

# Minutes – Bristol Brunel Academy Council

**Version:** Draft

**Date** 22<sup>nd</sup> November 2021

**Location:** Online via Teams

**Time:** 5.30 pm

<b>Present:</b>	Nicky McAllister (NM)	Chair of Academy Council
	Emma Thorn (ET)	Sponsored Councillor
	Nicola Pearce (NP)	Sponsored Councillor
	Naomi Soper (NS)	Teaching Staff Councillor
	Nicky Goodall (NG)	Parent Councillor
	Jon Jones	Principal
	Sally Apps (SA)	Executive Principal
	Hanifa Tazaoui (HT)	Student Advocate
<b>Attendees:</b>	Charlotte Seavill (CS)	Academy Council Clerk
	Jen Cusack (JC)	Assistant Principal
	Vic Boynton (VB)	Vice Principal
	Iwan Jones (IJ)	Observer
	Emilia Fuorvito (EV)	Subject Leader for Geography
	Abbigael Bainton (AB)	Observer
	David Bunnell (DB)	Curriculum Leader for Humanities
	James Ferguson (JF)	Observer
	Javinia Harris (JH)	Assistant Principal
	Tara Paisey (TP)	Assistant Principal
<b>Apologies:</b>	Emma McAvoy (EM)	Sponsored Councillor
	Rahana Davies (RD)	Parent Councillor
	Helen Pascoe (HP)	Sponsored Councillor

Item	Description	Action
<b>1</b>	<b>Introductions</b>	
1.1	Introductions were made.	
<b>2</b>	<b>Declarations of Interest</b>	
2.2	No new declarations.	
<b>3</b>	<b>Minutes of Previous Meeting</b>	
3.1	The minutes of the meeting were agreed as accurate.	
<b>4</b>	<b>Matters Arising</b>	
4.1	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.	<b>Complete Action – All councillors to complete 21/22 training</b>
4.2	The council were asked to note the Online Safety Policy and the Charging and Remissions Policy in particular.	<b>Complete</b>

Item	Description	Action
4.3	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.	<b>Review in January via link visit with T&amp;L Link Councillors. Clerk to diarise in Agenda</b>
4.4	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	<b>Complete – meeting booked for 2<sup>nd</sup> December 2021</b>
4.5	NG to provide report from meeting with SE  <i>The council discussed the importance of the LAC training provided at this meeting due to the number of LAC and previously LAC (PLAC) at the academy. There is a cohort of around 40 students which is one of the biggest in the city for a single school.</i>	<b>Complete</b>
4.6	Clerk to add Book Look data to next agenda.	<b>This hasn't been possible due to staff absence. Carry forward to next meeting.</b>
4.7	NM and NS to meet to discuss how EDI work can be adequately reflected in the minutes of meetings.	<b>Complete - Meeting booked for 2<sup>nd</sup> December 21</b>
<b>5</b>	<b>Governance</b>	
5.1	<b>Membership</b> – Chloe Drake has been appointed as the new Support Staff Councillor this week. Chloe will join us at the next meeting. There is a LA Sponsored Councillor role vacancy.	
<b>6</b>	<b>Attendance Presentation with Sally Apps</b>	
6.1	The presentation looked at how the CLF report attendance data to Principals, in particular the gap between PP and NPP, how academies add advantage through a rich curriculum offer and a good level of opportunity, and the ways academy councillors can support good attendance by reviewing the attendance tracker, asking staff if they know their part in improving attendance when visiting the academy, asking questions about the weekly attendance data, looking at case studies for PP students and looking at the PP/NPP gap.	
<b>7</b>	<b>Geography Presentation with Emilia Fuorvito &amp; David Bunnell</b>	
7.1	The presentation introduced the council to the strengths and challenges for the Geography department. The current subject leader is the third leader in 4 years as well as other staff changes. Broadly, there has been improvement for all groups since 2017 however results for HAP and PP students still need to improve. Teacher subject knowledge is strong as is the geography content. Geography remains a popular choice for GCSE but numbers have decreased over 5 years. There has been lots of work with the link AP and subject specialists to understand the strengths and issues as well as collecting student voice feedback. Lessons now include more exam technique practice, improved pace of lessons and content changes all while looking through the lens of disadvantage and making geography more relatable. There were	

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	<p>examples of work shown and the changes to way geography is being taught to increase metacognition and utilise their knowledge more. There are more written exercises to practise using key terminology, more CEIAG for Year 9 students when choosing their options to address misconceptions and more extended writing opportunities.</p> <p>This will all be measured using mock exams, the 32 week plan, book looks and drop ins, as well as seeking further student voice feedback.</p>	
	<b>Questions from the Academy Council</b>	
<b>7.1.1</b>	<b>How will you make Geography more relatable?</b>	
7.1.2	Staff are starting by looking at Bristol and where the students live so they have a sense of their place in the world. When questioned, many students had never seen some famous Bristol landmarks in person so there is a focus on how interesting Bristol's geography is and then students start to compare it to other countries and places in the world. There has also been work recently on COP26 and how students have a role in the world.	
7.1.3	The Council was pleased to note the reflective nature of the current leader's approach to the recent review of the department and her future plans for improvement.	
<b>8</b>	<b>Academy Council Report</b>	
8.1	<p>The council began by congratulating VB, JC and TP for their recent appointments.</p> <p>The council reflected that the report is full of positives, given the current circumstances with Corona virus, especially the work on anti-bullying, the reduction in FTEs and the clarity and consistency of the graduated response.</p> <p><b><u>ACTION: JJ to share student voice feedback on the Professional Dress Day at the next meeting.</u></b></p> <p>The report included the work done to approach poor behaviour, in particular, the graduated response in relation to FTEs. The work of the year team is critical as staff look at each child as an individual and look at their history to ensure that support is available to them. As behaviour persists, the sanctions increase, but so does the support available to them.</p> <p>There has also been a reduction in the number of students sent to the Safety Net and year teams are working on restorative conversations.</p>	JJ
	<b>Questions from the Academy Council</b>	
<b>8.1.1</b>	<b>Have the improvements in exclusions and attendance been down to the staffing levels in year teams?</b>	
8.1.2	There has been a lot of work analysing data to see why children behave poorly and are sent to the safety net. This enables the right support to be in place and having the capacity in the team has had a massive impact on safeguarding overall.	
<b>8.1.3</b>	<b>The report states that there have been incidents with drugs and offensive weapons. Are the police involved in these types of incidents?</b>	
8.1.4	Yes. When a student is suspended, the academy needs to follow the DfE guidance on how it is categorised. For example, drugs could relate to vaping. If there is a knife involved, then Safer Options are usually involved. However, in this instance, the academy supported the students back into the academy and educated them around the seriousness of the incident.	
<b>9</b>	<b>Anti-Racist School Award</b>	
9.1	AB provided a presentation to the council prior to the meeting on the academy's work to achieve the Anti-Racist School Award.	

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	<b>Questions from the Academy Council</b>	
9.1.1	<b>Given the current COVID regulations, are you able to hold as many assemblies or group work that you need/would like to?</b>	
9.1.2	Last year, there were lots of virtual and pre-recorded assemblies and delivery through PSHE and tutor time periods. This year, we are allowed to do assemblies in year groups which has been wonderful.	
9.1.3	The council congratulated AB and the academy on their successful and terribly important work which has contributed to the reduction in FTEs and increase in attendance due to the sense of belonging, feeling safe and the academy being a fair place. The council are also pleased that student voice is at the forefront of policy at the academy.	
9.1.4	<b><u>ACTION: AB to liaise with CS regarding professional training dates that the AC can attend in relation to the Anti-Racist School Award.</u></b>	
<b>10</b>	<b>Attendance</b>	
10.1	The council discussed the attendance data, in particular how BBA are performing in relation to the CLF average and the national average. Broadly, attendance is strong in the current situation and especially given the local picture in terms of COVID cases. The PP cohort is attending very well, higher than the national average for NPP and the PP/NPP gap is small. At any other time, the academy wouldn't be happy with data in the low 90s but in the current circumstances, this is ok.	
<b>11</b>	<b>Presentation from Javinia Harris on the Quality of Teaching and Learning</b>	
11.1	<b><u>ACTION: CS to share JH presentation in Teams.</u></b> JH introduced the pilot that will be starting this term to provide support for teachers through observations, using shared language, "Input, Practice and Check", so that teachers understand expectations and feedback provided to them to reflect on and refine practice. There is also going to be training around subject development sessions which will ensure good communications between line managers and curriculum leaders.	<b>CS</b>
	<b>Questions from the Academy Council</b>	
11.1.1	<b>Given the current situation and levels of staff absence, is there capacity to do this many visits?</b>	
11.1.2	Timetabling is key to ensuring there is capacity, as is cover but the academy needs to prioritise. Another challenge is COVID as we don't want lots of different teachers visiting other classrooms. Therefore we have designed the system to allow staff to observe from the doorway. Academy councillors are welcome to join these visits in the new year. The system is based around subject specialists, not leadership seniority so everyone who teaches will be visited.	
11.1.3	<b>The presentation was really clear but it seems hugely ambitious, especially with the focus on behaviour and attendance at the same time. Is there a risk that with so many initiatives at once, staff may not engage fully.</b>	
11.1.4	The pilot will run with Curriculum Leaders and Assistant Principals in a time of absence, which will allow us to really see the time and capacity needed. Every teacher will be seen once a fortnight, but if necessary, we could move this to once every 3 weeks. This would still be an improvement on the current system. As time goes on, we'll become more proficient. We believe in being highly ambitious and staff are really engaged. We are aware of some pressure points, such as mock marking and moderation, so we are	

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	looking at the reality for different teachers at different times and acting in accordance.	
11.1.5	<b>How can we ensure that predicted grades are accurate this year in light of the OfQual changes?</b>	
11.1.6	Most of the changes are to specifications and what's being taught. In terms of predictions, predicted grades are currently for internal use for students to use for college applications, they aren't grades that would be shared if we were in a TAG situation again. We would use mock grades and internal assessments. We have a stringent eye on marking in case we need evidence in the summer.	
11.1.7	<b>What are the changes to the specifications?</b>	
11.1.8	It depends on the type of course and the subject. Some vocational courses are losing units whereas some exam subjects will have some areas excluded from the exam.	
11.1.9	<b>What are we doing to support our disadvantaged students or our students with lower reading ages to improve their reading skills?</b>	
11.1.10	There are a range of strategies in place to support reading. All students in years 7-9 read for the first 10 minutes of the day which gives a real sense of calm and a good start to the day. There are reading intervention lessons in KS3 and Accelerated Reader. The Reading intervention teacher works with a good number of students. The English team also do reading interventions including That Reading Thing. LAC & PP cohorts have targeted lessons with English teachers. Councillor feedback from a recent visit was very positive with regards to the work of the Reading Intervention Teacher. His sessions were inspiring and full of praise and encouragement.	
<b>12</b>	<b>Pupil Premium</b>	
12.1	The Pupil Premium report was reviewed at a recent councillor visit. Full notes from the session will be made available on Teams. <b>ACTION: ET to write report on recent visit and share in Teams.</b> The council discussed how recovery funding has been reported in blue as this funding is one-off and may not be available next year. The PP funding is spent in 3 areas: whole school measures such as improving teaching and learning so as to minimise the progress and attainment gap between PP & NPP. There are specific interventions for PP students to ensure all students leave with at least a functional reading age. Then there are smaller amounts of money reserved for targeted interventions to tackle behaviour and support wellbeing issues. The council identified a key trail of how to close the attainment and progress gap when PP and SEND cross. Another area of concern is how the high levels of absence and cover can disproportionately affect disadvantaged students and how SEMH is supported in students. The council identified a risk in the interventions currently being funded by recovery funding and how that funding isn't available in future years.	ET
<b>13</b>	<b>Safeguarding</b>	
13.1	The safeguarding visit with the link councillor is booked for 3 <sup>rd</sup> December so a report will follow in Teams.	
<b>14</b>	<b>Finance, Health &amp; Safety and Estates</b>	
14.1	The COVID risk assessment is continually evolving and work to improve the site continues. There have been several reserve requests submitted to	

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	improve the environment for students at play times. Conversations around PAN increases and building changes are ongoing.	
	<b>Questions from the Academy Council</b>	
14.1.1	<b>The council raised a concern around the telephone not being answered during lunchtimes.</b>	
14.1.2	<b><u>ACTION: JJ to check the phone system is working as it should to ensure there is coverage throughout the day.</u></b>	JJ
14.1.3	<b>How are lessons covered?</b>	
14.1.4	There are a team of cover supervisors and an additional person has just been appointed.	
14.1.6	<b>Are there any specific interventions in place for students who have been impacted by the pandemic. For example those who didn't engage well with online learning and are experiencing disruption and cover due to staff absence.</b>	
14.1.7	It is really difficult to track the experience of individual students however the academy has always maintained close contact throughout lockdowns and during periods of absence. It seems that the current Y9 have been affected most often. Students who didn't engage online and are PA in core subjects are having interventions. We are insisting that LAC students' lessons who need cover are being covered with subject specialists. Not being able to get cover can't be an excuse for there being detriment to the students' experience. <b><u>ACTION: JJ to produce data to show students most affected by the pandemic.</u></b>	JJ
<b>10</b>	<b>Policies</b>	
10.1	The council commended the academies management and use of policies. There is a policies meeting on 15 <sup>th</sup> December so further feedback will be available then. A query arose from the recent Policy Review Meeting regarding AC H&S representation. This has been discussed off line with JJ.	
<b>11</b>	<b>Student Voice</b>	
11.1	There is a meeting booked for 2 <sup>nd</sup> December 2021 to discuss how student voice will be represented to the academy council. Initial feedback is very positive with students feeling confident in expressing their views.	
<b>12</b>	<b>Global Awareness</b>	
12.1	The council discussed the work being done in the academy. The Global Awareness Conference has been postponed until January where a small number of students from each academy will meet to hear from keynote speakers and take part in activities to feedback to their academies.	
<b>13</b>	<b>EDI</b>	
13.1	There is a meeting booked for 2 <sup>nd</sup> December to discuss EDI at the academy in more details. Details will be shared at the next academy council meeting.	
<b>14</b>	<b>Matters for the Board</b>	
14.1	None	
<b>15</b>	<b>AOB</b>	
15.1	The council thanked VB for her exceptional work and leadership at the academy and wished her well in her headship.	
15.2	It was asked if the process for purchasing study guides could be made clearer.	
15.3	The council fed back that during LAC training, there was an interesting	

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	<p>debate around the use of Ready to Learn.</p> <p>The council were reassured that the Ready to Learn policy at BBA is very different to that in other schools and that the academy is aware of how systems like this can adversely impact some students. The academy strives to address the balance and ensure that students are treated fairly.</p>	
15.4	<p>The council asked if there is anything that can be done to address the vans parked on Dunscombe Road.</p> <p>The people living in the vans aren't doing anything illegal and have caused no problems for the academy at all.</p> <p>If at any point here is any adverse impact on the academy, then there is a division at the council who deal with encampments.</p>	

The meeting closed at 7.31 pm.