



**Bristol Metropolitan Academy Council Meeting Minutes**  
**Tuesday 22<sup>nd</sup> October 2019, 6.00pm**  
**Venue – Conference Room**

**Academy Council:**

Clare Ryder (CR) <b>CHAIR</b>	<b>Sponsor 1</b>	Sally Apps (SA)	<b>Executive Principal</b>
Marie Mooney (MM)	<b>Sponsor 2</b>	Cameron Shaw (CS)	<b>Principal</b>
Martin Neary (MN)	<b>Sponsor 3</b>	Vacancy	<b>LA Rep</b>
Charlotte Muzabazzi (CM) *	<b>Sponsor 4</b>	Nigel Cooley (NC)	<b>Student Advocate</b>
Sky Westwood (SW) *	<b>Sponsor 5</b>		
Vacancy	<b>Teacher</b>	<b>In Attendance</b>	
Helen Harman (HH) *	<b>Support Staff</b>		
Aggie Bennett (AB) *	<b>Parent</b>		
Vacancy	<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 6.00pm.

Welcome to Clare Ryder, the new Academy Council Chair.

Absent with apologies: CM, HH, AB and SW. The apologies were received and accepted by the Councillors.

The meeting was deemed to be quorate.

**2, Declarations of Interest**

The attendance and pecuniary interest register was signed by all present.

**3, Minutes of Previous Meeting (27<sup>th</sup> June 2019), Actions and Matters Arising**

The minutes from the previous meeting were agreed to be a true and accurate record and were signed by the Chair.

3, CS to record the rate of change in proportion to the number of students, including PP and non-PP students - **Completed**

5, CS to reflect on how to mitigate against variation in KS3 provision – **Ongoing, the KS3 curriculum has been agreed by the Trust and the curriculum curators are working together to eliminate variation.**

8, CS to arrange for Jane Drury to attend an Academy Council meeting or indicate what she does – **Superseded. Jane Drury has now left the CLF and the post has not been backfilled.**

**ACTION: CS to determine the Trust strategy for Attendance.**

Attendance data for CLF indicates that BMA and JCA are joint-top in the Federation, however BMA aspire to have improved attendance.

8, AB to liaise with Nicola Hooper and Jo Fisher re LGBTQ provision in the academy – **Carried forward.**

#### **4, - Helen Barnes (HB) Careers Leader, and TH Holmes (TH)**

##### **Careers information education advice and guidance.**

There is a statutory requirement to publish careers information on the website.

[A new Careers page has been created for BMA.](#)

The Gatsby Benchmarks were introduced in 2015. TH works within the CLF and the City. BMA gives impartial guidance to KS3, KS4 and Post-16 students which encapsulates most of the benchmarks. All the Gatsby Benchmarks must be in place by 2021; BMA aspires to achieve four of the benchmarks by 2020, but are on track to achieve five. We intend to build upon successes at other schools and arranged a Careers Fair on Thursday which was focused on Y11's initially. The fair was well attended, and students made contact with Universities, Colleges, businesses and others. The feedback from parents has been exceptional and the students advised that the encounters were meaningful. Some of our Middle Leaders also made good links and have been identifying companies they can work with e.g. Airbus. We have been working with Bristol University for some of our Science courses.

The BMA curriculum provision is very strong in KS4, therefore KS3 will be our focus. A Link Academy Councillor is required for Careers who will be appointed this evening.

We will be introducing a breakfast session for PP and SEND students to meet with companies and in T2 we will introduce a 'Career of the Term' linked to PSHE and launched in an assembly. A Careers stand will be available at all Parents Evenings and students will be supported to make informed options decisions. Helen Foley is BMA's Enterprise Advisor and will meet with HB once a term to create and monitor an action plan. T6 research indicated that Drama, Science and PE are strong departments for careers. Action plans will be put in place for other curriculum areas to support the Middle Leaders in improving careers provision.

TH is taking on further training and will be trained to Level 6 in Careers Guidance this academic year.

The website will include summaries for employers, parents and students.

##### **How do you challenge the aspirations of the students so that they aim higher?**

We model success and give access to as many different organisations as possible. We can also provide specialist mentors where required. Our students are very aspirational, and we support them to achieve their targets.

##### **Do you have a broad range of employers suitably engaged?**

DAB Beechcroft is our business partner and we have connections with Rolls Royce. We are strategically trying to attract employers from specific areas.

##### **BMA have a good track record in achieving employment for their students, how do you support SEND students?**

We create close relationships with SEND students and provide mentors. Moving forward we are aiming to identify vulnerable students who would benefit from work experience. Transitional support for students who are moving into Post-16 is excellent.

##### **What is the percentage of students who go into apprenticeships?**

Ten students from last year's Y11 are in an apprenticeship. There may also be some additional students who have started a College course and moved into an apprenticeship later.

##### **Do you track and support students who are NIEET?**

Yes, we have close relationships with two students and are supporting them to engage with employers if they have dropped out of College.

### **Do you maintain a network of destinations?**

Yes, we have good links with the LA. The 16-25 partnership collates this information for schools and the data is available from November onwards.

### **Do you invite alumni to speak to students?**

Yes, we are developing a network of alumni who can come and speak to our students and six were available at the Careers Fair.

### **Proposal to approve the Careers Guidance document: CS**

**Seconded: MM**

**Show of Hands: Unanimous**

*(HB and TH left the meeting at 6.50pm)*

### **5, Academy Council Report**

***Paper circulated in advance***

#### **Behaviour and Attitudes**

Exclusions have reduced now that Learning Ready has embedded but remained at just over 8% overall compared to 5% nationally.

### **Why are exclusions higher in T6?**

We would have supported the students for almost an entire academic year, we operate a graduated response and all available interventions may have been exhausted by T6. Some students escalate their challenging behaviours approaching the summer holidays as they are anxious about not being in school over the summer and feel vulnerable.

### **Were there any permanent exclusions?**

No. A number of students undertook a managed move to another provision.

*MM attended the Academy Review Visit and noted that behaviour in classrooms was mixed.*

### **Some of the new classroom routines (e.g. standing up when a teacher enters the classroom) were not consistent?**

These are new initiatives that have just been introduced, staff and students are getting used to a new routine which should be embedded by T2.

*MM noted during the ARV that there are a lot of students in 'the street' at lunchtime that were interacting socially with each other.*

Yes, the Mobile Phone ban has been very impactful in encouraging students to engage with one another.

#### **Attendance**

Attendance is currently 95.7%. However, there are two inset days at the end of this term and therefore attendance this week has been impacted by students who are going on holiday.

### **Do you fine for unauthorised absence?**

Yes, however the fine is disproportionate and therefore parents are prepared to pay the fine to save on the cost of the holiday.

### **How are you supporting attendance for SEND pupils?**

Analysis of SEND attendance indicates that those with SEMH challenges have poor attendance compared to students with a physical disability or health need. We have a School Counsellor and a Mental Health Lead who can refer to CAMHS as well as the DSL. Historically CAMHS referrals have had to be via a GP which was a barrier for these vulnerable families. However, many of our students will not meet the CAMHS threshold, therefore we are investigating having a trainee Counsellor in the school which will not cost the school anything. We have introduced part-time timetable to re-engage students who are not in school. There are three very challenging students who are school-phobic and therefore we are encouraging them to liaise with staff. CLF Snowdon Village allows mainstream schools to work with a group of alternative provisions where students have a personalised timetable but retain their links with their home-school. This arrangement meets the needs of the students whilst ensuring they have access to as wide a curriculum as possible.

### **How are you supporting PP students with their attendance?**

BMA PP attendance is approximately 3% higher than the national average for PP attendance. However, we aspire for PP attendance to be higher at BMA. We have been trialling having ten key PP students in House Teams who are then prioritised for first-day calling. We are also trying to identify absence patterns so that we can pre-empt absence by phoning home before school in the mornings.

### **How do parents respond to receiving a phone-call?**

They are mostly engaged, particularly where they have left the house early in the morning and are not aware that their child has not arrived at school. There are some issues with parents being complicit in absence, but this is a minority and we challenge their responses. A weekly CLF attendance summary is circulated on Sunday evenings.

**ACTION: SW (as Safeguarding Councillor) to challenge patterns of absence for safeguarding issues (e.g. being used for sibling childcare).**

### **Personal Development**

This section has been updated in-line with the new Ofsted Inspection Framework.

### **Do the students self-select for the Duke of Edinburgh?**

Yes, because it is an extra-curricular activity. They need to attend 80% of the training sessions to undertake the expedition.

### **How do you make students aware of the availability of Duke of Edinburgh and the requirements?**

This year we have given assemblies for Y9 and Y10 and held a parents meeting.

### **How is the Duke of Edinburgh funded?**

The students fund the expeditions, apart from cover costs and the license.

### **How are PP students supported with this expenditure?**

We negotiate graduated payments and sometimes the Department of Education will waive the license fee on a case by case basis. BMA has a hardship fund, and in some cases can contribute to kit costs. NC also submits bid-writing to attract additional funding.

### **What percentage of PP students are accessing the Duke of Edinburgh Award?**

This information can be determined for the next meeting.

'Met Mastery' lessons are within the timetable for Year 7 and Year 8 students. Students get the opportunity to study, for 12 weeks at a time, a lesson of their choice from a suite of options. Across

the two years students will study six programmes that cover six effective core themes of developing effective citizens.

**ACTION – CS to determine how many PP students are accessing the Duke of Edinburgh Award.**

### **Safeguarding**

Safeguarding has been judged as effective at BMA.

We have a DSL and a Deputy DSL in post and four Heads of House who are trained to DSL Officer, as well as the Principal. Criminal exploitation of children and County Lines Gang Affiliation is an emerging threat for some of our students. We are working closely with our Local Beat Officer to prevent criminalisation of our vulnerable students.

Not all the staff have received Safeguarding training; the Safeguarding Academy Councillor has been on maternity leave and will complete training on return. The new Deputy DSL will track staff training to ensure full compliance.

### **Some of the students could not find the Safeguarding office?**

The office has moved to the middle of the street with a window onto the street.

## **6, Achievement and Standards**

### **Student Outcomes**

Teaching is currently good and student outcomes are outstanding.

BMA had their best progress and attainment results in the summer however this was the strongest cohort on entry.

### **Were they a cohort of high attainers?**

The average point score on entry was the highest that this academy has had, however attainment was still higher than we anticipated. Basics 9-5 was very strong and just below national average. All three buckets had strong outcomes which has bucked the trend in previous years. Computing and DT had rapid improvement plans which had impact.

*The Academy Council congratulated the staff and students for their excellent outcomes in the summer.*

### **A gender gap has been identified, do the local sports clubs run outreach programmes that could engage boys?**

We have strong links with the Bristol Fliers and a new link with Bristol Volleyball. We also have STEM links with the University.

**ACTION: CS to determine additional links with local sports clubs and the University to engage boys.**

### **What is this year's cohort like?**

They have mock exams in the first week of T2 which will give us data for outcome predictions.

## **7, Safeguarding**

See above.

## **8, Finance, Health & Safety and Estates**

The first monitoring of the new financial year has not yet happened.

The Fire Risk Assessment Report has been circulated.

## 9, Staffing and Wellbeing

The vacancy for Computing and ICT has been re-advertised for the sixth time as recruitment to this post has been very challenging.

### Have you offered a retention payment?

Yes, we had authorisation from CLF HR for this, but recruiting to the post remains challenging as ICT jobs are well paid compared to ICT teachers. Digitech is investigating how to work with graduates to improve provision.

### Could you share ICT resource across the CLF?

Recruitment to ICT posts is difficult across the Trust and therefore there is no spare capacity. It is a national policy to have ICT on the curriculum, therefore the government may incentivise training ICT teachers in the future.

## 10, Policies that require review

None.

## 11, Governance

The Parent Councillor vacancy has been advertised and will be filled next term.

### Link Roles:

- **Safeguarding** - SW
- **Health & Safety** - HH
- **SEND** - MN
- **LAC** - MN
- **Pupil Premium** - CR
- **Careers** – MM
- **Equality & Diversity** - AB

Links to the AIP will be discussed at the next meeting.

## 14, Matters for the attention of the Board/COAC

None.

## 15, AOB

None.

**16, Date of Next Meeting:** Tuesday 26<sup>th</sup> November 2019, 6.00pm

Item	Action	Initials
C/F T6	AB to liaise with Nicola Hooper and Jo Fisher re LGBTQ provision in the academy	AB
3	CS to determine the Trust strategy for Attendance.	CS
5	SW (as Safeguarding Councillor) to challenge patterns of absence for safeguarding issues (e.g. being used for sibling childcare).	SW
5	CS to determine how many PP students are accessing the Duke of Edinburgh Award.	CS
6	CS to determine additional links with local sports clubs and the University to engage boys.	CS

Approved: \_\_\_\_\_ Date \_\_\_\_\_