

**Notes from FAB Meeting: 6<sup>th</sup> December 2023**

**Staff attended: M Hoffmann, Principal (MH), Harri Potheary, Shelley BEC (HP), Lois Collins, Attenborough BEC (LC), Luke De La Haye, Hawking BEC (LDH), C Reed, Director of Business & Support Services (CR)**

**Apologies: Jordan Webber, Turing BEC (JW)**

**Parents attended: 10 (parents of students in each year group - Year 7 to Sixth Form)**

Item	Comments	Actions arising?
<b>Welcome from MH</b>	Parents were welcomed with refreshments.  MH opened with the introduction of the BEC's and invited them to present first.	<b>Leadership team slides to be added to Facebook to help parents.</b>
<b>The role of the Behaviour and Ethos Coordinators (BEC) Presentation</b>	At Budmouth Academy we run a "schools within schools" system. Each student in Year 7-11 belongs to one of four schools (named Hawking – red, Shelley, yellow, Turing – green and Attenborough – purple).  Within these "schools" we have a Head of School/Assistant Principal, PSL (Pastoral Support Lead) and the newer BEC role.  Please see the slides attached to these minutes on the website for how the BEC role sits within this structure.  Where do the inter school competition/event ideas come from? As the BEC role is one of the newer roles, the current BEC's would have discussed some of these ideas during the interview process. As the role grows, the BEC's work with students for new ideas.	<b>Action – CR - Upload the BEC presentation online and look at sharing some of the slides on FB.</b>

	<p>A parent provided positive feedback about the “Musical Spectacular Show” the previous evening and thanked staff and students. Parents also agreed that Budmouth provides so many different amazing opportunities for their students. The school is trying hard to change the culture of its young people and appreciate that not all students are academic or enjoy sports so are constantly creating opportunities for students from all backgrounds to take part.</p> <p>Another parent commented that the community is seeing proof of this. They gave an example that over the summer, the local library wrote to local secondary schools looking for student volunteers and only Budmouth students came forward. MH informed parents that it’s becoming increasingly common for our students to want to be at school, we have students here from 7.30am until 5pm and many aren’t in a rush to leave when the school day finishes.</p> <p>MH encouraged all parents to like and share the Budmouth Academy Facebook page as it’s where the school likes to document all of the amazing work and opportunities of our staff and students and has a high level of community engagement. The school currently has 350+ students that are part of a student leadership team and this engagement is shown in our online posts.</p>	
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**Update on other whole school issues**

**Ofsted update** – The school is still due an Ofsted visit and thought that it would have taken place by now. The Trust employs their own internal Inspector who visits the school regularly and he has currently rated the school as “Good”, with the area of Personal Development and Wellbeing being scored internally as “outstanding”. MH stressed that nothing is guaranteed and the Ofsted result ultimately comes down to the quality of education and teaching seen on the day.

Mike urged parents to complete the Ofsted parental questionnaire that they will be sent during the visit.

A parent noted that their child was in Year 7/8 during the last Ofsted and it’s now a completely different school.

MH informed parents that there is currently a national teacher recruitment crisis but Budmouth are currently doing well compared to many other schools. Weymouth has areas of significant deprivation and has the lowest social mobility rates in England so can be a tough place to teach. As an example, Budmouth has 12 Safeguarding Leads and this still doesn’t feel enough but most schools have 3 to 4. Nationally, teachers are also reporting concerns about student behaviour and high levels of parental complaints. Nationally, some negative behaviour from both students and parents is limiting the classroom teacher’s ability to teach effectively and impacts teacher’s well-being and home/life balance. This makes the job less popular than in previous years.

A parent commented that when her son was in Year 7 (now in Year 10) she thought about moving him to another school but is glad she didn’t and her child is happy and doing really well.





	<ul style="list-style-type: none"> <li>● No hoods up unless outside and it's raining</li> <li>● Coats off in class when requested by the teacher</li> <li>● Can wear coats around the site and do not need to remove these at the outside gate on the way into school.</li> </ul> <p>MH asked parents for their views on recent parental correspondence that went out regarding toilet passes for students needing the toilet during lessons. Full information can be found on the letter here - <a href="https://www.budmouth-aspirations.org/parents-information/letters/">https://www.budmouth-aspirations.org/parents-information/letters/</a> but the main points are:</p> <ul style="list-style-type: none"> <li>● Lessons are only an hour long with transition time in between for toilet use. Therefore, toilet lanyards can be used during lessons for emergencies only.</li> <li>● The student and teacher will have a conversation outside of the classroom about why it's an emergency.</li> <li>● Only one toilet lanyard can be used at a time per classroom.</li> <li>● Students are increasingly asking to leave lessons and are found lapping around the site, disrupting other lessons or on their phones. This has a negative impact on teachers and other students.</li> </ul> <p>Parents agreed that trialling this was a good idea.</p>	<p><b>Action: to be reviewed</b></p>
<p><b>Parents feedback/questions for the Trust</b></p>	<ol style="list-style-type: none"> <li>1. How are the Trust supporting schools with students missing from Exams and attendance in general?</li>   <li>2. When will parents get an opportunity to meet members of the Trust Board, in particular Steve and Paula Kenning?</li> </ol>	<p><b>Action – MH to feedback questions to the Trust Board.</b></p>

<p><b>AOB</b></p>	<p>Q. Do all schools in the Aspirations Academy Trust have to be run the same way or can there be any autonomy?  A. For the most part, the Principals in the Trust can run their own schools how they see fit. There are some standards that have to remain the same across all the schools, i.e. uniform, monitoring visits , AED and calendar etc.</p> <p>Q. Do the Trust Board all come from educational backgrounds?  A. The Board comprises of Teachers, Principals, parents and individuals from other sectors who are mainly all education based.</p> <p>Q. Is the process to exclude students different when a school is in a Trust compared to when they were under the Local Authority?  A. The Trust doesn't have any different impact on exclusions other than supporting the Principal to make decisions. The process is actually harder to and tighter than when we were a DCC school. The current rumour that it is easier to permanently exclude a student when an Academy is incorrect.</p> <p>Q. Have classes been mixed in Year 9 as there are concerns that this hasn't been communicated to parents and some students' lessons seem to have completely mixed?  A. Any specific concerns need to go to the Head of School but all classes can be moved around to some degree every year. Comms wouldn't go out every time there was a class change but please address concerns/worries with the Pastoral Team or Principal directly. MH will raise with the SENDCO that any class changes for SEND students need to be communicated.</p> <p>Q. Please can the staff member responsible for SEND (SENDCO) be more clearly identified on the website?  A. Yes, we didn't notice this but will make this change with IT.</p>	<p><b>Action – CR – Add Exclusion Process to the next Agenda and MH to invite Mr Midworth (Vice Principal).</b></p> <p><b>Action – MH – Speak to SENDCO regarding class change communication for SEND students.</b></p> <p><b>Action – CR – Contact IT to update Sally Emm's job title on the "Contact Us" page of the website.</b></p>
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	<p>Q. Please can the school look at investing in more lockers? Parents are currently on a waiting list but this isn't helpful unless students decide they don't want a locker mid-year. A. CR to look at lockers and fixing current or purchasing additional.</p> <p>Q. Please can you give feedback to Mr Miles that not all parents found the Work Experience meeting helpful. There was too much talking/information to sum up that students just need to find their own work placements. The SENDCO should have been in attendance to support the SEND students as there was no mention of extra help in finding placements and SEND students left with increased anxiety even though the work experience isn't taking place until June. Following the evening, parents have contacted the SENDCO and Mr Miles directly but had no helpful feedback and are referred between the two. A. MH will raise this with Mr Miles and the SENDCO and ensure the SENDCO is at similar events in the future.</p> <p>Q. Please can Parents Evening appointments increase in time from 5 minutes to 6 minutes. A. MH thought we had already changed this but parents confirmed that the most recent Year 9 Parents Evening still only had 5-minute appointments. MH to raise with P Hudson (Vice Principal) and J Whitehead (Attendance Officer).</p>	<p><b>Action – CR – Speak to Site Team/Reception about additional lockers.</b></p> <p><b>Action – MH – Speak to the SENDCO/Mr Miles about Work Experience evening and SENDCO attendance at such events.</b></p> <p><b>Action – MH – Speak to Mr Hudson/Mrs Whitehead about timings of Parents Evening.</b></p>
<p><b>Agenda Setting</b></p>	<p>Items for future agendas:</p> <ul style="list-style-type: none"> <li>● Options Process/KS4 Curriculum/Parents Evenings – P Hudson (Vice Principal)</li> <li>● Exclusions Policy/Process – P Midworth (Associate Principal)</li> <li>● Next meeting will be on Wednesday 6<sup>th</sup> March 2024.</li> </ul>	