



**Bristol Metropolitan Academy Council Meeting Minutes**  
**Tuesday 22<sup>nd</sup> June 2021, 5.00pm**  
**Virtual meeting via TEAMS due to Covid-19 restrictions**

**Academy Council:**

Clare Ryder (CR) <b>CHAIR</b>	<b>Sponsor 1</b>	Sally Apps (SA)	<b>Executive Principal</b>
Marie Mooney (MM) <b>V. CHAIR</b>	<b>Sponsor 2</b>	Cameron Shaw (CS)	<b>Principal</b>
Martin Neary (MN)	<b>Sponsor 3</b>	Kane Davis (KD)	<b>LA Rep</b>
Charlotte Muzabazzi (CM)	<b>Sponsor 4</b>	Nigel Cooley (NC)	<b>Student Advocate</b>
Herdeep Wynter (HW) *	<b>Sponsor 5</b>	Mark Swallow (MS) *	<b>Teacher</b>
Aliya Douglas (AD)	<b>Sponsor 6</b>	<b>In Attendance</b>	
Helen Harman (HH)	<b>Support Staff</b>		
<i>Vacancy</i>	<b>Parent</b>		
Helen Bruten (HB)	<b>Parent</b>	Sue Burns	<b>Clerk</b>
*	<b>&lt;- Indicates absent.</b>		<b>&lt;- Indicates question asked</b>

**1, Welcome and Apologies:**

The meeting commenced at 5.10pm, following some minor technical issues with Teams. Apologies were received and accepted for: HW and MS  
 The meeting was deemed to be quorate.

**2, Declaration of Interests**

The Councillors confirmed that they had no pecuniary interest pertinent to this meeting.

**3, Minutes of the last meeting**

The minutes of the previous meeting (27<sup>th</sup> April 2021) were agreed to be a true and accurate record and were signed electronically by the Chair.

**4, Actions and Matters Arising**

- 5, CS to liaise with Nicola Phelps (SENDCo) to ensure that the SEND Statement includes an icon for SEMH when it is published on the school website – **Completed.**
- 5, CS to enquire whether the BMA website can have a separate SEND/Inclusion section to aid parental accessibility – **Completed.**
- 5, CS to investigate creating a termly SEND Report for the Academy Council – **Completed.**
- 5, CS to ensure that the reference to the Parents' Forum is removed from the SEND Report – **Completed.**
- 6, CS to determine the increase in pupil numbers since 2018 and analyse the corresponding behaviour trends – **Completed.**

13, CR to arrange core training with Wendy Hellin for those ACs who cannot access it remotely – **In progress, this will be arranged post-Covid.**

15, All Academy Councillors to review the Student Survey results and feedback to CR – **Completed.**

15, CS to liaise with John Price re a second-hand uniform stall run by parents – **Completed. The Y11 students donated old uniform which is being laundered for second-hand stock. The school has been designated as a Monkhouse Collection Point for uniform collection. The parent uniform Face Book group has been promoted by the school.**

## **5, PP Deep Dive – Jenni Stuart and Mark Allen**

***Presentation circulated in advance and shared via screen.***

We have been working hard to improve the provision for our disadvantaged students and have managed to provide the teaching and learning and hub interventions, despite the lockdown. Term 1, 2 and 5 were full terms and we were able to provide pastoral support. The data indicates that there has been an impact and that attendance has been strong.

We have been supporting families to engage with BMA and to encourage pupils to return to school. High quality interventions have been key, as well as strong homework clubs and being open from 7.00am for Y10 students to have a quiet place to work.

**Slide 20 refers to strategies for 2021. How will the PP students be identified in lessons and how are teachers supported to manage this successfully?**

The fundamentals of good quality teaching is to use language that is accessible to all the pupils. There are a variety of assessment methods that can be utilised by all the teachers. Sharing good practice is key.

**39% of our cohort are PP students and historically have been difficult to engage. Some students have language or key word deficits, how will they be supported?**

Reading scores will be used as a baseline measure and pupil passports will be used to support SEN/PP students. Teachers will know their children well and will build good relationships with them in order to better support them. Seating plans help teachers to quickly identify PP students.

**Some PP students will not fall into the SEND category, will they also have passports?**

This is not an initiative that we currently use but is something that we could explore in the future.

**How do you track which teachers are utilising the SEND information that is available to them?**

Lesson observations, drop-ins and learning walks are all utilised by the SLT to determine whether students' needs are being met.

Becky Hines (Begbrook) is using a sliding-scale of need that includes adverse childhood experiences within their primary setting.

**A lot of the wider strategies for supporting PP children include extra-curricular activities. To what extent does the school engage with individual students and families when making these decisions?**

We are currently designing a questionnaire which includes questions about what type of visits they may find interesting so that we can target areas that are lacking. We are going to be considering how we can offer more support for homework via the afterschool homework club too. We are liaising with the families to identify barriers to accessing afterschool activities, one example is where a child may be required to collect a sibling from school.

**Slide 14 refers to the departmental PP strategies. For the academic year starting in September, how will you support departments to develop these strategies?**

We shared information from the Education Endowment Fund at the beginning of the year and then re-visited them to determine impact. There is a working group led by Sally Apps to identify how best to support disadvantaged students.

#### **Have you identified the number of incoming PP Y7s?**

Yes, this information will be informed by the transition process. Y7 pupil passports include student voice and teacher voice from their primary teachers.

#### **How do we use PP funding to address each of the barriers for our PP students with clear success criteria for each of the initiatives?**

This will need to be considered.

#### **ACTION: CR to email MN's PP questions to CS for follow-up.**

Our PP students do well, compared to national data, but there remains a gap in attainment between our PP and non-PP students. Therefore, we aspire to address this issue and close the gap by identifying and overcoming the barriers. Effective monitoring of initiatives will help to identify which have the most impact, as well as reviewing all our policies and procedures to ensure that they do not negatively impact our PP students.

*The Academy Council commended the detail of the PP slides and determined that several key measurable PP initiatives will be identified and tracked as part of the Academy Council Report.*

*(Jenni Stuart and Mark Allen left the meeting at 6.10pm)*

### **6, Academy Council Report**

#### ***Papers circulated in advance.***

Attendance has been impacted by the pandemic but remains positive compared to national attendance. We are benchmarking on a daily basis compared to 95% and if it is below this then we investigate why. Given the pandemic complexities, we are pleased with the overall attendance. Persistent absence remains higher than we would like, but it is very difficult to challenge due to the need to self-isolate and therefore we cannot challenge absence robustly. WHA are the only school within the trust with lower persistent absence, but they only have Y7 students.

#### **How many students are taking the lateral flow tests every week?**

We have noticed a drop-off in providing kits which suggests a drop in engagement.

#### **ACTION: CS to ask the Ops Manager for lateral flow testing statistics and circulate them to the AC.**

#### **How many students were impacted by the latest Covid case?**

Only sixteen because the students had outdoor PE which restricted the number of cases that were in close contact.

### **TAGs**

The TAG process formally concluded on the 18<sup>th</sup> June 2021 when we uploaded the results to the Exam Boards. The Trust was very supportive with this process and we were able to share best practice. The process was quality assured and spot samples will be requested by the exam boards which we need to respond to within 48 hours prior to validation. This means that the students will get their results on the 12<sup>th</sup> August 2021.

### **How is staff morale?**

Staff morale is good currently because the majority of the TAG work took place in T5. There has been some disproportionate pressure on some teachers where they are solely responsible for a subject. All the staff are now feeling invigorated and are looking forward to the summer break.

### **Y11**

Y11 had a celebration assembly last week which was attended by 140 out of the 170 students who will come off roll on 25<sup>th</sup> June. 1400 photos were submitted by the students of their journey through the school. A transition programme has been provided and the feedback has been very positive, and Tim is proactive supporting students at risk of NEET.

### **Safeguarding**

External agency engagement remains challenging due to cases not meeting threshold; this is a national picture because the resource is finite. This can be distressing for the Safeguarding team, but they remain professional in dealing with this challenge.

### **Y7 Transition**

We had planned for a normal transition, but this has been impacted by the extension of the lockdown lifting. We have therefore adjusted the plan in order to adhere to DfE guidance and risk assessments. Every afternoon next week we will welcome primary school bubbles on site and provide a tour, a taster lesson and a welcome talk, as well as a virtual transition programme for parents.

### **Has all the Y7 information been received from the primary schools?**

Last year was impacted by the lockdown because the children were not on site at their primary schools. This year the Y6 pupils are on site and therefore the information is more robust. Kate Richardson (EP) has been working with non-CLF feeder schools to ensure a robust transition including pupil passport information. There will remain some variability, but we have been able to host transition visits for vulnerable pupils which is very positive.

### **Summer School**

The DfE are providing additional funding for summer school which has been welcomed. We have planned an extensive list of exciting activities to engage students.

### **ARV/Scrutiny**

This process has informed the start of next year's Academy Improvement Planning. Literacy and Oracy will remain a key strand, the quality of work (which has been impacted by the pandemic), modelling and explicitly teaching learning skills, middle-leader pedagogy, and respectful schools.

The top-down strategy for being an 'anti-school' is recorded in CM's Link Report and CM will actively monitor this approach as part of her link responsibilities.

### **The Board scrutiny referred to higher prior attainers and stretch and challenge. How will this be addressed?**

It is not clear how this conclusion was reached because it is not reflected in the data or the books. It was referred to in the last Ofsted report, therefore this is something that I will reflect on in my one-to-one with Sally Apps.

### **Can you evidence that you are stretching and challenging higher attainers?**

Yes, the data indicates this because their outcomes are better than their comparable peers with scores above zero.

### **AIP**

The AIP will be more focused this year with daily initiatives separated from key trails. Academy Council Link Roles will be aligned to the AIP to ensure strategic scrutiny therefore CR will speak with the Councillors individually to determine which roles will be most relevant and what commitment is required from Councillors and staff.

### **Is it possible for the Link Councillors to have a session with Chris re the AIP?**

Yes, this can be arranged.

**ACTION: CS to arrange for Chris to speak with the Link ACs when drafting the AIP.**

### **Ofsted**

We are entering an Ofsted year and are therefore anticipating a possible inspection late next summer, unless the legislation changes.

The risk register indicates that we have moved from 'Good' to 'Good with outstanding features'.

### **7, Governance: Link Reports**

***Papers circulated in advance.***

- Safeguarding – CR
- Diversity & Inclusion - CM

An Environment Link Academy Councillor is required therefore CR will liaise with Councillors to identify a volunteer.

### **8, Academy Council Membership**

No change.

### **9, Equality and Diversity**

See the Diversity and Inclusion Link Report.

### **10, Review Risk Register**

The Risk Register has been reviewed and circulated for information.

### **11, Policies**

**Policies that require AC review:**

- Learning Ready
- Looked After Children and Previously LAC
- Trips (*subject to a grammatical amendment to Page 7*)

**Proposal to approve the above policies: CR**

**Seconded: MM**

**Show of Hands: Unanimous**

**12, Matters for the attention of the Board/COAC.**

None.

**13, AOB**

*CR thanked CS and his team for their ongoing commitment and resilience during the pandemic and all the Academy Councillors for their support and challenge throughout the year.*

**14, Date of Next Meeting:** Tuesday 5<sup>th</sup> October 2021, 5.00pm

**Meeting ended at: 7.25pm**

<b>Item</b>	<b>Action</b>	<b>Initials</b>
<b>5</b>	<b>CR to email MN's PP questions to CS for follow-up.</b>	<b>CR</b>
<b>6</b>	<b>CS to ask the Ops Manager for lateral flow testing statistics and circulate them to the AC.</b>	<b>CS</b>
<b>6</b>	<b>CS to arrange for Chris to speak with the Link ACs when drafting the AIP.</b>	<b>CS</b>

**Approved:**



**Date: 5<sup>th</sup> October 2021**