

Minutes – Bristol Metropolitan Academy

Meeting Date: 17 May 2022
Location: BMA
Time: 5.00pm

Chair: Clare Ryder (CR) Sponsor Councillor & Chair
Members: Marie Mooney (MM) Sponsor Councillor & Vice Chair
 Cameron Shaw (CS) Principal
 Saima Begum (SB) Sponsor Councillor
 Jon Hallett (JH) Parent Councillor
 Helen Bruten (HB) Parent Councillor

In Attendance: Sue Burns Clerk

Apologies: Nigel Cooley (NC) Student Advocate
 Jasmine Pow (JP) Sponsor Councillor
 Herdeep Wynter (HW) Sponsor Councillor
 Sally Apps (SA) Executive Principal
 Kane Davis (KD) LA Representative Councillor
 Mark Swallow (MS) Teacher Councillor

Item	Description	Action
1	Welcome, Introductions and Apologies	
1.1	CR welcomed everyone to the meeting and introductions were made. Apologies were accepted for Nigel Cooley, Jasmine Pow, Herdeep Winter, Sally Apps, Kane Davis and Mark Swallow. The Academy Council welcomed Jon Hallett, the new Parent Councillor to his first in-person meeting.	
1a	Declarations of Interest	
1a.1	None declared.	
2	Belonging: Mark Allen (AP)	
2.1	I am the Assistant Principal and I am responsible for Attendance, Behaviour and Ethos, and Pupil Premium.	
2.2	We have relaunched the Met Way/Respectful Schools Charter which was created in 2009. We have made it more user friendly and ensured that it references stakeholder voice by using a survey to capture views.	
2.3	We have researched schools with successful cultures so that we can adopt some of their aspects moving forward.	
2.4	High Standards, High Aspirations and High Expectations is our strap line and is a common phrase that everyone uses that we can build upon.	

2.5	We will analyse the survey results by the end of term and introduce staff and student workshops.	
2.6	The T2 survey identified which questions needed to be followed-up on an individual basis.	
2.7	There is an overall strong sense of belonging in the Academy, students feel part of BMA and that there is someone that students feel they could go to.	
2.8	The strongest sense of belonging was from boys, non-PP students and then SEND students.	
2.9	The lowest sense of belonging was held by excluded students and students with attendance less than 90%.	
2.10	An Anti-bullying Survey took place in T2 which found that we need to consider opportunities to celebrate diversity and equality and develop support for the Met LGBT+ community. We also need to raise the profile of bullying and develop systems for reducing and reacting to bullying consistently.	
2.11	Staff training has been arranged for T6, and we have agreed as a team how we will follow-up on bullying incidents and document them.	
2.12	On Friday 13 th May a Culture Day took place to celebrate our diverse cultures which was driven by Y11 students and was very well received.	
2.13	Will the Culture Day be embedded as an annual calendar event? Yes, it was very impactful, and we would like to open it up to the community.	
2.14	What was the feedback from the Belonging Survey for the PP Cohort? Overall, they had a good sense of belonging.	
2.15	The lowest sense of belonging was from excluded students and low attenders, are the highest proportion of those also PP students? Yes, however they felt that there was a member of staff they could approach for help if necessary.	
2.16	The number of staff responses was disappointing, how will you improve engagement in future surveys? We will encourage non-responders to become involved and create time for staff to complete the survey.	
2.17	There is a lot of individual feedback that you will follow up on, how will you collate that moving forward? We will repeat the survey through the academic year and identify where there are trends that we need to focus on.	
2.18	How will you translate the feedback into measurable actions? We will determine the top 10 students of most concern and what we have done to support them. We can also determine a Belongingness Score for key groups.	
2.19	How will the Academy Council be able to track the process? There are actions following the survey which we can report against.	
2.20	What about the students who did not complete the survey? We can identify students who did not respond and follow them up.	
2.21	How will we demonstrate a cultural change? It takes time to change a culture, but we would anticipate the survey baselines to improve over time.	
2.22	<i>Mark Allen left the meeting at 5.30pm</i>	
3	SEND – Green Paper: Nic Phelps	
3.1	I am the Associate Assistant Principal for Inclusion.	
3.2	The Government SEND Review took place in March 2022 and includes ALP; I have outlined the BMA response in a power-point presentation (projected on a screen).	

3.3	EHCP consults often result in 'cannot meet need', but the school is still named on the EHCP. There is now a questionable process where students with an EHCP are on roll, but the school is not named on the EHCP.	
3.4	The three key challenges outlined were; <ul style="list-style-type: none"> • that the outcomes for children with SEN were poor, • navigating the system and ALP is not a positive experience for children; • the system is not delivering value for money for children and their families. 	
3.5	Students often need a specialist setting and not an ALP. A cycle of late intervention, low confidence and inefficient resource allocation is driving the challenges.	
3.6	We buy-in private Educational Psychologists which is very helpful and helps to improve early identification and intervention. Other provisions e.g. speech and language are more problematic to access because they are run by Healthcare who have high thresholds.	
3.7	Is the Trust going to make a Trust response to the Green Paper? Yes.	
3.8	What do you need from the Academy Council? I will circulate my report so that you can make a response to the Green Paper consultation.	
3.9	ACTION: HB to collate any AC questions about the Green Paper for Nic Phelps.	HB
3.10	<i>Nic Phelps left the meeting at 5.55pm</i>	
4	Minutes of Previous Meeting	
4.1	The minutes of the meeting of 1 February 2022 were approved.	
5	Matters Arising	
5.1	[REDACTED]	

6	Academy Council Report	
6.1	<p>The PP and SEND cohort have a disproportionately high number of suspensions how are you addressing this?</p> <p>We are investigating introducing an internal suspension room so that we can support the students to continue accessing education during a suspension and to provide respite from the behaviour whilst we determine what additional support we can provide to aid engagement.</p>	
6.2	<p>On attendance. Although the figures are generally still good, we are not seeing any meaningful or sustained improvement as far as the headline data looks. This was a key area of focus for the AIP with Helen Barnes introducing a number of initiatives. Do we have any progress information on these?</p> <p>Although I understand the comment about ‘meaningful and sustained improvement’ in attendance I think the landscape is still, currently, misleading. For instance, although our attendance is still around just under 2%p below pre-pandemic levels it is worth recognising that, at pre-pandemic time, we were sitting 0.2%p below national whereas currently, we are sitting 0.5%p above the current national YTD figure. Last week our BMA attendance was 1.5%p above the Bristol average for the week and 1.8%p above the nearest CLF Secondary rival (and 2.6%p above the CLF Secondary weekly average) and over 3%p above the national value for secondary for that week. Given our attendance YTD is sustaining at the very least whilst national is declining you could argue there is some improvement against the national picture. The AC are right to challenge on our attendance values but we, along with many education provisions, fear the impact of the pandemic on “school hesitancy” particularly when students are under the weather will be longer lasting. In terms of more measurable actions. Since the new Exams Officer started in November we have progressed:</p> <p>10 Fixed Penalty Notices issued for failure to ensure school attendance. In general due to term time holidays.</p> <p>3 attendance cases moving/moved to Full Prosecution stage. These are generally where attendance contracts and workshops have been implemented with families but have either been non-engaging or failed to produce improvement without justifiable reason. Helen and Hannah have been training the House Teams to hold weekly Attendance Contract sessions with families putting in place agreements for increased attendance and engagement of families. This has resulted in 4 pupils on panel, 2 have made minor improvements so are not going to prosecution yet, the other 2 are SEN and prosecution is probably not the way forward. 6 pupils are going to panel as soon as the meetings can be booked in. 3 pupils are already on attendance contracts. 23 pupils will be going on attendance contracts in the next couple of weeks (following a review of our attendance Hannah has carried out with the house teams recently).</p>	
6.3	<p>Helen was leading on both Attendance and PP and it is noted that she has been seconded. How long is this for and what impact will it have on these areas?</p> <p>The secondment is only for this current term and Helen will return to Bristol Met next term. Hanham were down to operating with an SLT of only 4 staff (versus our 12) so we stepped in to assist.</p> <p>In Helen’s absence Mark Allen has been overseeing PP (he is Helen’s Line Manager anyway). Our new Attendance Officer (who has been very high quality and recently received praise for the quality of her court documents from the local authority) has taken on the Attendance monitoring reporting directly to me. The area that has suffered is the weekly casework though we feel we have enough cases currently progressing (partly due</p>	

	<p>Summer 2022 7</p> <p>Grand Total 80</p> <p>[REDACTED]</p> <p>[REDACTED]</p>																	
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7	Policies																	
7.1	<ul style="list-style-type: none"> • Separated Parent Policy (Local Policy) • Remote Learning (to note) • Online Safety (to note) <p>The Academy Councillors approved the Separated Parent Policy.</p>																	
8	Governance - CLF Link Roles to be assigned																	
8.1	<p>Jon Hallett volunteered for the role of PP Link Academy Councillor.</p> <p>At the next meeting there will be a discussion around the remaining CLF defined link roles which will be assigned in readiness for 2022-23.</p>																	
8.2	<p>Link Visits</p> <ul style="list-style-type: none"> • SEND – HB • Behaviour & Ethos – CR • Safeguarding - CR 																	
8.3	<p>New Councillor Induction Sessions (via TEAMS):</p> <ul style="list-style-type: none"> • 30 June 2022 at 4pm via Teams <p>CLF Summer Conference – save the date!</p> <ul style="list-style-type: none"> • Friday 8th July 2022 <p>https://www.eventbrite.com/e/governance-conference-registration-298156984567</p> <p>CLF Annual Board and AC Review Meeting – save the date!</p> <p>Wed 21st Sept 5pm-8pm via TEAMS</p>																	

9	Matters for the attention of the Board	
9.1	None.	
10	AOB	
10.1	None	
11	Close of Meeting	
11.1	The meeting closed at 7.20pm	