

Notes from FAB Meeting: Wednesday 11th June 2025.

Staff attended: S Mashike (Principal), Staff from Impact Food Group (Budmouth Canteen) and C Reed, Director of Business & Support Services.

Parents attended: 7

Item	Comments	Actions arising?
Welcome from the Principal	<ul style="list-style-type: none">● Parents were welcomed with refreshments. ● SM introduced Heather Lynch (Business Support Manager for Impact Food Group) and Taher Jibet (Executive Chef at Budmouth Academy) who came to talk to parents about the Budmouth canteen and provided tasters. ● SM went through the actions arising from the last meeting.<ul style="list-style-type: none">➢ 1. Google notifications – we have looked into this and we cannot do a blanket turn off of Google notifications for all students. However, we are going to send out instructions to all students on how to turn their own notifications off if they wish.➢ TA Recruitment – We took on board the feedback with our recruitment documents and have made tweaks to our adverts/JDs to reflect transferable skills/experience as well as qualifications etc. We also now have a banner out of the front of the school regarding ALI (Aspirations Learning Institute) which enables current and potential staff to look at	

	<p>Educational Pathways into teaching and other fields in education.</p> <ul style="list-style-type: none"> ➤ We sent out a reminder to staff regarding evening/weekend emails and this is also built into our Staff Wellbeing Charter. 	
<p>Impact Food Group/Budmouth Canteen</p>	<ul style="list-style-type: none"> ● Heather and Taher welcomed parents with introductions. ● Copies of menus were provided and Taher went through the various deals etc that the canteen have for students (i.e. main meal and free pudding and the “Chill Deal”). ● A parent asked if the main canteen menu is the same as the Sixth Form menu? Impact confirmed that they are not the same and that the Sixth Form menu is more grown up than the main canteen menu. ● Another parent asked what is served at break? Taher said that break tends to be a breakfast/brunch menu with sausage/bacon rolls, breakfast pots etc but that the salad bar, cakes and cold rolls were all still available at this time. ● A parent asked Taher how the new proposed lunch times from September will affect the canteen and what they offer. Taher confirmed that this would actually be better for the canteen as they will only have one lunch break to cater for and informed parents that we have also secured funding for an additional till point/member of staff so the canteen fully supports this change. 	

<p>Update on other whole school issues</p>	<ul style="list-style-type: none"> ● Rebuild update - CR informed parents that although we don't have a big update on the rebuild, the school is pleased that things are once again moving forwards with rebuild plans following a brief pause in the process with the change of Government before Xmas. We will keep parents informed. ● Staff recruitment update - SM provided a positive update to parents that we have been successful in the recruitment of a number of new staff both teaching and support. Recruitment in education nationally is really hard at the moment so we are pleased to have appointed some really good staff. 3 members of staff were recruited following the Recruitment Open Morning. We still have a couple of roles to fill and will continue to source the best staff we can. By recruiting strong staff, especially some recent support staff posts, we can free up SLT to continue to focus on driving improvement across the Academy. <p>Parent Activity:</p> <p>SM set parents a "Think, Pair, Share" task and asked them to split into 3 groups to discuss "Ideas on the future of FAB, how to move FAB forwards and increase parent numbers". SM asked parents to focus on 2 areas, the format of FAB and increasing the numbers of parents who attend. SM informed parents that research proves the more parents are actively and positively involved in their child's education, the better outcomes for the student. Parents provided the following suggestions:</p> <ul style="list-style-type: none"> ● Change the title. It sounds too formal. ● Use colourful posters with slogans like "we want your opinion on..." etc. 	
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	<ul style="list-style-type: none"> ● Continue having guest speakers from inside different departments within the school ● Could parents advertise FAB at events such as Open Evening? ● Get students involved somehow? ● Share reminders on FB/Social Media ● Parents are disengaged with senior school due to not attending the school anymore, it's a shame things like Parents Evenings are still online. <p>SM thanked parents for their views and said we will take them into consideration for next year's FAB meetings.</p>	
<p>AOB</p>	<ul style="list-style-type: none"> ● Homework - A parent expressed a frustration with homework, especially in KS4 when students are just "told to revise". Often no further specifics are given or information on what, where or how to revise. SM said she is currently creating a Homework Policy and although this is in draft ready for launching in Sept 25, it will alleviate some of these problems. One parent queried how this will still help students (and parents) how to revise and gave an example of a homework that their child was set to revise and remember 500 words in Science and said this was an impossible task, perhaps in examples like this, pictures should also be included for prompts to help the students remember what the words mean. <p>SM confirmed that in October 24, we introduced the Effective Revision programme and PLC's (Personal Learning Checklists) for all years. A parent commented that the students find the PLC's frustrating as they complete them but the teachers don't use them or ask for them so how can effective revision be based on them. SM confirmed that the PLC's are for the students to assess and RAG (red, amber and green) their own areas. Another parent commented</p>	

	<p>that the PLC's are really hard for Year 7's to complete on their own. SM confirmed that we now have a really rigorous and effective tutor programme in place and that tutors will model how to complete the PLC's. As this was only introduced in October, we still have some work to do to embed this with staff.</p> <p>Whilst on the homework topic, SM asked parents their views of online platforms for completing homework. One parent said there are too many platforms for everything (Dr Frost, Unifrog, Seneca, ParentMail, Arbor etc) and that in theory online homework is fine if it isn't all the time and the platforms we use are streamlined. Another parent said that it's really hard as a parent to monitor online homework and as you can't sit together and work with your child, how do you know they aren't on social media or gaming and just telling you they are completing homework. A Year 9 parent commented that they miss textbooks coming home as there are no resources for parents to help and engage the students with when everything is set online, how are parents meant to support the school and their child's own learning. SM confirmed that KS4 students should all own revision guides but that we don't send textbooks home for KS3. SM also confirmed that on the Curriculum section of the website, there are links for presentations and worksheets. Parents commented that this is still online and we are now in a world of trying to limit phone use, but online homework encourages them to get on or stay on their phones. One parent also asked how online homework encourages writing practice and that they never get to see their child's writing anymore. There are also the obvious concerns of AI and auto correct with any online work. All parents but one, agreed that they do not support all</p>	
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	<p>homework being online. A Year 11 parent said for their child, online context/research has been amazing.</p> <p>Parents said that often now, children are not given any homework in Primary school so they find the transition hard from Primary to Year 7 expectations. Parents also said that parents and students struggle with Google classroom and asked if there could be more information provided to them about how to use Google classroom.</p> <ul style="list-style-type: none">● Curriculum update - A parent asked if the curriculum was going to be updated and gave Food Tech as an example. They said the recipes in Food Tech are still the same from when they were at school here. SM confirmed that the Curriculum update is the school's main priority.● SEND Support - A parent asked if there was any extra support for students without an EHCP but that struggle academically? I.e extra classroom TA's? SM confirmed that this would depend on the needs of the students in the class but there is limited funding for extra TA'S. SM also said it's about upskilling classroom teachers and Quality First Teacher training for staff and we are achieving this by an increase in CPD, rigorous Quality Assurance processes and lesson drop in's. A parent commented that their child (with an EHCP) was given a reduced timetable of English and Maths only but this didn't fix anything. SM confirmed with parents all the support we have in place for students including the Student Support Centre (SSC), Learning Support Centre (LSC) and pastoral teams within the 4 schools. <p>A parent asked how SEND students are identified around the school and not just in the SEND team? SM confirmed that all teachers have orange folders with printed SEND student</p>	
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	<p>passports and this same information can be found online. We also have a school wide subscription to a programme called Provision Map which also identifies all intervention and support for these students. A parent asked what happens outside the classroom, i.e. break and lunch? SM informed parents that we also have a weekly “spotlight student” and weekly staff briefings (in person at the beginning of the week and my email at the end of the week) and any important information regarding students is shared with all staff. A parent asked SM if staff are aware of which students are BASE students. SM confirmed that we only have 12 BASE students so they should be known to all staff. SM also confirmed that we train teachers on autism, ADHD and mental health and we have dedicated staff insets on behaviour and mental health training.</p> <ul style="list-style-type: none">● DEAR - A parent asked SM what students will actually be reading during DEAR sessions. Sm confirmed that we have created a cultural and diverse reading list and that every student will read the same book during DEAR time along with their tutor. SM also confirmed that the school had invested in bookmarks and visualisers (cameras) to aid lessons and that students will read alongside the teacher. SM informed parents that the main concern that was raised from student leaders was in regards to weaker literacy students but we are confident that DEAR sessions will be good for these students as it increase cultural capital and reading alongside the teacher will help them learn new vocabulary and can be a relief for some parents who struggle to get their kids to read at home, as they know their kids are reading something in school. DEAR sessions will also include showing film/theatre clips linked to the book they are reading. SM informed parents that staff have really	
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	<p>welcomed DEAR as it helps with confidence and curriculum content.</p> <p>SM confirmed that DEAR is being introduced for all students and we have taken 5 minutes from each lesson during the school day (1 hour lessons to 5 minute lessons to create this DEAR time. SM said that lots of other schools only have 50 minute lessons so she is confident that 55 minute lessons will work. For Year 11 and Sixth Form the DEAR sessions will be slightly different - “Drop Everything and Revise”.</p> <p>SM told parents that we are providing strong staff CPD for DEAR to ensure the sessions are engaging and that it has already been modelled and filmed by an English teacher for a live CPD session. SM is confident that the DEAR lessons will have a clear structure and that DEAR will be robust and rigorous for students. SLT will also be free during these lessons to check classrooms and do QA checks on staff to ensure that it is being delivered correctly. SM introduced DEAR before in a previous school and it worked really well. A parent asked if the students are expected to read out loud? SM confirmed that all students will be asked to read out loud but will not be expected to stand up and that tutors will model to the class how to do this. Tutors will also know their anxious students and engage with them about the best way to do this so that over a week, all students in that class would have had a chance at reading and been questioned on the content and at the end of the week tutors will recap.</p> <ul style="list-style-type: none"> ● New Year 7 Curriculum - Parents asked if more important information/reminders/changes could be shared on social media (in particular Facebook) and used the new Year 7 curriculum changes as an example. SM explained to parents that the new Year 7 curriculum is already in all of the other Aspirations Academies (we are 2 years behind) and is based 	<p>Action – SM to review what information is shared on FB/social media.</p>
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	<p>on a middle school structure (One teacher for English, Humanities and RE and one teacher for Science and Maths). SM said that there is a proven reduction in behaviour issues with this model and one of our local Aspirations Academies had 0 suspensions over a whole year. It has improved attendance.</p> <p>A parent who is new to this area was surprised by this model as they hadn't heard of it before but said it sounded really exciting and was pleased with the change. Another parent was concerned with how non specialists teachers can teach other subjects. SM confirmed that the teachers will be specialists in one of the subjects they will be teaching and that the teaching staff for this curriculum will get extra planning time to plan together and share expertise. Another parent said that surely this means the school needs to recruit more English and Maths specialist teachers for this new curriculum? SM said not necessarily, as at the moment, all schools are going through a recruitment crisis (especially in Maths) and this model is better than dropping some Maths lessons altogether because we can't get a Maths teacher but we can train up a Science Teacher to teach Maths. One parent was concerned about students having one teacher for a greater period of time if they don't have a great relationship with that teacher and hopes that students and teachers are eased into this new curriculum.</p> <p>SM suggested that the filmed DEAR CPD session we are going to use for staff is uploaded to the Budmouth website under our Curriculum page so parents can see how this will work in the classroom.</p> <ul style="list-style-type: none"> • Sports Day changes - A parent commented that their child was disappointed with the Sports Day changes and the changes aren't good for sporty, competitive kids. SM said 	<p>Action – SM to ensure the DEAR CPD video is uploaded to the Budmouth website for parents to watch (Autumn term)</p>
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	<p>the changes had been made so Sports Day is more inclusive for all students and it should be a mixture of competitive and traditional games so more students can get involved and sign up.</p> <ul style="list-style-type: none"> • Uniform Standards - SM informed parents that current uniform standards are not high enough and that students should be proud of their uniform. In particular skirts, shirts and trainers - many students are wearing footwear not complying with our policy which will need to be addressed for September - this will be communicated prior to the summer. SM confirmed that there are currently a few tweaks being made to the Uniform Policy which will then be shared with parents before July, after being approved at Regional Board, as one of our focus areas for next year will be uniform standards. 	
Agenda Setting	Next meeting – TBC - We will look at dates/times for 2025/26 and share on the website when agreed.	Action – Parents to email CR with any suggested agenda items. Suggestions included Mrs Emms for SEND/Wellbeing.