

# Minutes – Bristol Metropolitan Academy

**Meeting Date:** 30 November 2021  
**Location:** Virtual via Teams  
**Time:** 5.00pm

**Chair:** Clare Ryder (CR) Sponsor Councillor & Chair  
 Herdeep Wynter (HW) Sponsor Councillor  
 Cameron Shaw (CS) Principal  
 Sally Apps (SA) Executive Principal  
 Nigel Cooley (NC) Student Advocate  
 Helen Bruten (HB) Parent Councillor  
 Helen Harman (HH) Support Staff Councillor

**In Attendance:** Sue Burns (SB) Clerk

**Apologies:** Kane Davis (KD) LA Representative Councillor  
 Mark Swallow (MS) Teacher Councillor  
 Marie Mooney (MM) Sponsor Councillor & Vice Chair  
 Martin Neary (MN) Sponsor Councillor

## Minutes

Item	Description	Action
<b>1</b>	<b>Welcome, Introductions and Apologies</b>	
1.1	CR welcomed everyone to the meeting and introductions were made.	
1.2	Apologies were accepted for KD, MS, MM and MN.	
<b>2</b>	<b>Declarations of Interest</b>	
2.1	None declared.	
<b>3</b>	<b>Academy Council Membership</b>	
3.1	Charlotte Muzabazzi stepped down from the AC wef 01.11.21.	
3.2	The Academy Council thanked Charlotte for her contribution whilst she was a member of the Academy Council.	
<b>4</b>	<b>Minutes of Previous Meeting</b>	
4.1	The minutes of the meeting of 5 October 2021 were approved.	
<b>5</b>	<b>Matters Arising</b>	
5.1	5.4 CS to share the termly plans with the Academy Council – <b>Completed.</b>	
5.2	5.6 CS to add the staff list to the shared folder – <b>Completed.</b>	
5.3	7.5 CR to arrange a deep dive into CPOMS data and context – <b>Completed. This has been organised for later in the year.</b>	
5.4	9.3 SA to invite CR to the ARV wrap-up – <b>In progress – CS will include the link when he designs the programme.</b>	
5.5	9.7 SA to raise the ongoing TEAMS access issues with the CLF IT team - <b>Completed.</b>	
5.6	11.7 All Academy Councillors to review the Link Tracker and provide feedback to CR - <b>Completed.</b>	

5.7	11.9 CS to circulate the latest BMA Risk Assessment – <b>Completed.</b>	
5.8	The Black Box data has just been released and will be circulated with a summary report.	
<b>6</b>	<b>Curriculum and Outcome Deep Dive – Natasha Williams</b>	
6.1	<b><i>Presentation shared via screen.</i></b>	
6.2	We own and personalise our curriculum, but it aligns to the CLF curriculum.	
6.3	The curriculum is the blueprint for what we teach and how it is sequenced. It is quality assured to ensure curriculum compliance and is aligned across the year groups.	
6.4	The curriculum was established by consulting across the trust and was then further enhanced and embedded locally.	
6.5	All the CLF schools use the same exam boards and the KS3 and KS4 curriculum coverage is mapped out. The topic order, text and language used is determined by the curriculum curators. BMA has a lot of subject specialist representation within the CLF.	
6.6	There is a clear sequence of delivery and assessment points and we monitor the students' ability to apply their knowledge.	
6.7	We share best practice across the trust which helps to inform the schemes of learning and the lesson plans which are developed locally.	
6.8	Curriculum intent statements describe how we are meeting the needs of the students and that we have high expectations and aspirational targets for students.	
6.9	Our curriculum is broad, balanced, ambitious and relevant and is always evolving to ensure that our students can be successful when they leave us.	
6.10	All KS3 and KS4 students have 30 lessons a week which build on prior knowledge.	
6.11	All the curriculum department plans are stored centrally for ease of access. These are working documents that are updated regularly.	
6.12	We are making every effort to develop EDI at BMA by weaving it into every area of the curriculum so that it is meaningful and enhances the curriculum.	
6.13	We audited all the departments across the school to determine where we were already offering EDI aspects in the curriculum and then examined what other departments were doing. Departments then made EDI pledges to develop aspects of EDI within their curriculum.	
6.14	We have a suite of enrichment activities on offer and students can study a specific area every two terms e.g. Film Media, Philosophy, Eco Warriors, etc.	
6.15	We are in our third year of Reading Ready; students read three times a week with their tutor based on selected texts.	
6.16	We have a theme for each year group for Careers, most of the delivery comes from PSHE, but in KS4 there are additional opportunities.	
6.17	My next steps are to empower subject leaders to enhance, develop and deliver their areas and to talk about them confidently. Each department will develop their own curriculum intent statement.	
6.18	<b>Should there be consistency across year groups for English and Maths curriculum delivery?</b> Yes, there will be key learning objectives that need to be delivered per topic, with assessment points. Joint planning regularly takes place, but teachers may personalise the delivery to meet the needs of the students, e.g. repeating key learning to ensure that it embeds.	
6.19	<b>Are all the Middle Leaders confident in talking about the curriculum?</b> Programme leaders have varying levels of confidence due to their differing levels of experience and the disruption that we have had as a profession due to the pandemic. There is a sense of urgency to re-engage with the curriculum and deliver it well. We are building in	

	opportunities to develop our Middle Leaders so that they can talk about the curriculum with confidence. Department CPD has been pencilled-in for the academic year. If Department Leads can talk about the curriculum enthusiastically then it will enthuse the teachers.	
6.20	<b><i>The Academy Council thanked Natasha Williams for a very informative presentation.</i></b>	
<b>7</b>	<b>Academy Council Report</b>	
7.1	The AIP updates have been shared via the folder and the last ARV positives and development priorities.	
7.2	SA: Scrutiny took place recently and the areas that were reviewed were attendance, performance in Maths, and the link between the Boolean Maths Hub and BMA which is the lead school. Questions were also directed at CR to determine how informed the Academy Council are about the development and delivery of the curriculum. We reflected on behaviour and what would be required for it to be outstanding as outlined in the new Ofsted Inspection Framework. MFL remains an area of development, and the increasing number of SEND students, particularly those with SEMH needs.	
7.3	<b>How confident do you feel about delivering the four key areas of the AIP, which ones are the biggest challenge?</b> The slowest moving one is the belonging strategy because during T1 we needed to recover attendance and embed school routines. The other areas are all moving forward, we are upskilling the staff with CPD, but they now need time to review, reflect and modify.	
<b>8</b>	<b>Attendance</b>	
8.1	Attendance remains complicated because it is still being influenced by the pandemic and now close contacts to the Omicron variant will have to self-isolate for 10 days.	
8.2	T2 attendance started strong and attendance is approximately 93.5% which is higher than the national average.	
8.3	Nationally there has been a reduction in testing because students who are asymptomatic and otherwise healthy have to self-isolate for 10 days if they test positive.	
8.4	[REDACTED]	
<b>9</b>	<b>Outcomes</b>	
9.1	The Black Box data has just been released. The Y11 cohort is a strong cohort and we are therefore confident about their predicted outcomes, despite the disruption from the pandemic.	
9.2	Attendance during the mock exams was excellent, with only one or two students not being able to sit their mock exams.	
9.3	KS3 have completed their first assessment point for English, Maths and Science, the data indicates that we are the strongest in the Trust currently and we will use the data to inform next steps.	
9.4	<b>The Y7 PP attainment gap for English, Maths and Science compares favourably to the other schools in the trust, but do this cohort have some literacy challenges?</b> There are gaps in the data due to no statutory testing in KS2 during the pandemic and there has been some non-engagement from some of our feeder primary schools. However, baseline assessments were made on entry and reading and literacy interventions are arranged where required.	
<b>10</b>	<b>Safeguarding</b>	
10.1	September has been busy, but this is normal. An LGBT group is running each week which has been positively received by the students.	
10.2	Mental health provision is under review, we've been able to add additional capacity to our school Councillor which is good.	

10.3		
10.4	The Annual CIC Report has been submitted to the Hope Virtual School and has been included in the Academy Council papers. All our LAC students are appointed a Careers Coach who supports them for five years.	
10.5	The LA has requested 220 admissions again next year which we can accommodate for one more year.	
<b>11</b>	<b>Governance</b>	
11.1	<b><i>CLF Attendance Slides were circulated in advance and shared via screen.</i></b>	
11.2	Disadvantaged students will be our focus this year, even over other groups.	
11.3	Detailed target setting will take place, based on the gap between the PP cohort and the non-PP cohort compared to 2019, and ensuring an upward trend.	
11.4	CLF attendance is above the National Secondary School attendance, but the PP students' attendance dipped considerably. This is now recovering at a faster rate than their non-PP peers, but this is required because they had a bigger dip.	
11.5	It is a Trust wide focus to improve attendance.	
11.6	The level of opportunity needs to be equitable for our disadvantaged students and therefore we need to ensure that our PP students are attending school in order to take advantage of what is on offer.	
11.7	We are aligning our attendance strategies across the Trust to ensure that best practice is in place in all the schools.	
<b>12</b>	<b>Policies</b>	
12.1	<ul style="list-style-type: none"> <li>• CLF Complaints Policy (to note)</li> <li>• Admissions 2023 (to note)</li> <li>• Exclusions and Suspensions (to note)</li> <li>• Anti-Bullying (no changes, to note)</li> <li>• Learning Ready (no changes, to note)</li> </ul> <p>The Academy Council noted the above policies.</p>	
<b>13</b>	<b>Link Councillor Reports</b>	
13.1	<ul style="list-style-type: none"> <li>• Safeguarding – CR &amp; HW</li> <li>• AIP Delivery – CR</li> <li>• Curriculum &amp; Outcomes – KD</li> <li>• Pupil Premium – MN</li> </ul> <p>The Link Visit tracker has been updated.</p>	
<b>14</b>	<b>Matters for the Board</b>	
14.1	None.	
<b>15</b>	<b>Governance</b>	
15.1	CS has spoken to DAC Beechcroft and invited them to put forward a replacement candidate for Charlotte if available.	
15.2	The Parent Academy Council vacancy has been advertised with the parent body.	
15.3	A new EDI Link Councillor will be appointed once the Academy Council is full again.	
<b>16</b>	<b>AOB</b>	
16.1	None.	
<b>17</b>	<b>Close of Meeting</b>	
17.1	The meeting closed at 7.15pm	