

Minutes – Bristol Brunel Academy Council

Version: Approved

Date 4th July 2022
Location: Online via Teams
Time: 5.30 pm

Attendees:

Nicky McAllister (Chair) - Sponsor Councillor
 Helen Pascoe – Sponsor Councillor
 Emma Thorn – Sponsor Councillor
 Nicola Pearce – Sponsor Councillor
 Hamish Crow – Sponsor Councillor
 Jonny Mercer – LA Representative
 Sally Apps – Executive Principal
 Jon Jones – Principal
 Naomi Soper – Teaching staff councillor

Invitees:

Jen Cusack – Vice Principal
 Isabella Grimes
 Joe Rogers – Head of Science
 Tara Paisey – Assistant Principal
 Rebekah Curtis – Assistant Principal
 Jenna Godsall
 Javinia Harris – Assistant Principal
 Abbigael Bainton – Assistant Principal

Apologies:

Hanifa Tazaoui – Student Advocate Councillor
 Nicky Goodall – Parent Councillor

Absent:

Rahana Davies – Parent 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.	
4	Matters Arising	
4.1	The Remote Learning Policy states that councillors are responsible for its implementations and Academy Councillors were 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

Item	Description	Action
		to diarise in Agenda
4.2	ACTION: JJ & HT to arrange a student presentation to the academy council. COMPLETE	JJ&HT
4.3	ACTION: SLT link to summarise next steps and send to JJ, NM & CS. C/F	SLT Links
4.4	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</u>	ALL CS
4.5	ACTION: NM/JJ to create a questions proforma for link meetings and visits as a starting point for councillors going forward COMPLETE	JJ/NM
4.6	ACTION: Safety Net referrals data to include percentages going forward. COMPLETE	JC/TP
4.7	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</u> <u>ACTION: HP to cover the Remote Learning Policy in the T&L link visit</u>	NM/HP ALL HP
4.8	ACTION: CS to circulate BCC training offer to councillors C/F	CS
5	Governance	
5.1	Membership: All vacancies other than Support Staff Member have been filled. Councillors confirmed their link roles as follows: NM – Mental Health and Wellbeing, Leadership & Management NP – Outcomes HP – Safeguarding, Policies committee chair & RSHE NS – Policies & H&S HT – BAME RD – Behaviour & Careers ET – PP & Covid recovery funding NG – LAC, PLAC & T&L Outstanding links roles to be filled when new councillors start include: SEND	
6	Science Presentation with Joe Rogers	
6.1	JR presented the historic outcomes for each science and combined from 2018 to date and discussed improvements over time, recent mock and predicted grades and the strengths in staffing in the science team. Strengths in the team include attainment for LAP, Boys, PP and SEND E groups and areas for improvement include attainment for Girls and HAP groups. The HAP trail is an academy wide trail however the Girls trail is new for science. In attempting to understand this new trail, teachers found that boys are attempting more questions than girls, and girls left lots of blank questions in mock papers. Staff have responded to this by doing lots of walking talking mocks to demonstrate strong exam technique and the importance of attempting every question. It appears not to be a knowledge gap but a gap in the confidence to attempt questions. Student voice requested revision links and techniques, which has been actioned. A HAP initiative has been started in Y10. Most students in the HAP group take separate sciences so staff have mapped content from the course and used homework as an opportunity for students to learn less complex	

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	<p>concepts independently, allowing more time in lessons to focus on more conceptually challenging work.</p> <p>JR discussed the team's pride in their work with PP students, where the attainment gap is minimal and PP students often outperform non-PP peers. This is down to quality first teaching, clear routines and classroom structures and a consistent approach to homework.</p> <p>Other trails and foci for the department were discussed. The full presentation is available in Teams.</p>	
6.2	Chemistry stands out in the attainment data table – why is this?	
6.3	<p>The current cohort has had less deliberate time to practice chemistry due to the pandemic and some of the content has been rushed due to lack of time face to face in the classroom. We expect the gap to close next year, as the next cohort will have had more time in lessons, more time to do practical experiments and the less challenging work will be done as homework, giving more time in lessons to focus on the more conceptual work.</p>	
6.3	How is self-directed learning being assessed?	
6.4	<p>Each week, students are given a work sheet, youtube video and mark schemes to mark their work. We QA homework in class and build it in to starter questions. At the end o the topic we have tests and those topics assessed at home would be included. If areas need to be re-covered, then we add it to lesson time.</p>	
6.5	Does the confidence issue as identified in the Girls group map across to the classroom?	
6.6	<p>It appears to be an issue isolated to the current Y11 group. We are ensuring we direct questioning to the right people and split questions across the class. It's a new trail for us, we've not had a gender gap before and we don't foresee this being a trail for us going forward.</p> <p>We have been including lots of careers and progression information in lessons.</p>	
6.7	How can we harness the success for PP students in science and share that across other subject areas?	
6.8	<p>We have found consistent, robust routines and a clear homework model is key and this is being replicated in other subject areas.</p>	
6.9	What is the A-Level uptake for girls vs boys in the sciences?	
6.10	<p>Biology and chemistry are good but there is a gap in physics which is an area of improvement for the department.</p>	
7	Eco Club Summary Presentation with Isabella Grimes	
7.1	<p>IG gave a presentation on the academy's Eco Club. The club is over-subscribed, and an application and selection process has been adopted. The final group of students are really passionate about the environment. The school is working towards the Green Flag award, which has been impacted by the pandemic, but is now back on track. The CLF Eco Conference had been postponed several times but was recently able to go ahead and was very successful. We have written an action plan following an environmental review and new initiatives have been introduced, such as Plastic-Free July. Students have planted flowers and ordered bug hotels, written eco updates in the school newsletter and completed a litter pick. Lots of the litter came from the canteen so students are looking at how this can be reduced. There has been</p>	

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	<p>£180 raised for marine charities. There has been work with Skanska about how waste is processed at the academy. There have been links for the Green Flag award in all subjects, showing how their subject links to the environment. Students producing an eco notice board and are looking for additional notice board space.</p> <p>Students have been working with Aspens to reduce the use of single-use plastics such as plastic cutlery. There will be a move to starch-based cutlery which is biodegradable once the current stock of plastic is used.</p> <p>Students trialled and reviewed Lush shampoo bars that were donated to the school and provided feedback to Lush. Governors praised the work of the club and passed on their thanks to all the staff and students involved.</p>	
8	Ofsted Preparation	
8.1	JC gave an overview of the documents shared with councillors with regards to Ofsted preparation at the academy, including the 5 things documents, SEF and AIP.	
9	Academy Council report	
9.1	The report was shared via Teams prior to the meeting and reviewed by councillors for questioning.	
9.2	There are 5 students with EHCPs joining in September, do we have sufficient capacity and funding for them?	
9.3	We are still recruiting LSAs which has been difficult nationally this year, but we do have a strong back up plan if we are unable to recruit.	
9.3	Can you tell us more about the Poverty Programme?	
9.4	We run a food bank at the academy, which was started in response to the pandemic and has continued since. We are working with Bristol University on a research project which could offer us greater opportunities in the future.	
9.5	The grade for behaviour is missing in the report and behaviour incidences appear to be higher for years 8 and 10, what is being put in place for next year?	
9.6	The behaviour grade is currently good. Numbers appear high as we have a low tolerance for distraction and low-level disruption. A number of students are on report and are being prepared for our expectations next year. We expect a lot from our students, and this can be reflected in higher incidences logged.	
10	Annual SEND Report	
10.1	Councillors were very impressed by the report provided prior to the meeting. They discussed the CLF SEND Impact review which has taken place. Positives from feedback includes the high quality of teaching and ability to get early identification, as well as a focus on transitions and pathways from Y6 into Y7. The second part of the review will happen in September.	
10.2	<u>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.</u>	ALL
11	Personal Development	
11.1	In the AC report, there is an increase reported in the number of logs relating to bullying and mental health concerns. We understand that logging is a strength and that staff are more confident to log concerns now but is this the case here or are the number of incidents increasing?	

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11.2	We have spent a lot of time educating staff about the Anti-Racist School Award and the Anti-Bullying Alliance, and with the increased student numbers, and wider staff body logging incidents, we will see a higher number of logs. We have seen an increase in logs following the Spill the Tea document (shared on Teams with councillors) and a reactive PSHE curriculum that addresses issues and causes an influx of logs.	
11.3	<u>ACTION: JJ to provide data on the subgroups of bullying in the next AC report to identify trends in the types of bullying occurring.</u>	JJ
12	Teaching & Learning	
12.1	Councillors were pleased with the innovative work in improving T&L.	
12.2	How will we measure how the new reading tool is improving reading?	
12.3	One of the draw backs for the old system, is that it is only available for years 7 & 8, whereas the new tool is available for all age groups. We will gather baseline data for all students, including the current Y6, to help with access arrangements etc and put interventions in place for students in need of support. We will then be able to assess throughout the year to monitor progress.	
12.4	What is the status of interventions funded by Catch Up Funding?	
12.5	We are in a position to maintain current interventions for a further year and will review ready for 23/24. There are also many interventions available through the SEND department and English Department.	
13	Finance, Health and Safety & Estates	
13.1	Councillors congratulated staff on the recent Outstanding H&S report.	
13.2	Councillors discussed the current vacancies and recruitment processes.	
14	Staff Voice	
14.1	Staff voice has been gathered but not yet collated.	
14.2	<u>ACTION: JJ to bring staff voice feedback to the next meeting</u>	JJ
15	Student Voice	
15.1	Councillors congratulated staff on student voice at the academy.	
15	Matters for the Board/COAC	
15.1	None	
16	AOB	
16.1	None	