

# Minutes – Bristol Metropolitan Academy

**Meeting Date:** 2 December 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
Trish Tendai Njerekai (TTN)	Sponsor Councillor (via Teams)

**In Attendance:**

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

**Apologies:**

Aysha Muzaffar (AM)	Support Staff Councillor
Liam Sutter (LS)	Sponsor Councillor
David Vince (DV)	Teacher Councillor

**Observing:** Lui Baker-Kwan (LB) Observing

Item	Description	Action
<b>1</b>	<b>Welcome, Introductions and Apologies</b>	
1.1	Laura Walder welcomed everyone to the meeting.	
1.2	Absent with apologies: David Vince, Liam Sutter and Aysha Muzaffar.	
1.3	Lui Baker-Kwan is in the process of being appointed as a Sponsor Academy Councillor and observed the meeting.	
<b>2</b>	<b>Declarations of Interest</b>	
2.1	None declared.	
<b>3</b>	<b>Minutes of Previous Meeting</b>	
3.1	The minutes of the meeting of 30 <sup>th</sup> September 2025 were approved.	
<b>4</b>	<b>Actions and Matters Arising</b>	
4.1	KB to produce a PP Intervention document – <b>In progress.</b>	
<b>5</b>	<b>Academy Council Membership and Chair's Update</b>	
5.1	Jon Hallett's term of office ends on 7 <sup>th</sup> December 2025, after which he will step down. The Academy Councillors thanked Jon for his service.	
5.2	There is one application in progress for the Sponsor Councillor vacancy.	
5.3	Lui Baker-Kwan will be the PP Link Councillor.	
<b>6</b>	<b>Academy Council Report</b>	
6.1	The ARV took place today and functioned as a mini-mockstead with many lesson observations undertaken by Sally Apps, Jenna Wilmott, Abbie Cotton, Alex Davies and Jenna Godsell.	

6.2	The relationships and culture were noted as warm but strict with adults modelling consistently and a good sense of belonging. The SLT have robust relationships and challenge one another.	
6.3	The student voice was positive, and the girls group advised they felt safe in school. However, they raised that they are wolf-whistled when walking to and from school by members of the public. Therefore, we are going to get the girls to meet with the PCSO and discuss travel routes. We are also going to ask a group of quieter girls about how they feel within school.	
6.4	No disruption was identified in lessons, or in the ISR.	
6.5	Tutor time was strong in many groups, but not consistent across all groups.	
6.6	The areas identified for us to work on were all ones that we are aware of, so it was helpful to have an objective oversight.	
6.7	We are going to put interventions in place to support boys with their handwriting. Attendance remains a focus, following a bout of illness that has swept through the academy.	
6.8	<b>What can we learn from other academies in order to approve attendance?</b> We are going to focus on strategies that will address individual barriers to attendance.	
6.9	<b>Do you have any strategies by band?</b> We will do but we need to discuss them first and review the data.	
6.10	The top two attendance bands reflect students with only one day of absence. However, the good band needs to improve in order for us to improve our attendance.	
6.11	<b>Y9 and Y10 have poorer attendance. Is that cohort specific?</b> Our Y10 are traditionally the worst attenders at BMA and then improve in Y11. Y9 is traditionally the second worst attenders. Our Y7 students have been the lowest attenders this week due to illness.	
6.12	<b>Are there students who are reporting as 'sick' when in fact they are anxious?</b> Yes, that's a possibility. We also find that some siblings stay home when one of them is sick.	
6.13	We have been working with the House Teams to be more challenging with parents when they phone and report their child absent. There is a balance between being supportive and challenging.	
6.14	Students who are late receive a U code which means that those who are affected by the poor traffic effects are attendance. 2.1% of our students are non-attenders which we are addressing on a case-by-case basis.	
6.15	<b>Do some schools change their registration times to improve their attendance rates?</b> Different non-CLF schools use a range of strategies to improve their attendance rates.	
6.16	I will meet with our Attendance Lead and review all our attendance procedures to ensure that they are robust and used consistently.	
6.17	<b>Are students who are late sanctioned?</b> Yes, unless there are mitigating circumstances like a public transport strike or poor traffic.	
6.18	The Academy Council noted that attendance is important in order for children to access education but is also as a safeguarding concern.	
6.19	SA: The ARV noted that culture in the school was very positive which will encourage students to attend.	
6.20	KB has arranged for each member of the SLT to cover an area of the new OFSTED inspection framework and list the evidence for that area.	
6.21	Re-integration meetings are now recorded via a standardised form.	
6.22	<b>Are there standardised resources that can be shared with students who are suspended so that they can undertake work at home?</b>	

	We do provide work for suspended students, but we can also sign-post families to Oak National Academy where appropriate.	
6.23	<b>ACTION: KB to ensure there's a robust process in place for students to have access to work when suspended.</b>	<b>KB</b>
6.24	<b>How are Y11 getting on?</b> They are very engaged which is encouraging and their attendance is strong. The mock data will be available in the next few days. We've started interventions earlier this year.	
6.25	<b>How will you know if Maths and English interventions for the PP tutor groups are having impact?</b> We are going to track the progress of those students. Their attendance is good and they appear to be bonding as a cohort.	
6.26	<b>Is there a correlation between lates and the tutor?</b> We have the data now so we can challenge tutors to improve lates.	
6.27	<b>The positive and negative behaviour points are not consistent across groups, are staff awarding points consistently?</b> The staff can award Met Points or Proud Points. We are encouraging the staff to ensure that more children access the cinema trips and the theme park trips.	
6.28	<b>What ratios of PP are in each year group?</b> Y7 = 39%, Y8 = 32%, Y9 = 32%, Y10 = 35%, and Y11 = 27%	
6.29	<b>Do you screen for dyscalculia?</b> It's common for the assumption to be that girls perform less well in Maths due to lack of confidence, but we can analyse the data and look for missed diagnosis opportunities.	
6.30	We averaged 1.9 suspensions a day last year and this year it is 1.2.	
6.31	<b>What are the suspensions for?</b> A range of behaviours like fighting, swearing at a teacher, or using discriminatory language and then we educate them after the sanction.	
6.32	<b>How can you reduce suspensions?</b> Proactively getting students into lessons and meeting their needs and ensuring that we provide the appropriate interventions to help students to regulate.	
6.33	<b>What is the national average for suspensions?</b> The national average is 9%. The CLF average is 10.2%. The BMA average is 7.2%. Our number of days tends to be longer than the other CLF schools though because if a behaviour warrants a suspension, then it will be for longer than half a day.	
<b>Link Reports</b>		
6.34	<ul style="list-style-type: none"> <li>• Disadvantaged</li> <li>• SEND</li> <li>• Safeguarding</li> <li>• H&amp;S</li> <li>• Careers</li> </ul>	
6.35	<b>H&amp;S Update – CA</b> The evacuation point will continue to evacuate to the MUGA because it's safer. The fans in the C-Cluster need to be reviewed. The Fire Risk Assessment is planned for next year. There have been too many students in C-Cluster which has been addressed. Replacement lab cupboards are being arranged. The number of First Aid incidents has increased which are in fact student lesson avoidance strategies, therefore trends are being investigated.	
6.36	<b>SEND – JD</b>	

	<p>There is a substantial piece of work taking place for a whole school provision map.  All the interventions will be evidence based by the end of the year.  More pupil voice will take place for interventions.  Prioritisation and workload management is an ongoing issue for the SEND Team.  The screening and referrals process is embedding.  Meeting the needs of high-needs students in minority groups is a key focus this year.</p>	
<b>7</b>	<b>Policies</b>	
7.1	<p><b>Policies to Approve</b></p> <ul style="list-style-type: none"> <li>● <b>Learning Ready Policy</b> – <i>Carried forward.</i></li> </ul>	
<b>8</b>	<b>Matters for the attention of the Board/COAC</b>	
8.1	None.	
<b>9</b>	<b>AOB</b>	
9.1	None.	