

## CLF Post 16 Academy Council Meeting

<b>Meeting Date:</b>	24 <sup>th</sup> September 2018	
<b>Location:</b>	John Cabot Academy Board Room	
<b>Time:</b>	4.15 Refreshments 4.30 – 6.30pm	
<b>Chair:</b>	Marian Curran (acting)	MC
<b>Present:</b>	Recorded	
<b>Apologies</b>	Recorded	

### Minutes

Item	Description	Action
1	<b>Introduction, Administration &amp; Apologies</b>	
	Round table introduction for the benefit of the student representatives.	
2	<b>Declarations of Pecuniary Interest</b>	
	There were no Declarations of Interest on this occasion.	
3	<b>Minutes of Previous Meeting – Discussion Notes</b>	
	The previous minutes were confirmed as an accurate reflection of the meeting. Please see action sheet at the end of these minutes for an update on actions.	
4	<b>Matters Arising from previous minutes</b>	
	<p><b>Teaching &amp; Learning (T &amp; L) Presentation – LS</b></p> <p>LS presented an update to the T &amp; L plan and progress so far. The key points are:</p> <ul style="list-style-type: none"> <li>• First CPD of the academic year went well, including roll out of the CPD plan, IRIS and “My Study Life” planner app.</li> <li>• Described “see it, sort it” approach to class drop-ins.</li> <li>• Non-negotiables being done; focus on teacher and student organisation.</li> <li>• Tracker aligns with teaching standards – this is developing as we use it.</li> <li>• Many student IAG seminars using Eventbrite – well received.</li> <li>• Focus on academic development with academic mentors.</li> <li>• Upcoming CPD 2 and T &amp; L 2 will focus on optional and compulsory student support.</li> <li>• Tracker demonstrated, RAG status updated by core team when drop-ins done. We need to keep this meaningful and measurable. We have hit the ground running this term based on good work in previous three years.</li> </ul> <p><b>Question:</b></p> <p>CB - How does spelling and grammar (SPAG) affect marks in exams?</p> <p><b>Response/Discussion:</b></p> <p>DC - On the new mark schemes, it is suggested that high marks cannot be awarded if the SPAG is poor even if the answer is correct.</p> <p>CB – How are we managing this?</p> <p>LS – Onus is placed back on students to correct their SPAG in course work.</p> <p>KC – BG provides literacy support to students, including EAL students, and Bristol Tutors have been employed to support with maths and English resits. Feedback on SPAG is provided via the marking top sheet (GPS (Grammar, Punctuation, Spelling) section)</p> <p>BG – Simple problems need to be resolved such as capitalising names, which is surprising when they reach Y12.</p> <p>MC – Is this why some students underachieved this summer?</p>	

DC – There is evidence that this may be the case in some areas. There has been a tip from academic to vocational routes and lower maths and English GCSE grades.  
 KC – we have 98 students resitting English and/or maths, 74 of which are doing both. KC & DW met several times over the summer to discuss results and outcomes. KC has shared the synopsis in the Principal report.

**DC - Raising Attainment update**

- Explained VA to students, sharing the details of some higher achieving subjects, which were all academic A levels. VA dropped overall due to issues in the grading of transition curriculum subjects where they were realigned nationally – this led to negative VA even though they achieved their predictions.
- STEM is a concern and is an ongoing priority, as students do not achieve as well. Patterns seem to be boys studying STEM subjects and girls studying extended writing subjects & social sciences. Trails may also be down to class sizes and more choosing these subjects.
- We have been more rigorous in allowing students to access these courses at enrolment, ensuring they have the right entry grades and running suitability testing (more formal tests in maths and sciences) to make sure the students are on the right courses for them. We will continue to monitor teacher feedback to make sure they are on track to achieve their grades.
- Students who achieved U grades in their mocks have been met with – some have swapped to other subjects. Some wanted to continue so they have been set targets to achieve a D at least in the next mock in order to be able to continue. If they do not achieve this, they will need to meet with KC to review.
- Data Manager is doing lots of work with the data to create realistic targets which will affect VA in a more realistic and accurate way. The pathway structure helps SLT feel more confident in managing the process with a clear group of teachers and subjects.

**Question:**

JD – What was the percentage of failures in the suitability tests?

**Response/Discussion:**

DC – Explained.

JD – Was this expected?

KC – We have been firm in guidance meetings to be realistic for the students. This has had a positive impact, as we will lose fewer students from subjects. We made it clear they were on trial so they were not surprised if they did not meet the requirements. Some difficult conversations but mostly they accepted and swapped to a better course for them but that would still lead them to their intended destination.

**Question:**

MW – will this have a financial impact?

**Response/Discussion:**

KC – It could, but we are retaining the students on better courses for them to achieve their goals. They are all different so we manage and support on a case-by-case basis. One of our USPs is that we care deeply for all of our students.

BG – How successful is the swap to other courses?

DC – Good; we retain more as we put them on a course more realistic and suited to them and don't let it go on too long so not too much course content is missed.

KC – We are careful in our curriculum offer to give a wide set of options (A level, Btec, vocational) to support a variety of aspirations. We are in a better place than ever with the right staff, the right students on the right courses and the right timing.

MW – Very positive!

5	Finance Report
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	<p>KC - Finished the year on a positive budget of £74k, which has gone into reserves and to pay for some planned IT spending required. This is partly due to:</p> <ul style="list-style-type: none"> <li>• Lower exam costs than planned due to the A level reform.</li> <li>• Moving from six to two centres leading to lower resources being required.</li> </ul>	
<b>6</b>	<b>Principals Report</b>	
5.1	<p><b>Achievement &amp; Standards</b></p> <p>Student Recruitment went well this year, 240 enrolled. Higher numbers but we lost 60 students who previously said they were coming to another provider (St Brendan's) and some who enrolled but never turned up to commence lessons.</p> <p><b>Question:</b> MC – If they are doing well at KS4, why are they not staying?</p> <p><b>Response/Discussion:</b> KC – The ones that do not stay want a non-school setting mainly; preferring a college environment – more independent. This has led to management of change in the staffing structure and reductions in the curriculum, removing classes where too few have enrolled, streamlining groups and raising class sizes. CLF Principals are being set a target of retaining 30 – 50% of their cohort to Post 16.</p> <p>Leavers were due to taking apprenticeships mainly, moving on after the AS year. 11 went to different providers. We need to recruit 225 every year; current capacity is 500 students. This will improve when we get our own site.</p> <p>MC – How many of these leavers were A level vs transition students?</p> <p><b>Action:</b> KC to find out that split</p> <p><b>Question:</b> JD to student reps – How did you find being over two sites last year (Y12).</p> <p><b>Response/Discussion:</b> DMS – great link bus as he lives closer to BBA but based at JCA. Its busy in each site but understand that there are more students in less space - "it's a factor but not a game changer"</p>	KC
5.2	<b>Risk Register</b>	
5.3	<b>Finance, Health &amp; Safety, Estates report</b>	
5.4	<b>Staffing</b>	
5.5	<b>CLF collaboration and input summary</b>	
5.6	<b>Policies that require review</b>	
5.7	<b>Actions for Academy Council Members</b>	
5.8	<b>Events within and beyond the Academy</b>	
<b>7</b>	<b>Safeguarding</b>	
	<p>Increased SEND and safeguarding requirements this year; lots to put in place to support these students. We anticipate a call from Ofsted before the end of the month following a monitoring visit in June. We have had an internal review in preparation with good feedback. Some areas of challenge that will be actioned as good practice; there is an action list to go through to pick up on some areas for improvement; some things we didn't know we had to do, wider CLF policies to adopt that we were not aware of, some admin to be completed.</p>	
<b>8</b>	<b>Equality and Diversity</b>	
	<p>CB proofread the Equality Policy and this has been subsequently approved by the Council. This is a central CLF policy however, not specific to Post 16. As a result, she visited Post 16 to see how equality &amp; diversity is promoted round the schools and in PSHE sessions. Findings are that in some areas, there is good practice but in others, it does not seem to</p>	

	<p>match the cohorts in the school. Work is required to establish a better balance; CB will do some student voice to start the process.</p> <p><b>Action:</b> KC to raise the Equality and Diversity policy at leadership – all will be in the same situation. KC – to obtain figures on how many HAP students are BME.</p> <p><b>Question:</b> KC asked MC how this is managed at St Brendan’s. MC – Also not always consistent, with work to be done also.</p> <p><b>Student Voice</b> AM/DMS – Met with HP16 to discuss what to put in the student survey, they now plan to go to mentoring groups to ask for feedback on what to include. Listed some suggested topics (such as study space, laptops, masterclasses, pathways vs one group, emails) which were well received. Some suggestions for additions and amendments were made. Discussion around pros &amp; cons of one proposed question – wearing headphones in the classroom. Discussion about email etiquette; LG offered to support with some pointers on writing a good email.</p> <p><b>Action:</b> AM/DMS to go round academic mentoring groups to conclude the question list and send out the survey. KC to reinstate student council with reps from each AM group. AM/DMS to seek out reps and report back at the next meeting.</p>	<p>CB</p> <p>KC KC</p> <p>LG</p> <p>AM/DMS</p> <p>AM/DMS</p>
9	<b>Policies</b>	
	None to be approved today.	
10	<b>Executive Principal Update</b>	
	DN had to send apologies therefore no update report this time.	
11	<b>Any Other Business</b>	
	LG has circulated DW’s requested key meeting structure to create a focus for each meeting.	
	<b>Meeting closed 18:10</b>	

Action Summary List		
Reference Agenda Item	Action	Who
<b>Actions from meeting 11/6/2018:</b>		
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. <b>Update: Completed and included in Principal's Report.</b>	KC
5.1	T & L - The Council requested to have a copy of the non-negotiables. <b>Update: Included as an appendix to Principal's Report</b>	KC
5.1	KC to look at QA teacher assessment data as the information provided does not match that in the AC report. <b>Update – LS presented on this to the meeting.</b>	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. <b>Update: This has been completed.</b>	KC
5.1	Ask Student Voice for ideas as to what they feel would affect the attendance culture of Post 16. <b>Update: Student voice has been obtained – reported on by AM &amp; DMS.</b>	KC
5.1	DW requested another full scrutiny to happen of Safeguarding before the end of Term 6 (PDBW section of Ofsted) <b>Update: This has happened and actions are underway.</b>	KC
5.1	Widening Participation – KC to meet with DW to look at WP within apprenticeships. <b>Update: This has been set in motion and work is underway.</b>	KC/DW
7	JJ to investigate the governors visit form for circulation. <b>Update: this has been circulated to Councillors.</b>	JJ
8	Equality & Diversity policy - Evaluate the Policy with Post 16 as a focus. What is the practice within and across P16? How is the Policy implemented? What is the action required from this work? <b>Update: The policy has been reviewed and updated. CB will be working to take E &amp; D further forward.</b>	KC/CB
10	JJ to circulate the Performance Management proposal for councillors to see and discuss before the next meeting. <b>Update: Still outstanding – JJ has taken this to the Board for approval and will be circulated once this has happened.</b>	JJ
<b>Actions from meeting 24/9/2018:</b>		
5.1	KC to find out split of students leaving at the end of Y12, between A level and transition students.	KC
8	CB to do student voice regarding equality and diversity.	CB
8	KC to raise the Equality and Diversity policy at leadership – all will be in the same situation.	KC
8	KC – to obtain figures on how many HAP students are BME.	KC
8	AM/DMS to go round academic mentoring groups to conclude the question list and send out the survey.	AM/DMS
8	LG to share pointers on writing a good email for students	KG
8	AM/DMS to seek out student council reps from each AM group and report back at the next meeting.	AM/DMS