

# Minutes – Bristol Metropolitan Academy

**Meeting Date:** 1 February 2022  
**Location:** BMA  
**Time:** 5.00pm

<b>Chair:</b>	Clare Ryder (CR)	Sponsor Councillor & Chair
<b>Members:</b>	Marie Mooney (MM)	Sponsor Councillor & Vice Chair
	Jasmine Pow (JP)	Sponsor Councillor
	Herdeep Wynter (HW)	Sponsor Councillor
	Cameron Shaw (CS)	Principal
	Sally Apps (SA)	Executive Principal
	Nigel Cooley (NC)	Student Advocate
	Helen Bruten (HB)	Parent Councillor
	Jon Hallet (JH)	Parent Councillor
	Helen Harman (HH)	Support Staff Councillor
<b>In Attendance:</b>	Wendy Hellin	Clerk
	Jo Fisher	Associate Assistant Principal
<b>Apologies:</b>	Kane Davis (KD)	LA Representative Councillor
	Saima Begum (SB)	Sponsor Councillor
	Mark Swallow (MS)	Teacher 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. Apologies were accepted for Kane Davis and Mark Swallow. CR welcomed Jon Hallet (JH) as a Parent Councillor and to Jasmine Pow (JP), sponsor Councillor. Sultana Begum (SB), the second new sponsor Councillor will attend the next meeting. CR reported that Martin Neary has resigned. CR requested that the thanks of the Academy Council are noted for his very long service and significant contribution to Bristol Metropolitan Academy.	
<b>2</b>	<b>Membership</b>	
2.1	The Academy Council is now at full complement. Two additional applications have been received: both from employees at DAC Beechcroft. The Academy Council is able to request approval from COAC for two additional sponsor Councillor places and will, therefore, be able to progress these applications.	
<b>3</b>	<b>Declarations of Interest</b>	
3.1	None declared.	
<b>4</b>	<b>Minutes of Previous Meeting</b>	
4.1	The minutes of the meeting of 5 October 2021 will be approved at the next meeting.	
<b>5</b>	<b>Matters Arising</b>	
5.1	NA	

<b>6</b>	<b>Oracy and Literacy Deep Dive – Questions from the Academy Council and response from JF unless otherwise indicated</b>	
6.1	Jo Fisher gave a presentation on the oracy and literacy programme at BMA. The slides are available to view in Teams.	
<b>6.2</b>	<b>How are you measuring the impact of the literacy booster groups? Has there been any impact so far?</b>	
6.2.1	There has been some. The students do the same two core assessments as the rest of the cohort. One group has done better than the other in terms of data but we still need to look at the holistic data. There is some improvement, but it is not yet consistent.	
<b>6.3</b>	<b>Does support for EAL come under the holistic approach?</b>	
6.3.1	Yes, in terms of EAL strategies, the SEND department will send out information regarding strategies that are used by teachers to support EAL students. This is also a group we are monitoring in terms of progress and whether what we have in place is supporting them. We would like to share student reading ages with parents but will not do so until we can also share information about what that means and what parents can do to support, including suggesting books they should be reading.	
<b>6.4</b>	<b>Although reading ages are not being shared widely yet, would you share the reading age of a student if the parent asked for this?</b>	
6.4.1	Yes, we will do so where we are able to have a one-to-one conversation with the parent to talk about personalised support and strategies.	
6.5	ACTION: CR requested that ahead of the next meeting Jo provide a brief written summary (bullet points) of what Voice 21 does. <i>[Post meeting note: this detail has been included in JF's slides now on Teams.]</i>	<b>CR</b>
<b>7</b>	<b>Academy Council Report – Questions from Academy Council and response from CS unless indicated otherwise</b>	
<b>7.1</b>	<b>AIP</b>	
7.1.1	The AIP has been circulated and includes key priorities for each member of the team. CS reported that reduced staff numbers (due to Covid) mean that the items on the AIP have had to be re-prioritised. There have been around 20 staff off on any given day over the last few days, including 4 members of the senior team. This means that the capacity of the leadership team is reduced. In addition, the lack of other members of staff means that the SLT are having to be more operational. There are a high number of lessons requiring cover and supply staff, especially subject specialists, are in high demand.	
7.1.2	A new page has been added to the AIP around planning for Ofsted. This has started to be populated and is being led by Kris Bridgman. The academy is likely to be inspected by summer 2025 if not before.	
7.1.3	Despite the staff shortages, the literacy work continues with JF. Mark Allen has presented to the team around the belonging strategy and shared the results of the belonging survey. He will present to the Academy Council at the next meeting.	
7.1.4	Rachel has returned from MAT leave bringing some capacity back to SLT. We have used this capacity to create a new arm to the teaching and learning area; including looking at impact.	
<b>7.2</b>	<b>Year 11 Outcomes</b>	
7.2.1	At present students will be sitting exams in summer. The data included in the papers shows latest information including the Y11 mock results.	
7.2.2	The next ARV takes place on 4 March.	
<b>7.2.3</b>	<b>Are you prioritising Year 11 to ensure they have subject specialists for any lesson cover required?</b>	

7.2.4	In place where we have larger teams such as science, but not everywhere. We do try to ensure supply teachers are specialists, but supply teachers are in high demand across the country. We sometimes also live stream lessons from one classroom into another where we have supply there.	
<b>7.2.5</b>	<b>Will there be any allowance for students where they have, for example, only had cover teachers for science this term? Students will be aware assessments are coming up and may be worried about those.</b>	
7.2.6	The assessments are set and governed by the science team who will be aware of this and will know what parts of the curriculum has been covered. They will be able to adjust the assessment to suit the needs of the class.	
<b>7.2.7</b>	<b>Students may be disorientated if they have not seen their regular teacher for some time; are you able to communicate to them that this will be considered for the assessments?</b>	
7.2.8	Yes, we can give them some reassurance.	
<b>7.2.9</b>	<b>Staff will be doing extra cover, meaning they will have some of their own non-teaching work that is not getting done. What impact is this having on staff?</b>	
7.2.10	It's difficult for staff and SLT at the moment. We are guiding people to ensure they are prioritising essential work and line managers are working with staff to identify what parts of the AIP can be paused while we continue to ensure the smooth running of the school.	
<b>7.2.11</b>	<b>Some academies have made the decision to close certain year groups in order that they can then have a better and more consistent virtual teaching experience from home. How close to needing to do that is BMA?</b>	
7.2.12	BBA needed to close a year group last week due to 16 staff absences. We have had 20 staff out and have remained open. However, some of our absences are in SLT and a good proportion are made up of administrative staff, so we have had less classes to cover. It is difficult to put a number on it, but it is likely that if we had a further 2 teachers off we would close a year group. There is a lot to balance, and we also need to think about the health and wellbeing of those staff that are in school.	
<b>7.2.13</b>	<b>Are there many students out?</b>	
7.2.14	On any given day there are around 15 to 20 students out that have tested positive in addition to the other usual sickness absences expected at this time of year. Attendance this week is 92% and it would normally be around 93-94% at this time of year. It is a lot better than many other secondaries currently.	
<b>7.2.15</b>	<b>Progress in maths is an area of concern and was raised at both of the last scrutiny meetings. What is in the RIP?</b>	
7.2.16	There is still varied quality of teaching and of books and these two things are not always aligned. We have some members of staff where there is too much variability, and they are being supported with individual plans. We launched the RIP with the Head of Maths during the first week back and each member of the team has completed an individual improvement plan. The data for every student has been looked at and information given about what they need in order for them to progress. Attainment is in line with 2019 data, but it is progress that is of concern. The cohort is strong; attainment should be better. We also have support from Carrie Martin, the central maths lead for the trust, who has met with the Head of Maths and is doing some join planning work with the maths team.	
<b>8</b>	<b>Attendance</b>	
8.1	Attendance was at 93% for the year as at Christmas. The national average for term 3 is around 86%. The majority of Covid cases have been mild. The decision was taken over the Christmas break to give an extra day to staff for planning at the start of term and parents were understanding of this.	
8.2	PA is high due to the number of students now falling into this category due to Covid absence including isolation and this will be hard to recover across the year.	

8.3	<b>Students get rewarded for attendance. Are you factoring in where there is Covid related absence so as not to penalise students for this?</b>	
8.4	In term 2 we did not use the reward system and instead held some prize draws instead. We will re-introduce it this term and have been discussing how to ensure it is fair.	
8.5	<b>Is there a reason why there is a spike in absence for Year 9 across Terms 1 and 2? It looks to be persisting in Term 3.</b>	
8.6	It is not a Covid spike. Year 9 have the lowest attendance of the year groups. They also have the highest proportion of PP students. Attendance contracts are in place, and we have introduced panel meetings. Attendance often improves as students move into Year 10, with some students leaving the academy at this point to take up different provision such as hospital education or alternative provision that is often not available at KS3. Year 7 are normally the best attenders, and we need to look at what happens, over time, across all schools that means student attendance declines after Year 7.	
8.7	<b>For the students who are testing positive, but are asymptomatic, what is the expectation of their engagement in online learning?</b>	
8.8	We have not yet moved to a blended learning approach; this is operationally challenging for teaching staff where there are only one or two learners at home. Work is uploaded to Show My Homework for students to complete. We do engage more closely with students identified as vulnerable to make sure they know how to access the work and who to link with in school. The majority of students are off for up to a week and so are not missing large parts of the curriculum.	
<b>7</b>	<b>Safeguarding</b>	
7.1	An update on safeguarding is included in the AC report. The only change to data is that there is one further student with a CP plan. CS reported that it has been an incredibly busy time for staff. It is a small number of students that are affected but every case results in a huge workload for staff; particularly when external agencies are also very stretched.	
7.2	The academy continues to look at how incidents of bullying are recorded and followed up. LGBTQ+ meetings are taking place twice a week during lunchtime. Some further belonging surveys are taking place. The school nurse service is now operating again. Pastoral staff have received training to operate the Brook C card scheme which offers supplies of free condoms for young people and access to other services.	
7.3	A heat map of areas of the site that are a cause for concern for students is being created. Students from key groups will be invited to provide feedback to identify areas of the building or outside spaces that they feel less safe in visiting. The results will be used to produce the heat map in order that extra resource can be directed to those areas in terms of duty. There will also be long-term solutions identified to consider how to make those areas safer. CS confirmed that the student council will also be invited to assist with this project.	
7.4	CS advised the Academy Council of the process to follow if they are contacted by anyone with concerns around bullying, including homophobic bullying or with any other concern or complaint about the academy.	
7.5	CR advised that she met with academy colleagues recently to review the rapid review plan which is on track. There are some items that are more complex than first expected and the completion dates for these have been extended. The plan has developed into an ongoing action plan.	
7.6	<b>How is the LGBTQ+ group communicated to students?</b>	
7.6.1	It has been on the large digital screens in the academy and also advertised in tutor time. Growth of the group has largely come about by word of mouth. The academy is doing some work with Jonathan Each on challenging homophobia and how to be an ally. In	

	addition, every toilet cubical door has been fitted with a frame to display posters and notices around safeguarding and other key issues.	
<b>7.7</b>	<b>How do students know about the Brook C card scheme and the school nurse?</b>	
7.7.1	Via tutors and through notices in the toilets.	
<b>8</b>	<b>Exclusions and Suspensions</b>	
8.1	CS advised that the DfE has changed the language used for Fixed Term Exclusions. These are now called suspensions. CS reported that suspensions at BMA are higher than he would like. A suspension is only given for the most serious of incidents (or to allow for an investigation to take place) and so normally attracts a higher number of days. The suspension process is being reviewed to ensure it is only used where absolutely necessary and to check if it has impact and some in-house alternatives are being considered. SA is also working on this across Bristol.	
<b>8.2</b>	<b>Do you have data for suspensions showing the reason they were given?</b>	
8.2.1	Yes, that data is included in the black box data along with the DfE coding. At BMA the longer suspensions tend to be for persistent disruptive behaviour, unprovoked violence towards another student, verbal abuse to staff, physical abuse to staff (although rare) and severe bullying or particular types of verbal abuse (homophobic, transphobic, racist) to students.	
<b>8.3</b>	<b>The SEN numbers seem high, and there is also an increase in the PP numbers. Are they overlapping groups?</b>	
8.3.1	Some of this is overlap. PP students make up a disproportionate number of suspensions and ISR referrals, and the same for SEND. Data indicates that for SEND it is the students with SEMH concerns that make up the largest proportion of attendance and exclusion concerns. The spike in Year 8 numbers is due to one student who appears in the data five times; so, it skews the data. There has been one permanent exclusion recently and this was the first in four years.	
<b>9</b>	<b>Student Council</b>	
9.1	NC provided an update on the Student Council: <ul style="list-style-type: none"> <li>• A new student council has been elected.</li> <li>• Students have been collecting food for the local foodbank and have collected over 700 items during the last 2 weeks of Term 2.</li> <li>• A member of the student council has put themselves forward to be part of the Bristol Youth Parliament and has circulated a manifesto.</li> <li>• There are now representatives on the Student Council in all year groups except Year 8.</li> <li>• They are an active Council and are intent on making sure they contribute to reducing the amount of bullying this year. A cultural day is planned for the end of March.</li> </ul>	
<b>10</b>	<b>Pupil Premium</b>	
10.1	CR reported that the Pupil Premium report has been published on the website.	
10.2	The Community Development Group have authorised 3 funding requests as follows: <ul style="list-style-type: none"> <li>• A wildlife pond on site.</li> <li>• 30 new tents for the Duke of Edinburgh award (with funding matched by DfE).</li> <li>• A large grant (£3000) to ensure all Year 7 students can attend camp.</li> </ul>	
<b>11</b>	<b>Matters for the Board</b>	
11.1	None.	
<b>12</b>	<b>Governance</b>	
<b>12.1</b>	<b>Training</b>	

12.1.1	A new councillor induction session takes place on 30 June 2022; invitations will be issued to all councillors nearer the date.	
12.2	<b>Link Roles</b>	
12.2.1	CR reported that link roles had been discussed at the COAC meeting. There is some clarity required around which roles each AC must have in place and which are statutory. Clarity is also required as to which of those sit at trust board level and which at local level. Bryony Green has taken an action to look at this with Susie Weaver and others on the Executive Team.	
<b>13</b>	<b>Policies</b>	
13.1	The CLF Safeguarding policy was approved. The following CLF policies were noted: Complaints, RHSE and FOI.	
<b>14</b>	<b>AOB</b>	
14.1	None	
<b>15</b>	<b>Close of Meeting</b>	
15.1	The meeting closed at 19.05.	

**Approved:**

**Date:**