
Minutes – Digitech Studio School Council

Version: Draft

Issue Date:

Meeting Date: 18 January 2018

Location: Digitech Studio School Bristol

Time: 4.00

Chair: Antony Merritt

Chair LA Councillor

Attendees: Pam Kaur (PK)

Academy Business Manager

Lis Jolley (LJ)

Principal

Helen Shellard (HS)

Parent Councillor

Richard Clutterbuck (RC)

Executive Principal

Andy Ling (AL)

Support Councillor

Patrick Cottam

Observer

Minutes

Item	Description	Action
1	Introductions Administration and Apologies	
	<p>Apologies were received from:</p> <p>Chris Smith (Anthony Merritt Chair the meeting in CS absence)</p> <p>Mandy Wade</p> <p>Esther Tyler Ward</p>	
2	Declarations of Interest	
3	Minutes from previous meeting	
	Minutes from meeting on 22 November 2017 were approved	
4	Matters Arising	
	<p>Matters Arising (Actions from Previous meeting):</p> <ul style="list-style-type: none"> • VB to investigate who did the paintworks advertising? This was at E3; we will organise an event at the Engine Shed as we have links there. • AM agreed to look into Enterprise Awards which companies offer. AM will liaise with LJ and report back at next meeting. • LJ to provide a list of companies DSSB work with so we can look into awards for pupils. Companies in Bold have provided Projects. See attached list • ETW attended a British Values session and will visit LJ and GW to provide an update and report back to council. ETW was unable to make this meeting but is visiting DSSB to discuss with LJ 	
5	Principal Report	

5.1	<h2>Achievement and Standards</h2>	
	<p>Student Outcomes</p> <p>LJ had provided the Principal report prior to the meeting.</p> <p>A discussion took place about the information provided, this is standard across the CLF. The following questions were raised:</p> <p>AM: English appears to be a significant problem: there are interventions, what are they and are they effectively improving things?</p> <p>LJ: Strategies for term 3 include: tutor time intervention for HAP and PP boys, LAC intervention, and afterschool intervention with target students/ must get students, extended writing and exam questions in exam conditions in Digitech Plus less.</p> <p>There are 3 teachers, each have a group, one top set and 2 mixed ability sets.</p> <p>One teacher was on an ITAP in 2015, which was successfully passed (support packages were already in place). Following walks and observations there are some concerns again so the teacher is receiving coaching from the Head of Department and SLE Support.</p> <p>We are aware of putting undue pressure on staff and a support network is in place.</p> <p>We are throwing the kitchen sink at English as well as at must get students across all the subjects. There is a whole school focus on extended writing lessons in exam conditions.</p> <p>AM: is intervention considered opportunity or punishment?</p> <p>LJ: We use data to target students at all grade boundaries, it is not associated with failure. It is well attended and we encourage those students who are furthest behind in terms of progress to attend. We particularly support to our HAP Boys and PP cohort.</p> <p>HS: How do we know the data collected is accurate?</p> <p>Cycle two data is based on mocks set by the CLF, taken by over 1,000 students and which has been moderated by the CLF and we have received detailed feedback from the SLE's on a question by question level. There is a dip in our data as cycle two is based on actual mocks, this is more robust than cycle 1 data.</p> <p>HS: When will it be reviewed next?</p> <p>Term 4. This is the next set of Mock exams. There will not be movement in recorded data before this point.</p> <p>HS: How are we working with parents?</p> <p>Only one parent has said no to the student attending after school so the intervention is taking place during the school day. We make parents aware that revision guides and folders have been given out and highlight resources such as GCSE Pod and Maths watch. The VP and AAP take a pastoral lead and are in regular communication with parents of key students, often daily.</p>	

<p>AM: Are you confident grades and progress will go up?</p> <p>LJ: English is a barrier to our basics measures. I am confident that we will see improvement in the cycle 4 data based on the mocks. Teachers have finished delivering the course now and will focus on the assessment objectives, skills and practice questions.</p> <p>AM: Is it realistic to think further intervention is helping?</p> <p>LJ: We are smarter with our time and are aware of the gaps at an earlier stage. The vast majority of Year 11 are on board and students appear to be trying harder than last academic year. We regularly review the data and this enables us to direct the interventions in the right place. Students are doing a whole grade better in Maths this year, and this is due to stabilisation of staff. We have also had an intervention teacher from the CLF, the impact of this both in terms of data and student voice is tangible.</p> <p>AM: Is this improvement in maths sustainable?</p> <p>We have 3 good maths teachers and have allocated the right teacher to the right classes.</p> <p>A discussion took place about how English is the target subject now and how issues within the school has had an impact on this subject. LJ provided Councillors with an update of the black box data, including what the graphs/ dots mean. Richard Clutterbuck also provided some information regarding data.</p>	
<p>Attendance</p> <p>HS: Has P16 attendance improved?</p> <p>LJ Boomsatsuma have a 90% target. P16 are meeting their target but Boomsatsuma students are not. We only have to report on KS4 data but KS5 students have the same triggers and processes.</p> <p>HS: Don't feel as though the P16 paperwork reflects what is happening and it would be good to know what the P16 attendance is like.</p> <p>LJ: Agreed, this will be in place for the next meeting. P16 data not reported on. Boomsatsuma is an important provision in the post 16 landscape, offering successful courses and outcomes to students who might not traditionally fit the post 16 criteria. With this comes vulnerability which can manifest in attendance issues. Students do well but attendance is an issue. I am challenging boomsatsuma around this from a safeguarding/ attendance perspective.</p> <p>Boomsatsuma will now use the DSSB policies and a new handbook was issued to them in December so things should improve.</p> <p>Year 10 attendance is lower and there is a focus on PP students. There are strong processes in place and we work with CAMHS and the EWO.</p>	<p>Action: LJ to provide P16 attendance Data</p>

	<p>Term 2 was significantly higher due to a sickness bug/ flu sweeping the school. We will analyse the impact of this in the next report.</p>	
	<p>Safeguarding</p> <p>A discussion took place regarding Boomsatsuma Students and the fact they are often off site. LJ: Policies and consent around this are in place and effective. This is a regular discussion in line management meetings, mitigating risks of being in a public space.</p> <p>There are students with anxiety about exams/subject and they have been offered mentors.</p> <p>The school is holding a safety day for P16, including all Boomsatsuma students, with a carousel of workshops including Hate Crime, Knife awareness, LGBT and Radicalisation.</p> <p>The school is working with First Call but the child or situations don't always meet the threshold for support.</p> <p>A lockdown drill highlighted some small tweaks which had now been rectified and it was considered effective.</p>	<p>Action: Risk Assessment for students at Boomsatsuma</p>
	<p>Quality of teaching and learning</p> <p>Question from non-attending Councillor: Can you explain the term “Levelling the playing field” on Page 8 in the Principal’s Report?</p> <p>LJ: Getting students who have joined in Year 10 to a similar starting point. However, we need to get better at knowing students and their data quickly when they join. We need sharper data prior to joining.</p> <p>LJ: The maths team have been to a school in London and had dialogue with the CLF SLE for maths. They are trialling a new method of teaching maths. There is evidence of being successful but also some cons (losing the teaching from the front).</p> <p>HS: Is it possible for possible students to have an assessment prior to starting like the colleges do?</p> <p>For transition in Year 9 we don't ask for data until students have started. First 2 terms of year 10 has been about seeing where the student is, it would be better to know the data earlier so that students have challenge at the right level. .</p> <p>AM: P16 isn't it about the ability to do the subject?</p> <p>Yes, they meet entry requirements based on qualifications or a portfolio.</p>	<p>Data Review of Maths</p>

	<p>Behaviour</p> <p>HS: What happens when young people are removed from the lesson?</p> <p>LJ: The student will go to isolation for between 10 - 50 minutes. They then work with knowledge organisers (key concepts) and new revision guides on the topic from the classroom. If they are sent to isolation more than 3 or 4 times a week this results in internal exclusion. Work given is specific to what they would be doing in the classroom.</p> <p>Year 10 boys can be an issue as the school have not had them long and they are getting to grips with what is expected.</p> <p>A discussion took place about low level disruption and the “ready to learn” which is being used across the CLF and other S Glos schools.</p> <p>LJ explained one child responsible for 62 of the lesson 5 scores is not coping in main stream, and spending time in isolation. ER is finding strategies that work and is currently exploring alternative provision for him.</p> <p>Students will spend 2 days at KOA if a fixed term exclusion is warranted. The CLF are moving towards no permanent exclusions if at all possible.</p>	
	<p>Exclusions</p> <p>See Behaviour above</p>	
	<p>Disadvantage</p> <p>This was discussed previously in student outcomes. It was noted there is a big gap in English. The school operates a Wednesday nightclub where disadvantaged students are encouraged to attend.</p> <p>PP MAPs are making good progress and the school is proud of improvement being made. Literacy has been added to the AIP following Ofsted, CPD in term 4 is all linked to improving literacy.</p>	
	<p>Other areas identified in the AIP</p>	
5.2	<p>Risk Register</p> <p>There has been some movement on PE which LJ will update the Council on at the next meeting.</p>	

5.3	<p>Finance, Health & Safety and Estates Report</p> <p>Media Teacher has now left, but there will be supply costs on top of this salary till Easter.</p> <p>A discussion took place regarding the planned deficit and how more student recruitment in DSSB could be achieved. It was requested that a member of the CLF Central Team could be invited to the next meeting to update councillors of the implications.</p> <p>AL: How does the income from p16 differ to KS4 students?</p> <p>LJ: It is approximately £1,000 less. We receive 8 % of the funding for Boomsatsuma students on our roll.</p> <p>This led onto LJ advising Councillors about the Website. Lots of work has been done to improve it and asked for some feedback on it. There were suggestions that a video is made by boomsatsuma students as part of an immersion week.</p> <p>LJ confirmed the school is aiming to get student work on the website. However, the school cannot exhibit Exam Work prior to GCSE's.</p>	<p>Action: Invite S Lovell or D Nicholls to meeting to discuss the implication of lack of student recruitment</p> <p>AM: Radio Advertising as part of the Media teaching</p>
5.4	Staffing	
5.5	CLF collaboration and input summary	
5.6	<p>Policies that require review:</p> <p>NA</p>	
5.7	<p>Actions for Academy Council Members</p> <p>Review the updated website and feedback through to LJ</p>	
5.8	<p>Events within and beyond the Academy</p> <p>NA</p>	
6	Student Voice	

7	Governance	
	N/A	
8	Equality and Diversity	
	N/A	
9	Matters for the Attention of the Board	
	N/A	
10	Any other Business	