

KING'S OAK ACADEMY

**Academy Council Meeting No 37
Monday 15 January 2018**

Present

Academy Councillors		Sponsor Councillors	
Richard Clutterbuck	Principal	Diane Owen (Chair)	Sponsor Councillor
Alice Stallard	Parent Councillor		Sponsor Councillor
Tim Anderson	Staff Councillor		Sponsor Councillor
	Parent Councillor	Martin Pursey	Sponsor Councillor
	Staff Councillor		Sponsor Councillor
Dan Nicholls	Executive Principal		Student Advocate
	LA		

In attendance

Gemma Read	Vice Principal
Simon Jones	Ass. Principal
	Ass. Principal
	Ass. Principal
	Primary Phase Leader
	Business Manager
Andrew Bush	Prospective LA Academy Councillor
Hugh Wilson	Clerk

Apologies: S Slocombe, N Read, G Pine, T Taylor, A Rice, R Wellington.

Item	Note	Action
	<p>Pre-Meeting Discussion</p> <p>Councillors briefly discussed the Principal's report for the meeting, agreed the areas which they considered required attention and then identified the specific questions arising. Refer to minutes for further details.</p>	

	The Principal was then invited to join the meeting.	
1	<p>Introduction, Administration and Apologies</p> <ul style="list-style-type: none"> • All were welcomed to the meeting and in particular, to Andrew Bush, a prospective LA Academy Councillor, who is attending as an observer. Introductions were made. <ul style="list-style-type: none"> ○ It was explained that his application to become a Councillor at KOA is being considered by the LA and if successful will then need to be approved by CLF. • Apologies for non-attendance were received, and accepted, from S Slocombe, G Pine, T Taylor, A Rice. <ul style="list-style-type: none"> ○ Disappointed at the lower than usual turnout for the meeting. There were however extenuating circumstances and it was noted that a number of Councillors, although absent had reviewed the papers published for the meeting and had provided questions to be posed during the meeting. • Councillors noted with regret, the resignations from the AC received from Tom Taylor and Rachel Wellington. <p>Action: Rck to seek nominations for a new Staff Councillor.</p>	Action 37-1
2	<p>Declarations of Interest: None declared.</p>	
3	<p>Minutes of Previous Meeting: 13 November 2017:</p> <ul style="list-style-type: none"> • Accuracy: No inaccuracies were reported and the minutes were signed as a true record. • Actions: refer to Appendix 1. • Re Action 36-1: Rck reported that: <ul style="list-style-type: none"> ○ A close look has been taken at the combined Science provision and its impact upon Teaching and Learning. ○ A specialist App has been bought in which will provide evidence -based teaching. ○ Intervention is being targeted at specific students. ○ A number of teachers are being supported through a tailored Support Plan. ○ Care is being taken over the planning of lesson delivery. ○ KS4 for Science now commences at Year 9. ○ How confident can we be that staff being supported will make progress? <ul style="list-style-type: none"> ▪ We can be confident. We have appointed excellent mentors for them and to date, one member of staff has come off support having made significant inroads into the support plan and related targets. <p>Councillors appreciated the update and agreed to receive a further update at the next meeting in April.</p>	

4	<p>Matters Arising: There were no matters arising from the previous minutes.</p>	
5	<p>Achievement and Standards</p> <p>Student Outcomes 2017:</p> <ul style="list-style-type: none"> • RCK provided for Councillors an overview of the format and use of KS3 data. He demonstrated how as an example, the Year 7 Black Box data for Geography following a CLF wide test of approximately 1000 students could be used to: <ul style="list-style-type: none"> ▪ Identify how students dealt with individual questions. ▪ Analyse individual classes, student groups etc. ▪ Track progress of individual students. ▪ Inform intervention strategies. ○ <i>What is the time lapse from testing to intervention?</i> <ul style="list-style-type: none"> ▪ On this occasion (the first time of use) the test took place in November with the data being available in December and some resulting intervention is now in place. There was however a significant setting up period which, in future will be unnecessary and therefore on the next occasion, the time lapse should be less than 2 weeks. <p>Action: Link Councillors on future visits to the school should ask to see the current Black Box data relevant to the visit.</p> <ul style="list-style-type: none"> • <i>Looking at the KS3 data from the recent assessment, the relative performance of the different subject areas at KOA looks very similar to the relative performance across the CLF. This may suggest differences in the reliability of the assessment being used to test achievement of the ARE. Has this been considered?</i> <ul style="list-style-type: none"> ○ The data is for the whole cohort. We need to drill down into the detail to establish any trends or matters to be addressed. ○ Assessment is getting better but we are not there yet. • <i>Year 1 – are there any emerging concerns? What is being done about it?</i> <ul style="list-style-type: none"> ○ Boys writing. ○ Falling attendance – mumps cases and for one student a perforated eardrum. <ul style="list-style-type: none"> ▪ Reading is being addressed by 1 – 1 intervention followed up with monitoring to assess the impact. <ul style="list-style-type: none"> • <i>Does it work?</i> <ul style="list-style-type: none"> ○ Improvement has been seen but the next assessment point will confirm whether there is an improvement. • <i>How are HAP students identified?</i> 	<p>Action 37-2</p>

- For KOA students, those with an ARE of 110 or more at the end of KS2. This means there is an overall reduction of HAP students within the Year 7 group from approximately 30% to about 25%. Councillors noted that Year 6 testing is now harder.
- ***Is 110 a KOA trigger point or a CLF defined point?***
 - It is a KOA definition. The wider CLF community is still considering what boundary should be set to identify HAP students and it may take time and experience to establish appropriate ability bands.

Attendance:

- ***Has the new appointment of attendance officer made any improvement and what new strategies are being put in place as attendance requires improvement?***
 - The new appointee is a CLF appointment and only recently commenced (within the last 2 weeks) and so it is very early days and too early to cite any improvement. However it is a centralised role and is designed to provide support and assistance, as well as create additional capacity, to individual academies. Initially there may be some duplication of work but SJs reported that already a good relationship is being formed and foresees the potential for learning from one another and sharing best practice.
- ***The contextual data in the Black Box data on attendance shows no PP students in Year 7. I assume this is incorrect (we are quoting PP gaps in y7 n outcomes). Do we know the % for Y7?***
 - Yes, it is an error. There are approximately 25% of Year 7 students that are PP students.
- ***Attendance is still high across the school- what is in place to support the parents to ensure their children are going to school/taking their children to school? Attendance in reception for pp students has increased by 2.6%, what Specific strategies were used/in place to encourage the attendance and how could this be replicated across the school?***
 - Attendance trends are currently negative. This is largely down to seasonal illness, eg today 20 students absent due to illness and 7 staff, including 5 teaching staff.
 - ***Councillors asked if there were case studies that would demonstrate the impact of the strategies employed to improve attendance?***
 - Yes. It was suggested therefore that these could be shared with Councillors at the next meeting.

Action: SJs to present to Councillors anonymised case studies to demonstrate the impact of attendance strategies.

Safeguarding:

- ***Reading through these papers there are some references to a possible bullying problem at KOA (student voice), although the stats are not showing this. Will the bullying incidents increase the number of safeguarding incidents once transferred from SIMS to CPOMs? What strategies are used to deal with bullying incidents?***

- We need to transfer the data from SIMS to CPOMS as soon as possible so that there is no confusion about the number of bullying reports. In addition staff need training to ensure that any incidents arising are properly recorded and appropriately classified.
- ***Councillors asked what happens in the event a student raises a bullying incident?***
 - SJs described the process.
- Councillors were informed there were 20 instances of bullying during Terms 1 and 2, 7 in Term 1 and 13 in Term 2.

Quality of Teaching:

- ***This is assessed as requiring improvement in the secondary. At previous meetings, the quality of T & L has been identified as the key driver for improvement. With no report on any evidence of impact of actions for this meeting, how can we be assured that there is a sense of urgency?***
 - Discounting Maths and Science, the assessment is that the quality of teaching at KOA is solidly Good.
 - In Maths and Science the assessment is that we are improving. (refer to earlier report on Science at section 3).
 - The urgency to improve the quality of teaching at KOA remains.
 - RCK also highlighted the tracking information based on the teacher standards which are used to identify areas of strength and need by subject area.

Behaviour:

- ***It's noted that the purpose and rationale of tutor period is not clear. How long is the tutor period? Is it worth having if no impact? What alternatives, if any, are being considered? Challengingly Behaviour outside of classrooms- is it possible to have staff more visible? What is currently in place to encourage students to get to lessons quickly and efficiently?***
 - The Tutor period is 25 minutes long.
 - The Tutor period was previously at the end of the day but because it did not appear to be valued it was moved to follow the morning break to improve student engagement. It aligns very closely with PHSE and British values etc. Heads of House monitor the Tutor periods to ensure their quality. Work is ongoing to ensure consistency of practice during tutor time.
 - Some students struggle to get to lessons on time and we work on addressing specific individuals.
 - ***Can we limit where students go?***
 - Yes, but it becomes a staff resourcing issue. We need to make the site work more effectively and some alternative schemes are being considered.

PP Plan:

- ***Has a PP review team now been set up in the Acorn or are they being included in the secondary PP review team? If yes how often are you meeting altogether?***
 - Yes, the PP Plan has been revised to include the primary phase PP spend. A copy of the plan was issued to Councillors for information and review.

	<ul style="list-style-type: none"> • Have questionnaires gone out to those parents attending the coffee mornings in the Acorn? Has this yet been evaluated - the impact it is having? Are the coffee morning's something which could be introduced for secondary parents? <ul style="list-style-type: none"> ○ There was no evaluation to report. Deferred until the next AC meeting. <p>Year 7 Catch –up Plan:</p> <ul style="list-style-type: none"> • Is there any evidence of impact of the Y7 catch up plan yet? Evaluation of impact is due to be carried out shortly and will be reported at the next meeting. 	
6	<p>SEF and Academy Improvement Plans (AIP):</p> <p>SEND:</p> <ul style="list-style-type: none"> • What are the time scales for the whole school review of SEN and for the review of individual SEN support plans? If the SWAN cards are being updated, what has driven the change and what is expected as a result of said changes? Can you give some more information of the nature of the repair work being undertaken around SEND and what the expected outcomes of all these actions are? <ul style="list-style-type: none"> ○ The timescale for the review is that it will be completed in Terms 3 and 4. ○ The sheer volume of SWAN cards has driven the need for change. In addition, the integrity of the information included is currently too generic. It needs to be about learning for the individual student and how best to enable their engagement in lessons. ○ Repair was needed to ensure that systems and processes within SEND are fully compliant and effective following a change in staffing. <p>Boys:</p> <ul style="list-style-type: none"> • In maths, boys at KS3 achieved below the CLF average. What is being done to address this? What is making the difference at KS4 where the gender gap has narrowed? <ul style="list-style-type: none"> ○ A comprehensive suite of strategies has been developed. ○ Targeting the right students. ○ Specific assertive mentoring. ○ These strategies are now being applied at KS3. <p>HAP:</p> <ul style="list-style-type: none"> • The report states that HAP performance in Years 7 & 8 is line with CLF. Can we have more detail on this. Eg: is there any difference in HAP performance across subject areas. The RIP for HAP was put on hold during this term due to resource issues and the lead for HAP did not have the capacity to pursue the required actions in term 2 and these have been moved to term 3. Can we have a response as to why this decision was made and how this will impact on the progress of these HAP students, and provide assurance that despite the lead not having the capacity, middle leaders and teaching staff still ensured HAP students were challenged sufficiently. 	

	<ul style="list-style-type: none"> ○ A bigger question we need to consider is, are we using the right ARE cut off level of 110 and we are working with the wider CLF to consider this. ○ Yes, there is some variation, RCK provided some detail on this. ○ The HAP RIP work was suspended whilst we concentrated our resources on addressing the issues in the Maths and Science faculties. Nevertheless, current predictions show we have made gains in Year 11 Attainment and Progress 8 measures. 	
7	<p>Strategic Planning – All Through Provision and Governance:</p> <p>Deferred to the next AC meeting.</p>	
8	<p>Risk Register:</p> <p>Councillors noted there has been no changes to the Risk Register. There were no matters arising.</p>	
9	<p>Finance, Health & Safety and Estates report:</p> <p>Refer to the Business Manager’s report within the ACR.</p> <p>Finance:</p> <ul style="list-style-type: none"> ● <i>Apparently in the average secondary school, £1300 or 7.5 days is lost through staff absence per staff member annually, but the cost is much greater than this if you factor in temporary replacement costs and the impact on team morale and standards. Could we see what the average absence is at KOA?</i> <ul style="list-style-type: none"> ○ The average supply teacher cost is £155.00 per day; ○ The absent teacher daily cost varies dependent on their pay grade); ○ The biggest educational risk with elevated supply cover teaching includes the potential for poor teaching and lack of consistency for students.; ○ For 16/17 the CLF staff absence management target was 4%, which for teachers reflects an average of 7.8 days per year. As clarified the actual absence cost per teacher will vary dependent on their pay grade; ○ For 16/17 KOAS teaching absence was 4.2% and KOAP teaching absence was 3.5%. ○ It is important to note that supply cover is not only needed for sickness absence but for a wide range of reasons including management time and student intervention programmes. ○ KOA does not provide supply cover for non-teaching members of staff routinely and only do so in exceptional circumstances. <p>Action: AG to provide detailed staff absence statistics for the next meeting.</p>	<p>Action 37-3</p>

10	<p>Staffing:</p> <p>Refer to the Business Manager’s report provided at the meeting.</p>	
11	<p>Policies that Require Review:</p> <ul style="list-style-type: none"> • Councillors noted that the recently issued CLF policies are now available on the KOA website. • What are KOA doing in preparation for the introduction of GDPR (General Data Protection Regulation), which goes live on 25th May this year? Is there a Data Protection Officer in place, or is this being managed through the CLF? <ul style="list-style-type: none"> ○ Councillors were pleased to note that plans are well advanced both at KOA and within CLF for this. In particular, <ul style="list-style-type: none"> ▪ Guidance and advice has been drawn up. ▪ Staff training is underway/planned 	
12	<p>Events Within and Beyond Academy:</p> <p>Refer to ACR for the details.</p>	
13	<p>Student Voice/Student Advocate:</p> <ul style="list-style-type: none"> • Over 1/3 of students reported that behaviour was not always good in lessons. How has this been followed up or addressed? <ul style="list-style-type: none"> ○ It was explained that the survey made it possible to identify which pupils had reported this and therefore the classes concerned could be traced. Support to improve behaviour in the specific classes has been undertaken. 	
14	<p>Governance:</p> <p>AC Membership:</p> <p>Refer to earlier discussion, at section 1.</p> <p>School Visits:</p> <ul style="list-style-type: none"> • It was noted that there have been 6 visits to the school by Councillors since the previous meeting. Thanks were expressed to Councillors and the staff involved. The resulting visit reports were considered to be good quality. • What feedback is given by staff following Councillor visits? Do they have impact? • Councillors were pleased to note that feedback from staff visited included: <ul style="list-style-type: none"> ○ Visits are appreciated. ○ Appreciated the challenge presented, it forced them to “go and look again”. • The schedule of visits for Terms 3 and 4 was provided for Councillors, with dates to be confirmed. 	

	<ul style="list-style-type: none"> Visit proforma – Councillors reviewed and discussed a revised visit proforma. Following discussion it was agreed to reformat the questions contained as a planning guide of exemplar questions. <p>Action: GRd to revise the visit proforma in light of the comments made.</p> <p>Action: all Councillors – to provide the clerk with their completed visit reports in Word format for collation and distribution</p>	<p>Action 37-4</p> <p>Action 37-5</p>
15	<p>Any Other Business:</p> <p>Date of next AC meetings</p> <ul style="list-style-type: none"> 23 April 2018, 11 June 2018 <p>Date of CLF meetings:</p>	

Approved

Date:

Diane Owen

Chair King's Oak Academy Council

KOA Academy Council

Open Action Item Status

Meeting	Action No	Action and Current Status	Responsible	Open/ Closed
5 Jun 2017	34-4	Rck to carry out analysis on the exclusion data to determine the impact of excluding the worst offenders from the data – data included in the AC report for this meeting, completed.	Rck	Closed
13 Nov 2017	36-1	Rck to provide an update on the position in Science in the next AC report – completed.	Rck	Closed
13 Nov 2017	36-2	Rck to provide a copy of the CLF Review report for Councillors when published – completed.	Rck	Closed
13 Nov 2017	36-3	Link Councillors, on their next school visit to request the latest data for review and identification of any new Trails – completed.	All	Closed
13 Nov 2017	36-4	JMd to ensure the PP Plan contains Acorn PP spending plans – completed.	JMd	Closed
13 Nov 2017	36-5	EMd to solicit interest from primary phase parents for a Councillor role – completed.	EMd	Closed
13 Nov 2017	36-6	AGd to contact MPy re future H&S meetings and visits – completed, visit arranged for 26 February.	AGd	Closed
13 Nov 2017	36-7	Rck to provide a list of KOA policies to be attached to the meeting minutes – completed.	Rck	Closed
13 Nov 2017	36-8	DOn to meet with GRd to consider means of pre-populating Visit report proforma – completed.	DOn	Closed
13 Nov 2017	36-9	HWn to re-distribute the CLF training schedule – completed.	HWn	Closed
15 Jan 2018	37-1	Rck to seek nominations for a new Staff Councillor	Rck	New
15 Jan 2018	37-2	Link Councillors on future visits to the school should ask to see the current Black Box data relevant to the visit	Link Councillors	New
15 Jan 2108	37-3	AG to provide detailed staff absence statistics for the next meeting	AGd	New
15 Jan 2018	37-4	GRd to revise the visit proforma in light of the comments made	GRd	New
15 Jan 2018	37-5	all Councillors – to provide the clerk with their completed visit reports in Word format for collation and distribution	All	New

KOA Academy Council

Councillors Questions Register

Please note that for details of any supplementary or follow up questions, you should refer to the specific meeting minutes.

Date of initial question	Focus Area	Initial Question	Status R/A/G	Date(s) of most recent follow up question(s)
5 June 2017	Gender Gap	Do we understand the issues around the gender gap, the underperformance and achievement of boys?		15 Jan 2018
5 June 2017	Outcomes/Performance data	How confident can we be with regard to the predicted outcomes?		15 Jan 2018
5 June 2017	Outcomes/Performance data	The report shows student outcomes as “good” yet the Progress 8 measure is predicted as negative, how is that possible?		13 Nov 2017
5 June 2017	Outcomes/Performance data	What happens with pupils who are falling behind in Year 1?		15 Jan 2018
5 June 2017	Attendance	What is the school doing to address and improve attendance?		15 Jan 2018
5 June 2017	Quality of T & L	The report assesses T&L as “weak Good”. Given that there are now no formal lesson observations, how do you arrive at this assessment?		15 Jan 2018
5 June 2017	Exclusions	At 112 days lost to exclusions, this is considered to be still too high. What are we doing to address this?		13 Nov 2017
5 June 2017	Complaints	Of the complaints received to date are there any common themes, lessons learned?		
5 June 2017	Staffing	There are significant staffing changes within Science and since it is a subject of concern what are the implications of such changes?		Jan 15 2018
18 Sept 2017	Safeguarding	With regard to bullying, how much is down to cyber bullying?		15 Jan 2018
18 Sept 2017	Disadvantaged	What are we doing to ensure disadvantaged students are not being held back?		13 Nov 2017
13 Nov 2017	AIP	Which of the Trails are making most progress and are there any concerns?		13 Nov 2017
15 Jan 2018	Behaviour	The purpose and rationale of tutor period is not clear. How long is it? Is it worth having if no impact?		
15 Jan 2018	PP Plan	Has a PP review team now been set up in the Acorn or are they being included in the secondary PP review team? If yes how often are you meeting altogether?		
15 Jan 2018	Yr 7 Catch-up Plan	Is there any evidence of impact of the Y7 catch up plan yet?		

15 Jan 2018	SEND	What are the time scales for the whole school review of SEN and for the review of individual SEN support plans?		
15 Jan 2018	HAP	The report states that HAP performance in Years 7 & 8 is line with CLF. Can we have more detail on this. Eg: is there any difference in HAP performance across subject areas?		
15 Jan 2018	Finance	Apparently in the average secondary school, £1300 or 7.5 days is lost through staff absence per staff member annually, but the cost is much greater than this if you factor in temporary replacement costs and the impact on team morale and standards. Could we see what the average absence is at KOA?		