

Minutes – Bristol Brunel Academy Council

Version: Approved

Date 7th October 2024

Location: Bristol Brunel Academy

Time: 5.30 pm

Academy Councillors:

Nicky McAllister (Chair) - Sponsor Councillor
 Nicola Pearce – Sponsor Councillor
 Heather Milburn – Student Advocate
 Rosie Hunt – Sponsor Councillor
 Sharon Porter – LA Representative
 Georgina Hopkins – Parent Councillor

Invitees:

Jen Cusack – Head of School
 Kelly Jefferies – Vice Principal
 James Ferguson
 Tom Leahy

	Description	Action
1	Introductions	
1.1	NM welcomed everyone to the meeting and introductions were made. Apologies were received from SA & CS	
2	Declarations of Interest	
2.1	There were no verbal declarations. Councillors were reminded to complete the 24/25 written declaration of interest form on Governor Hub as soon as possible.	
3	Academy Council Membership	
3.1	<p>Following an external review of governance and consultation with COAC's, the constitution of the Academy Council has now changed to 5 Sponsored Councillors, 2 Parent Councillors, 1 Teaching Councillor and 1 Support Staff Councillor.</p> <p>Additionally, NM will shortly be stepping down as Chair and Academy Councillor at BBA. Existing Councillors have been asked to nominate themselves for the Chair role via email to CS.</p> <p>The Academy Council has the following vacancies: 1 Sponsor Councillor 1 Parent Councillor 1 Teaching Councillor 1 Support Staff Councillor</p> <p>These vacancies are being advertised appropriately for each time of role and the appointment/election process.</p>	

	Description	Action
	<p>Councillors agreed link roles for the year, which along with the constitution changes, have also been streamlined this year. Academy Councillors are expected to have the following link roles: Safeguarding, SEND, Disadvantage & Careers.</p> <p>Safeguarding – SA Careers – NP SEND – RH Disadvantage – GH</p> <p>In addition to these link roles, it was also agreed that the Academy Council would like to retain it's focus on EDI and so SP would continue in this link role.</p>	
4	Minutes of Previous Meeting	
4.1	The minutes of the meeting of 1 st July 2024 were agreed as accurate and approved.	
5	Matters Arising	
5.1	<p><u>ACTION: JC to bring the minutes late and actions to the next meeting.</u> 13/05/2024 - Data will be available at the next meeting – carry forward 01/07/2024 – carry forward 7/10/24 – gave an update on the number of students who are late to the academy and will review again in T3 agenda – CARRY FORWARD</p>	JC
5.2	<p><u>ACTION: Clerk to add lateness to the next agenda.</u> 01/07/2024 – add to T2 agenda so that T1 data can be reviewed 7/10/24 – included in action above - COMPLETE</p>	Clerk
5.3	<p><u>ACTION: JC to consider with SLT how critical thinking skills/future citizens teaching/development can be developed.</u> 7/10/24 – CARRY FORWARD</p>	JC
5.4	<p><u>ACTION: Clerk to add presentation on EDI strategy to the next agenda.</u> 7/10/24 - COMPLETE</p>	Clerk
5.5	<p><u>ACTION: JC to ask HR for the Trust policy on inclusive recruitment</u> 7/10/24 – Councillors discussed the Academies subscription to Socially to ensure adverts are reaching as wide a group of potential candidates as possible. <u>ACTION – JC to email Mike Reynolds to understand what is included in the subscription.</u> <u>ACTION: NM to raise inclusive recruitment at COAC</u> <u>ACTION: JC to ensure this is included in the ARSA</u></p>	JC
5.6	<p><u>ACTION: NM to raise inclusive recruitment at COAC as above (7.25 – 7.28)</u> 7/10/24 – included in action above - complete</p>	NM
5.7	<p><u>ACTION: JC to invite the mental health lead to the next meeting.</u> 7/10/24 – Clerk to diarise in T3 agenda.</p>	JC
6	EDI	
6.1	<p>JF gave a presentation on the academy's EDI journey and EDI plan. The presentation was shared prior to the meeting and discussions focussed on a sense of belonging, world celebrations, student voice around what they would like to see, inclusion groups and racial literacy for staff.</p> <p>Next steps include ensuring morning routines are really welcoming and the importance of the role of tutor, feedback from students around protected characteristics, staff training and assemblies, staff EDI champions and EDI in the curriculum.</p>	
6.2	Q: How do you deal with current affairs in school?	

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6.3	It's important to ensure that we have trusted staff who can manage discussion in a safe way, we hold assemblies and we seek advice from colleagues as to the best way to approach news items.	
7	Y11 data	
7.1	<p>TL gave a presentation on Y11 data. The presentation was shared in the meeting papers and discussions focused around Y10 data for this cohort, the history of their education in relation to the pandemic, concerns around the early indication data in comparison to previous year groups at the same point in the year.</p> <p>Councillors discussed subjects that are performing well and key trails, which include closing the gap for students in receipt of PP in both 9-4 and 9-5 grades and closing the P8 gap for those in receipt of PP.</p> <p>Councillors discussed the RAT foci for the rest of the year, what staff are doing to improve outcomes including assemblies about how to revise and tutor time bitesize lessons, parental engagement, online videos and supporting document vault, parent meetings and parents' evening, exam preparation and walking talking mocks.</p>	
7.2	Q: Could a schedule of mock exams be shared with Y11 parents at the start of the academic year so that families can support students to revise at the right times with plenty of notice.	
7.3	<u>ACTION: TL to ensure a schedule of mock exams are shared with parents asap and at the start of each year going forward.</u>	
7.4	Q: Is the stress that staff are feeling about this cohort being passed onto students?	
7.5	A: Staff and student shouldn't be feeling stressed about exams and outcomes. Staff are supported and held to account for the outcomes of heir students, but this shouldn't be stressful and any stress they are feeling shouldn't be passed on to students. We are supporting students to understand how to study and revise, but also how to look after their mental health and wellbeing and understand how they relax and rest.	
7.6	Q: For those students who are expected to achieve higher grades, how are we supporting them to ensure that they reach their full potential?	
7.7	A: These classes/sets have some of our strongest teachers working with them as well as support from P16 providers to ensure they have what they need to move on to their preferred next steps. All students, regardless of their set/predicted grades, are part of the RAT work and make sure everyone is reaching their full potential.	
7.7	Q: What has the uptake of additional support sessions been so far this year?	
7.8	A: So far, uptake has been disappointing as staff are giving a lot of extra time and support to students and it's only having an impact on a handful of students. We are going to increase the advertisement of it at home and in school to encourage good attendance.	
7.9	Q: Do these sessions clash with the enrichment programme?	
7.10	A: Y11 engagement in enrichment is lower so we don't see this as a barrier to good attendance. Attitudes to additional study seem to have changed in recent years and so engagement in holiday sessions etc tends to be much less now.	
7.11	Q: Is there scope for compulsory additional sessions?	
7.12	A: There used to be a P7 session which was compulsory, but attendance was difficult even when we provided snacks and incentives. We want to develop them to be motivated and want to achieve the best grades possible for themselves as well.	
8	Academy Council Report	
8.1	The Academy Council report was shared in the meeting papers prior to the meeting and Councillors submitted questions via Governor Hub for discussion in the meeting.	
8.2	Q: What do you think are the reasons for internal truancy? Are they particular cohorts, does it recur for certain subjects/teachers/students, and what actions are you taking to address this?	

	Description	Action
8.3	A: We are concerned about truancy and staff have met to discuss poor behaviour, refusal to go to lessons and refusal to go home when suspensions are issued. We are experiencing a similar picture to our neighbouring schools so we know it's not a BBA specific issue. There are some students who need to access AP but there are currently no spaces in the city to accommodate them. There are also a number of students who experience EBSA for which they are receiving or on a waiting list to receive counselling, however there is not enough capacity to meet currently needs. Our curriculum is proudly ambitious, but this makes it very difficult for students who miss many lessons to feel like they can catch up. The Academy Council identified this as a trail for them.	
8.4	ACTION: Clerk to diarise internal and external truancy in T2 to revisit this trail	CS
8.5	Q: The "why" is important here too in relation to truancy. How will you identify barriers and who is best to lead on this?	
8.6	A: We record truancy well in registers so Tutors can have conversations with their students and other members of staff who have good relationships are often able to get students into lessons if they are available to do so.	
8.7	Q: Are your attendance strategies, including home visits, having an effect?	
8.8	A: Home visits aren't always about encouraging a student into school. Sometimes it's a safeguarding check so that we know that they are well. It can really depend on a student's mental health as to whether a home visit successfully encourages them into school. Phased timetables can be successful with regular review periods, often more so that home visits.	
8.9	Q: In removing the detention at the end of the day, are you taking away a sanction? Can you explain why this has happened and is anything replacing it?	
8.10	A: We are reviewing the Safety Net provision and the sanctions we have in place for students when they don't do the right thing. We are now keeping students in detention during social times rather than after school.	
8.11	Q: Assuming coffee mornings are attended by a small percentage of parents, how do you share information or collect parent voice from those who can't attend? Particularly from those from a disadvantaged background or those who have English as an additional language. Could there be other opportunities to collect parent voice, such as parents' evening?	
8.12	A: We could start to use iPads again during parents' evening (ACTION: JC). We also have SEND coffee mornings and our parent information evenings are recorded and made available on our website. Many staff have other languages so we can translate to many languages in house. Our letters are translated so families receive our letters in their home language. We run our coffee mornings regardless of attendance rates as they are useful sessions for those to do attend.	JC
8.13	Q: How will the SEND Mind Space room be staffed and how will staff be supported/trained to integrate students back to lessons? Is feedback good so far?	
8.14	A: The Mind Space isn't about transitioning into lessons, it's more about a space to reflect and regulate. This is about students doing this for themselves rather than having staff there to support them in their regulation. Feedback is good so far, it feels very different to the current room.	
8.15	Q: How are you monitoring and evaluating the strategies being put in place to improve T&L and address the needs of neurodiverse and SEND students? Would it be useful to organise a learning walk to see these strategies in action?	
8.16	A: In term 5, we modified the T&L framework to align with the 5 a day guidance. In term 6 we had feedback through R&R and observations. There will be more feedback in T2 and there is training happening shortly. A learning walk would be helpful to sit alongside the RAT book looks.	

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8.17	ACTION: JC to organise a AC learning walk (see point 8.16)	JC
8.18	Q: The report stated that the graduated approach will be relaunched and embedded. Does that mean that it's not been fully embedded to date and if so, could to provide some background?	
8.19	A: The graduated approach looked great but didn't work in practice so well. It's been reviewed and is now available to staff. We have decided to be more transparent with staff this year with greater information sharing about student behaviour incidents. Tutors can now see CPOMS alerts. It was agreed that this is a trail for the Academy Council this year.	
8.20	Q: How will you evaluate the effectiveness of the Period 5 silent reading strategy? How many Y7 students will need interventions, and can this be achieved? Did all of the students in last years Y7 get the interventions they needed and if not, does this carry into Y8 with them?	
8.21	There were several reasons why we put silent reading into P5. It was removed from tutor time to give more time to building those relationships between tutors and students, and as P5 falls after lunch, it is a nice activity to do to calm and refocus ready for afternoon lessons. There are boxes of books for students to help themselves to. It's not there to improve reading, but to encourage reading for pleasure. We will move reading back to tutor times after Christmas. In terms of those needing reading interventions, we prioritise those with a reading score of 80 or below. The reading tutor was really successful and we are currently recruiting to that role. Once in role, we will review our interventions.	
8.22	Q: The reframing of award code 1's to House Points has not been communicated to parents and I don't think students understand fully either. Could you take us through this change please?	
8.23	A: JC described the change from SIMS to BromCom and the limitations of the new system in terms of recording Code 1's. House Points are celebrated in tutor times and individuals are celebrated through rewards periodically throughout the year including invitation to celebration trips.	
8.24	Q: What is the impact of the building works agreed by BCC not being completed?	
8.25	A: We honoured their request to increase our PAN several years ago and we are still chasing the corresponding building updates. There is a dropped curb needed that impacts our wheelchairs users and changes to a fire exit as well as updates to a changing room so that it can have a dual use.	
8.26	Councillors discussed the Anti-Racist School Award (ARSA) and the need for a link Councillor for the award. ACTION: CS to diarise discussion with new Councillors once appointed.	CS
8.27	Councillors discussed the current financial position of the school, which is on track, staff wellbeing and recruitment. Recruitment continues to be challenging, as it does nationally.	
8.28	HM gave an update on student voice, including their views on uniform and catering.	
8.29	ACTION: Councillors requested that the Eco-Coordinator join the next meeting to provide an update – Clerk to diarise.	CS
9	Policies	
9.1	There was an update from the Policies Committee. NP kindly volunteered to join the Policies Committee this term until a long term policies committee member can be found.	
10	Matters for COAC/Board	
10.1	NM to raise inclusive recruitment at COAC – included in action above.	
	AOB	

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	None	

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