Trinity Academy Bradford – Parent Committee

Name of Meeting:	Date and Location:
Parent Committee	Trinity Academy Bradford 13.11.23
Present: T. Taylor – Principal at TAB C. McQueen – Vice Principal at TAB H. Heer S. Sharif L. Slow D. Kegan T. Williams M. Keating N. Fitzgerald	**Apologies:** B. Goss

Agenda	Discussion Points:	Actions
1. 2.	**Welcome and Introductions** **Update on the building work at Trinity Academy Bradford** -Mr Taylor explained the process of the building work to date. Building work is due to begin in July 2024 until Oct half term 2025. Mr Taylor then discussed the process to outline the intended plans in terms of the timeline of completion. -Mr Taylor acknowledged that this will cause significant disruption to the academy, however, it will remain a safe place and any potential disruption has been accounted for logistically. Students' academic experience will not suffer as a result of this. -One member of the committee queried if there would be two buildings, or one which joined together. Mr Taylor explained that, largely due to cost and fire safety regulations, there plans to be 2 buildings which are separate. Mr Taylor explained that we will expand the contracts. We have just appointed a new cleaning team for example, so plan on using the same staffing teams as we have now.	

3.	-One member of the committee asked if the consultation meeting with the community will be rescheduled. Mr Taylor confirmed it would – The DfE likes to manage this themselves, ultimately, so this is organised by them as a body. -One member asked about sustainability and how the new building fits in with the Trinity Earthshot campaign. Mr Taylor explained that, in order for the project to go ahead, it has to have a certain level of sustainability. Examples: Insulation considerations, electric car charging points, heating considerations. It is as eco-friendly as a new build system can be, as there are some unavoidable limitations. -One member asked what was happening with the all-weather pitch at the bottom. Mr Taylor explained that Kier (appointed contractors) will use it during all building work. Longer term, it will come back to us at TAB. **Home Learning at Trinity Academy Bradford** -Miss McQueen introduced Educake, the home learning provision at Trinity Academy Bradford, which is a knowledge retrieval-based computer programme. -This runs in these subject areas: Maths, English, Science, Geography, History, Computer Science (Y7-9). Other subject areas continue with booklets until Educake introduce these onto their platform. Mr Taylor added that staff in our Trust contribute to these resources on this platform. -One member of the committee asked if staff can you see a retaken test, which we can. -My Taylor added that, here at Trinity Academy Bradford, teachers activate research-based principles into their teaching – The Mechanisms of Learning. Examples include 'knowledge retrieval.' So, for teaching to be effective, we activate prior-knowledge in lessons. Educake is brilliant for this. Teachers can then address any gaps in learning from analysing the data produced on this platform. -Miss McQueen added some of the main benefits: *Teachers can see a whole class set of results so can identify gaps in knowledge quickly. *Students can watch videos, created by subject specialists, on this provision – before or after testing. *Students love the gaming element to this platform! *Students can use this like a planner; they can see all their week's quizzes on one page. They can also keep track of their scores and contact their teacher/s on this platform with any problems/queries. *Students receive instant feedback. *There are a range of question styles to engage students. The platform also accounts for spelling errors when inputting responses. -Mr Taylor added that the next part of this is rewards. Miss McQueen further commented that we have had a significant reduction in Home Learning DTs, further to the introduction of this platform.	

	-One member of the committee commented that they feel Year 10 and Year 11 also really enjoy this as a way to complete home learning. Miss McQueen added that, dependent on the contact time a subject has with its students, application work is also set to groups in Year10 and Year 11. An example of this is an exam question. This is then marked in line with the academy marking and feedback policy. -Mr Taylor mentioned Trinity TV, which can also be used as a resource, explaining its Covid origins. This online platform was created by Trinity Academy Halifax and is now used across the cluster, which is Trinity Halifax and Trinity Bradford. It can be accessed on the website (Miss McQueen showed the committee members how). -One member of the committee asked about Trinity TV logins, which Miss McQueen explained you didn't need – it's on the website to access. They also asked if we could link Trinity TV to Educake. Miss McQueen made a note of this. -One member commented that this platform is 'ahead of the curve' – this is the world our students have to live in! One member added that they had heard a podcast that we are not taught 'how' to learn, and Educake is a nice way of showing students this. **Communication to parents/carers at Trinity Academy Bradford** -Mr Taylor emphasised how much we would like to hear parents' views on this. Staff voice mentioned a new building update, but Mr Taylor wants to spread feedback wider than this. How can we better communicate to parents as an academy? -One committee member said there can be inconsistencies in the way communication is delivered, namely with the use of the app. -One commented that they appreciate an email as this is a regular way of checking. -Mr Taylor explained there is: social media, an academy app, email, letter, and phone calls. If we were to go forward, could we perhaps think of set ways of communicating while maintaining accessibility across the community? -One member of the committee commented that emails are also a record of communication/events, whereas texts are particularly useful for 'now/in the moment' as key prompts and reminders. -Mr Taylor agreed and listed a couple of examples where texts are used: Trips, DTs, important 'need to know' information. -One member asked if those who can't access email would be able to access an app. Mr Taylor explained that he isn't sure what people have access to, but would really like it firming up in an attempt to better improve communications. He also added that we have new members of staff in admin, which have added strength and capacity, so we are in a better position to sort this now. He would like for it to be a focus point. -One committee member suggesting capturing how many parents would prefer a letter. Another added that it depends on what you are communicating on, commenting that the app has been useful. However, another mentioned that the app's issue is that it is inconsistent, as opposed to a tool which doesn't have purpose.	
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	-One member of the committee commented on the vagueness of the texts – would appreciate more specifics. IE: Student name and year group has been sent to one, but this parent has more than one child so finding out who the text was sent to was a challenge. Miss McQueen and Mr Taylor both agreed that this should – and will - be looked in to. -One member commented that it needs confirming who actually receives the communication, as one member's household isn't always if both receive the same communication. Mr Taylor explained that it always goes to priority 1 on our system. -Mr Taylor added that we will 'firm this up' and communicate to parents what this will look like. We also need to check with parents/carers that we have the right details. One member of the committee commented that this checking would benefit from being annually, rather than waiting for home to inform the academy of any changes. -One member made a comment regarding communication when collecting their child from the academy for a pre-planned appointment. They commented that that their child has been late for an appointment before because systems were slow when they arrived to collect their child. -One member asked how the automatic trigger system works when parents/carers receive a text home for an absent student. Mr Taylor explained that the cut-off point is at 9am every morning. A few members commented that inaccurate texts have been sent previously. Mr Taylor apologised and explained that we used to use an inventory system where students sign in, but we do not use this anymore. Students who are late now speak to a member of Reception. Miss McQueen added that if there were to be an errors on behalf of our staff, they are challenged about this. -One member asked if we could perhaps tally up and send an absent list of students to the relevant parents/carers at the end of the academy day. Another disagreed and said they would want to know this information sooner. Mr Taylor explained that we are legally bound to let parents know as early as possible, not least because of safeguarding. There is a legal registration window, and ours is 9am. -The committee were all in agreement that they would prefer to be notified straight away. **A.O.B from the committee members** -One member added that the academy's **Instagram** has been quiet – Mr Taylor has an admin team who now have the capacity to do this. -One member asked about using external companies to support with social channels. Mr Taylor explained the expense of this and it has actually been tried before. -When asked about comments on social media, Mr Taylor added that we do restrict comments on social channels because it is difficult to manage in terms of an effective communication point of view. -One member of the committee questioned how **students are set**.	
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-One member added that options subjects are causing confusion to which Mr Taylor explained that students are not set in the options subject areas.

-A few members of the committee suggested that the perception in Year 10 is that students are not in sets any more in non-option subjects, such as, maths. Mr Taylor confirmed how we set: We have 2 bands (R and L) and we have a number of sets within them. Maths is a setted subject area. Mr Taylor then explained that, what may have happened in Year 10, is that students may have been put into a band based on their options choices.

-Miss McQueen suggested that we can improve communications regarding setting, and when students move for example, as this was then raised by a committee member. Using our options evening is one way we can do this and make sure we cover this as part of options choices.

-One member commented that moving sets can be beneficial to learning.

-One member asked what we do to **celebrate various events, festivals and celebrations**. Mr Taylor provided examples including, free food, decorate the school, tutor time periods with specific celebratory foci of religious festivals, selection box rewards, proms. Miss McQueen added that we have introduced Graduation, Remembrance, music showcases and are working towards sports awards. The same member acknowledged that we could use social more to let parents know about this, to which Mr Taylor agreed.

-The committee were happy with the example events listed.