

Charity suggestions: SLT will choose the charities we support from this list.

Year 5 - RSPCA, Barnardo's, Children in Need, Black Lives Matter, Red Wings, British Heart Foundation, Cancer Research, Salvation Army, Blue Cross.

Year 6 - Local: Frome Birth Talk, Open Story Teller, Bath Cats and Dogs Home

National: RSPCA, British Heart Foundation, Donkey Sanctuary

International: WWF, Redcross, Ukrainian refugee support

Year 7 - Dorothy House, Marie Curie, Cancer Research, WWF, Bath Cats and Dogs.

Year 8 - Blue cross, cancer research, WWF, British heart foundation, Trevor project (cancer), bath cats and dogs, Brain tumour charity, red cross, Ukrain trust, RSPCA, Polar bear saviour

Call to Spades: we asked pupils to give suggestions of area for improvement in their year areas.

Year 5 - Improved toilets in Y5, Quiet reading area – maybe replace benches in Harmony Garden, Concrete garage at the back of the playground needs a new door, Climbing wall needs making safe, New PE/DT equipment.

Year 6 - Flower beds or planters with drought resistant plants.

Removal of metal benches as they are unsafe.

Greater use of quad area as new benches are wasted. Could it become a quiet lunch area for reading, drawing, quiet games etc.

A creation of a buddy bench area for students upset or lonely at lunchtimes.

Bathrooms – locks on doors and they need redecorating

Changing rooms – students feel that it is inappropriate for them to be pink for girls and blue for boys. Also, the girls would like a bench in the middle too for extra changing space.

Water fountains need repairing. Could they have a sink area to refill water bottles.

The pupils would like more trees planted.

Litter – students felt there was a lot on site. They would like to have volunteer groups to collect litter.

Tutor bases decorated by students to reflect seasonal celebrations (Mrs Brown has started something here!)

Year 7 - More monkey bars and a closed area for people to be able to work quietly in the quad.

Year 8 - Pathway/steps to the stage, flower beds, more trees for shade, shaded areas with seats, bins, area to be used at lunch and break times, set up a yoga club, could be used more for teaching, Make the stage look better - backdrop, revarnish/paint the wood. Steps as seating like an amphitheatre.

Behaviour System: Feedback on the new tiered system, in particular, is it clear enough?

Year 5 - Generally, pupils are happy with the system and understand it. Could there be a consequence for being late to lessons – ie which tier should it go on.

Y5 pupils keen to start conduct cards – some said after half term but most said after Christmas.

On the whole yes there has been an improvement across the academy, but there's not always consistency – some evidence of too many warnings.

Year 6 - Pupils felt that hot spot locations were not clear enough and sometimes caused disruption in the classes pupils are sent to.

Overall, the pupils feel that we are too lenient and we don't hot spot quickly or frequently enough. Sometimes warnings are not clear enough.

Overwhelmingly agreed that there has been a significant improvement in behaviour and they prefer the stricter rules.

They feel the behaviour chart is clear.

Conduct cards are not being signed enough. Too many pupils going the wrong direction. Could council reps be permitted to monitor behaviour that infringes on the conduct card rules and report to staff – lots of pupils flout the rules when no staff are present.

Year 7 - The pupils were not sure what the different tiers meant and why somethings were in more than one tier. We discussed this. They wondered whether it would be possible to have a warning given before the conduct cards were signed. A 'W' could be recorded on the card to show a warning has been given.

They feel it is a good and a bad idea that the bar has been lowered for offences and staff are concentrating on smaller incidents. Good that some people are behaving better but what is being done about the pupils who are always doing the wrong thing, nothing seems to happen with them. They are worried that if you are being taught by a HoD then your lesson could be constantly disrupted by pupils being sent into your lesson - could a separate room be used for children being sent out?

Year 8 - Better because there is a quicker reaction after warnings - making lessons less disruptive dependent on which lesson/teacher. Pupils who arrive to hotspot are less disruptive to the class that they are being sent to. Some pupils are finding it a bit confusing/but in the main it seems ok. It does improve the classroom environment for pupils who are in there. Could do with less arguments when sent to H/S. Sometimes people are sent for no real reasons - warnings are not always clear enough to pupils - depends on which teacher it is. Sometimes people are not aware of the warnings. need to be explicit with warnings. Is it a deterrent when happens too often do pupils like the 'break?' Hotspots . pupils are distraction to others in the class - we need to work on hotspots a bit better - keep them in another area away from the classroom - in particular science! average 5 per lessons.

Suggestions to have a behaviour point between warning and hotspot.

Bullying incidents can pupils be provided with some sort of document to inform them of why bullying is wrong.

Conduct cards - not used as much as they were. Not sure they are working ... mainly uniform. Equipment teachers often lend thee necessary equipment and not sign. Is three signatures enough .. if no equipment warning and then provided for next time?

Uniform - people should be comfy in what they are wearing not a rigid uniform ... ties are easy to lose so give a chance to replace. skirt length - difficult for pupils to obtain knee length skirts - cost of living crisis can we make uniforms less expensive. PE jumpers are too expensive, and compulsory?

Curriculum Pathways: Have you seen evidence of subject learning journeys around the academy? Have they helped with previous learning and learning now?

Year 5 - Yes, French with Ms Green, History with Mrs Higgins, Spanish with Mr Wagstaff, in 5A with Mr Webb, Seen in Miss Darvell's, Mr Colman's, Miss Crowther's and Mr Oates's room.

Not always clear or explained. Are they in every class? Can be confusing. It can help with our learning, if it has been explained to us.

Year 6 - Pupils have seen them around the academy.

Pupils really like the mini versions they have been given to go into their books as they can see where they are going and it helps them to reflect back.

Overall, they would like them more visible.

Year 7 - They didn't know what they were called but they had seen lots up around school. Particularly History, Geography, Science and tutor rooms.

They help you to know what path you are on and where you will go next. They need to be bigger and talked about when you start a new topic, not just at the beginning of the year.

Year 8 - Mainly geography/history, but starting to hear in other subjects. shows progression across the years. need to be used more across the board. Display clearly and discuss them in class. Helps to link learning for previous years. Basically, needs to be used more across the school - very new so will embed in time

AOB:

Year 6 - Pupils would like the freedom to create their own, unsupervised clubs.

Canteen – there are not enough portions of the vegetarian options available and often they are all gone.

Pupils would like to organise a fundraiser event, litter picking around Frome.

The career walls have been noticed and the pupils find them interesting (Jess really likes the maths one).

Year 8 - Need new water fountains .. few more?

Privileges - need to be clearer and achievable maybe an agenda item for the future - i.e. last year too many gold badges to eat outside

Lunchtimes called over too early to go to hall end up wait others push past.

We will have five sub-groups this year for our Academy Council again this year:

Diversity - led by Alison Ingram

Behaviour - led by Emma Thomas

Premises - led by Simon Millard

Curriculum - led by Catrin Cross

Canteen - led by Emma Thomas