

Minutes – Bristol Brunel Academy Council

Version: Draft

Date 11th October 2021

Location: Online via Teams

Time: 5.30 pm

Present:	Nicky McAllister (NM)	Chair of Academy Council
	Helen Pascoe (HP)	Sponsored Councillor
	Emma Thorn (ET)	Sponsored Councillor
	Emma McAvoy (EM)	Sponsored Councillor
	Nicola Pearce (NP)	Sponsored Councillor
	Naomi Soper (NS)	Teaching Staff Councillor
	Sophie Elsbury (SE)	Support Staff Councillor
	Nicky Goodall (NG)	Parent Councillor
	Rahana Davies	Parent Councillor
	Jon Jones	Principal
Attendees:	Charlotte Seavill (CS)	Academy Council Clerk
	Simon Jones (SJ)	Assistant Principal
	Jen Cusack (JC)	Assistant Principal
	Vic Boynton (VB)	Vice Principal
	Dave Busby (DB)	Curriculum Leader for Maths
	Jenna Godsall (JG)	XXX
Apologies:	Sally Apps (SA)	Executive Principal
	Hanifa Tazaoui (HT)	Student Advocate

Item	Description	Action
1	Introductions	
1.1	Introductions were made.	
2	Declarations of Interest	
2.2	<u>ACTION: All councillors to complete a Declaration of Pecuniary Interest form online</u>	ALL
3	Minutes of Previous Meeting	
3.1	The minutes of the meeting were agreed as accurate.	
4	Matters Arising	
4.1	The council asked to see updated behaviour data in the new year and any identified patterns and interventions.	Complete – see Principals Report
4.2	The academy had a H&S audit recently which was very successful. There are some improvements to be made, including the completion of councillor training, which needs to be completed as soon as possible. Councillors were asked to contact the Clerk if there are any questions about completing training.	Complete Action – All councillors to complete 21/22 training
4.3	The council were asked to note the Online Safety Policy and the Charging and Remissions Policy in particular.	Carry forward

Item	Description	Action
4.4	The Remote Learning Policy states that councillors are responsible for its implementations and asked to discuss this more fully in the future to understand who will take this responsibility.	Review in January via link visit with T&L Link Councillors. Clerk to diarise in Agenda
4.5	The council welcomed the new student voice councillor and agreed to arrange a meeting with the Chair and Principal to discuss how to best implement this role in the academy	NM to action
5	Governance	
5.1	Membership – An advert for the Support Staff Councillor role has been sent to all staff. There is a LA Sponsored Councillor role vacancy.	
5.2	Link Roles – All councillors retain their link roles from last year with the addition of T&L for NG, EDI for NS and BAME for HT. ACTION: NG to provide report from meeting with SE	NG
5.3	Training – ACTION: All councillors to complete their Nimble training online. The successful Support Staff Councillor will need to complete full H&S Training upon appointment.	ALL
6	Maths Presentation from Dave Busby	
6.1	Following a self-evaluation of the maths department, where three years of outcomes have been compared, the maths team have identified areas of strength, such as the minimal disadvantage gap and the significant improvement in the performance of students with SEND, and areas in need of improvement, such as outcomes for girls and HPA (especially disadvantaged students in those trails), and ensuring the departments feedback policy allows students to understand the feedback being given to them and what they need to do to move to the next stage. The strengths are largely down to having 100% maths specialist teachers in the department, focussed subject development and intentional PD actions and a strong department culture of feedback and reflection. In order to make the improvements needed, leaders are going to ensure that QA is more systematic going forward, including scheduling learning walks and linking observations in learning walks to observations in book looks. QA will focus on key trails also. There will be specific development actions for staff and subject development to continue developing the BBA curriculum with the CLF schemes of learning. The council was reassured of the strong leadership in the maths department.	
	Questions from Academy Council	
6.1.1	When you walk in to a maths classroom, are students really engaged? Are lessons fun? Are topics bringing maths to life?	
6.1.2	Following the Ofsted evidence review in the summer, the report confirms 2 key points: that success in the subject directly correlates to enjoyment of maths and that when students who suffer with maths anxiety acquire key maths skills, they feel more successful. Therefore, at BBA, staff are working to make students feel successful in Maths and for classes where support is needed, robust actions are in place.	
6.1.3	Is it possible for students to remain with the same teacher for more than one year so that they retain consistency of teaching style, expectations and confidence.	

Item	Description	Action
6.1.4	Every effort is made to ensure that students have the same maths teacher for years 10 and 11. Interestingly, in 19/20 teachers retained their previous years classes and there was evidence of negative relationships and disengagement.	
6.1.5	What do interventions for improving teachers from good to excellent look like? How often are they being observed and provided with feedback?	
6.1.6	The frequency is right at the moment but it's not systematic enough. Learning walks need to be linked to key trails and books as well as teacher's PD actions.	
6.1.7	What support is in place for maths leaders to coach and support staff?	
6.1.8	Maths leaders are working towards NPQ professional qualifications this year and every third subject development session will be used as an opportunity for coaching and PD actions.	
6.1.9	Is it possible for someone to be consistently excellent or can we sometimes expect that it can only be good?	
6.1.10	The department (and Academy) aspires for excellence. There needs to be consistency across the department and leaders need to address areas that are not yet consistent to give them the skills and conditions for success.	
6.1.11	Why have the outcomes for some groups and sub groups gone down?	
6.1.12	Staff use the black box data to drill down to individual progress and attainment which is reviewed in subject development sessions. These students and/or groups are then monitored in learning walks and focussed in staff PD. There needs to be further investigation into these trails and actions taken.	
7	The Brunel Way	
7.1	The council received an update on the most recent version of the Brunel Way, which included updates to better reflect the intentions of the academy and the values of the trust. The council were pleased with the simplicity of the vision to guide students and staff to achieve success.	
	Questions from the Academy Council	
7.1.1	How are students responding to it?	
7.1.12	Students are responding well and most people in the academy can speak clearly about the 5 strands. Students have plenty of opportunity to provide feedback and so far, they are happy.	
8	Academy Council Report	
8.1.1	How are the ARV outcomes going to be followed up? And how often are they reviewed?	
8.1.2	There is a trust wide cycle that ensures regular follow up to ARV feedback, including ARMs and line management meetings, so that feedback and actions are followed through. Councillors can also pick up threads during link meetings and visits. Outcomes/actions and feedback are reviewed on a case by case basis but at least one a term but often more than that.	
8.1.3	Can you give an update on students using the Safety Net and strategies for reducing informal sending out of the classroom.	
8.1.4	There is no informal sending out of classrooms. Students leaving classrooms are doing so for specific reasons. Students who use the Safety Net are doing so for the remainder of that lesson. Pastoral staff are working with students who find themselves in the Safety Net often and are working with staff to ensure that students remain in lessons as much as possible. Since September, there has been a reduction in the number of students using the safety net and	

Item	Description	Action
	more importance has been put of staff forming good relationships with students which increases students remaining in the classroom. Year teams run the Safety Net and staff there connect well with students and engage them ready for their next lesson.	
8.1.5	Can you explain how Y11 stay in lessons and aren't referred to the Safety Net?	
8.1.6	In order to maintain and build students confidence and keep students in lessons, teachers don't send Y11 students to the safety net, but instead have a reset conversation with students outside the classroom and bring them back into the lesson. This is around 85% successful and so the majority of students remain in lessons. Sometimes when this doesn't work, students re buddied with another Y11 class, which allows them to continue learning in another class.	
8.1.7	Is it possible to timetable period 7 for Y11 students to support them in areas such as exam preparation and wellbeing?	
8.1.8	We have the ability to timetable period 7 afterschool sessions with staff but this has been on hold during the less certain times over the last 18 months due to the financial expense and COVID restrictions.	
8.1.9	The report includes a section about a new system for improving attendance, what are these changes and how are students being selected for interventions?	
8.1.10	The attendance strategy was rewritten in term 6 of last year and tweaked in the first half of this term. It has been simplified and the system of phone calls, letters and face to face meetings streamlined. It's a difficult point in the year, as all absence has a large effect on attendance percentages so the impact of the new strategy won't be evident until next term.	
8.1.11	How can the academy council measure the effectiveness of the new strategy?	
8.1.12	By ensuring that staff are sticking to the new strategy and measuring to see if attendance improves.	
8.1.13	How will the academy support disadvantaged students to participate in enrichment activities?	
8.1.14	The current enrichment offer was shared via Teams chat. There are also a number of activities scheduled for later in the year such as chess, debate club, Duke of Edinburgh award. Enrichment forms part of teachers directed time and we need to ensure that are clubs that students want to do. Staff positively encourage all students to try new things and find something they enjoy. There are also the inclusive groups such as BAME and LGBTQ+ as well as environmental groups.	
8.1.15	How are young carers supported to participate in enrichment activities?	
8.1.16	There is a member of staff leading on the academy achieving the Young Carer Gold Award which will address areas such as this. We work hard to support these students already, with the help of outside agencies etc but there is still improvement to be made. Currently, young carers access enrichment outside of school with the help of local organisations and charities with the support of the academy.	
8.1.17	With reference to training for PSHE, how are staff selected to teach PSHE and how often are they observed?	
8.1.18	PSHE is currently spread across many teachers timetables and the model doesn't serve the academy well. SLT are therefore looking at how e can reduce the number of people teaching it to make it more consistent. There	

Item	Description	Action
	are 2 leaders of PSHE looking at ways to improve the way it is taught. The most likely solution is that these leaders will teach the vast majority of it, with the rest being taught by the PE department. In order to make this work, there needs to be a new RS teacher appointment.	
8.1.19	Would it be possible to recruit a dedicated PSE teacher?	
8.1.20	In terms of professional development, a PSHE teacher isn't a common role and it would be difficult for them to move on to a new role elsewhere having solely taught PSHE.	
8.1.21	Do you have experts in particular fields (eg. sex education or substance misuse) to deliver sessions?	
8.1.22	Yes, there are subject specialists in the academy but we also use lots of guest speakers and organisations to provide assemblies, lessons and workshops. Now that many restrictions have been lifted, we can welcome these visitors back again.	
8.1.23	The council discussed the possibility of a HLTA delivering the PSHE curriculum. Currently, HLTA and LSA's deliver small group sessions to support the wider PSHE curriculum.	
8.1.24	The safeguarding team is getting bigger and is a great financial cost for the academy – how do we measure their effectiveness?	
8.1.25	We need to ensure that there is value for money so SLT are measuring effectiveness in terms of improved attendance, behaviour and outcomes along with the effective and timely dealing of safeguarding concerns longed in CPOMS. We are seeing an increase in the number of CPOMS reports due to the increased capacity of the team, which are being dealt with rapidly. The DSL and DDSL are now able to focus on more proactive strategic work as there is greater capacity in the team, rather than being working reactively which is really positive.	
8.1.26	Do you have data available from the recent book look and tutor time reading?	
8.1.27	There has been a focus on setting books up properly at the beginning of the year and Book Looks are underway this week. Data will be shared with the council at the next meeting. <u>ACTION: Clerk to add Book Look data to next agenda.</u> Tutor time reading is where tutors read to students during tutor time. These sessions have been observed by leaders and feedback provided. For staff with dyslexia or reading difficulties, support is ongoing. For morning reading, students in years 7-9 walk into the academy and to their classroom holding their books. This gives staff a lovely opportunity to talk to students about their books in the corridors. They then do 10 minutes of independent reading time. Years 7&8 also use accelerated reader to ensure they have access to books they are interested in at the right reading age.	CS
8.1.28	How are students with SEND supported in the independent reading time?	
8.1.29	Students are supported in choosing a book that is both interesting to them and reading age appropriate. They are tested on their comprehension and move through the accelerated reader programme. Reading in tutor time is aimed at extending students vocabulary by being read to. The librarian is very good and supports students well in choosing books.	
8.1.30	Do students have the opportunity to feedback how they feel about it?	
8.1.31	There have been feedback opportunities, with a focus on PP students of varying abilities. It is raising the profile of reading and that is really important.	

Item	Description	Action
	Students have accepted it as part of the school day and although some may not like it, it is the right thing to do.	
8.1.32	Can you explain the Delta project in more detail please? How has the need been identified, what is it aiming to improve and how will we know if it has been successful?	
8.1.33	The academy is looking at the effective use of LSAs, including PD for LSAs and best practice for teachers working with LSAs. Initial findings were shared in a report via Teams chat.	
8.1.34	COAC discussed whether EDI should be a single item on the agenda or whether it should be addressed in all aspects of the agenda?	
8.1.35	The council discussed how it should be threaded throughout the agenda as it currently is with a summary item in the agenda to provide an overview of how the academy is ensuring EDI remains a priority. <u>ACTION: NM and NS to meet to discuss how EDI work can be adequately reflected in the minutes of meetings.</u>	NM/NS
8.1.36	The Risk Register includes an item regarding the extension of PAN. Will there be a consultation with parents or the community about this? Are students feeling the impact of a larger year 7 cohort this year? Is the infrastructure adequate to accommodate additional students, such as catering?	
8.1.37	This is a complex and multi-faceted issue. Where else are these children going to go to school? Of course we need to support our current students and the challenge is the right one, but these are children in our community and there aren't enough school places for them currently. Local children should be able to go to their local school. In terms of catering, there have been challenges this term due to staffing problems but this would have been the case regardless of the number of students. The community will be kept abreast of all the latest information regarding the PAN and any changes to the academy when information is available to share.	
9	Finance, Health & Safety and Estates	
9.1	No update	
10	Policies	
10.1	The policies approved at the last meeting were shared in the report. The policy review meeting takes place on 13 th October.	
11	Global Awareness	
11.1	There is an Environmental Coordinator at the academy now who will coordinate the student representatives for the conference on November 17 th . A group of Y8 students recently sent questions for local dignitaries to answer at a conference organised by UWE.	
12	Matters for the Board	
12.1	None	
13	AOB	
13.1	None	

The meeting closed at 7.35 pm.