

Minutes – Digitech Studio School Council

Version: Draft

Issue Date:

Meeting Date: 22 November 2017

Location: Digitech Studio School Bristol

Time: 4.00

Chair: Chris Smith (CS)

Chair

Attendees: Pam Kaur (PK)

Academy Business Manager

Lis Jolley (LJ)

Principal

Helen Shellard (HS)

Parent Councillor

Esther Tyler Ward (ETW)

Sponsored Councillor

Richard Clutterbuck (RC)

Executive Principal

Mandy Ward (MW)

Parent Councillor

Antony Merritt (AM)

LA Councillor

Minutes

Item	Description	Action
	A pre-meeting was held prior to the Studio School Council Meeting, chaired by Richard Clutterbuck.	
1	Introductions Administration and Apologies	
	Apologies were received from Pedrag Draksic (who is having to resign his position on the Council and is looking to find someone from Intel to replace him), Andy Ling and Tracey France	
2	Declarations of Interest	
	Andy Ling (Member of staff in the CLF) Chris Smith – Managing Director of Marshfield Bakery. Stand to gain commercially from engaging with Digitech Students, either through the provision of work experience placements or the delivery of successful immersion week projects. Tracey France works for Worcestershire University	
3	Minutes from previous meeting	
	Minutes from 27 September were approved.	
4	Matters Arising	
	To be covered in meeting	
5	Principal Report	

The focus of the meeting was Pupil Premium.

DSSB Cycle 1 Analysis 2017

LJ talked the council through the attached handout, showing where the PP vs Non-PP gaps are in Year 11 including prior attainment and subject areas. The handout also shows predicted improvements from last year's data.

The following was discussed:

Q: How many PP students attend DSSB? CS

37 students in the Year 10 and Year 11 cohort.

14 =Year 10

19= Year 11

3=Year 12 (Non Boom)

Q: Why did 4 students leave in term 2? CS

One left to move to out of the area. (Year 11)

Other leavers on the Boomsatsuma courses, to more appropriate destinations such as apprenticeships.

Q: There are concerns regarding what we are doing about HAPs? AM

We have a HAP strategy that Kyle Knott the associate assistant principal leads on. There is extra mentoring especially for the HAP PP cohort which takes place in Digitech Plus sessions. This is based on aspirations and academic mentoring. There are 9 in this group at the moment. In December they are going to Gloucester University to raise awareness of HE pathways.

HAPs are identified from their KS2 data.

Predictions are better for all groups this year except for HAP's. Progress 8 predictions for this group are -0.6 and the HAPPi prediction worse at -0.70.

Strategies for term 3 include:

- Individual HAP improvement packs
- HAP mentoring 1:1 – HAP in class
- HAP breakfasts

Q: Do you have enough resources to do this? AM

Yes, this is built into Ross Davey's role as well as intervention after school in maths, English and science specifically for HAP students. Kyle Knott has a HAP remit that is also the focus of his NPQSL.

Q: The HAPs were an issue last time, is this to do with the pedagogy? ETW

Yes absolutely, more stretch and challenge is needed in our classrooms, this was also highlighted in the Ofsted report. There is good stretch in science and maths in Year 11. Stretch and challenge in Year 10 is a concern that we are currently addressing through pedagogy and set changes.

We have made a commitment to improve our teaching and learning pedagogy through developmental peer coaching groups (triads) with CPD to compliment this. Our signature pedagogy has its basis in research and evidence from the Sutton Trust on which strategies have the most impact for disadvantaged students. The pedagogy that we are using includes teaching to the top and modelling top grades.

PP HAPS are currently doing better than Non-PP HAPS. The new specification means there are 3 grades in the top band (7 8 9). It is hard to predict and staff are reluctant to predict top grades. However, this is not complacency as HAPs underperformed last year. This is also a national and a South Glos trail.

Q: How is the pedagogy shared with staff and how do you know if they are using it and if it is making a difference? CS

The pedagogy was launched at the start of the academic year with a CPD programme to compliment it and train staff. Staff engage with the pedagogy in their coaching triads and give each other feedback. It's a light touch and developmental feedback, it is working as the pedagogies are more evident in lessons. Best practice is logged so that this can be shared in CPD, the tracker also shows which pedagogies are regularly in place such as questioning and which ones we need to work on such as scaffolding.

Emma Robertson was invited to the meeting as **safeguarding lead and PP champion for DSSB** and gave the following presentation (PowerPoint attached). The following questions were raised:

Q: How are we supporting disadvantage students and what strategies are in place?

I have spoken to every PP student to talk about individual barriers to learning. We have refined the PP Spending plan and are addressing the major generic barriers. The main barriers are teaching and learning, self-deselection and attendance. We have concerns about our PP MAP Boys in particular. Poor historic literacy is also a barrier and we are focusing on extended writing in lessons in order to improve literacy. We have had literacy CPD from the CLF SLE, with a focus on barriers to literacy.

Lis confirmed that her concerns were PP student progress in English and that there is inconsistent quality of teaching across the three groups in Year 11. To address this, staff are being coached by the CLF SLE and there is cross planning with the team. The concern is PP and MAP Boys and progress more generally in English.

There is underperformance with MAP PP students, but this is an improving picture. Lis referred to the data from the report.

	Results 2017	Current Y11 Predicted
Progress 8 Overall	-0.54	-0.16

PP	-1.09	-0.38
High Prior Attaining	-0.69	-0.61
HAP & PP	-0.69	-0.70
MAP and PP	-1.23	-0.39
SEND	-0.82	-0.47
Looked After Children	-3.07 (one student)	-0.92 (two students)

Strategies for term 3 include:

- Parental engagement
- Study skills session evening for parents and students
- Weds RAT room night (6 weeks)
- Pizza and money off

LAC students – receive extra 1-2-1 tuition in English/maths and science (removed from Digitech Plus). Both have received WEX at an army camp in October half term with other PP students.

PP students – removed from history if underperforming (3 lessons) to focus on CORE subjects (1xeng/1xmaths/1xscience) delivered by HOD. Student/teacher feedback – very positive and useful.

SEND PP students receiving pre teaching in tutor time

PP students having extra maths support from Linda C on Mondays.

Q: Were all PP students in for the Mock exams? AM

All PP were in for all their exams. These are CLF mocks which are moderated by CLF with reference to all Year 11's in the Federation. The data will be back week commencing 27 November. At the moment we think it will be a mixed bag.

Q: If we are engaging the pupils, how are we engaging the parents? CS

We need to do more, but this is planned into the term 3 strategy. We encourage the pastoral team and teachers to send 2 or 3 postcards home to students per week. We encourage links with staff, suggest a teacher makes a phone call or text/email to update the parent on good work/behaviour. If it's parents evening ER will ring to remind PP parents.

Chris Smith had to leave the meeting at 16.42 and Anthony Merritt took over chair responsibility.

Q: Is there enough time to deal with issues that come up in the Mocks, and how do we know the strategies are right? MW

Students in Year 11 make good gains across the year. Whether we have enough time to deal with the issues depends on the barrier. We look at the whole picture and regularly review data for individual students and groups. Strategies are added to Mint Class as well as triggering additional intervention and conversation with parents/ carers.

We send letters home to invite students to intervention, we revise and monitor 6 times a year alongside the mock exams/ data collection points.

In March time there is a 100-day plan that is cohort, group and student specific.

Q: Is this only offered to PP students? ETW

No, we identify students who need support from the data. For PP and SEND students we offer extra support. Annual reviews also take place with the SENCo and Parents.
PP is one of our main trails together with HAP.

Q: How do you monitor the quality of Teaching and Learning? AM

The quality of teaching and learning has to be measured ultimately on data, it's measured on what progress the children make. We use our Pedagogy/Sutton trust evidence to ensure we are focussing on the right things. When we observe learning we do this through the lens of the disadvantaged learner. Prior to the lesson the observer looks at the data of the disadvantaged learners, feedback is given at the end of the lesson and discussed in CPD.

Information from the triads is collated to look at trends and inform CPD. Individual subject reviews are a deeper dive into the quality of T&L and take a 360 look at the subject area including data, student voice and book scrutiny. This is fed back to subject leads in the form of a SWOT analysis and next steps. Maths and science have many positives, English is more of a cause for concern and as a result of the ISR coaching and support is now in place.

Q: Do you know why the quality of Teaching and Learning is not yet good? AM

The teaching is sometimes pitched too low or is inconsistent. The strategies and teaching are sometimes too generic and not matched to the students need. Sometimes expectations are too low. We have to challenge teachers to teach at the top and believe that students from all starting points can succeed. We also need to upskill teachers with specific strategies that have a good impact on PP students such as live marking and show them classrooms where this challenge is happening and what students can do. This is starting to happen in the triads.

Q: How is show my homework used? AM

Show My Homework is used by all staff at Digitech. Parents have received a link and code to access their son/daughters account. On their account they can see the homework that has been set and when it is required to be handed in. It is a good app and students like to use it, we have invited parents into view it and any issues with the logging in has been sorted by Gareth Williams who leads on this. Following feedback from parents, it does need to be used properly (this means that all staff need to ensure that they are setting homework regularly as per the policy). The teacher needs to be the owner of the online tool and we need to ensure that we are looking at the other tools on the app to support the students even further.

Q: The 3 points of homework, is there an expectation? AM

To clarify: The class teacher sets homework, contact home is made if it's unacceptable or not handed in, and a detention can be issued using the detention tracker online. The SLT detentions are set on Monday, Wednesday and Fridays. With regards to PP students any barriers to learning are supported by the SENDCo and by Emma Robertson with the intervention sessions and homework club after school helping to support students further who struggle to complete it.

Q: Having periodically looked at Show my Homework it doesn't appear that students get very much? MW - Some homework is completed really quickly and as a parent I do not get any feedback on the quality of this.
ER – Sometimes homework's set are quizzes that test knowledge of the previous lesson (low stakes testing). There are some inconsistencies with the setting of homework on Show my Homework. This is something that is being address by Gareth Williams. We will also ensure that we are exploring the use of the tools online to alert parents to the grade and quality handed in.

Council Report

Q: What is P16 attendance looking like? HS

For DSSB Post 16 students this was 100% last week and is much better. Processes/procedures are in place that replicate the lower school where the gains were made last year. This is also the case for Boomsatsuma students at the Engine Shed and Station. Attendance is a concern at these two sites. Attendance is also weaker in Year 10.

Q: Is there an attendance issue with exclusions? AM

We would have expected a spike in exclusions with the introduction of R2L and higher expectations. LJ also pointed out that DSSB are aiming to reduce the number of exclusions and are looking to find alternatives such as sending student to another school for a short period of time. This does not then affect attendance and also keeps the student in education. This is a S Glos initiative.

Councillors wanted to comment on attendance which is at 97% and above average. Safeguarding is a real strength of DSSB.

Q: How do you measure the quality of provision for Boomsatsuma Students? AM

Following Ofsted measures have been put in place to ensure that there is written feedback for students and that this is recorded. Assessment plans are all in place as are trackers. Lis visits twice a term looking at teaching and learning, data, assessment plans, student voice and the programme of study. There is a challenge around adding in meaningful PSHE at these venues. Emma goes to visit termly to in terms review safeguarding, support/ train and do spot checks. Steve Bane (CLF) safeguarding also offers support.

6	Student Voice	
	Discussed in Principal Report	
7	Governance	
8	Risk Register	
	<p>Q. Does the CLF help / can you call on them? HS</p> <p>Yes, central services are excellent and we also have support from SLE's (specialist leaders of education). Lis also values the support she receives from Richard Clutterbuck.</p> <p>Q: What is happening on the PE Front? HS</p> <p>Very expensive to bus out to Kingswood Leisure centre. LJ met with the council who might let us use the hard courts. We could make the leisure centre part of our unique offer next year combining Year 10 and Year 11. Students may prefer the leisure centre.</p> <p>Q: Is there a Long term plan? AM</p> <p>PE is a statutory requirement in KS4.For P16 it's not a requirement but good to provide. The PE provision needs to be factored into the budget, this was not the case this year.</p>	

9	Finance	
	<p>Q: There is a deficit of 254K, is this sustainable? AM</p> <p>It's not. There is a CLF commitment to DSSB, we need to recruit students, but also the right students. Poor recruitment is the biggest financial risk to DSSB.</p> <p>Q: Have you looked at what worked and what didn't? ETW</p> <p>We ask visitors and new student show they heard of Digitech, it is mainly word of mouth followed by the website. Several students report that they were/ are unhappy at their current school and know others who are at Digitech. The different curriculum helps with recruitment in some cases.</p> <p>However, banners and flyers not drawing them in.</p> <p>Q: Have you considered Radio adverts? ETW</p> <p>This has been investigated but is very expensive. We use social media and regularly tweet and update the facebook page.</p> <p>Q: Who are we attracting? Do we need to improve Parental engagement? MW</p> <p>We have agreement from the CLF Secondary's we can go into their academies and talk to both students and parents. We attend all Year 9 and 11 parents' evenings across the CLDF schools. There is also a joint letter that goes to every S Glos child in Year 9, this is done with BTEA through the LA.</p> <p>Q: Gap financially - how many do we need? AM</p> <p>40 into Year 12 75 into year 10</p> <p>Unfortunately, the recent Ofsted report of Requiring Improvement makes it harder.</p> <p>Q: Is there an issue with location or is access a problem? AM</p> <p>The Post 16 offer in Bristol is strong. The majority of our students come from the local area – within 2 miles. Beyond this we are not pulling from one particular area and have one off examples of students travelling from a variety of locations. The biggest competition is St Brendan's. There are other media type post 16 courses in central Bristol such as access and dbs.</p> <p>Access to school could be better publicised and Lis will add this to the website.</p>	

	<p>MW spoke of her child being invited to an event at the paintworks. Year 8 students invited and lots turned up.</p> <p>VB to investigate Who did the paintworks advertising?</p> <p>Q: Is there anything else we can do? AM</p> <p>Open event on 27 November where Parents see good quality work. Another is being held at the Engine shed.</p> <p>AM agreed to look into Enterprise Awards which companies offer. LJ to provide a list of companies DSSB work with so we can look into awards for pupils.</p>	
10	HR and Well-being	
	We have one member of staff out on long term sick, this is having an impact on one of our specialist subjects. This is an area where it is difficult to get specialist supply.	
11	Safeguarding	
	<ul style="list-style-type: none"> • No of Students On: <ul style="list-style-type: none"> ○ Child Protection Plan = 1 ○ Child in Need = 0 ○ Early Help = 3 	
12	Equality and Diversity	
	<p>How do you record bullying? AM</p> <p>10 incidents since September, 9 are closed. 1 open as waiting for staff to update. All reported incidents have been verbal bullying. One has been SEN related and one on line. Some are double classified e.g verbal and SEN Staff need to ensure that only the main category is selected otherwise it skews the data.</p>	
13	Site/Legal/health	
14	Matters for the Attention of the Board	

15	Any other Business	
	Next Meeting: Thursday 18 January 2018 ETE attended a British Values session and will visit LJ and GW to provide an update and report back to council	

DRAFT