Minutes – Additional Tewkesbury Academy Council Meeting

Version: FINAL
Meeting Date: 19 November 2024
Location: Tewkesbury Academy
Time: 17.30-19.30

Chair: Sue Maizonnier
Attendees: Jon Quinn
                      Steve Hawkins
                      Emily Bytheway
                      Richard Marriott
                      Kathleen McGillycuddy
                      Steve Taylor

Invitees: Isabelle Barbosa-Hughes
                      Jane Hodgson-Lewis
                      Clare de Glanville
                      Rachel Hawtree
                      Rob Young
                      Geraint Thomas
                      Adam Griggs

Apologies: Pat Stringfellow
                      Daniel Webb
                      Menize Donatien

Absent: Simon Shepherd

Minutes

Item	Description	Action
1	**Introduction, Administration and Apologies**	
1.1	The Chair opened the meeting and welcomed everyone. Apologies were received as above.	
1.2	Two potential parent councillors were welcomed to the meeting as observers.	
1.3	Four additional members of SLT were welcomed to the meeting.	
1.4	The meeting noted that the presentations will take place in a different order to the agenda.	
2	**Sixth Form Presentation (AG)**	
2.1	A copy of the presentation was circulated prior to the meeting.	
2.2	Students leaving TA sixth form go onto successful destinations. Careers advice is embedded into the Future Careers programme. There has been a decline in	

	value added over the past few years. The school ethos needs to grow and change – are talking to staff/pupils/parents to get a more nuanced opinion of the sixth form.	
2.3	Reasons VA has declined: • Staff absence • Student attendance • Student mental health. Actions taken: • Students register in the morning and stay in school all day. • The school is engaging more with parents regarding absences and supporting students to come to school. • If attendance for the year drops below 90% teachers contact the pupil's parents.	
2.4	Students are being encouraged to be more independent in preparation for leaving sixth form. They have an increased number of study periods – 10 over a two-week period equating to 3-5 hours per subject per week as per DfE. Students complete an independent work document and record the number of hours and type of independent activity being completed.	
2.5	The mock exam data drop is due on Friday 22 November. We will then drill down into which students are below target grades and which have failed. Subsequent actions which could be taken include: • Encouraging greater parent/carer support • AF transfer • Additional student support – implementation of intervention programmes. Students will be given 3-4 targets for completion each week based upon their mock exam results.	
2.6	The Sixth Form open evening is being held during w/c 25 November. The school is changing the curriculum to better align with the needs of its students and the community, which will enable us to promote a more appropriate curriculum and career pathways for students.	
2.7	**How you measure success and make sure the changes are working?**	
2.8	Independent work document and data drops. I will be marking quantifiable success based on the mock results once the data has dropped. We also take into account the student voice.	
2.9	**How will changing the curriculum affect numbers?**	
2.10	If students have particular interests, we will recommend subjects to enable students to facilitate their needs and interests on their chosen pathway. We are providing better advice to students tailored to their futures.	
2.11	**How do the students feel about being in sixth form?**	
2.12	Y13 were initially frustrated by the new attendance policy and having to stay on site but as time has progressed, they have bought into the reasons why it is being done; that it is providing them with a structure which relates to future careers. Y12 are positive about the curriculum. We talk to the students about what is going well, what is not going well and what can we do to improve. Some students will need additional support based on the provisional mock data – we will be asking them what we can do to support you but also encouraging students to be responsible for their own learning.	
2.13	**Are the outcomes going to be stronger?**	

2.14	I hope they will be stronger. We have put into place more robust procedures, and more lesson drop ins. The pedagogy is also stronger.	
2.15	**What about the quality of teaching – is that stronger?**	
2.16	I believe the quality of teaching is stronger.	
2.17	**Have you got any evidence that we can see of movement in the right directions?**	
2.18	Not at the moment; the data seen to date is lower than expected. Once we have had the mock exam data drop, we will be able to review it and implement interventions.	
2.19	**ACTION – Update on data, interventions, and evidence of outcomes to be provided to the next meeting.**	AG
2.20	AG left the meeting at 18.03	
3	**Reading including Early Reading (RH)**	
3.1	A copy of the presentation was circulated prior to the meeting.	
3.2	A new reading programme offer was put in after Ofsted – three reading programmes are now offered to pupils. There is a whole school reading approach including tutor time reading and staff CPD.	
3.3	**Can you give us a sense of what you know about the Y7 pupils before they start attending and what you do at that stage?**	
3.4	The first indicator is the SATS results. Since Sept 2024 students have been tested under NGRT by the end of week 1. The results of pupils who achieve <100 NGRT are compared with their SATS results. If there is a discrepancy, we implement SALFORD.	
3.5	**Is there anything different done in respect of SEND/Disadvantaged students?**	
3.6	All students sit NGRT. If we look at disadvantaged in terms of triage they usually sit at the top.	
3.7	**What is your Y7 strategy for reading and what happens from Y8 onwards?**	
3.8	We have a new Literacy Co-Ordinator who oversees literacy provision throughout the academy.	
3.9	We are also implementing a new reading programme. Year 7-8 read twice during tutor time. Y9 onwards read once but look at different types of literature. Staff CPD regarding reading is a focus this year.	
3.10	**Where can we see evidence of the results of reading strategies and interventions?**	
3.11	Data is tracked but it is a bit too early for us to be able to demonstrate the results of strategies and interventions. We also listen to and act on the student voice.	
3.12	Library activities are important – e.g. we have recently held author events for LGBT pupils/EDI agendas. Displays have key messages and images of books to read to follow up. We held a library audit after representation matters and restocked the library with more appropriate material.	
3.13	**Do we know if children are reading better because of these strategies?**	
3.14	We use a reading intervention called "That Reading Thing" which is based around age-appropriate phonics. In KS4, out of 10 students tested before ½ term, 70% had made 8 months progress and 30% have made 9-11 months progress.	
3.15	**Is this level of progress what you expected?**	
3.16	This is more than we expected.	
3.17	**Is this data compared against National benchmarks?**	

3.18	Yes, it is.	
3.19	**How do you know the data is robust?**	
3.20	NGRT sorts the data. For "That Reading Thing" the TA is trained to record the data and measure it against benchmarks. SLT also quality assure the data.	
3.21	We now have timely reading interventions and assessments delivered by competent and trained staff. Early information can be obtained from NGRT and from "That Reading Thing." Staff have had phonics training and further training around supporting young people who are struggling with reading. Disciplinary reading has also been implemented.	
3.22	**ACTION – A one page document on reading strategy to be produced for the next meeting.**	RH
4	**SEND (RH)**	
4.1	A copy of the presentation was circulated prior to the meeting.	
4.2	We have worked on two programmes over the past 12 months, which focuses on SEND starting with SLT and cascading all the way through the school.	
4.3	**What is the experience like for a child with SEND at TA?**	
4.4	The student voice has been collected with mostly positive responses. Some students have expressed that they do not always get what they need.	
4.5	**How does their experience differ from other pupils?**	
4.6	They do not always get what they need when working in a classroom.	
4.7	RY left the meeting at 18.15.	
4.8	We have really overhauled our SEND team and SEND provision. The most important focus now is the student voice. This, together with parental communication, forms part of the student passport. The passport is reviewed every 12 weeks and adapted as required.	
4.9	RY returned to the meeting at 18.18.	
4.10	**How do we ensure we correctly identify needs of pupils?**	
4.11	Through our use of NGRT and better transitions between our feeder primary schools and our academy.	
4.12	**Can you give an example of this in practice?**	
4.13	Our transition team has a set of robust questions that we ask our feeder schools which enables us to deep dive around existing interventions.	
4.14	**How are you making sure you are making effective use of TAs?**	
4.15	We start with EHCP students and deploy staff after that as appropriate. Staff feedback is obtained regularly so we can ensure they are being deployed where they are most needed.	
4.16	**How do you evidence that this use of TAs is effective?**	
4.17	Through EHCPs – provision mapping ensures that statutory requirements are met.	
4.18	Examples of targeted support that pupils receive include: • Literary interventions – bespoke interventions. • SMEH intervention programmes – zones of regulations • Talkabout. • 1:1 or small groups depending on need. • Breakfast club – support start of day. • Social time support. • Lesson support with learning. • Inclusion team – target support through year groups.	

4.19	**How do you ensure the wider school community is aware of the needs of SEND pupils?**	
4.20	Each pupil has an Inclusion folder. Students with additional needs and interventions are flagged on Bromcom. Student passports include SEND needs. Staff are also made aware via the TA Bulletin and staff briefings.	
4.21	**Historically, SEND children have performed less well. Have you seen evidence of improved outcomes.**	
4.22	Not currently – it is very cohort dependent. In the Y10 mocks SEND pupils were behind.	
4.23	**ACTION – Data to be provided to the next meeting to show the bridging of the gap on SEND for KS3 and 4.**	RH
4.24	Our working model has completely changed – There have been changes in the SEND inclusion team. There have been changes in assessments, interventions, and our overall approach. We work with external agencies; we are now regarded as a more inclusive school from CAMHS, medical agencies etc. The LA are asking our academy to support the local sector. We are working to improve parent confidence; a parent survey has been conducted, and we are deep diving into the results to identify what is missing in terms of communication and meeting the needs of the child.	
4.25	**What is the SEND provision for sixth form?**	
4.26	It is exactly the same as for the rest of the school. The strategies are the same throughout the school.	
4.27	**How many SEND students do we have at TA?**	
4.28	Approx 20% of pupils are SEND pupils.	
5	**Behaviour (RY)**	
5.1	A copy of the presentation was circulated prior to the meeting.	
5.2	Ofsted stated core behaviour should be identified and stop it impacting on T&L. Our behaviour system has been developed and structures and process put in around people to lesson removals from class.	
5.3	**What does success look like? How do you measure that success?**	
5.4	By the least amount of removals, the number of lessons attended, and the assessments obtained by the pupil.	
5.5	Ofsted reported they did not see any low-level disruption in their previous inspection. This issue has been raised by the children themselves. Signs of success are clear and consistent policy implementation, less removals from class, greater support for pupils, a positive parent voice and consistency of behaviour management within the classroom.	
5.6	**How do you measure consistency?**	
5.7	By implementation of appropriate measures so that everyone knows what the parameters are and understands them. We look for consistency using our eyes and ears and also the data**.**	
5.8	**Can you give a real-life example?**	
5.9	Number of call outs on a weekly basis, subject area, time of day, tutor, class, etc. - we look for anything where patterns are beyond the norm. Additional pastoral support is provided. New teachers are mentored better than before.	
5.10	Additionally, we are deploying the pastoral team and using the behaviour management system more effectively. We are changing the language we use in school around behaviour. Briefings are held with Heads of Year. We provide	

	greater information/support for inclusion support pupils and greater support with managing individuals for teachers.	
5.11	Redacted case studies are reviewed by staff to help improve understanding of pupils' backgrounds and effect high standards of behaviour management with warmth and compassion.	
5.12	**How can you assure us CPOMS recording is accurate?**	
5.13	CPOMS is used extensively to record safeguarding and behaviour. Behaviour (non-safeguarding related behaviour) is now recorded on Bromcom. Safeguarding behaviour is recorded on CPOMS, checked by DSL and other staff, and audited by the Principal.	
5.14	**What about the student voice?**	
5.15	An attendance student voice project has been started – students are positive and engaging with lessons and want consistency when we are implementing the behaviour policy.	
5.16	GE has been talking to year groups regarding attendance. CdG has been speaking to the student voice regarding global input. We are also talking to specific groups of pupils e.g. service children. There is greater recognition of the use of removals and the impact of these on teaching and learning. Work is ongoing regarding the language used when managing behaviour. From a staff perspective, behaviour is key. Staff acknowledge the improvements to date but want more improvements moving forward.	
5.17	**ACTION – Evidence of student voice regarding behaviour to be provided to the next meeting.**	GT
5.18	GE and RH left the meeting 18.42	
6	Anti-Bullying (RY)	
6.1	A copy of the presentation was circulated prior to the meeting.	
6.2	Actions we have implemented/are implementing: • Anti Bullying Lead • Safe and robust system to record and challenge bullying. • Educating students regarding the impacts of bullying in different forms via PSHE. The PSHE curriculum has been adapted – we have reduced the amount of PE and increased the amount of PSHE in KS4 to serve the needs of the student community better. • Anti-bullying week. • Assemblies/anti-bullying week to improve student understanding and impact on students and staff Next steps: • Red-hand system – analysis of data	
6.3	**How do students and parents know incidents have been 'resolved?'**	
6.4	A reporting system has been implemented to ensure feedback is provided to students and parents.	
6.5	**How has the reduction in PE been mitigated?**	
6.6	After school clubs promoted by staff. Student attendances are recorded. We hold sports and community clubs to meet the needs of our school community. Student attendance is recorded. The data manager is currently collating a report into disadvantaged students accessing the clubs.	
6.7	**What are you doing to ensure relationships between staff and students are strong?**	
6.8	Consistency of teaching. Best use of pastoral staff. Best use of language.	

6.9	**How is this evidenced?**	
6.10	A slide showing a bar chart of positives and negatives was produced to the meeting. Also, through the student voice. KS3 and 4 students were asked "Do you enjoy PSHE lessons and are they useful to your wider school experience>" All pupils said yes. Boys and girls were questioned separately.	
6.11	Red hand system is used throughout the school.	
6.12	**How is this addressed within the school community?**	
6.13	We discuss our values, being part of a community and being a citizen. Pupils talk about having trusted adults. CPOMS demonstrates that pupils turn to adults in the school when they need support.	
6.14	Older students feel red hand is better embedded with younger year groups.	
6.15	<u>**ACTION – Further discussion with KS4 students regarding anti-bullying and report to be presented to next meeting**</u>	RY
6.16	What is bullying? We are focusing particularly on: • Racism – education for all pupils. Impressing upon all pupils the school stance. Layers of intervention if education unsuccessful. Tiered approach. • Misogyny – older students have not reported any misogynistic feedback. Further investigations are being undertaken in this area. • LGBTQ - students are asking for clubs/spaces in which they can have representation. Brave Space is starting w/c 19/11/24 • Difference between friendship conflict and bullying – working with pupils to understand the difference. • Students being unkind to pupils over a period of time – by improving data, our response will be quicker and more nuanced, enabling appropriate support to be input more quickly and effectively	
7	**Attendance**	
7.1	The meeting noted that, following a change of SLT responsibilities, future reports on attendance will be presented by RY.	
7.2	A copy of the presentation was circulated prior to the meeting.	
7.3	Attendance has not improved in the SEND cohort, but we have better tracking systems, better data, attendance officers, additional staff, all working to identify and overcome barriers to attendance. Persistent absence is higher than national; some complex pupils have very low attendance, and we are working with families to encourage greater attendance. We are working with colleagues across the academy, the trust and externally. The target is to lift attendance by 2% - as close to 93% by February 25. Focus is on persistent absences for those with attendances 81-93 %. We acknowledge the challenge in pupils with SEND.	
7.4	**What are you doing about attendance in disadvantaged pupils?**	
7.5	ST left the meeting 1902.	
7.6	Pupils, including those identified as disadvantaged, with 100% attendance have a celebratory letter sent home. Attendance tracker is updated weekly; we can filter disadvantaged pupils, celebrate those who show up as green and discuss attendance with those showing as red/amber. Other actions we can take include: • Review student voice for patterns. • Review punctuality of students. • Review broken weeks over a long period of time.	
7.7	ST returned to the meeting 19.03	

7.8	**What are we expecting to see at our next meeting? What changes will we see in attendance percentages?**	
7.9	Measuring the impact will be done by seeing whether we meet the target we have set ourselves to have achieved by February 2025. Two staff are deployed solely to manage attendance – they communicate with students and parents when pupils are absent. Attendance staff has been added to the pastoral rota. There is a focus on 'one-day absences' e.g. regular absences on Mondays.	
7.10	**What strategies are you using with hard-to-reach families?**	
7.11	Planned visits to the family home; sometimes unplanned visits. Read a book for pleasure can be an indicator of attendance.	
RY	Left meeting 19.09.	
8	**Principal's Report**	
8.1	A copy of the report was circulated prior to the meeting.	
8.2	School is more settled. Morale is calmer. The focus is now on quality of teaching, liaising with families and raising outcomes. Our direction of travel is progressing down the correct path.	
8.3	**How do you know morale is better?**	
8.4	A staff survey was carried out. We are talking more to staff. There is a general improvement in the school atmosphere.	
8.6	**How confident can we be that safeguarding is effective?**	
8.7	Very confident. TA has a really good safeguarding team and a well monitored SCR. Link visits are held regularly. The safeguarding team have ongoing professional development and training. We have strong links with police and Trust and other safeguarding networks. We have a good relationship with LADO; they have agreed our referrals and next steps and advised us to follow our usual academy/Trust processes and report back to them, which demonstrates their confidence in our safeguarding procedures.	
8.8	CdG also listed a further substantial number of external providers which the school liaise with in respect of safeguarding.	
8.9	**What about the student voice?**	
8.10	We talk to a number of diverse groups of pupils including service children, eastern European children, and others.	
8.11	We also conducted a parent survey asking whether their child(ren) feel safe.	
8.12	**How can you judge that these strategies are having an impact when comparing different reports?**	
8.13	The Academy Improvement Plan is considered by a focused and well-functioning leadership team. We focus on classroom outcomes. We review metrics – e.g. will attendance be 93% by Feb. We review targets around outcomes including those for specific groups of pupils.	
8.14	Data drops are not yet complete but drop ins to classrooms provide some data for review. Academy Review Visits have been held but the outcomes are not yet able to be shared.	
8.15	An AC commented that he would like to see a more structured measure of data and outcomes especially regards behaviour.	
8.16	The principal noted that data is shared across the whole Trust, but it is not really possible to impose a metric for behaviour.	
8.17	**Suspensions are down – is this due to policy change or has student behaviour improved?**	

8.18	Students are accessing more pastoral and SEND support. We have a more embedded policy. Last year suspensions were low at the start of the year but exceeded national average by the end of the year due to the implementation throughout the year of more robust policies.	
8.19	The Executive Principal commented that there are dashboards available across the Trust where you can see direct comparisons. Comparative attendance data is received by the Executive Principal every day. If a more easily accessible report showing positives and negatives could be pulled together our ACs might find it helpful but behaviour cannot be forced into a metric that is inappropriate. We need to focus on the culture of safeguarding - a denominator may not be the best method of demonstrating this area. The data provided by the school to the meeting was secure.	
8.20	Staff were thanked for preparing all of the evening's reports at short notice.	
8.21	**ACTION – A one-page behaviour report with current RAGS to be presented to the next meeting.**	CdeG
9	**Policies**	
9.1	Policies for ratification had been uploaded onto Governor Hub prior to the meeting and signed by a minimum of five academy councillors.	
9.2	The meeting agreed the ratification of the following policies: • Safeguarding • Attendance • RHSE • TA H&S P3 • H&S • Information Security • Modern Slavery & Human Trafficking • Positive Handling & Physical Intervention • Data Protection • Exclusions and Suspensions • EDI • Lockdown • Records Retention • Careers	
9.3	The Chair raised a concern that if all policies have to be signed off by all ACs this may lead to delays in ratification. The clerk advised that all policies should be read and signed off by all councillors but that policies are deemed to be signed off and able to be published once they have been marked as signed by a minimum of five councillors.	
9.4	A further concern was raised that comments made by ACs about Board policies will not be actioned until the next review of the policy. The Executive Principal agreed that some amendments could be made prior to a policy's annual review.	
9.5	**ACTION – Clerk to liaise with Head of Governance regarding amendments to Board policies.**	Clerk
9.6	The Executive Principal acknowledged the efforts of staff and the Academy Council and thanked them for their engagement.	
10	**Any Other Business**	
10.1	No other business was raised.	
11	**Close of Meeting**	
11.1	The meeting closed at 19.31	

12	Date of Next Meeting	
12.1	Date of Next Meeting: 3 December 2024.	
12.2	The Chair invited all attendees for a pre-Christmas drink after the next meeting.	

ACTIONS FROM PREVIOUS MEETING

3.18	**ACTION** – **ACs to be provided with additional information with regards to students' lateness at the next meeting, including levels of lateness at lesson level and timings.**	RT/KM
7.2	**ACTION** – **Principal to report on the Safeguarding Review at the next meeting**	Principal
7.3	**ACTION** – **Clerk to liaise with Deputy Head of Governance regards CLF Online Safety Policy to find out what IT safeguards are in place and information regarding external audits.**	Clerk
7.4	**ACTION** – **Clerk to ensure PP document saved in next meetings folder.**	Clerk
7.5	KS3 review feedback to be carried over to the next meeting. **ACTION** – **Clerk to add this item onto the agenda.**	Clerk
7.7	**ACTION** – **Principal to provide clerk with OFSTED IDSR for attaching to the minutes of this meeting.**	Principal/Clerk
7.8	**ACTION** – **Full update to be presented at next meeting on P16 Development and Behaviour.**	TBC
8.10	**ACTION** – **Principal to share ISDN with ACs after the meeting**	Principal
8.25	**ACTION** – **feedback to be provided by ACs to the Chair in respect of the agenda planner by the end of Friday 11 October.**	ACs
8.26	**ACTION** – **Clerk to include Q&A on future Agenda's.**	Clerk
9.2	The meeting requested that a quorum of ACs be designated by the clerk to read each policy. ST asked if quorum could be obtained via email. **ACTION** – **CLERK to take advice from Head of Governance and arrange for policies to be noted/approved accordingly and in quorum.**	Clerk

ACTIONS FROM THIS MEETING:

2.19	**ACTION** – **Update on data, interventions, and evidence of outcomes to be provided to the next meeting.**	AG
3.22	**ACTION** – **A one page document on reading strategy to be produced for the next meeting.**	RH
4.23	**ACTION** – **Data to be provided to the next meeting to show the bridging of the gap on SEND for KS3 and 4.**	RH
5.17	**ACTION** – **Evidence of student voice regarding behaviour to be provided to the next meeting.**	GT
6.15	**ACTION** – **Further discussion with KS4 students regarding anti-bullying and report to be presented to next meeting**	RY
8.21	**ACTION** – **A one-page behaviour report with current RAGS to be presented to the next meeting.**	CdeG
9.5	**ACTION** – **Clerk to liaise with Head of Governance regarding amendments to Board policies.**	Clerk