

Minutes – Digitech Studio School Academy Council

Issue Date:

Meeting Date: Thursday 8 December 2022

Location: Virtual via Teams

Time: 5.00pm

AC Members		Attended	Apologies
Rob Gillman	Sponsor 1 (Chair)	✓	
Russ Gallon	Sponsor 2	✓	
Antony Merritt	Sponsor 3	✓	
Vacancy	Sponsor 4		
Vacancy	Sponsor 5		
Megan Ferguson	Student Advocate		
Vacancy	Teaching staff Councillor		
Vacancy	Support Staff Councillor		
Chris Ballard	Principal	✓	
Rebecca Kemp	Parent Councillor	✓	
Vacancy	Parent Councillor		
Sally Apps	Executive Principal	✓	
Lucy Randall	Acting Clerk	✓	
Invited attendees			
Simon Jones	Deputy Principal	✓	
Gareth Williams	Vice Principal	✓	
Luke	Boomsatsuma	✓	
Siobhan Cole	Assistant Principal	✓	

Minutes

Item	Description	Action																																																																						
1	Introductions, Administration, Apologies																																																																							
1.1	RGi opened the meeting and welcomed those present. Apologies are recorded above.																																																																							
2	Declaration of Interest																																																																							
2.1	No verbal declarations were made.																																																																							
3	Academy Council Membership																																																																							
3.1	There hasn't been interest in parental membership. RGa thought there was some interest in summer but did not lead to anything. RGi will go back to the central team. At COAC it was noted that there are more vacancies on the DSSB council than any other.																																																																							
4	Minutes of Previous Meeting																																																																							
4.1	The minutes of the last meeting were confirmed as a true record.																																																																							
	Academy Council Report																																																																							
5	Quality of Education/Achievements and Standards																																																																							
5.1	<p>Student Outcomes</p> <p>CB apologised that they did not have the data in time for the report, and asked SA if there was still an academy Blackbox for data. SA thinks there is an academy dashboard but needs to check (ACTION)</p> <p>From the mock outcomes there is a good summary on how they have performed. Mocks are taken in English, maths and science, and also computer science which is included in the other data. Year on year it does seem to be improving. Results always look lower than expected at this time of year, but this is a trend year on year. English made progress and maths and science are fairly consistent.</p> <p>This is the strongest November mocks outcome that DSSB has had, out of 2019, 2021 and 2022.</p> <p>The predictions that have been made for this years exams are:</p> <table border="1"> <thead> <tr> <th>9-4</th> <th colspan="2">2019</th> <th colspan="2">2021</th> <th>Nov 2022 (Mock)</th> <th>Prediction</th> </tr> </thead> <tbody> <tr> <td>Best English</td> <td>21.2%</td> <td>60.9%</td> <td>32.9%</td> <td>65.7%</td> <td>34.8%</td> <td>70.6%</td> </tr> <tr> <td>Maths</td> <td>31.8%</td> <td>53.1%</td> <td>41.4%</td> <td>66.2%</td> <td>41.6%</td> <td>56.5%</td> </tr> <tr> <td>Science</td> <td>35.1%*</td> <td>56.1%*</td> <td>43.1%</td> <td>66.2%</td> <td>43.2%</td> <td>56.5%</td> </tr> <tr> <td>Basics</td> <td>16.7%</td> <td>45.3%</td> <td>21.4%</td> <td>46.5%</td> <td>24.7%</td> <td>47.1%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>9-5</th> <th colspan="2">2019</th> <th colspan="2">2021</th> <th>Nov 2022 (Mock)</th> <th>Prediction</th> </tr> </thead> <tbody> <tr> <td>Best English</td> <td>7.6%</td> <td>39.1%</td> <td>20.0%</td> <td>47.8%</td> <td>27.0%</td> <td>35.3%</td> </tr> <tr> <td>Maths</td> <td>13.6%</td> <td>25.0%</td> <td>12.9%</td> <td>30.8%</td> <td>24.7%</td> <td>35.3%</td> </tr> <tr> <td>Science</td> <td>19.3%*</td> <td>24.6%*</td> <td>17.1%</td> <td>43.1%</td> <td>21.0%</td> <td>31.8%</td> </tr> <tr> <td>Basics</td> <td>7.6%</td> <td>21.9%</td> <td>8.6%</td> <td>22.5%</td> <td>12.4%</td> <td>20.0%</td> </tr> </tbody> </table> <p>English is looking a bit optimistic compared to the progress that students make, and maths and science may be a bit lower, but this could be teachers being cautious in their predictions. The predictions do follow the trend that has been seen in previous years.</p>	9-4	2019		2021		Nov 2022 (Mock)	Prediction	Best English	21.2%	60.9%	32.9%	65.7%	34.8%	70.6%	Maths	31.8%	53.1%	41.4%	66.2%	41.6%	56.5%	Science	35.1%*	56.1%*	43.1%	66.2%	43.2%	56.5%	Basics	16.7%	45.3%	21.4%	46.5%	24.7%	47.1%	9-5	2019		2021		Nov 2022 (Mock)	Prediction	Best English	7.6%	39.1%	20.0%	47.8%	27.0%	35.3%	Maths	13.6%	25.0%	12.9%	30.8%	24.7%	35.3%	Science	19.3%*	24.6%*	17.1%	43.1%	21.0%	31.8%	Basics	7.6%	21.9%	8.6%	22.5%	12.4%	20.0%	SA
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5.2	AC Question: Are the predictions where you want them to be?																																																																							
5.2.1	They are what they are expecting and are better than they have been, but obviously would like to be better so there is a plan in place to support key students based on their results.																																																																							

5.3	AC Question: How are the predictions for English done? It looks like an outlier, being higher than before.	
5.3.1	The result in the English Mock is the highest it's been before, and although it's a high prediction, traditionally the prediction has still been achieved. Not all students attend the mocks which skews the data slightly, some are at alternative provision and won't be included in the summer exams.	
5.4	Gareth Highlighted the results from other subjects, and pointed out the progress in Art and Design, 3D Design, and Sport are lower than normal, and will be something they pick up over the next few weeks. 3D design is a concern as there are some staffing challenges. Sport has been traditionally a strong subject.	
5.5	Computer science has improved since the new teacher started. Games Media also had a staffing change with a new experienced leader and results have improved. Graphics is a strong point and has improved since last year, along with IT and RSL Social Media. The Raising Attainment agenda is a focus of all staff.	
5.6	AC Question: What assessments will Year 10 have this year?	
5.6.1	For this year there is a formal CFL mock exam in January. The results will inform the data. Year 10 have been set by internal assessment, but not by formal assessment, which is why there isn't any publishable data. CB added that based on the last academy review visit the student voice said they weren't finding the work challenging enough quickly enough, which is why the mock exam has been moved earlier.	
5.7	Attendance	
5.8	It was noted that the CLF figures are not too disappointing in their context. Lowest weekly attendance and lowest year to date official attendance by 3.9% was highlighted. RK was interested if something can be put in place as pastorally as preventative measures to stop getting to the point when the absence mark is already there and the phone calls, that can be in the forefront of DSSB's mindset. It is understood some students are ill or some are getting away with illness that they shouldn't be, RK would like to ensure that moving forward the measures in place are more preventative than management.	
5.9	SJ stated that the review was still positive, and they were pleased with it, and it was acknowledged in context with other academies in CLF, DSSB has three times more vulnerable pupils and deal with more mental health issues, which plays a part in a lot of these absences. There is already Mental Health awareness/ mental health first aiders in place which plays a part in the preventative measures, to safeguard the mental health culture.	
5.10	A discussion took place about the strategies used such as phoning home and asking parents to come in for attendance meetings. The academy is currently recruiting for an attendance officer who will be able to have more focus on this and give longevity to the process. The strategy is being tweaked to make sure an attendance meeting is happening each Monday.	
5.11	Rebecca acknowledges that there are more students which have more risk and higher needs which make it harder to get them into school, and believes the proactive measures work better than management measures as once they get to a point where they don't want to be in school there is a harder task to get them into a stage of management.	
5.12	CB noted that students are at DSSB for 2 years, or 4 if attending sixth form. It is harder to get the culture embedded given the short space of time. A lot of students have persistent attendance issues before they come to DSSB which needs to be unpicked.	
5.13	CB acknowledged the engagement with families has been increased this year, and it should have been clarified in the report.	

5.14	AC Question: It is noted that attendance was disproportionately affected with covid and as well as the certain cohort of students. Is the target of 96% set by DSSB or is it a national target?	
5.14.1	It is a national target. DSSB are disproportionately affected due to being 14-19 school and the vulnerability of the cohort is three times that it was last year so the impact on attendance may be slightly more.	
5.15	ACTION: Preventative/ Proactive measures to be included in the next Academy Council report. Attendance to be included as a standing item.	CB
5.16	Quality of Teaching and Learning	
5.17	CB reported that every member of staff will have a progress meeting in January where they will share the data beforehand and have an in-depth discussion with subject leads on what will happen between now and the next mock and to the summer exams what is going on in their subject and what the plans are for the students to raise their attainment. ELT students will be focused on again, as will crossover students, disadvantaged students, and HAP students.	
5.18	There is a dedicated person to come in and do English intervention, and now a maths tutor has been recruited to give 1:1 Intervention internally in maths. There will be a focus on Revision in PD in both year 10 and 11, supporting them and teaching them how to revise and get the most out of their learning. Parents evening takes place next week.	
5.19	AC Question: How many crossover students have been identified this year, and how big was this group last year?	
5.19.1	It is smaller this year than last, in maths there are 10 students that might achieve English but not maths. The group that are struggling in English are about the same size; but there is a lot of intervention going on for English. These pupils are already included in the predictions.	
5.20	AC Question: What support is in place to challenge the HAP pupils? Are they driven by particular subjects or is it personal drive?	
5.20.1	It is driven by both individual and subject, they are clear with their directive that all staff should be aware of who the high attainers are in their class and are they stretching and challenging them from a pedagogy perspective and making sure they know the elements to achieve the higher grades. There are 9 or 10 high attainers in the school most of them come in and will be fine but some of them have contextual issues that stop them from doing so well so pastoral support is needed to make sure they are learning to achieve their potential.	
5.21	Behaviour and Exclusions	
5.22	The report shows behaviour is currently good and acknowledges suspensions do happen. CB explained the behaviour step process is now embedded, and staff are using the scoring system and reporting fortnightly around the pastoral data. The majority of students are behaving well, there is just a few students across the school that staff are supporting pastorally and emotionally.	
5.23	SJ added that a small number of students across the school have been excluded, they are working with local authority to try bringing in more resources to support the higher-level challenges as they have limited resources on their own. Behaviour still feels very solid on site and the lessons are still purposeful and moving in the right direction. Expectations are kept high in the classroom so that behaviour will reflect this.	
5.24	There are 6 managed move students in the school, 5 in year 10 and 1 in year 11, supporting other schools in and outside the trust, to see if they have the opportunity here to get it right. They have 1 PEX from the local authority, these students take up a lot of time and resource, which shows the peak in suspensions, but DSSB believe they are the right setting for these students. A discussion took place around whether very high	

	expectations for some students might lead to attendance issues, where they think they cannot meet those expectations.	
5.25	AC Question: What the strategy is for student who are determined to be self-disruptors. What if they are in the disadvantaged category? What are you doing about that?	
5.26	The teachers are aware of who those students are and are communicating with families to challenge this much earlier on. Classroom disruption has significantly decreased, but the next challenge is what to do with the individuals who sit passively not doing work. There is a trend where they do it in some subjects but not others. There is CPD for teachers around how to get the best out of disadvantaged children in the classrooms.	
5.27	AC Question: What is the narrative behind the bullying cases reported? What is the strategy to deal with this?	
5.27.1	The majority of bullying cases is being done by 1 student to another which accounts for a lot of the data. There are a couple of incidents of targeted unkind behaviour where they have started to follow the anti-bullying process with those students, met with the students and parents and put them on behaviour contracts with clear expectations in place. Both the perpetrator and the victim needs to be supported in these cases, as it is as much about education and reform as it is about consequences and sanction.	
5.28	ACTION: Bullying prevention measures to be included in the next council report. Bullying to be a standing item agenda.	RGi/CB
5.29	Pupil Premium and Looked After Children (LAC)	
5.30	Most of the strategy is adopted by teaching staff, and is behavioural, how they interact or prioritise pupil premium students. There is a lot of material and plans for their attendance, classroom attainment, reading age and belonging. There hasn't been a lot of changes, but the proof will be how they measure up against the targets at the end of the year. Siobhan outlined that the plan is a three-year strategy which is in its second year, which will finally be reviewed in July 2024. A lot is classroom based, and prioritising value even over disadvantage students. There is some bespoke spending on Maths and English intervention, providing technology so they can complete work if they are off school. There were some difficulties with the Maths intervention which has been resolved this year.	
5.31	AC Question: How much funding can DSSB spend on intervention?	
5.32	There are 2 main forms, 1:1 Intervention in English, a tutor to come in and focus on 1:1 English with PP students. A new maths teacher has been appointed to focus on maths with PP. All staff are prioritised to run intervention for an hour each week, although this is not focused on PP students, but they are encouraged to attend.	
5.33	The targets are 3-year targets, for where DSSB aims to be by the end of the 3 rd year. Some subjects in the report are already meeting the targets such as science and art, but still work to do with English, maths and some vocational subjects. This has been reviewed thoroughly this year, 1-year targets may not be enough time to see a difference as it takes a while to embed and see the difference. The key is the review of the strategy and making sure the impact is had in a short time, as there is a lot of variables that can come about over the 3 years.	
5.34	What about the budget for enhancing belonging? How is that used?	
5.34.1	The enrichment timetable comes from staff directed time, so directed to run enrichment activities as well as intervention to provide things that PP students may not have access to otherwise such as school trips.	
5.35	AC Question: What would £30,000 be spent on for PP if DSSB were given it?	
5.35.1	The priority would be an attendance officer as there is a lot of PP with low attendance. This is a focus for all students, particularly disadvantaged students to build their sense of belonging.	
5.36	How is the disadvantage focus kept up by all teachers?	

5.36.1	There is a staff briefing each week and drop-in sessions to ensure PP have priority seating, so they are not hiding away from the teacher, ensuring teachers know who their PP students are. Every system and operation is always looked through the lens of disadvantage first, it is one of the cultural levers that DSSB have. There is focus on the ability of disadvantaged students reading ability to focus on their ability to understand the work, which will feed into the literacy strategy. This has come out since the plan was written.	
6.	Safeguarding	
6.1	RGi reported he had a meeting with Tom Pratt to review the term one data and is satisfied it is being managed and recorded correctly. He also spoke about Boomsatsuma, Robins and Bristol school of acting links. There were 40 bullying incidents but none from Robins, Boom or School of acting which he has flagged for Tom to go back and confirm they are recording correctly. CB believes the number of bullying cases have increased as students are more open to report it and it is recorded, rather than not speaking up.	
7	Finance, Health and Safety and Estates	
7.1	Nothing further to report.	
8	Staffing and Wellbeing	
8.1	Nothing further to report.	
9	Policies	
9.1	Admissions Policy RGi believes there is potential flaw on if this should be the tie breaker for DSSB, it is not intended to be a Warmley school or Kingswood school. This is a piece to work on in the next term once the new principal is appointed.	
10	Student Voice	
10.1	Nothing further to report.	
11	Governance	
11.1	Nothing further to report.	
12	Scrutiny Meeting / ARV Recommendations	
12.1	Nothing further to report.	
13	EDI	
13.1	Nothing further to report.	
14	Matters for the attention of the Board	
14.1	Nothing further to report.	
15	AOB	
15.1	Boomsatsuma and DSSB link	
15.2	AC Question: How is Boomsatsuma doing and how is the relationship between Boomsatsuma and DSSB?	
15.2.1	Boomsatsuma has, over the past year, grown in size, with a new photography course which they are working on getting approval from UAL exam board to credit. They are breaking down barriers in the local creative landscape and are getting students graduated from college to go straight into a creative job which used to be exclusively for undergraduates. Local Bristol companies are looking for Bristol talent now. Employers are advising Boomsatsuma on skills required to work in their company so students can be taught these skills, such as teamwork and file organization, to get them more fit for the job. There is a positive relationship with DSSB, there's always support with safeguarding questions and administrative processes such as progress statistics and attendance. It is nice to know they are collating the same information and it is all streamlined.	

15.3	AC Question: What is the scale of growth and how formalised is their relationships with the industries in the local sector?	
15.3.1	Boomsatsuma have taken on over 140 students this last year and are already full for next year and taking applications from year 10s. They need to find a balance between students who are very proactive to get to open evening or EHCP students who are less and making sure they have support, ensure those with disadvantage can still access a place if they don't have the best career advice at school or the best home life.	
15.4	AC Question: How are the relationships formed between Boomsatsuma and the employers?	
15.4.1	Boomsatsuma staff go to networking events which bring in projects for students, but some companies are regularly wanting to work with Boomsatsuma students, such as Ardman. The outcomes Boomsatsuma received last year were phenomenal. 62% receive distinction or above, everyone passed with a merit. Boomsatsuma are heavily moderated; it is above average to achieve the results they have compared to similar institutions. In 2019 only 76% got A*- C whereas 100% have the equivalent last year at Boomsatsuma.	
15.5	AC Question: What degree courses are offered by Boomsatsuma?	
15.5.1	Boomsatsuma have been offering degree courses for 3 years, so the first graduates will come next year at the end of their 3 years. They are working with Films at 59 in Redland, who have said they will offer 5 jobs to their graduates.	
15.6	AC Question: How are the students supported that are re-sitting English and maths and how well is this done in terms of resources and outcomes?	
15.6.1	This was challenging for a number of years as there used to be just one day the students went to the center to do English and maths and they sometimes wouldn't attend. Boomsatsuma have English and math tutors who attend the sites, which makes it easier for students to attend. The tutors are integrated into the courses, as they are also mentors to some of the students.	
15.7	AC Question: How is safeguarding at Boomsatsuma and how is the support from DSSB developed and what resources are Boomsatsuma committing to it?	
15.7.1	3 or 4 year ago it was just Emma the DSSB SL who would visit the site but as they have grown they recognised they needed someone at the point of contact who meets the needs of their students so they now have an SL in full time, David Thorpe, who will attend different sites each day to check in with everyone.	
15.8	AC Question: How does responsibility of quality assurance work between DSSB and Boomsatsuma?	
15.8.1	As Boomsatsuma grow they need to make sure the way they operate is fit for purpose to educate their students and make sure they are looked after with their well-being. There are fortnightly meetings between Luke and Chris on Teams and bi-termly on-site visits in place to look at the educational picture as well as looking at compliance, health and safety alongside Steve Bane, the health and safety team and Kath Cooper.	
15.9	Rob reflected that they need to be aware of the risks associated with Boomsatsuma still, and that after the new year they will run through the relationship with Robins and Bristol School of Acting.	
15.10	ARV Timetable 24 th January is proposed for DSSB. Rob would like to know what was discussed and what were the actions from the ARV: ACTION: A summary of the ARV to be added to the academy council report.	CB
15.11	Principal Recruitment The recruitment for a Principal is underway, with the interviews taking place next week on Thursday and Friday. There is more than one candidate invited to interview it will be a competitive interview. RGi will be involved in the process; RGi is welcome to join.	

