

Minutes – The Sky Academy Council Meeting

Version: Draft
Meeting Date: Monday 9th February 2026
Location: Online
Time: 3-5 PM

Chair:

Attendees: Kate East (KE) Sponsor Councillor
 Amanda Wright (AW) Sponsor Councillor
 Kai Francis (KF) Staff Councillor
 Emma Wykes (EW) Support Staff Councillor

In attendance: Gaby Long (GL) Principal
 Tracy French (TF) Executive Principal
 Becky Lambert (BL) Vice Principal
 Fiona Barnes (FB) Assistant Principal
 Katherine Ward (KW) Observer (Parent Councillor)
 Roy Jones (RJ) Observer (Parent Councillor)
 Tessa Clark (TC) Clerk

Apologies:

Minutes

	Description	Action
1	Introduction, Administration and Apologies	
1.1	KE opened the meeting and welcomed attendees; introductions were made.	
1.2	No apologies were received.	
2	Declarations of Interest	
2.1	No declarations were made.	
3	Minutes of Previous Meeting and Matters Arising	
3.1	Minutes: Approved as an accurate record.	
3.2	Matters arising (from prior Action Log): <ul style="list-style-type: none"> 3.2 – Follow up with JC re sponsor councillor role: AW confirmed unlikely to take on; Complete. 3.2 – Investigate EduGov access (EW): Complete. 3.2 – Q (KE to TF): What disability-related information can academies legally access? (TF): To confirm in writing; Carry forward. 3.2 – BL to meet Central Science Team & update AC in Feb: In touch with Dennis; collaborative day planned with specialists. 	TF

	<p>Q: Any subject offer changes? Biology GCSE remains this year; broader options considered for next year; Keep under review.</p> <ul style="list-style-type: none"> • 3.2 – KF to share anonymised risk assessments with KE during SCR call: Complete. • 4.5 – Parent election: No nominations; window extended. GL to approach one additional parent. • 5.4.5 – GL to share ARV notes/action plan: Complete. • 5.5.9 – Share Ofsted wellbeing feedback: To be covered in item 5.3. • 7.2 – Toolkit shared with councillors: Complete. • 10.1 – Link roles: <ul style="list-style-type: none"> ○ KE – Disadvantaged, Safeguarding, SEND ○ AW – Careers, Wellbeing <p>ACTION: AW to meet Careers Lead Charlie Ennals (CE) (initial Teams, then visit). GL to liaise.</p> • 13.1 – Meeting time: Next meeting to be at 5:00pm. 	GL
4	Chairs Update	
4.1	Membership: KE welcomed observers RJ and KW; compliance process ongoing.	
4.2	KE reported a positive visit to the academy; the school felt calm, behaviour appropriate for the setting, and pupils provided positive feedback. ACTION: KE to upload Link Visit report to GovernorHub.	KE
5	Academy Council Report:	
5.1	Quality of Education (curriculum, mocks, reading)	
5.1.1	Some documents were inaccessible due to permissions. ACTION: Re-share attachments from AC report with correct permissions.	GL
5.1.2	<p>BL updated councillors on the mock examinations and qualification pathways. Baseline target grades have been set for all pupils using CATS data alongside teacher judgement, taking into account SEMH needs, attendance patterns and pupils’ starting points. Students are entered for GCSEs in Maths, English, Science and Art, with additional vocational subjects delivered at Level 1 or Level 2, and Functional Skills available where appropriate. Due to recent staffing gaps, a Post-16 colleague is supporting exam entries.</p> <p>Following the autumn mocks, staff have produced February progress predictions, which are being discussed individually with pupils to help them understand their flightpaths and next steps. A further mock series will take place after half-term, followed by question-level analysis to identify precise areas for improvement. BL reported that many pupils are making strong progress and that these conversations help correct misconceptions and build pupils’ confidence in their achievements.</p>	
5.1.3	<p>Q: KE asked BL to talk governors through one anonymised pupil example across core subjects to illustrate how predictions compared with current working grades.</p> <p>BL explained that for one pupil there was a noticeable gap between the predicted grade (a GCSE Grade 3) and the current working level (Grade 1 in English). She confirmed that staff are supporting the pupil through targeted</p>	

	teaching and monitoring, while also “banking” Entry Level English to ensure the pupil gains a meaningful qualification should GCSE exam completion become a barrier. BL added that similar decisions are made for other pupils where SEMH needs, attendance patterns or exam anxiety may affect GCSE outcomes, and that vocational and functional skills pathways continue to provide appropriate alternative routes.	
5.1.4	BL emphasised importance of “banking qualifications” for anxious or avoidant pupils, ensuring meaningful outcomes even if GCSE exams become inaccessible.	
5.1.5	Q: KE requested a clear comparison of GCSE vs Entry Level qualifications for councillors. ACTION: BL to provide GCSE vs Entry Level explainer.	BL
5.1.6	Reading & Literacy Update <ul style="list-style-type: none"> • Weekly literacy leadership with Jen Faulkner (Trust Specialist Literacy Lead). • ARV identified too much guided reading in upper school → now increased independent reading. • “Drop Everything and Read” in upper school; EDI-aligned text Boys Don’t Cry generating discussion. • Reading materials (including magazines linked to pupil interests) used to engage reluctant readers, particularly LAC students. • Consistent whole-school English curriculum being implemented (shared language, consistent prompts). • Reading culture developing: displays, pupils reading aloud more confidently. 	
5.1.7	Q: KE asked whether the academy can supply reading ages and match these to interventions, and whether leaders are confident in progress. BL & GL confirmed the data exists; challenge remains around evidencing accelerated progress for SEMH pupils. Precision teaching and phonics interventions run daily. ACTION: BL/GL to examine reading progress data further and share a reading-ages + intervention summary with the Academy Council.	BL/GL
5.2	Attendance (KF)	
5.2.1	A cohort of pupils remains on roll for safeguarding reasons but are not attending, significantly depressing statutory attendance figures.	
5.2.2	Attendance Data <ul style="list-style-type: none"> • Statutory attendance YTD: 66.3%. • Attendance-to-provision (excluding the non-attending cohort): 77.5%. 	
5.2.3	KF identified Wednesday as the lowest-attendance day; a targeted approach (“treat Wednesdays”) will trial small incentives to boost attendance.	
5.2.4	C2 Reduced Timetables - Provision-based attendance report shows 25–30% uplift for some pupils when measured against agreed provision rather than statutory sessions.	
5.2.5	Q: If a pupil attends 100% of their reduced timetable, is that recognised as 100% attendance?	

	Statutory attendance remains the official measure, but the school tracks internal attendance-to-provision for contextual understanding and monitoring progress.	
5.2.6	<p>Q: Councillors asked whether future attendance reports could routinely include both the statutory attendance figure (the official measure recorded in Bromcom) and the internal attendance-to-provision figure, which reflects whether pupils attended the timetable that the school has formally agreed for them.</p> <p>KF agreed that presenting both measures would give governors a clearer and more accurate picture of pupil engagement, particularly for those on reduced or phased timetables, and confirmed that both figures will be included in all future attendance reports.</p> <p>ACTION: KF to include statutory attendance and attendance-to-provision data in future reports.</p>	KF
5.3	Quality of teaching and learning – Staff Wellbeing	
5.3.1	Agerio Survey - Repeat of last year's trust-wide anonymous survey. Most indicators showed improved responses.	
5.3.2	<p>Lower-scoring areas</p> <ul style="list-style-type: none"> • Staff feeling informed about specific pupils • PD alignment with staff needs 	
5.3.3	GL is addressing communication through streamlined pupil profiles and PD mapping.	
5.3.4	<p>Q: Would exploration of this through the Wellbeing Link role be valuable, including physical/psychological safety?</p> <p>GL agreed</p>	
5.3.5	FB completed trauma diploma and reflective supervision training; will roll out group support for staff.	
5.3.6	<p>Q: How will leaders explore causes of lower scores?</p> <p>GL described actions: line-management wellbeing checks, conversations available for staff, workload review, clearer communication expectations.</p>	
5.4	Behaviour and Exclusion (KF)	
5.4.1	<p>Interventions</p> <ul style="list-style-type: none"> • Reduction of physical interventions; most incidents are brief and well recorded. • Suspensions have reduced by 40–50% since Sept 2023. • Violent episodes significantly reduced; expectations more clearly understood. 	
5.4.2	<p>Q: What has driven the improvement?</p> <p>Trauma-informed practice, improved staff mindset, better pastoral capacity, and early restorative work.</p>	
5.4.3	KF shared termly suspension comparisons; pastoral team nearly fully staffed; internal re-engagement preferred to suspension where appropriate.	
5.5	Pupil Premium and LAC	
5.5.1	Pupil Premium Strategy Statement - Approved	
5.5.2	<p>Q: Disadvantaged deep dive to be deferred to next meeting?</p> <p>All agreed.</p>	

	ACTION: Disadvantaged to be a focus at the next meeting.	GL
6	Safeguarding	
6.1	Update (KF) <ul style="list-style-type: none"> • Term 2 safeguarding report shared. • Significant reduction in self-injury incidents following targeted support. • Racism fell in T2 but increased in T3. • Senso monitoring system functioning effectively. • Lockdown and fire drills completed; pupils responded well. 	
6.2.1	Safeguarding Review lasted 7–8 hours. Early feedback positive; small consistency improvements required (e.g., low-level concerns tracker, AP documentation, some website items).	
6.2.2	Q: Any surprises? KF reported no major surprises; mostly documentation/consistency tasks. ACTION: KF to share the safeguarding review report with KE once received.	KF
6.3	DBS Update: TF confirmed CLF no longer re-checks DBS periodically; instead, staff complete an annual code-of-conduct declaration requiring self-disclosure.	
7	Academy Review Visit	
7.1	GL confirmed ARV notes and action plan have been shared. No actions raised.	
8	Student Voice	
8.1	Update (KF) <ul style="list-style-type: none"> • MS Forms used to capture PD/wellbeing and safeguarding feedback. • Somerset county survey also used. • AP student voice captured in termly reviews. • Positive informal feedback noted; need to capture more systematically. 	
8.1.1	Q: Can student voice analysis be shared with councillors? Yes. ACTION: KF to provide a student voice summary/mini-report.	KF
8.2	Residential Trip - Year 8 residential being organised for early March, aimed at Y9 transition support.	
8.2.1	Q: Ensure appropriate risk assessments and CLF approval? KF confirmed permissions collected; RA in progress; centre LOTC/ALA approved. ACTION: Ensure all residential RA documentation is completed and signed off.	KF
9	Ofsted -New Framework Presentation (TF)	
9.1	Summary: TF provided a comprehensive overview of the new inspection framework, including expected standard starting point, report cards, pupil-focused methodology, leadership & governance expectations, and how scrutiny will be evidenced.	
9.2	Q: Are expectations for councillors equivalent to governors? Yes — only terminology differs.	
9.3	Q: Can the latest SEF be shared? GL agreed. ACTION: GL to share updated SEF with KE.	GL
10	Policies	
10.1	No policies were presented for review.	
11	Link Reports	

11.1	KE's link visit to be uploaded. ACTION: KE to upload Link Visit Report to GovernorHub.	KE
12	Any Other Buisness	
	No additional business raised.	
13	Date of Next Meeting	
	Monday, 30 th march 2026 – 5pm	

ACTIONS

3.2	TF to confirm disability-related information that academies may access.	TF
3.2	BL to continue Central Science Team liaison; update next meeting.	BL
3.2	AW to meet Careers Lead (CE); GL to coordinate.	AW
4.2	KE to upload Link Visit Report to GovernorHub	KE
5.1.1	Re-share attachments from AC report with correct permissions.	GL
5.1.5	BL to provide GCSE vs Entry Level explainer.	BL
5.1.7	BL/GL to examine reading progress data further and share a reading-ages + intervention summary with the Academy Council.	BL/GL
5.2.6	KF to include statutory attendance and attendance-to-provision data in future reports.	KF
5.5.2	Disadvantaged to be a focus at the next meeting.	GL
6.2.2	KF to share the safeguarding review report with KE once received.	KF
8.1.1	KF to provide a student voice summary/mini-report.	KF
8.2.1	Ensure all residential RA documentation is completed and signed off	KF
<u>9.3</u>	GL to share latest SEF with KE.	GL