Minutes – Bristol Metropolitan Academy

Meeting Date: 15 Oct 2024
Location: BMA
Time: 5.00pm

Members:	Laura Walder (LW)	Sponsor Councillor & Chair
	Jon Hallett (JH)	Parent Councillor & Vice Chair
	Vacancy	Parent Councillor
	Jo Duffy (JD)	Sponsor Councillor
	Minna Koo (MK)	Sponsor Councillor
	David Vince (DV)	Teacher Councillor
	Vacancy	Sponsor Councillor
In Attendance:	Cameron Shaw (CS)	Principal
	Sally Apps (SA)	Executive Principal
	Kris Bridgeman (KB	Vice Principal
Apologies:	Daisy Mason (DM)	Sponsor Councillor (maternity leave)
	Aysha Muzaffar (AM	Support Staff Councillor
	Sue Burns (SB)	Clerk

Item	Description	Action
1	**Welcome, Introductions and Apologies**	
1.1	Laura Walder welcomed Sally Apps to her first AC meeting and introductions were made.	
1.2	Apologies were received and accepted for Daisy Mason and Aysha Muzaffar.	
2	**Declarations of Interest**	
2.1	None declared.	
3	**Minutes of Previous Meeting**	
3.1	The minutes of the meeting of 2nd July 2024 were approved.	
4	**Matters Arising**	
4.1	5.8 CS to arrange for Amy Oatway to circulate an end of year summary for careers provision to the BMA Academy Councillors – **Carried forward**	
4.2	6.3 CS to determine how the suspension percentages for black students are calculated and what they represent – **Carried forward.**	
5	**AIP – Kris Bridgeman**	
5.1	*Paper shared via screen*	
5.2	All the belonging events are now in the calendar and there are assemblies, screen events, competitions, a range of activities, all relating to belonging which all took place last year before the end of T2.	
5.3	This year we have Thing 1 and Thing 2. We are going to continue with the teaching and learning theme for Thing 1 and the Belonging theme for T2.	

5.4	Areas that we are focusing on include supporting students with SEND with quality first teaching, establish the building blocks to get our attendance back to pre-Covid levels.	
5.5	In Y1 we introduced the T& L framework and in Y2 we focused on collaboration and this year the focus is on inclusive teaching and equality for all.	
5.6	Supporting SEND students through quality first teaching is a strength I think we can build on because there is a lot of strong practice in the school, and we can learn from each other.	
5.7	A SEND expert from the Ambition Institute gave a presentation at the Trust Conference Day and what he was saying made sense in terms of how we can manage some of the complex needs within our school. A lot of our children have individual plans, but there is also overlap in them. He broke up SEND provision into three main areas: attention, working memory and leveraging communication is to support them.	
5.8	I raised this at our inset day and encouraged the teachers to look at the individual students' needs, their plans and/or EHCPs and then work out what strategies are going to work best for the needs of the students in that class.	
5.9	We're going to have workshops delivered to our staff.	
5.10	The data indicates that the students with SEND who are in school and attend well have good outcomes. As I've done lesson drop-ins, I've seen evidence of questioning and checking for understanding as well as grouping seating plans to support learning, writing frames and modelling texts.	
5.11	Lesson visits take place every day and are a quick snapshot to see how things are going, then feedback is given immediately. The PD cycles involve an observation of about twenty minutes, and looking at books, which captured some bright spots.	
5.12	If we invest in staff to improve their teaching of SEND students, teaching for all students will improve. Planning the learning, sequences, and considering cognitive load are all areas our teachers are familiar with.	
5.13	All CPD is based on Thing 1 and includes 'access to the expert'.	
5.14	For Thing 2, Year 1 was the introduction of the proud values, Year 2 was making sure that everyone knows what's going on in the calendar and what we're celebrating and how we're doing it. Year 3 is focusing on bringing opportunities for belonging into the school and bringing pastoral into Tutor Time.	
5.15	Attendance is 91.5% currently. We want our reward system to be fair. When we had SIMS we would score every lesson which was called Met Points. When we moved to Bromcom we changed the system and now everyone starts with a five and then this is reduced if they get a warning. This is called Proud Points and creates more engagement, and we can send a postcard home.	
5.16	The cat in the hat is about improving attendance which is 3.4% lower than it was before Covid. It will take time to build it back up but it's a focus and CPD will include how to run an assembly, Tutor Time, how to follow attendance processes, using the right data for the job, forming relationships, etc.	
5.17	**How regularly do you use specific teaching technique for one individual?** It's common to have several students in one class with similar needs. An example I can give it that I might start them off with drawing the first part of their work for them and then asking them to show me their individual work from that. It's then about circulating and seeing whether they grasped a concept and if they haven't, then thinking about what else you can do to support them to get there.	
5.18	We need to push students too so that we support and stretch them, e.g. by expanding their writing skills. We are working on a document to explain how SEND works at BMA, what to expect, that's really easy for everyone to understand so that we manage people's expectations and parents can see the sort of strategies we use.	
5.19	**Why is attendance lower post-Covid?**	

	It's a complex picture. There are more children with mental health issues and anxiety now than before the pandemic and we have more persistently absent children. Before Covid we worked hard to improve out attendance and reached almost 95%. That resulted in more behavioural issues because we were making students attend who were out of their comfort zone.	
5.20	We have been trying to break patterns, like if they had a Thursday off, they would take Friday off too.	
5.21	Our Y8 attendance is the lowest attending year group, and that was true when they were Y7 which is unusual because Y7 is usually a higher attending year group. This year's, Y7 is back at 95%. As children get older and more independent, they tend to start making their own decisions about attending and we see a slow decline over five years. We need to arrest that decline, especially for the Y8's so that when they are Y11 their outcomes aren't limited.	
5.22	**Is there any indication about why the Y8 attendance is lower?** No, we need to analyse the black box data to really understand what's going on.	
5.23	**ACTION: CS to determine why Y8 attendance data is lower than other year groups.**	**CS**
5.24	SEND students with a physical need have attendance as high as 96%	
5.25	**ACTION: CS to arrange for Natasha to report on attendance at a future AC meeting.**	**CS**
5.26	*Kris Bridgeman left the meeting at 5.40pm*	
6	**Link Visits**	
6.1	**SEND - JD**	
6.2	We discussed dynamic assessment which has been going really well, e.g. supporting teachers to be more proactive so that they offer a student timeout before they need it.	
6.3	We discussed the consistent use of language in EHCPs.	
6.4	We looked at managing parent expectations about what we can actually provide and being more proactive about what SEND provision looks like at BMA.	
6.5	CS: Helping staff to understand what a diagnosis means is key so that they can then determine what techniques will help to deliver learning to the child.	
	Safeguarding – LW/MK	
6.6	LW had arranged to meet with Sarah in T1, but it had to be postponed due to illness.	
6.7	MK will arrange the T2 Safeguarding Link Visit as she is taking over the Safeguarding Link from LW.	
	Pupil Premium - JH	
6.8	JH has completed his PP visit and will write it up for the next meeting.	
6.9	Summer school PP attendance analysis would be helpful.	
6.10	We've funded summer school for years, but staff and agency costs are increasing so we are trying to condense it into fewer days.	
6.11	**ACTION: CS to determine what the PP attendance was at summer school.**	**CS**
7	**Outcomes - CS**	
7.1	The validated outcomes were due to be published yesterday, but the DfE website has crashed.	
7.2	What we've found is that by delivering lessons that are accessible to PP students, we've improved their learning, but that's also true for non-PP students, therefore the gap has remained the same but the outcomes for all students has improved.	
7.3	Therefore, what we use as our indicator is our Q2 outcomes vs non-PP students nationally, because if our PP students are doing better than the non-PP national students then that demonstrates accelerated progress for our PP students.	
7.4	The AC's noted that there were areas of really excellent results.	

7.5	**How does it work with GCSE options? For example, Drama didn't have a full class of 30 but we got 100% pass mark. Can you encourage students about which subjects to take?** At BMA we don't force pathways. Some schools encourage a pathway based on prior attainment. What's important is that the student is engaged in education and gets good quality outcomes. We offer a range of good courses that students can access.	
7.6	**Do children tend to get the courses they would like?** We ask them to provide their top six choices and historically 96% of the students get three of their six top choices.a	
7.7	We try and offer a composite pathway where students choose IT and then the IT department determine whether computer science or another computer qualification is more appropriate. This is also true for students who choose Sport. The PE Department will determine which course is most appropriate for them, based on the spec requirements.	
7.8	**Are those the only areas where students can't freely choose the course?** Triple Science is another area where we might guide a student if that wouldn't be right for them. But we would support the child and the parent about why we are making that suggestion and how to get the best outcomes for them.	
7.9	There were no SATs during the Covid lockdown, therefore the Trust has tried to create some benchmark data based on assessments that took place in Y7, but this isn't consistent and there are some data gaps.	
7.10	We are two weeks into Y11 mocks, and the students have approached them with maturity. The black box data in T2 should provide us with some progress data.	
7.11	Computer Science has been an issue across the country due to a shortage in subject teachers. In addition, at BMA we had a challenge to recruit a Science teacher. We now have an ECT teacher for Computer Science who has made a strong start. She also provides a great role model because only about 5% of our female students take Computer Science.	
8	**Policies**	
8.1	**Policies to be noted:** • Admissions (Ratified) • CLF Health & Safety Policy • Safeguarding Policy • Positive Handling & PI Policy **Policies to be approved:** • Kirpan Guidance Policy • BMA Equality Policy The Academy Councillors approved the above policies	
9	**Governance**	
9.1	There has been no expression of interest for the Support Staff vacancy, therefore Aysha Muzaffar (the current LA Councillor) will move into this position in the new CLF AC constitution and see out the rest of her term of office.	
9.2	The Parent AC vacancy will be advertised next week.	
9.3	JH has completed the Governorhub PEX training and recommends it to other ACs as it was excellent.	
10	**Matters for the attention of the Board/COAC.**	
10.1	None.	
11	**AOB**	
11.1	None	