Minutes – Tewkesbury Academy Council Meeting

Version: FINAL
Meeting Date: 4 February 2025
Location: Tewkesbury Academy
Time: 17.30-19.30

Chair:	Sue Maizonnier (SM)	Chair of Academy Council
Attendees:	Jon Quinn (JQ)	Vice Chair - Sponsored Academy Councillor
	Stephen Hawkins (SH)	Sponsored Councillor
	Pat Stringfellow (PS)	Sponsored Councillor
	Emily Bytheway (EB)	Sponsored Councillor
	Daniel Webb (DW)	Sponsored Councillor
	Richard Marriott (RM)	Staff Councillor
	Kathleen McGillycuddy (KM)	Principal
	Steve Taylor (ST)	Executive Principal
Clerk	Minna Koo (MK)	Clerk
Invitees:	Clare de Glanville (CDG)	
	Rob Young (RY)	
	Callum Mcleish (CM)	
	Rachel Hawtree (RH)	
Observer:	Jackie Friday (JF)	Governance Administrator
Apologies:	Menize Donatien (MD)	Staff Councillor
	Jane Hodgson-Lewis (JL)	Parent Councillor

Minutes

Item	Description	Action
1	**Introduction, Administration and Apologies**	
1.1	The Chair opened the meeting and welcomed everyone, including three additional members of staff. Apologies were received as above.	
1.2	The new clerk was introduced to the Academy Council.	
2	**Declarations of Interest**	
2.1	There were no further declarations of interest.	
3	**Membership Update**	
3.1	Parent councillor recruitment has started and there was one applicant as of the AC meeting date. The closing date for applications will be on 10 February.	
3.2	There is one staff councillor vacancy, and the recruitment process will be started subsequently.	
3.3	**ACTION: Clerk to start the staff councillor recruitment.**	**Clerk**
4	**Minutes of Previous Meeting**	

4.1	The minutes of the previous meeting were agreed as an accurate record of the meeting.	
5	**Matter Arising (Action from last meeting)**	
	Actions were noted as follows:	
5.1	ACTION - Link AC requested a report back on P16. COMPLETE	AG/Principal
5.2	ACTION – Chair to be provided with staff names to contact with special thanks. COMPLETE	Principal
5.3	ACTION – national comparable data to be included in future academic progress reports. COMPLETE	CMcL
5.4	ACTION – further update regarding the impact of the change to a two week curriculum to be presented to next meeting. COMPLETE	KM
5.5	ACTION– report regarding Y9-10 tutor time to be presented to the next meeting. COMPLETE	Principal
5.6	ACTION – Clerk to ensure Ofsted Readiness update uploaded onto Gov Hub regularly. By next meeting	CDeG/Clerk
5.7	ACTION – parent survey to be run in April 2025 Interim Survey Complete	Principal
5.8	ACTION – report on disadvantaged attendance to be presented to the next meeting. COMPLETE	Principal
5.9	ACTION – Further information to be provided to ACs about the scholars group at the next meeting. COMPLETE	Principal
5.10	ACTION – the amended Provider Access Policy to be marked as signed by 5 ACs on Governor Hub. COMPLETE	All
6	**Principal's Report**	
6.1	A copy of the report was circulated prior to the meeting.	
6.2	**Would you share the update of impact assessment? What do you mean by impact assessment? Such as what is specific impact assessment and what do we expect to see? What evidence can be shared?**	
6.3	Case studies have been developed. Reports and parent survey data will be gathered and presented to the Scrutiny Committee. Recommendations will be fed back to Chair. Positive impacts are celebrated; improvements will be reviewed with solutions to be implemented.	
6.4	**Y9 suspension seems to be disproportionate, can you explain?**	
6.5	The pastoral team has been working diligently with this group of students and set up of individual behaviour support plans. Most of the pupils who have been suspended are SEND/PP. This cohort is also the group with most post COVID impact.	
6.6	**Will this behaviour follow through to Y10 next year?**	
6.7	Possibly. We would like to use the learnings and improve those areas needing improvement. For pupils moving from KS3 to KS4, they are more mature and progress slightly more.	
6.8	**What has happened for Y9 during Covid?**	
6.9	During Covid, these pupils were in Y4 or Y5. They missed social and communication life. Other schools seem to have similar issues. The team is working hard to support this group.	
6.10	**Some staff may think that we are not tough enough on suspension, what is the current situation?**	
6.11	Yes, this situation persists and the staff survey will provide more findings. Graduated responses are improving and we are fully aware	

	pupils' behaviour can be challenging for staff. We need to be consistent and make the right decisions. Consequences, support and education are the key in this area.	
6.12	**How is the well-being of staff being affected with the changes, school reputation and social media?**	
6.13	It is a mixture of feeling better and still raising concerns. Some staff are feeling more positive than before. Workload has been raised by staff as an issue especially in pastoral/SEND team.	
6.14	**How's the feeling of the staff after the recent Sheffield School incident?**	
6.15	Staff have not raised it. Principal will liaise with staff and understand more about it.	
6.16	**If Ofsted came in next week, what would be the comment and feedback?**	
6.17	There will be recognition of the upward trajectory within a short timeframe and challenging context given our critical incident. Strong work has been undertaken in relation to anti-bullying/discrimination and will continue in this space. We would seek recognition for the strong curriculum work and improving standards over time linked to strengthened assessment protocols. Similarly, we would expect the improving attendance to be noted as well as real progress across all areas in our sixth form. We would anticipate some dissonant voice on SEND even though there has been a reorientation of personnel, resource and approach. There will definitely be a lag between the improvements made and the parental perception/reputation of the school exacerbated by vexatious campaigning online. We would expect positive feedback on development of better communication systems and concern/complaint management though we would also recognize that community cohesion / parental feelings still require our attention as we rebuild pride and trust in the school.	
6.18	**What is the school doing about this?**	
6.19	We have intentionally moved back to in-person parent evenings for years 7 and 8 with more on the way. Year 11 and 9 have had in-person events too. We have regular parent forums, a clear communications policy and ways to get in touch about any issues. We have also intentionally set up more celebratory events and opportunities shared widely via social media. Our annual rewards evening, Carols at the Abbey and planned Curry n Quiz night are all new to the calendar and deliberately set up to provide relationship and trust building whilst celebrating young people's achievements. We are undertaking a 3 year Relational Practice programme with GCC. Year 1 focuses on leadership training with Years 2 and 3 being about the implementation . Additionally we are exploring community relationship building as part of Trust work with The Reach Foundation and their 'cradle to career' model. We capture parent voice on a regular basis and respond to this including sharing back to parents what they said and what we have done about it.	
6.20	**Do we have enough slots for all teachers and parents to meet at parents' evenings?**	
6.21	There are plenty of slots available but where a parent can't meet a teacher we will provide follow-up by email or a telephone call.	
6.22	**How do you manage it?**	

6.23	We have a system in place to give early sign up for our disadvantaged families.	
6.24	**What is the school doing to reverse local community view? Can we do an editorial in a local community paper?**	
6.25	The school has a social media presence. Also, the CLF communication team has formulated a comprehensive communication strategy and is actively sharing the achievement and good news about TA from all channels. The local MP gave positive feedback about the safeguarding system of the school.	
6.26	**What view do you think Ofsted will have on these social media posts, and will it take attention away from the good side of the school?**	
6.27	Representatives of the school/council will talk to inspectors and emphasise the good that is being done at the school. Ofsted are generally aware that reputation often lags behind improvement at schools.	
7	**Attendance Update**	
7.1	Copy of report submitted prior to meeting.	
7.2	In summary, the attendance is improving versus last year. Key actions are to improve the gap between PP and non-PP students. • Parental contact by two attendance officers (severely absent students) • Phone call (10:00-11:00) to make parent aware of student absent (PP) • Student online survey (to be finished by 10/02/2025) with 400 student responses already • Contact parents of students with broken weeks • Send punctuality report/notice to parents of students who were late to school Impact/Result • Improving attendance, from 85.9% to 90.6% • Late to school cases (5-day period), dropped from 747 students to 681 (2 weeks ago) and 565 students during the previous week -The two main reasons for students who come to school late are traffic and oversleeping. - The previous student survey showed that relationships with other students, teachers and canteen food quality could be the reason for school absence.	
7.3	**How do we know that phone call is effective?**	
7.4	We know proactive calls that offer support do make an impact. Calls made on inset day to known vulnerable children checking in on them resulted in strong attendance the following day. Moreover, we find out safeguarding or other concerns that allow us to put in support which is invaluable.	
7.5	**Do you categorise how late a student is?**	
7.6	Yes – we mark students as late, add in the minutes late and the reason so that we can build a picture of any cohort issues or specific concerns for that young person and address them.	
7.7	**Has the outcome been as what you expected?**	
7.8	Students definitely understand the importance of punctuality as do their parents so the education aspect has landed. Punctuality to school rates do still fluctuate depending on traffic towards the M5 or weather eg flooded roads. We are beginning to see an improving picture. We are communicating with parents and it has caused some frustration to a small minority who have perceived it as adversarial when in fact we want ot work with families balancing reasonableness, support and challenge.	
7.9	**How are home visits going? Are relationships improving with those parents?**	
7.10	There were 86 home visits, which took place from Sept-Nov. Attendance officers will make home visits to pupils absent from Abbey View (AV) if requested. Relationships are generally very cordial with parents of our vulnerable students but we do have risk assessments in place for visits. Visits take place in pairs. Some	

	visits are preplanned and some visits are unannounced. We would like to increase the number of home visits but it remains resource dependent.	
7.11	**Y11 PP children attendance is low. What has been done to support this cohort?**	
7.12	We are keenly alert to attendance in Year 11. The attendance in Year 11 has improved over time and is the best it has been for 5 years. PP attendance remains lower than we want. Actions taken in line with overall attendance strategy Contact home Bespoke meetings Trying to remove barriers Mentorship Referrals to external agencies	
7.13	There is a concern about a growing number of NEETs (pupils Not in Education, Employment or Training) across the county. There is a growing trend nationwide, increased by 25% in 2024. Redirection of our Careers Lead into bespoke provision for our students at risk of being NEET is paying dividends.	
7.14	**ACTION: Sharing of Post 16 careers/ destinations (NEETs) in next AC meeting.**	**RY**
7.15	Equity Scorecard developed by Exeter University shared. It uses FSM Eligible pupil attendance (Regional and National data) as well as an audit to support schools develop their approach to equity. TA are looking at how this might be helpful to us on our journey.	
7.16	DfE/Ofsted publish Inspection Data Summary Report annually. Links are sent to the Academy Council and they can see the performance of the school within it. For TA, attendance and post 16 are to be noted as identified in our SEF and AIP.	
7.17	Attendance at TA is on a steady upward trend faster than the national average i.e. TA attendance is improving quicker than other comparable schools. There is still some way to go before pre-pandemic levels are reached.	
8	**Anti-bullying Update**	
8.1	Copy of report submitted before the meeting.	
8.2	Anti-bullying reported incidents is on the rise as students are empowered to use the red hand system to report bullying. Most issues are related to peer conflicts and friendship issues. Key initiatives include: • Red Hand System (students and parents) • A Monday drop-in session at lunchtime is introduced and provided a safe space for students to talk to trusted adult • Empowered tutors as first point of contact Impact: • Students felt confident to use the red hand system • Serious incidents bullying are falling	

	• Conflict and friendship are still issues to be monitored Fluctuating pattern evident in data. Reported cases dropped in late 2023/24 before rising again in early 2024/2025. A increase has been seen post Xmas in Year 7 after the purchase of smart phones for Christmas. Communication and feedback remains key to supporting parents and managing reputation regarding how we deal with incidences of bullying.	
8.3	**Is there ever a point where there is never going to be a resolution?**	
8.4	Impact of student behaviours can be limited. Education is in place to inform students and ensure the situation does not happen again. The Red Hand system is a good method of logging bullying. Pupils have access to trusted adults and receive support. The resolution is not always satisfactory for the child.	
8.5	**Red hand system has a limited data set so how long do we have to wait for a full comparative set of data?**	
8.6	Data and trend such as actual incidences, the trend and type of incidences by year groups are being monitored. The trend is complex, and the school is navigating it. Conflict and bullying are the key. Policies are in place for parent communication.	
8.7	**Does the student voice reflect what the data is showing?**	
8.8	Student survey in Sept 24 reflected the data gathered to date on bullying and anti-bullying measures.	
8.9	**RY left at 18:41 p.m.**	
9	**Abbey View (AV) Update**	
9.1	Report circulated prior to the meeting.	
9.2	6-10 pupils are there at any one time	
9.3	**Is there anything more that we can do to ensure that students are receiving a satisfactory education?**	
9.4	Starting from September 2024, transitions have been revised and made more robust. The school has liaised better with AV prior to the transition. Family visits have been taking place and needs are being better met.	
9.5	**Are TA pupils safe at AV?**	
9.6	Yes. TA staff visit AV more frequently and concerns were addressed.	
9.7	**What will TA staff do during the visit?**	
9.8	It depends on the purpose of visits. It could be Y9 student options process, collecting pupil feedback, safety of the site etc. A review is needed of the duration of student placements. Long-term placements have been the norm; TA is looking at a more hybrid approach next year. When the leader at AV is not on site, there is a greater risk as behaviour is not as good. After the February break, a new principal is starting at AV one day a week. John Anderson will be supporting the principal until the principal takes up the role full-time. The primary concern is to ensure children are safe.	
9.9	**How do we know that policies are being applied?**	

9.10	TA DSL undertook checking as part of quality assurance process and policy review for AV. Data is shared with TA SLT which is reviewed, and appropriate actions are taken. Specific QA visits are undertaken by TA staff.	
9.11	**How well prepared are students on their return to TA and how effective has the placement been?**	
9.12	There are case studies of success where students return and do well. Equally, we have cases where young people are not so successful. It is a case-by-case basis which we review on a regular basis.	
9.13	**Will there be a time that TA no longer needs to look elsewhere?**	
9.14	We need high quality alternative provision education. AV is going through change. It is the best option at the moment, but it is subject to ongoing monitoring.	
9.15	**How involved are AV Trustees with the school?**	
9.16	A member of TA SLT is a Trust Member at AV.	
9.17	**Are TA concerns shared by the other founding schools?**	
9.18	This is not a conversation that has been held with those schools.	
9.19	**Do we have enough placements at AV next year to meet need? If not, where would we go instead?**	
9.20	We would like to see different offers and over time reduce the number of placements.	
9.21	**RH left at 18:41 p.m.**	
10	**Academic Monitoring – KS4**	
10.1	**When does black box information get implemented?**	
10.2	A lot of work has been done around standardization. Black box data has been used to re-group students at morning tutor time to increase available intervention time. Data is used by leaders to divert resource, offer support and find bright spots. It is used as a basis for our intervention plans and by classroom teachers to adapt their planning.	
10.3	**When did you start using tutor time for interventions?**	
10.4	We started to use Tutor time for interventions in January 2024. The general feedback is good while it will take time to review and improve.	
10.5	**Should the Council be thanking staff for their extra efforts?**	
10.6	Staff running interventions/sessions outside of normal hours would certainly appreciate a thank you.	
10.7	**ACTION – Principal to share list of staff running after school interventions with Chair so thank you communications from the Council can be sent to those staff.**	**Principal**
10.8	**Is the power-hour voluntarily? What's the take up?**	
10.9	Students are invited but they will attend voluntarily. We can consider mapping the attendance with school attendance in the future. Power Hours – students who attend 10 sessions or more will enter a prize draw to win a prom ticket or one of other prizes.	

	Prom Passport – Y11 set a challenge to earn an invitation – if challenge is successfully completed the invitation will be handed to the student at the end of term. Attendance and behaviour have improved since this has been implemented.	
10.10	**How have parents responded to these initiatives?**	
10.11	Some parents think it is punitive measure but it serves as an incentive to improve students' self-belief and encourage effort and self-achievement.	
10.12	**Have we considered offering incentives for other year groups?**	
10.13	It can be under consideration but a standardized format is expected.	
10.14	**Will we have black box data update by the next meeting 29 April?**	
10.15	Yes; we should have data by that date.	
10.16	**Is there anything that you as SLT think is an issue from existing black box data?**	
10.17	Strength areas are history and geography. Literature was lower than we would have liked. Paper was longer and harder than previously.	
11	**Risk Register Review**	
11.1	Risk register has been covered in Principal's report and it was agreed that the council meeting will cover one topic in each risk register review session.	
11.2	The topic of this meeting is social media and the social media incidents have been fully discussed.	
12	**Policy Review**	
12.1	The following policies were approved. -CLF Trustee and Councillor Expenses Policy -CLF Sponsorship and Ethical Fundraising Policy -CLF Complaints Policy 24-25 - TA Young Carers Policy	
12.2	The following policy was determined. - TA Admission Policy 2026/2027 Comment of expanding the catchment is noted and will be considered in the next admission policy.	
13	**AOB**	
13.1	JQ offered to be a focal point between TA and Queen Margaret Academy QMA (local primary school).	
13.2	With regards to the Safeguarding link visit, ACs were impressed by the positive work being undertaken at the school. The meeting thanked all the staff involved.	
14	**Close of Meeting**	
14.1	The meeting closed at 19:53.	
15	**Date of Next Meeting**	
15.1	Date of Next Meeting: 29 April 2025 at 17:30-19:30.	

ACTIONS FROM MEETING 4 February 2025

3.3	ACTION: Clerk to start the staff councillor recruitment.	Clerk
7.14	ACTION: Sharing of Post 16 careers/its destinations (NEETs) in next AC meeting.	RY
10.7	ACTION – Principal to share list of staff running after school interventions with Chair so thank you communications from the Council can be sent to those staff.	Principal