 provision in the city.	
7.9	<u>ACTION: KC to ensure attendance is reflected appropriately in the risk register and share with AC.</u>	KC
8	EDI	
8.1	The presentation was shared prior to the meeting in Teams. The academy is working towards it's Anti-Racist School Award as part of the wider EDI agenda for all protected characteristics. There is a current focus on anti-racism in our practice, pedagogy and leadership. The accreditation should take around 18 months – 2 years to achieve. The team has now created a detailed SEF of where the school is from a leadership, student curriculum and environment point of view. There is an upcoming coaching session with a mentor to review the SEF, verify our position and talk through the next steps. Councillors looked at the 5 E's for the process. There is a focus on CPD for staff around shared language, representation and curriculum, and hopefully you should see and feel that as a student through the curriculum and developing braver conversations. There have been activities for students and staff around islamophobia, the World Cup, human rights, LGBTQ+ rights and black history month amongst others. There is a focus on allyship and the use of the correct language.	
8.2	How do you implement/monitor policies of this nature?	
8.3	We use CPOMS to log incidents, which are categorised by type so we can track patterns or identify areas for further training and focus.	
9	Student Voice	
9.1	There was an update from the Student Councillor around student council, a request for a weekly email with key updates and information, enrichment engagement and ideas, UCAS conversations and sessions for Y12 and Y13, personal statements, parents evening, the prom and the use of mobile phones.	
9.2	<u>ACTION: KC to take feedback to SLT regarding a weekly updates email for students including key dates, signposting for parents evening and consistency for staff when tackling mobile phone use.</u>	KC
10	Academy Council Report	

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10.1	It was noted in the ARV feedback that behaviour is good in lessons. How is that measured? What is the benchmark for good?	
10.2	It's not about compliance, its about student voice and culture in the room and engagement including student conduct.	
10.3	<u>ACTION: KC to bring clarity of the benchmark for behaviour to the next meeting.</u>	KC
10.4	Staff have feedback that the Y12 induction was really strong this year and has been really helpful.	
10.5	<u>ACTION: DW & KC to discuss the budget and savings requirement at their next 121 including how it could affect T&L.</u>	DW/KC
11	Safeguarding	
11.1	The safeguarding report was included in the AC report. Councillors noted the following actions: The LA will conduct a safeguarding audit shortly. The SCR will be audited by the HR team next term. There is a Prevent self assessment and the is a focus on compliance with SCR and processes moving forward.	
12	Policies	
12.1	The policies for noting in Teams have been approved by the CLF Board. Any comments should be sent to KC & CS.	
13	AOB	
13.1	Councillors briefly discussed the networking and training opportunities available. Details have been shared by email.	

Actions Summary:

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