

Minutes – KOA Culture and Community Sub-Group meeting

Version: Approved
Meeting Date: 5th December 2023
Location: Microsoft Teams
Time: 4:30pm

Chair	Liz Gregory (LG)	Chair	Y
Co Members:	Sabrina Marie-Anais (SMA)	Teacher Councillor	Y
	Katherine Ogden (KO)	Principal	Y [part]
	Gary Pine (GP)	Academy Councillor	Y
	Sonny Richards (SR)	Sponsored Councillor	Apologies
	Shelley Ball (SB)	Parent Councillor	Y
	Adele Rice (AR)	Support Staff Councillor	Y
Invitees:	Becki Thielan (BT)	Assistant Principal	Y
	Hannah Briden (HB)	Associate Assistant Principal	Y
	Andrew Marshall-Aherne (AMA)	Head of Upper School	Y

Date / No	Action	Owner
21.03.23 01	Academy action: LAC policy to cross reference the SEND policy. SW to check with LR. This item will be carried forward. This item can be closed.	SW LR
21.03.23 02	Academy action: approved policies to be published on website. 06.12.2022 – KO gave an update following the recent LA safeguarding audit and the CLF internal audit and the resulting website updates. This action is ongoing. This action has been further updated at the AC meeting and can be closed.	KO
21.03.23 03	Add feedback from Behaviour Working Group to the next agenda. This will be carried to the next meeting. This is on the agenda and can be closed.	LG KO
21.03.23 04	Follow up to the attendance policy will be discussed at the next meeting. This has been completed and can be closed.	LG KO

Minutes

Item	Description	Action
1	Introduction, Administration and Apologies	
1.1	LG welcomed the group to the meeting. Apologies are noted above.	
2	Declarations of Interest	
2.1	No declarations were made for items on this agenda.	
3	Minutes of the last meeting and actions arising from those minutes	
3.1	The previous minutes (21 March 2023) were deemed an accurate record of the meeting.	

3.2	The action table has been updated.	
3.3	KO provided an update on the REACH partnership. KOA has reconnected with the REACH partnership and are in the process of writing a bid for a Family and Community hub which will hopefully be in the repurposed Caretaker's House. The paper will go to board for approval once finalised. We have been thinking about how we include the voice of the students, families, and local community and how we organise our communications. There are two further strands to the partnership in terms of the teaching strand and curriculum; however, as an academy KOA does not engage with those strands as much as they are further ahead with those than many schools.	
3.4	Questions from the Committee	
3.5	Are you where you want to be with this project?	
3.5.1	There are two parts to it. I would have preferred to action this some time ago and complete much more of that outward reaching work, but the priority was to look inwards within the academy to make school improvement work first. Although the project work is taking longer than we might have wished, it is at the right speed for the academy.	
3.6	KON advised that there are clear provision plans in place for any child that is accessing alternative provision, alternative timetable or are moving down the pathway of elective home education. It must show the rationale for the decision and clear targets and key learning objectives. It should also show who is owning each case. An alternative provision tracker has been designed and is now being used across the trust.	
3.7	AR shared a copy of the anonymised tracker and highlighted that: <ul style="list-style-type: none"> • The rationale should be given as to why the child is not in mainstream provision; • A full quality assurance process then takes place, before a child is allowed to access alternative provision. This includes a site visit to check site security, safeguarding, policies, recruitment etc. • Once agreed it is the right provision for the child and the provision has been quality checked, we write a service level agreement, to include information on how things will be reviewed, attendance, progress etc. • Each child is then given a lead professional so that there is one person responsible overall, even though many professionals will feed into the plan. • There will be a keeping in touch plan to ensure school keeps in touch with the family weekly. • An attendance plan is created and looked at during each review. • All children have an 'open incident' open in CPOMs to show the alternative arrangements. The incident will remain open with all reviews being added throughout the time the child is attending the alternative provision. • For every child attending an alternative provision a contextual risk assessment is completed. For each risk identified an action plan is put in place to mitigate that risk. • As a school, the process in place is effective and tracked. <p>A similar process is completed for children that are not on site at all times, such as those on an adjusted timetable, immersions into other CLF schools, and managed moves, and they will be monitored in the same way with an open incident in CPOMs.</p>	
3.8	Questions from the Committee	
3.9	The tracker shows that some of the managed moves were successes and some not. Is there a review of the cases that have not been successful?	
3.9.1	A managed move is often about trying to give the child a fresh start. Sometimes it is led by family, sometimes the school. Sometimes the fresh start is what they need, for some the behaviour we see in school continues in another environment and they return to KOA and we then look at next steps for that child and what else we can do that might be successful.	

	This year there has been an emphasis on not sending them out simple to provide a short break, a change of environment. It has to be a valid reason and this process now makes us think about that. Some of the ones that were not successful will be due to the process and the fact that the move may not have been the right thing for the child.	
3.10	Do you have an indicator on the tracker for children open to social care?	
3.10.1	We have a CLF vulnerable list, that includes those open to social care, ECHPs and an additional list with students previously with open social care and we are still monitoring those. It is a live document.	
3.11	Thinking about reintegrating pupils back into school following a period out, is there a column on the tracker that talks about that?	
3.11.1	A transition plan would be created for each student and this may involve an adjusted timetable to allow them to slowly come back into the academy over time. They would appear on the AP tracker and the adjusted timetable tracker.	
5	Pupil Premium – and impact over time	
5.1	<p>BT shared the Pupil Premium spending plan with the committee. BT provided the following information:</p> <ul style="list-style-type: none"> • There are three key areas of focus for PP, which were teaching, academic interventions and then wider strategies that that were implemented. • The document details how the Academy is progressing steadily; the Progress 8 figure was -0.8; • That figure is predicted to improve with the continuation of the strategic plans in place. • The results for Early Years and KS1 were great last academic year and even in KS1 the disadvantaged students outperformed all in reading and writing in terms of expected progress; so, the foundations are strong. • For KS2, the results were not as hoped, however, there is clear evidence of growth during the academic year, particularly in maths. • The data directs interventions to be put in place where needed. • A lot of the PP funding is spent on staffing; a member of staff is now reading with children on the lower site, and two members of staff are focused on literacy and numeracy for the upper school. • There is funding allocated to the appointment of an academy counsellor; that is currently at the recruitment stage. • A number of PP students were able to access interventions throughout the academic year. • Last year a significant amount of money was used for the new uniform to strengthen the feeling of 'belonging' across the academy. • There is a PAN of 150 students, and this would normally be split of 5 classes, however, in Year 11 for English there are 7 groups to allow for more teacher intervention. It is hoped that the maths groups can be increased to 6 classes. • Year 9 PP is a focus. The average PP in the academy is around 28%, whilst Year 9 it is at 40%. There are 2 periods a week for each side of the timetable to use for intervention for Year 9 learners. • There are a lot of reading intervention strategies for Year 5 and Year 6 students. • Very recently Year 6 and Year 11 data has been received; and of the back of that the additional group in Year 6 maths is being planned. • Literacy and oracy development – CPD is focused on coaching and oracy. 	
5.2	Do all staff attend the oracy CPD sessions or just those invited to attend?	
5.2.1	It is open to all staff and takes place on a Wednesday afternoon.	

6	Behaviour	
6.1	<p>AMA provided information on the Year 9 behaviour and on exclusions:</p> <ul style="list-style-type: none"> • Last term there was a relatively positive start with Year 9 transitioning up to upper school. • At the start of term 2 behaviour issues started to emerge and we started to think about what could be put in place to support them to make better choices. • There was a spike in the number of behaviour incidents for boys. The concern was that there are a high number of PP students and boys having high incidents. • The following actions were introduced: <ul style="list-style-type: none"> ○ Morning Roll Call replaced tutor time to re-establish expectations, ethos and belonging; ○ On call – Year 9s were the priority where staff were called to incidents; ○ The 4pm detention was enforced; ○ SLT carried out walk throughs during tutor time which was identified as a particularly challenging time; ○ An SLT or ELT member was allocated to the family of key students to talk about incidents but also to celebrate successes; ○ A fortnightly behaviour review meeting was set up to discuss each year group and how key students got on, and what worked for them. ○ A Year Team Review meeting was set up on a Friday afternoon to review the past week and plan for the next; ○ Parental meetings took place involving Individual Student Support Plans and Education and Healthcare Plans. • The main focus is on belonging and on ensuring those Year 9s feel very much part of the upper school. • There is still further work to do; the data looks similar however, expectations have been increased so there are further things recorded at present. There is a noticeable decrease in terms of the PP logs and a decrease in the EAL logs of incidents too. • In terms of recorded positive incidents, these remain high and are still being recorded and there is an increase in boys being logged in terms of positive behaviour. • Next steps include emphasising the positives, a return to morning tutor, further focus on ‘Work hard, be kind’, keep the family communication and support going, an increased sense of belonging. 	
6.2	Suspensions	
6.2.1	Over Term 1 there were 47 suspensions for 29 individuals, with 0.87 average number of days. Term 2 to date shows 58 suspensions for 32 students an average of 0.83 average number of days.	
6.2.2	The incidents in Term 2 involved 26 for persistent disruptive behaviour, 5 verbal abuse towards adults (down from 12 in term 1) and 2 involved prohibited items on site (down from 8 in Term 1). There were 10 incidents of physical violence towards other students, including a 3-day suspension for the most serious incident.	
6.2.3	Across the trust, KOA has fewer suspensions and much lower permanent exclusions than other schools.	
6.2.4	ACTION: AMA to add a copy of the presentation to the Teams folder.	AMA
6.2.5	ACTION: An update on Year 9 behaviour and exclusions will be shared in March.	LG KO
6.2.6	SMA confirmed that the expectations have been raised but there are improvements already in the classrooms.	

6.2.7	AMA noted that it is a whole team effort and that teachers and tutors have been instrumental in making this work. AMA also noted that the focus on positive behaviour extends to time spent in the referral room and this has not typically happened before.	
7	Student Voice	
7.1	HB provided the following information: <ul style="list-style-type: none"> • There is a key focus on belonging and on relationships throughout the school; getting student and family voice on those has been really important. • There have been pop-up mornings and pop-up afternoons, with our curriculums, based this year on Short Online Surveys, with things that feature such as bullying, life-based skills and finances in responses to these surveys. • There is a Student Council representing the all-through academy. • Voice surveys have also been sent to families and staff. 	
7.2	In terms of deciding where the pop ups go, it is based on student feedback, how do you collate that student feedback?	
7.3	We looked at the Student Online Surveys and used it as a basis to plan which subjects needed some focus, but we are also aware of what is going on, on the ground, so anti-bullying was a feature of the survey, and so we looked at data from CPOMs to see where the highest levels of bullying were so we could tackle issues particular to our cohorts.	
7.4	KON noted that this is an important part of school culture and development and said it is pleasing to see it coming through in Academy Council, but also to see HB leading and collecting student voice through others. Just targeting surveys will not give a clear picture, the rounded view used here is very helpful.	
7.5	Where would you like to see student voice go, in the sense of inclusion?	
7.5.1	We need to look at how we gather it formally and ensure it is a complete picture. There is a belonging survey out currently and are trying to ensure a good completion rate. We need to plan ahead and target these activities to think about who we are asking and when we are asking it. It would be good to see this mapped out over time. There are some that are very keen at giving feedback; students are keen to give throughfall and constructive feedback and this needs to be listened and considered, so the students know what impact their voice has.	
7.6	The CLF survey that children took – do you know if you have any breakdown for completion by PP or EAL etc. There are a number of children joining our school from overseas. It would be good to see if they have a sense of belonging; the PP children too.	
7.6.1	The intention is that a black box will be created with this level of information and a mechanism is in place to work out which children have not completed the survey so that data can be presented on ethnicity and a wide range of other factors. Academies will be able to compare themselves to others across the trust and will be able to use that to spot trends.	
7.7	ACTION: HB to update the AC Committee at the March meeting on progress with Student Voice, including that drill down into discreet groups, and to include EAL in particular.	HB LG KO
8	Policies	
8.1	Attendance Policy	
8.1.1	LG confirmed she has reviewed the policy and is happy with it. No further comments were made. The AC approved the policy.	
9	AOB	
9.1	No further business was reported.	
8	Close of Meeting	
8.1	The meeting closed at 5.48pm.	

Actions Table

Date / No	Action	Owner
05.12.23 01	AMA to add a copy of the presentation to the Teams folder	AMA
05.12.23 02	An update on Year 9 behaviour and exclusions will be shared in March.	AMA
05.12.23 03	HB to update the AC Committee at the March meeting on progress with Student Voice, including that drill down into discreet groups, and to include EAL in particular.	HB LG KO