Minutes – Post-16 Academy Council Meeting

Meeting Date: 18 May 2026
Location: Online
Time: 16.30

Chair: Jon Gould
Councillors: Bob Thompson
Ceri Sharples

In attendance: Kath Cooper – Principal
Alison Ashman – Senior Vice Principal
Lana Crosbie – Assistant Principal
Matt Elliot – Associate Assistant Principal
Jeanine Preece – Associate Assistant Principal
David Williams - Associate Assistant Principal
Sally Bryant – Deputy Head of Governance
Jacqueline Friday - Clerk

Apologies: Rebecca Henderson
Absent: Samantha Bunn

Minutes

		Action
1	**Introduction, Administration and Apologies**	
1.1	The Chair welcomed everyone to the meeting. Introductions were made. Apologies were noted as above.	
2	**Declarations of Interest**	
2.1	There were no declarations of interest.	
3	**Minutes of Previous Meeting and Matters Arising**	
3.1	The minutes of the previous meeting were approved, subject to para 6.3.5 being amended to show that 20% refers to Maths, 40% refers to English. **ACTION –** Clerk to amend previous meeting's minutes as above and circulate final copy via Governor Hub.	Clerk
	Matters Arising – Actions from meeting on 1 December 2026	
3.2	**ACTION** – Breakdown of LAP/EAL student outcomes to be provided by the principal. ONGOING – Carry over to next meeting in March 2026 when black box data is available on AP4. Will be COMPLETE after this meeting.	Principal
3.3	**ACTION** – Clerk to confirm if new Risk Register can be uploaded onto Gov Hub for councillors to review. ONGOING – new framework being implemented.	Clerk and Principal
3.4	**ACTION:** To review and discuss the strategic plan for managing teacher absence. ONGOING. Carry over to next meeting in March 2026. Will be COMPLETE after this meeting.	Principal

3.5	**ACTION:** To share the challenges involved in maintaining a wide-ranging curriculum. ONGOING. Carry over to next meeting in March 2026. Will be COMPLETE after this meeting.	Principal
3.6	**ACTION** - Student voice to be obtained regarding Prom suggestions via a survey or questionnaire and shared with SLT for consideration. COMPLETE.	Student Reps
3.7	**ACTION –** Principal and student reps to meet on an agreed date/time once a term to catch up/discuss student voice feedback. COMPLETE for purpose of the minutes - termly meeting to be implemented with new student reps.	Principal & Student Reps
	Action from the meeting on 24 February 2026	
3.8	**ACTION** – academy councillors to be invited to assist with interview practice for students on 17 March 2026. COMPLETE	Principal/ACs.
4	**Chairs Update**	
	Academy Council Membership	
4.1	The meeting welcomed two new academy councillors - Rebecca Henderson (Parent Councillor, who gave apologies for this meeting) and Ceri Sharples (Sponsored Councillor).	
5.	**Link Roles**	
5.1	Link roles were allocated as follows: - Safeguarding - Ceri Staples SEND – Ceri Staples Disadvantaged (including PP and CIC) - Bob Thompson Careers – Bob Thompson Link role training will be held in T6. The meeting noted there is link role information on Governor Hub, but this may differ from CLF practice and procedures. **ACTION –** Clerk to update Governor Hub with Link Roles	Clerk
6.	**Academy Council Report**	
6.1	A copy of the Academy Council Report was circulated prior to the meeting for all attendees to read. A slides presentation was also circulated prior to the meeting, as well as being shown during the meeting.	
	Attendance (DW)	
6.2	The key issues are currently around students with poor prior attendance and students studying subjects that are not their choice but are required for continuing study. Overall, attendance has declined from last term. At this time of year students are choosing to revise at home and there is usually a higher decline in attendance in T5/6 after the end of coursework.	
6.3	**There is a larger attendance gap from disadvantaged between non-disadvantaged students. What is being done to address this?** The curriculum is being reviewed so that required subjects will be timetabled amongst options subjects, meaning students will already be on site and, hopefully, less likely to opt out of attending. Attendance also dips during religious holidays/festivals; work is ongoing with parents/carers around student attendance during religious festivals.	
6.4	**So, you are trying to make GCSE Maths and English more attractive and formulating the week's planning to ensure the students stay on site and attend all timetabled subjects?** Yes. Alongside curriculum modelling, required lessons such as Maths and English will be tied more closely to chosen lessons within the timetable. Work to	

	improve attendance is therapeutic and focuses on removing barriers to attendance. Working partners to improve attendance include the School Improvement Team and staff in The Hub.	
	CS joined the meeting at 16.53	
6.5	**How was attendance during the Maths exam the other week?** Staff have been working really hard to get students into Post-16 and on time. Parents are being contacted via email. Students have been in time to start the exam. **How is good is good as a percentage?** It will be higher than 90%	
6.6	DW left the meeting at 16.57	
	Y13 Student Progress (ME)	
6.7	VA has deteriorated from AP2 to AP4. The main concerns are around students with negative VA taking double/triple subjects and results for disadvantaged LAP students and girls, EAL and MAP students. **What has changed since December that has caused all of these drops?** The data from December includes students who have a long way to go in terms of coursework. If the student's motivation and progress is not ongoing their progress/grades may drop. Fluctuations this year are impacted by the high proportions of students taking double/triple awarded courses that are graded pass, merit and distinction. **Why we were not aware of this in December – were pupils over-assessed in December? All areas of VA have gone from positive to negative VA - is the assessment in March more valid? Is the AP data in December based on predictions?** Both sets of data are based on predictions. The data in March is more valid. In AP4 there is additional exam data from January exams. In vocational subjects, coursework progress builds so the picture around student performance becomes more realistic by March. Students are now in final preparation stages for the exams in June so the prediction figures should level out and continue to grow as the students move towards the exams in May/June. Headline data predicted to be 0.1 for all.	
6.8	**What interventions/strategies have been put into place?** Intervention plans are being put into place for identified students. Additional PINT sessions are being run. Eight students have been moved to AS level. In respect of LAP and transition courses some students have not appeared on support system despite being u-grades; staff need to identify such students earlier. A gender discrepancy when enrolling students for PINT has been identified and is under review. MAP students with predicted U grades accounts for the negative VA; moving students onto the AS level will impact this negative VA and reduce percentage of U-grades down from 6%. A review of students who are taking courses for which they do not meet academic qualifications is underway. SEMH support for students has been increased. SLT is reviewing how to get more out of the results data; there is a large gap between exams being sat and release of black box data which will be amended in next year's assessment plan. Students are being encouraged to review their own data and complete their own action plan. Information is being provided to parents and students around how to prepare for exams, revision strategies, positive revision environments and managing anxieties. Extended time with specialist subject tutors has been extended by ½ hour each week.	

	Support for Students – Pastoral (LC)	
6.9	Slides were circulated prior to the meeting and presented again at the meeting. The meeting noted all of the ways in which Post-16 have tried to prepare and support the students including accurate and overly prescriptive communication, provision of revision techniques, increasing staff availability so students can talk to them, providing additional tutor time, safe spaces and drinks and snacks. The Eye is being used as a quiet/safe space and rest breaks can be requested. Staff meet/greet students on arrival.	
6.10	Staff wellbeing is also being accommodated for by minimising overload, reducing capacity, rotating duties where possible, protecting PPA, ensuring appropriate staff cover etc. Staff are also signposted to EAP and staff wellbeing colleagues.	
6.11	**Who looks after the exams' officer?** There has been a recent change of exams officer. All staff are ensuring that the exams officer/s are receiving support. The exam officer has been inducted; ME has taken more operational oversight of exams. The previous exam officer is coming in one day a week just to assist the new exam officer and provide an oversight to avoid any malpractice. **Do Post-16 students sit with JCA students when sitting exams?** On some days yes; the sports hall is a shared space.	
6.12	LC left the meeting at 17.39	
	Curriculum	
6.13	A video of the current curriculum model and future changes was circulated prior to the meeting. Councillors confirmed they had been able to view the video online.	
6.14	The meeting noted and discussed the key changes which will be as follows: - a) AP5+ students follow the A-Level or V-level pathway. Post-16 is unlikely to be running T-Levels. b) AP4-5 students will follow a foundation certificate, which can be taken alongside GCSE English or Maths. This is purely designed as a stepping stone qualification to enable students to progress onto the A-Level or V-Level pathways. Students will not be able to transfer from this foundation course onto a vocational qualification or apprenticeship course. c) A 2-year occupational certificate is being introduced. Its aim is to prepare students for apprenticeship or employment. This level 2 occupational course will not enable students to progress onto university via a foundation/level 3 course, as things stand at the current time. Further information is expected in June 2026. This will particularly impact AP2-4 students and is a significant change to the existing pathways available for students. The meeting discussed the impact of these changes on the numbers of students who will potentially follow the different pathways. At present it is anticipated that the number of students who follow university pathways will fall but the number of students who move into apprenticeships or employment will increase. The meeting also considered the impact of the changes on teaching staff and PPA.	
6.15	The meeting was shown a timetable from 2027-2030 regarding the introduction of the new academic pathways and subjects. Opportunities arising from the	

	changes to the academic pathways include a growth of occupational courses for students best suited to the vocational pathway and improvements in student preparation for level 3 courses via the new foundation course, the potential introduction of the EPQ course etc. Considerations arising from the changes to the academic pathways include the breadth of the foundation course, potential changes to the staffing model and Post-16's contextual position in respect of its cohort and the offers it can make.	
6.16	**As a percentage how many students are in the 'red box' and likely to be severely impacted by the changes?** Out of a current cohort of 130 approx. 50 students are working towards A-Levels, and 60-70 students are working towards vocational qualifications. APS4-ESOL students account for about 1/3 of students; approx. 40 students would fit into the occupational certificate box as shown on the presentation. Some Post-16 students will, in future, be pushed into a vocational pathway with little opportunity to move sideways into an academic pathway but it might make pathway/s cleaner for other students.	
6.17	**Are the proposed changes going to impact what Post-16 stands for – will Post-16 have to become a more focused provision, or will it continue to try and accommodate all students?** Post-16 is unlikely to offer T-Levels due to the specialist knowledge and skills required by teaching staff who need to have experience and a background in the relevant field of industry. Concern was expressed about Post-16 being able to ensure the availability of sufficient apprenticeships for all students who might potentially choose to work towards the occupational certificate.	
6.18	The EP reassured the academy council that decisions around the Post-16 curriculum will be part of a broader suite of conversations across the Trust. The decision-making rationale will be taken to the Board and back to the council for review and appropriate challenge in due course.	
	Student Recruitment	
6.19	The Y11 student experience day is scheduled to be held on 24 June 2026. Yr 10 road shows are being held in July at a number of secondary academies in Bristol. Post-16 is becoming more known in local communities and senior schools as an outstanding provision and a natural progression for Post-16 students within the CLF.	
6.20	There has been a huge increase in number of students applying to Post-16 to study the traditional 3-A level route next academic year. The number of students currently registered to start at Post-16 is down from last year but the number of offers accepted is significantly higher. The current figures suggest that 328 students will enrol in Y12 in September 2026 but a more realistic conversion figure, based on historical data, would be 65% of students currently registered, which would equate to approx. 250 students. Ideal baseline is 420 learners across years 12-13 based on existing conversion rates to ensure sustainability and financial mapping works – funding is based on student numbers in the previous academic year.	
7.	**Safeguarding**	
7.1	The safeguarding report was circulated to all attendees prior to the meeting.	
7.2	Clarification was provided around two students missing in education, who are, in fact, listed under a separate heading in the data provided to the meeting.	
7.3	**Two students have left the provision following allegations of incidences of peer-on-peer bullying. Are they the perpetrators or the victims?**	

	Two perpetrators have left Post-16.	
7.4	**How did the DSL interview go – was it successful?** Four interviewees were listed, only one turned up for interview but that candidate was very strong and has been appointed.	
8.	**Areas of Focus**	
8.1	The areas of focus were discussed as part of the Academy Report – see Item 6 above.	
9.	**Policies**	
9.1	The meeting noted that the H&S Part 3 arrangements have been marked as signed by a quorum of councillors on Governor Hub.	
10.	**Matters for the Attention of the Board**	
10.1	The meeting noted that curriculum changes impacting Post-16 provisions across the Trust will be brought to the attention of the Board. Further information around these changes is expected to be released in June 2026.	
11.	**Any Other Business**	
	Staff Absence – Strategic Review Update	
11.1	The meeting referenced Page 15 of the academy council report which provided data on types of absence and pinch-points. The principal reported on strategies that are in place to manage sickness and planned absences in line with the CLF Trust approach. These include return to work meetings, referrals to occupational health, mental health/stress/DSE assessments and signposting staff to additional wellbeing resources/support. Staff absence is and will continue to be a watching brief. A cover teacher role is being trialled/piloted again next academic year.	
11.2	**What is exactly is going to be measured and how often and what will success look like?** **ACTION** – CS to be responsible for implementing a twice-yearly report on staff absence, making a year by year comparison, categorising long-term absence, short-term absence, pre-planned absences, considering the impact on the pupils and other staff, and implementing ways of measuring the success of strategies implemented to manage absence. Absences when teachers are off-site for training/CPD to be included within pre-planned absences.	CS
11.3	**ACTION** – CS and KC to meet via TEAMS for the purpose of upskilling of knowledge.	Principal/CS
12	**Close of Meeting and Date of Next Meeting**	
12.1	The meeting closed at 18.34. The next meeting is scheduled to be held on Monday 29 June at 16.30.	

ACTIONS

	Actions from meeting on 29 June 2026	
3.1	The minutes of the previous meeting were approved, subject to para 6.3.5 being amended to show that 20% refers to Maths, 40% refers to English. **ACTION –** Clerk to amend previous meeting's minutes and circulate final copy via Governor Hub. COMPLETE	Clerk
5.1	**ACTION –** Clerk to update Governor Hub with Link Roles COMPLETE	Clerk
11.2	**ACTION** – CS to be responsible for implementing a twice-yearly report on staff absence, making a year by year comparison, categorising long-term absence, short-term absence, pre-planned absences, considering the impact on the pupils and other staff, and implementing ways of measuring the success of strategies	CS

	implemented to manage absence. Absences when teachers are off-site for training/CPD to be included within pre-planned absences.	
11.3	**ACTION** – CS and KC to meet via TEAMS outside of the council meeting for the purpose of upskilling knowledge.	Principal/CS
	Actions from meeting on 1 December 2026	
3.3	**ACTION** – Clerk to confirm if new Risk Register can be uploaded onto Gov Hub for councillors to review. ONGOING – new framework being implemented.	Clerk and Principal