

Minutes – Bristol Metropolitan Academy

Meeting Date: 30 September 2025
Location: BMA
Time: 5.00pm

Members:

Laura Walder (LW)	Sponsor Councillor & Chair
Jon Hallett (JH)	Parent Councillor
Chloe Aldam (CA)	Parent Councillor
Jo Duffy (JD)	Sponsor Councillor & Vice Chair
Liam Sutter (LS)	Sponsor Councillor
Vacancy	Sponsor Councillor
David Vince (DV)	Teacher Councillor

In Attendance:

Kris Bridgeman (KB)	Principal
Sue Burns (SB)	Clerk
Sally Apps (SA)	Deputy CEO

Absent: Aysha Muzaffar (AM) Support Staff Councillor

Item	Description	Action
1	Welcome, Introductions and Apologies	
1.1	Laura Walder welcomed everyone to the meeting.	
1.2	Absent without apologies: Aysha Muzaffar	
1.3	Chloe Aldam advised in advance that she would be late to the meeting.	
2	Declarations of Interest	
2.1	None declared.	
3	Minutes of Previous Meeting	
3.1	The minutes of the meeting of 1 st July 2025 were approved.	
4	Matters Arising	
4.1	None.	
5	Academy Council Membership and Vice Chair Election	
5.1	Daisy Mason resigned from the Academy Council on 13 th September 2025. The Academy Council thanked Daisy for her contribution during her term of office.	
5.2	There are two applications in progress for the Sponsor Councillor vacancies.	
5.3	Jon Hallett's term of office ends on 7 th December 2025, after which he will step down.	
5.4	Proposal for Jo Duffy to be the Vice Chair: LW Seconded: JH Show of Hands: Unanimous	
5.5	<u>Link Roles:</u> Safeguarding – LW (this role will transition to the new Sponsor AC when appointed) PP – JH	

	<p>Careers - LS SEND – JD CiC/PCiC – JH Health & Safety – CA</p>	
6	Data	
6.1	<p>How are you feeling about the outcomes at the end of last year? It was a weaker cohort which we were aware of, and it was difficult to maintain momentum across the year group. The basics were disappointing but higher than national, and the average points score suggested 0.4% progress. This year group are much stronger and are already very engaged. The RAP Plan is about getting key processes in place faster.</p>	
6.2	<p>Last year the SEND-E and SEND-K numbers were significantly higher than this year which is also approximately 20% lower than the last cohort.</p>	
6.3	<p>Was the 10% gap in English normal? No, it was due to over-prediction. The mock marking was too generous, and the grade boundaries changed again.</p>	
6.4	<p>Maths was responsible for a lot of the headline numbers but still lower than previous years? When you look at English Literature and English Language separately, they are similar to the Maths results, but English can use the best of their two outcomes. The APS on entry tends to vary considerably year on year. There was a lot of change in the school last year which also impacted on the outcomes.</p>	
6.5	<p>Year on year the gap between PP and non-PP has remained stable. What are you doing to change that? Our aspiration for PP children is for them to get better progress than non-PP students across the country. Our PP cohort is traditionally very large, therefore we put provision in place to benefit them which in turn benefits the rest of the cohort.</p>	
6.6	<p>What interventions have been put in place over the last two years for PP students? This year we have an opportunity because the PP cohort is significantly smaller therefore, we can target them. We've identified all the PP children and have created a PP only English and Maths group during tutor time four times a week which is already up and running. We're revising our revision materials so that they are easier to access. Lesson visits and book looks will focus on PP students, and we have arranged a weekly mentoring session for PP students.</p>	
6.7	<p>Has the threshold for being eligible for PP increased? Possibly.</p>	
6.8	<p>Are the PP interventions recorded in a policy statement? They form part of our RAP Plan and are part of the PP strategy, but we can create a standalone document to reflect the interventions.</p>	
6.9	<p>ACTION: KB to produce a PP Intervention document.</p>	KB
6.10	<p>Computer Science data improved last year but remains low? It achieved 36.7%. We held an achievement meeting with the Lead today and we have reviewed whether the correct pupils are taking the course because it requires robust Maths skills. [REDACTED]</p>	
6.11	[REDACTED]	
6.12	<p>Is language as a default subject feasible moving forward? There are many positives to students studying languages but it's unusual to offer a language for all students. This year we have identified students who are struggling with languages,</p>	

	and we have offered a geography as an alternative which they are very engaged with. We will continue to commit to languages and art, but we may need to consider whether it's the right fit for some individuals.	
6.13	Some children take their home language as a GCSE, do they also do an additional language? Does that impact negatively on the Progress 8? It's cohort dependent but we tend to find that if children are already speaking two languages that they pick up on a third fairly easily.	
6.14	If a PP student is struggling in English and Maths, which intervention group do they attend during tutor time? They would attend English.	
6.15	SA: The focus for the Trust and nationally is on attainment. BMA has an opportunity to ensure that the attainment is significantly above the national average. The OFSTED framework is changing, and pilot studies indicate that schools that achieve below national average for attainment or attendance will have an outcome that results in 'below expected standard' for those areas. That will impact half the schools in the country.	
6.16	How is attainment being measured moving forward? CLF are using Attainment 8. Other accountability measures include the number of 9-4, 9-5 and 9-7 grades across subjects.	
6.17	When is BMA's OFSTED window? April to October 2026. There will be some schools in the Trust who will be inspected before BMA and therefore we can share the process.	
6.18	How are the Y7 students settling in? They have settled well. Last year's Y7 students were the highest on entry in the CLF because we are seeing a change to the community in our catchment area.	
6.19	Attendance remains our biggest challenge, and we have a range of robust processes in place to address that which includes home visits and a sense of belonging. We have an Attendance Link Worker who is working with pupils with persistent absence. All our PP students are mentored for attendance and punctuality. The Attendance Team meet every morning to discuss which students to target.	
6.20	[REDACTED]	
	Training	
6.21	The Academy Councillors completed their Governance Essentials and Safeguarding training.	
7	Policies	
7.1	Policies to Approve <ul style="list-style-type: none"> Health & Safety <i>The Academy Councillors approved the above policy.</i> Policies to Note: <ul style="list-style-type: none"> SEND statement <i>The Academy Councillors noted the SEND statement.</i>	
8	Matters for the attention of the Board/COAC	
8.1	None.	
9	AOB	
	None.	