Minutes – Bristol Metropolitan Academy

Meeting Date: 17 January 2023
Location: BMA
Time: 5.00pm

Chair:	Clare Ryder (CR)	Sponsor Councillor & Chair
Members:	Marie Mooney (MM)	Sponsor Councillor & Vice Chair
	Cameron Shaw (CS)	Principal
	Jon Hallett (JH)	Parent Councillor
	Helen Bruten (HB)	Parent Councillor
	Nigel Cooley (NC)	Student Advocate
	Dan Nicholls (DN)	Executive Principal
	Helen Harman (HH)	Support Staff Councillor
	Vacancy	Sponsor Councillor
	Vacancy	Sponsor Councillor
	Vacancy	LA Representative Councillor
	Vacancy	Sponsor Councillor
	Vacancy	Teacher Councillor
In Attendance:	Sue Burns	Clerk
	Kris Bridgeman (KB)	Assistant Principal
Absent:	Saima Begum (SB)	Sponsor Councillor

Item	Description	Action
1	**Welcome, Introductions and Apologies**	
1.1	CR welcomed everyone to the meeting and introductions were made.	
1.2	Absent without apologies: SB	
2	**Declarations of Interest**	
2.1	None declared.	
3	**Minutes of Previous Meeting**	
3.1	The minutes of the meeting of 11th October 2022 were approved.	
4	**Matters Arising**	
4.1	DN to feedback to CLF that BMA are requesting a reduction in Sponsor Councillors – **Completed. I have discussed this with Bryony Green. An external review of local governance will take place later this year which will include the Academy Council constitution.**	
5	**AIP – Kris Bridgeman**	
5.1	*Powerpoint presentation shared via screen.*	
5.2	We have reviewed the progress against last year's AIP:	
5.3	Books: ensuring that student's books are a useful tool for revision, there is less variation between key groups and that there was feedback on the work provided.	

5.4	Active Participation: Increased productivity both written and verbal, students increased confidence and ability to answer questions	
5.5	Literacy: Good modelling from staff of oracy, quality extended writing, tutors reading to students every day.	
5.6	There are 5 areas in this year's AIP: • Teaching and Learning Framework • Literacy • Clear Raising Attainment Strategy • Supporting Positive Behaviour and Attitudes • Belonging @ Met (2nd year)	
5.7	There is a clear rationale for why we picked each area of the AIP.	
5.8	**How will you encourage staff to engage with feedback questionnaires?** Each teacher is paired up with a colleague and is encouraged to feedback on the quality of the feedback. Most staff completed the questionnaire last year.	
5.9	**ACTION: CS to circulate the staff voice completion stats**	**CS**
5.10	**How are you tracking the interventions to demonstrate impact?** Sarah leads on this aspect; Numeracy interventions have a more discrete base compared to English. All hub attendees have a baseline assessment and an exit assessment. Higher than average progress would indicate that the intervention is having an impact.	
5.11	**Is one to one support provided for literacy and numeracy?** It depends on the needs of the child.	
5.12	I extract the areas of the AIP into a priority document along with any line management requirements.	
5.13	**Why are some of the 'super important' items RAG rated green, orange, or red when the 'important but not urgent' items are green?** Some of the less important items may be easier to achieve or have been achieved whilst focusing on the support important areas. Sometimes a key area is interrupted by staff absence and some non-urgent items can be achieved quickly. The document is a tool for staff to self-assess how they are using their time effectively	
5.14	**How do you measure whether students feel they belong?** We use a belonging survey and can compare outcomes from this across time.	
5.15	**What one area in the AIP is the most challenging for the Academy to deliver?** We are building our culture and need to ensure that the reward system consistently rewards more students and develop a way to communicate more with parents about their children's progress.	
5.16	*Dan Nicholls joined the meeting at 5.40pm*	
5.17	*Kris Bridgman left the meeting at 5.45pm*	
6	**Academy Council Membership**	
6.1	We currently have three Sponsor vacancies, an LA Rep vacancy, a potential additional Sponsor vacancy due to lack of engagement and a Teacher Councillor vacancy.	
6.2	We have used several avenues for recruitment but historically find that new recruits tend to leave after several months. We have had more success with using networks to identify potential candidates.	
6.3	**Can we advertise the role to parent networks?** This can be arranged.	
6.4	**ACTION: CS to ask parents to reach out to their networks for additional ACs.**	**CS**
6.5	**ACTION: JH to send his company's contact details to CR to approach.**	**CR**

6.6	Three of our AC positions are approaching the end of their term of office: MM 3rd April 2023, CC and HB at the end of the academic year.	
6.7	NC has handed over his role of working with the students to another member of staff, therefore moving forward his opportunity to meet the student council has ended so this will be his last meeting.	
6.8	The teacher vacancy has been advertised and CS will speak to NC's replacement to see whether they will take the Student Advocate role.	
6.9	MM has confirmed that she will step down at the end of her term of office, but may continue in her Enterprise Advisor role.	
7	**Academy Council Report**	
7.1	An ARV took place today and they noted calm and purposeful classrooms. We are now exploring how we can push students to progress further without disrupting the calm and purposeful classrooms.	
7.2	**There was an ARV in November which noted that more challenge of late students is required, and that a lot of time is spent trying to work out if a pupil is in class?** There is an attendance supplement written by Fiona Lightwood which would provide more detail. The warm greeting of late students was observed, but the consideration is whether the children should be welcomed but also challenged for being late so that being late does not become routine. Children signing themselves in can cause delays because their writing may be difficult to read, or they use another child's names, therefore staff now sign latecomers in. Some students can arrive at school but then are delayed in reaching their Tutor Group, or the Tutor does not register their attendance quickly, which results in a discrepancy because the House Team need to determine whether a first day of absence call is required.	
7.3	**Do you inform parents if children are absent?** Yes, if the parent has not phoned in, then we text them to advise that their child has not arrived at school.	
7.4	**Roughly how many children truant Tutor Time when arriving late?** Between 6 and 12 a day as an estimate, depending on what time they arrive at school.	
7.5	**What is the sanction for being late?** A break time detention.	
7.6	**When traffic is very bad, a large group of students may arrive late, do they still get a sanction?** We apply common sense when considering sanctions.	
7.7	**What are the barriers for arriving at school?** Some bus routes have been changed recently. Some children are vulnerable and find starting school when it is very busy, challenging.	
7.8	**Has the bus company been made aware of the impact of the route changes?** Yes, and we have supported some families to plan alternative safe routes to school	
7.9	*The Academy Council discussed lateness and agreed to undertake a deep dive into punctuality, late arrivals processes and vulnerable group attendance.*	
7.10	**Have more families taken term time holidays?** Anecdotally it has not increased, but parents are blatant about factoring in the cost of the fine.	
7.11	*The Academy Council noted that BMA's attendance is 3% above national and 4% above the South West statistics which is to be commended.*	
7.12		
7.13		

	███████████████████████████████████	
7.14	Our suspensions remain higher than we would like them to be and we continue to reflect on the balance between having high expectations of students and supporting them where necessary.	
7.15	**SEND and PP students are overrepresented in suspensions, how is this being addressed. Are staff skilled in identifying SEND needs and applying the Behaviour Policy appropriately?** Pupils with SEND have a range of diverse needs, but the trend is for students with SEMH to receive proportionally more suspensions than their peers because they find the behaviour system more challenging. We do modify the behaviour system to meet individual needs, but it is important the class learning is not disrupted.	
7.16	We aspire for our PP outcomes to improve, despite them being significantly above the national average and above non-PP students nationally. Any benefits that we provide to PP students also benefits the wider cohort which results in a disproportionate improvement.	
8	**Safeguarding - CR**	
8.1	I met with Sarah in December which was a challenging time due to increased staff absence.	
8.2	The consistent theme is the lack of provision from external agencies and the requirement for schools to be the catchall for students with complex needs. BMA work hard to resolve that with in-house provision e.g. the School Counsellor.	
8.3	External agency thresholds have increased which makes achieving external support extremely challenging.	
8.4	The LAC Teacher is going on maternity leave, cover is being recruited. We are going to track two anonymised students as they move through the school.	
8.5	The Academy Council expressed concern about the lack of external support that can be accessed and the impact that this is having on individuals, the academy, and staff morale.	
8.6	*Dan Nicholls left the meeting at 6.40pm*	
9	**Policies**	
9.1	Admissions: The Academy Council noted the Admissions Policy.	
9.2	**Has the policy changed from distance criteria to random allocation for oversubscription?** This was changed in 2018 to bring it in line with the process used by Bristol City Council (as they manage our bulk admissions).	
9.3	**Are you going over PAN again this year?** This is not planned. We have agreed an increased PAN for several years, but the LA have not been forthcoming with the site improvements that were agreed.	
10	**Student Council**	
10.1	A collection was arranged for the local food bank.	
11	**Governance - CR**	
11.1	CS and I have review the Risk Register regularly three times a year, however post pandemic this level of review is not required. Therefore, we are not going to review it again until we receive feedback from the Trust.	
12	**Training**	
12.1	**2022-23 Training Programme** Governance Conference - 8th March all day – Location TBC Understanding Disadvantage - 24th April 4-5.30pm on Teams What do I need to know about SEND? 10th May 4-5.30pm on Teams Attendance and Exclusions – 7th June 4-6pm on Teams Recently appointed councillor induction - 15th June 4-5.30pm - Location TBC	

	Link role networks Safeguarding: 31st January, 13 March, 22 May & 21 June - all 4-5.30pm - on Teams SEND: 7 March & 26 June - all 4-5.30pm - Location TBC but probably hybrid PP: 17 April both 4-5.30pm and 19 June at 4.30-6pm - on Teams	
12.2	All the Academy Councillors were encouraged to provide feedback on the training opportunities to determine why engagement is less than anticipated.	
12.3	Jon Hallet advised that he attended the PP Training and found it very informative.	
12.4	Only one Academy Councillor has not completed their required Nimble training due to ongoing IT issues which are being addressed.	
13	**Matters for the attention of the Board**	
13.1	None.	
14	**AOB**	
14.1	Deep Dive dates are: Jan (Dec) - AIP Feb - PP May - Attendance//Punctuality July - TBC	
15	**Close of Meeting**	
15.1	The meeting closed at 7.00pm	