

Minutes – Bristol Brunel Academy Council

Version: Draft – to be approved at the next AC meeting on 5th December 2022

Date: 17th October 2022
Location: Online via Teams
Time: 5.30 pm

Attendees:

Nicky McAllister (Chair) - Sponsor Councillor
 Emma Thorn – Sponsor Councillor
 Nicola Pearce – Sponsor Councillor
 Dan Nicholls – Executive Principal
 Jon Jones – Principal
 Naomi Soper – Teaching staff councillor
 Nicky Goodall – Parent Councillor
 Sydney Wesley-Weeks – Support Staff Councillor
 Charlotte Seavill - Clerk

Invitees:

Jen Cusack – Vice Principal
 Jonny Mercer – LA Representative – Observer
 Laura Miles – Curriculum Leader for MFL

Apologies:

Rahana Davies – Parent Councillor
 Helen Pascoe – Sponsor Councillor

Item	Description	Action
1	Introductions	
1.1	Introductions were made.	
2	Declarations of Interest	
2.2	No new declarations.	
3	Minutes of Previous Meeting	
3.1	The minutes of the meeting were agreed as accurate.	
3.2	ACTION: CS to start a questions page in Teams for each meeting	CS
4	Matters Arising	
4.1	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. COMPLETE	Review in January via link visit with T&L Link Councillors. Clerk

Item	Description	Action
		to diarise in Agenda
4.2	ACTION: SLT link to summarise next steps and send to JJ, NM & CS. COMPLETE	SLT Links
4.3	ACTIONS: Councillors to create a list of 3-5 strengths and challenges in their link area with their link staff member C/F <u>ACTION: CS to share link partnerships to everyone - COMPLETE</u>	ALL CS
4.4	ACTION: NM/HP to discuss the current policies committee team <u>ACTION: All councillors to consider joining the policies committee and email HP with their interest - ONGOING</u> <u>ACTION: HP to cover the Remote Learning Policy in the T&L link visit COMPLETE</u>	NM/HP ALL HP
4.5	ACTION: CS to circulate BCC training offer to councillors COMPLETE	CS
4.6	ACTION: Councillors to focus on how the academy meets SEND students' needs and progress for SEND students, destinations, pathways and safeguarding after the September CLF SEND Impact review visit. COMPLETE	ALL
4.7	ACTION: JJ to provide data on the subgroups of bullying in the next AC report to identify trends in the types of bullying occurring. C/F	JJ
4.8	ACTION: JJ to bring staff voice feedback to the next meeting COMPLETE – JJ provided an overview of the feedback. JJ talked through the questions used and councillors discussed how feedback is generally really positive. Councillors discussed how Ofsted will run a similar process for staff, students and families during their visit. <u>ACTION: JJ & JC to identify areas in need of support in terms of teacher workload and report back to AC with results and actions.</u>	JJ JJ & JC
5	Governance	
5.1	Membership: Councillors welcomed SWW to the team. An application has been received for the Sponsored vacancy and is being processed ready for the next meeting. There is a Student Advocate vacancy – recruitment ongoing. Training: Safeguarding training was provided for councillors prior to the meeting. Further training using Nimble will be available as soon as tech issues are resolved. Declarations of Interest: Councillors discussed the Form for renewing declarations for 22/23.	
6	MFL Presentation with Laura Miles	
6.1	LM presented the summer results for GCSE groups in French and Spanish. Councillors looked at attainment, progress and various groups. Trails are SEND K and HAP and for teachers to have an even better understanding of their students. Predicted data for Year 10 was presented with a focus on HAP, MAP and Boys groups. Staff are confident that students are in the right sets and the tier exam chosen. There are more students sitting the higher tier paper than the foundation tier paper this year. LM explained how teachers are getting to know their students and how additional opportunities, such as tutor time, are being utilised.	

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	<p>Councillors discussed how at BBA, the CLF and nationally, reading and listening skills are the weaker of the 4 language skills, with writing and speaking being stronger across the board.</p> <p>LA explained the focus on the translation segment of the reading paper as it comes with a higher percentage of marks and translation precision and retrieval in lessons.</p> <p>Actions going forward include focussing on the disadvantaged and SEND groups, the new GCSE programme for current Y7 students, improvement of listening, reading and translation at KS3 and GCSE and improvement of the GCSE HAP group results. In order to achieve these goals, there will be a strict revision program from December, a week by week timetable to follow at home and being given the resources and skills needed to revise well.</p>	
6.2	Will Y10 students sit mock exams in January?	
6.3	We will tailor a paper to the topics they've already covered rather than giving them the whole paper.	
6.3	Does the revision guide point to the balance for the 4 aspects of examination?	
6.4	<p>It's guided per topic. There is listening and reading included as well as being supplemented by staff. There are various websites, music, tv, BBC bitesize etc resources available that are recommended by staff.</p> <p>There are 3 lessons a week where all skills are embedded into the scheme of work. We should have covered the curriculum by the end of December so there will be lots of time to cover exam technique and revision.</p> <p>Councillors were reassured by the focus on each individual person and bespoke support offered.</p>	
7	Academy Council Report	
7.1	There is a significant number of BBA staff supporting other academies. This is an excellent reflection on the quality of our staff, but are we confident that it is not having a detrimental effect on BBA and is it equal to the support given by other academies?	
7.2	<p>We are very proud of how staff at BBA progress and the number of colleagues who have gone on to senior leadership positions. We have always struck that balance, between maintaining a strong team here and enabling career progression. We feel that we have reached the limit of the support we can offer other academies for now, but we continue to support colleagues in their aspirations as we always have.</p> <p>All academies in the Trust give time to others and support, and at one time BBA was in need of that attention. We are in a fortunate position now where we can offer that support back to others, and are doing whilst maintaining a healthy balance.</p> <p>Councillors are really pleased with the appointments made in interim posts and remain confident that succession planning is strong.</p>	
7.3	Is there a forum to regularly review this with SLT?	
7.4	It's a regular conversation with the EP as well as being part of the academy risk register and Trust risk register under staffing and capacity.	
7.5	Councillors discussed staff retention generally at the academy and are reassured by the healthy balance of retention, movement and promotion.	
7.6	Does this data include the final P8 score, are you happy with it and what trails might Ofsted raise as a result?	

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7.7	The Progress 8 score will go through a process of validation but we will have a final result at the end of November. It's a shame to have scored lower than last year as we usually perform much better. We're really pleased with strong English and Maths improvement. Results in science will be a trail for us.	
7.8	In terms of staffing, do we have the right people in the right place?	
7.9	Yes, staffing is good overall. We are currently recruiting so will provide update in due course.	
7.10	What was the feedback from the ARV?	
7.11	<p>The ARV foci included attendance, Science, Maths and PE. There were some areas of feedback to consider and work on, for example, the purpose of exercise books for different subjects. There was a discussion around punctuality, processes, support, consequences and the new admin role that will support the Attendance Officer.</p> <p>There is high inclusion in PE with very few cases of missing kit etc and learning has been adapted to meet need so the focus was on what's next for PE. There was a discussion around PE or Sport qualifications, GCSES and vocational courses.</p>	
7.12	What are the success criteria for the students selected for academic mentoring?	
7.13	There is the intention to rotate students once the mentoring is successful but the measure for this is still be formalised.	
7.14	<u>ACTION: JJ to bring details of success criteria and measurements for academic mentoring to the next meeting.</u>	JJ
7.15	What is the data telling us in terms of individuals, and the balance between issuing code 4s and keeping students in lessons?	
7.16	<p>Councillors discussed the impact of the behaviour system on creating good learning environments in classrooms, and for the students who are often using the safety net in this way, there is a graduated response and increasing support offered along side the sanction. There are some students who would prefer to be in the Safety Net so we need to make sure we don't allow them to opt out.</p> <p>Numbers are reducing and SLT are reviewing the number of students using bespoke programmes. There are plans in place to ensure all Y11 students are in lessons from next term so this will be discussed and actioned as needed.</p>	
7.17	There has been some back and forth over the length of time students spend in the Safety Net and we are working so hard to decrease truancy and increase attendance. How do all these areas work together?	
7.18	<p>We have a rule of 3 whereby if a student does the same behaviour 3 times, we move into a more bespoke approach rather than referring to the Safety Net repeatedly.</p> <p>We found that when we reduced the time in the Safety Net, it has less of an impact on classroom behaviour and became less of a deterrent. For the vast majority of students, the system works well and for the minority of students for whom it doesn't work, we work with them on an individual basis.</p>	
7.19	Do you track the number of students using the Safety Net in terms of ethnicity, PP, SEND etc.?	
7.20	Data is tracked for these groups and there is a definite over representation in certain groups. Tracking in this way will be improved and maintained over time to better understand trends.	

Item	Description	Action
7.21	Councillors discussed the PAN and admissions.	
7.22	Councillors discussed enrichment opportunities and the work of Year Teams to establish why PP engagement in enrichment is lower.	
7.23	<u>ACTION: JJ to bring breakdown of the groups of students attending enrichment activities to the next meeting.</u>	JJ
7.24	Councillors discussed the R&R cycles, tracking for individuals and departments, departmental actions, PD actions, DIP and SDS.	
7.25	<u>ACTION: All councillors to ensure most recent link visit reports are available in Teams using the template provided.</u>	All
8.	Political Impartiality	
8.1	Councillors received a presentation on Ofsted updates and in particular the councillor's and the academy's responsibilities around political impartiality.	
9	Finance	
9.1	Councillors were reassured that the academy's finances remain strong.	
10	Policies	
10.1	Policies will be discussed at the next meeting following the meeting of the policies sub-committee.	
11	Equality, Diversity and Inclusion	
11.1	Councillors discussed student voice around EDI and established how well groups of students are represented when collecting student voice and involvement in groups and networks.	
12	Matters for the Board/COAC	
12.1	None.	
13	AOB	
13.1	Councillors reviewed new documents in Teams for councillors to refer to and use going forward.	