

CLF Post 16 Academy Council Meeting

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| Meeting Date: | 11 th June 2018 |
| Location: | John Cabot Academy Board Room |
| Time: | 4.15 Refreshments 4.30 – 6.30pm |
| Chair: | Dereth Wood |
| Present: | Recorded |
| Apologies | Recorded |

Minutes

| Item | Description | Action |
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| 1 | Introduction, Administration & Apologies | |
| | DW apologised for needing to move the meeting and confirmed this will be the only Council meeting this term. The agenda will be amended to allow the Student Voice item to take place first. | |
| 2 | Declarations of Pecuniary Interest | |
| | There was none on this occasion. | |
| 3 | Minutes of Previous Meeting – Discussion Notes | |
| | The previous minutes were confirmed as an accurate reflection of the meeting. | |
| 4 | Matters Arising from previous minutes | |
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| 5 | Academy Council Report | |
| 5.1 | <p>Achievement and Standards</p> <p>Outcomes</p> <p>DC shared the AP4 data with the Council and highlighted:</p> <ul style="list-style-type: none"> The cohort has shifted in year 13 to more academic enrolments. For year 12, the reverse is true. There is positive value added for both year groups for the academic courses. The picture for vocational courses is not so strong. APS are consistent. The predicted U grades have increased to a similar number to that received last year but should drop again due to a number of actions taken. There is a change to performance measures for this year for vocational courses. <p>Question from Council: Academic courses have a positive value added, but are they as good as last year?</p> <p>Answer: A year on year comparison cannot be made, as the cohorts are so different. There is only 8% HAP compared to over 40% HAP last year.</p> <p>Question from Council: Is it common for predictions to start high and diminish over the year?</p> <p>Answer: Yes. AP3 is the mock. It has bounced back up between AP3 and AP4.</p> | KC |

CB raised queries surrounding literacy from the report. It appears a little unclear - can clarity be given for the differences between literacy support, exam literacy and classroom literacy? KC to action.

Key trails

DC highlighted:

- Fine grades are examined to see if students have gone up, down, or stayed the same. For Y12 there are 52 students that have improved, 62 have gone down and 47 have stayed the same. For Y13 there are 72 students that have improved, 50 have gone down and 67 have stayed the same. This way of looking at the data can mask a particular problem in one subject, but SISRA data will show where this is the case.
- Students that are predicted an E3 or a U are 36 in Y12 and 34 in Y13.
- In Y12, there are significant issues with EAL students not being able to access the curriculum and there are a number of interventions in place.
- Students that are struggling are MAPs in Y12. LAP students are doing better than expected.
- Tighter entry requirements are in place for next year as well as assessment that is more rigorous. It is often students that obtained level 6 at GCSE that face difficulties.

Question from Council: Do we know if other schools are experiencing the same problem with level 6 entrants to this course?

Answer: There is a Post 16 providers meeting this week and we will ask that question. We are considering offering statistics next year that might be better suited to our students. We may consider introducing a bursary from our maths funding for students enrolling on maths courses.

Y13 trails

DC highlighted:

- The students predicted E3 or U are LAPs. This has led to changes in course offers for next year and the guidance provided to students. We will be withdrawing some students from exams.
- HAP students are only getting 59% against a target of 86%; there is a lot of work going on to ensure stretch and challenge.
- Disadvantaged students are showing positive VA; LAP students generally do well.
- Data shows a proportion of progress over time for Y13 for many subjects. All subjects showing as 'red' are known concerns; staff know which students they are and why they are not progressing. Some will be withdrawn.

Question from the Council: Has the position for HAPs got better?

Answer: No, HAPs are a particular problem as they are often confident students that chose to leave the federation to study elsewhere. This is one of the reasons we are looking at bursaries. In terms of the quality of provision, our two main competitors are SMR and St Brendan's and of these, we have the highest VA.

Curriculum

There are 232 students enrolled on the academic curriculum against 230 students enrolled on vocational courses. Of the academic courses, maths and science remain a concern. There is strength in drama, photography and Travel and Tourism.

Vocational curriculum

The grade distribution has changed. Having a pass no longer translates to a C grade and neither will a merit. KC has met with staff to discuss this and put strategies in place. Staff have revisited units where not already externally moderated and are pushing students to enable them to achieve a distinction. There is a real awareness of data and what the implications are. Since AP4 a no of external verifications have happened. All students now need to be set a Distinction as their target grade. The vocational VA will bring the overall VA score down.

Question from Council: Is there a gender gap?

Answer: For vocational the gap is less significant than it has been. There is a wider gap for academic courses with boys typically dominating maths and science and girls dominating social science.

Question from Council: What trails should remain a focus for this Council?

Answer: There are some subjects that there needs to be a real focus on. KC described the hardest challenge as working and supporting more collaboratively with classroom teachers, looking at data and meeting colleagues so they know their data. We can now provide data very easily to subject leads; however, there is still a training need for SISRA.

Question from Council: Are MAP boys and HAP girls a trail for year 12, 13 or both?

Answer: It is for both year groups.

Teaching and Learning

The Council viewed a presentation on teaching and learning.

Question from Council: What is the process for lesson observations and interventions and is this showing progress?

Answer: The QA document now correlates observations with the attainment of the group to see if it is having an impact. Over the last year of the 13 colleagues that required support, 9 showed positive improvements.

Teachers have agreed to the essential elements (non-negotiables). SPAG is particularly patchy. We have looked at feedback and it is variable.

The Council requested to have a copy of the non-negotiables.

Question from Council: Is the assessment policy now embedded?

Answer: There is some very strong practice but also inconsistency across the piece. The ongoing challenge is to ensure colleagues are actively following their set way of assessment in order that they are able to demonstrate progress with learners.

KC

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| | <p>Question from Council: The information provided does not match that in the Academy Council Report. The number of teachers that have improved from 'red' is evident, but actually, there are a number of teachers that were 'green' that have dropped to 'amber'.</p> <p>Answer: It could be that different things were being looked at in each of the three QA visits. We will take another look at the data.</p> <p>Action: The Council needs to be able to make direct comparisons to ensure everything is shifting in the right direction. KC to consider how the data is presented for the next meeting. DW also requested that the teaching and learning data be split into academic and vocational.</p> <p>Question from Council: Are we doing enough, quickly enough, in this area to improve teaching and learning?</p> <p>Answer: No, we are not. It is an ongoing challenge. The multi-site organisation means that it is difficult to steer P16 pedagogy. We have negotiated five formal sessions of CPD a year. However, the needs required within A level delivery are very diverse; it is hard to find a session that will work for all. Equally, colleagues can feel like they are working for two different provisions: the academy and Post 16. This is the main focus for us. We are trying to be developmental and ensure teachers can see each other's practice. At present, we do not have a forum strong enough or big enough to drive the pedagogy changes that are needed.</p> <p>JJ said that the frustrations are not unique to Post 16. KC has done an incredible job aligning standards across Post 16 and ensuring expectations are known.</p> <p>Attendance Black Box – This identified trends in the groups and trails.</p> <p>Question from Council: What would change the culture of attendance and improve it?</p> <p>Action: Ask Student Voice for ideas as to what they feel would affect the attendance culture of Post 16.</p> <p>The Post 16 Review identified that there would be another full review for Safeguarding after the feedback to check practices again. The SCR was completed by HR and a report provided. DW requested another full scrutiny to happen of Safeguarding before the end of Term 6 (PDBW section of Ofsted)</p> <p>Widening Participation data</p> <p>CM - Does this have a good impact and is there a gap for other WP providers?</p> <p>KC – Yes there is a need for WP in apprenticeships – KC to meet DW re this work</p> | <p>KC</p> <p>KC</p> <p>KC</p> <p>KC</p> <p>KC/DW</p> |
| 5.2 | <p>Risk Register</p> <p>Risk register – no action or concern all amber and green no high risks currently.</p> | |
| 5.3 | <p>Finance, Health & Safety, Estates report</p> | |
| 5.4 | <p>Staffing</p> | |
| 5.5 | <p>CLF collaboration and input summary</p> | |
| 5.6 | <p>Policies that require review</p> | |

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| 5.7 | Actions for Academy Council Members | |
| 5.8 | Events within and beyond the Academy | |
| 6 | Student Voice / Student Advocate | |
| | <p>DW welcomed DMS to the meeting and asked him to describe how the Student Council operates and what the key issues are.</p> <p>DMS provided an overview of the Student Council and highlighted several recommendations for change they have proposed:</p> <ul style="list-style-type: none"> • There is a student representative from each of the academic mentoring groups - 12 representatives in total. Each representative gathers ideas and feedback from their group and this is discussed at the Student Council meetings. • Ideas that have come from these discussions include: <ul style="list-style-type: none"> ○ Amending the length of the teaching sessions so that there is 30 minutes of teaching followed by 20 minutes of one to one time (4 students each having 5 minutes of one to one time). Teaching time was previously 50 minutes. KC confirmed that some students felt unable to talk in group sessions so this would initiative would provide a solution to that. ○ Introduction of a reward system for Post 16 students based around attainment, achievement and inspiration with a bronze, silver and gold award given each term. The prize could be a gift card. KC confirmed this would roll out during term 6. ○ Introduction of clubs and societies; KC said that Dajion had approached this in a very sensible manner, ensuring that there are at least three students running each club, and ensuring each club proposed is authorised by staff. ○ Additional qualifications available for study as part of CLF+, such as Food and Hygiene. ○ More trips for students. KC explained the barriers that exist for students and the departments in terms of budgets. KC is trying to allocate more funds to support enriched learning. It is essential to ensure the trips are appropriate and will support classroom learning. ○ Changing assemblies so that students are spoken to, not spoken at. Assemblies need to be more engaging and applicable; the suggestion from students is that there are both compulsory and non-compulsory assemblies depending on the subject matter. ○ British values needs to be delivered in a different manner so that the focus is more on the actual values, such as democracy. ○ Quality of Wi-Fi – students struggle to use the Wi-Fi available. The Wi-Fi for Post 16 students is shared with JCA and the filters are set with younger students in mind and are too stringent. KC confirmed solutions to this are being investigated. <p>Questions from the Academy Council</p> <p>DW: How often do you meet? DMS: We meet weekly.</p> <p>CM: How do you ensure participation from a good representative group; particularly the harder to reach students? KC: DMS is one of Y12 representatives. I would say 8 are excellent at getting feedback. The remaining 4 have struggled and we are providing support to assist with that. There has</p> | |

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| | <p>been a real lift in the student voice over the last few months and the Student Council are shaping the things that really matter.</p> <p>JJ: DMS, I am very proud to see you here and you have presented very well, thank you for that. If we were to speak with you in 12 months' time, how will you know the Student Council has been successful?</p> <p>DMS: We would look at the changes made over the year as a result of our suggestions. We could also ask students to fill in a feedback sheet. JJ: You could also ask Ms Cooper for data on attendance at assemblies and academic mentoring meetings and compare that to the data in 12 months' time.</p> <p>KC commented that she is very impressed with the student voice and particularly with DMS input. DW said the student voice would be revisited in the new academic year. Minutes of this meeting will be shared with Dajion. Dajion left the meeting.</p> | |
| 7 | Governance | |
| | Governor visit monitoring form – where is this, is it centrally provided? JJ to research. | JJ |
| 8 | Equality and Diversity | |
| | <p>Equality and Diversity Policy – there was an action at the last meeting to re-read the policy and raise any concerns. CB raised questions surrounding whether the outcomes reflect the ethnic and diversity of Post 16. Need to look at the data and see if ethnicity figures a trail in the data. Do we recruit from across the wider ethnic range?</p> <p>Action - Evaluate the Policy with Post 16 as a focus. What is the practice within and across? How is the Policy implemented? What is the action required from this work?</p> | KC |
| 9 | Matters for the Attention of the Board | |
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| 10 | Any Other Business | |
| | JJ to circulate the performance management proposal for councillors to see and discuss. | JJ |
| | Meeting closed XXXXXX time | |

| Action Summary List | | |
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| Reference Agenda Item | Action | Who |
| 5.1 | CB raised queries surrounding literacy from the Principals report. It appears a little unclear - can clarity be given for the differences between literacy support, exam literacy and classroom literacy? KC to action. | KC |
| 5.1 | T & L - The Council requested to have a copy of the non-negotiables. | KC |
| 5.1 | KC to look at QA teacher assessment data as the information provided does not match that in the AC report. | KC |
| 5.1 | The Council needs to be able to make direct comparisons to ensure everything is shifting in the right direction. KC to consider how the data is presented for the next meeting. DW also requested that the teaching and learning data be split into academic and vocational. | KC |
| 5.1 | Ask Student Voice for ideas as to what they feel would affect the attendance culture of Post 16. | KC |
| 5.1 | DW requested another full scrutiny to happen of Safeguarding before the end of Term 6 (PDBW section of Ofsted) | KC |
| 5.1 | Widening Participation – KC to meet with DW to look at WP within apprenticeships. | KC/DW |
| 7 | JJ to investigate the governors visit form for circulation. | JJ |
| 8 | Equality & Diversity policy - Evaluate the Policy with Post 16 as a focus. What is the practice within and across? How is the Policy implemented? What is the action required from this work? | |
| 10 | JJ to circulate the Performance Management proposal for councillors to see and discuss before the next meeting. | JJ |
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