

# Minutes – Bristol Brunel Academy Council

**Version: Approved**

**Date** 5<sup>th</sup> December 2022  
**Location:** Bristol Brunel Academy  
**Time:** 5.30 pm

**Attendees:**

Nicky McAllister (Chair) - Sponsor Councillor  
 Nicola Pearce – Sponsor Councillor  
 Helen Pascoe – Sponsor Councillor  
 Saima Akhtar– 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  
 Joe Rogers – Curriculum Leader for Science

**Apologies:**

Rahana Davies – Parent Councillor  
 Emma Thorn – Sponsor Councillor  
 Daisy Hodgson-Smith – Student Advocate

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	ACTION: All councillors to consider joining the policies committee and email HP with their interest - <b>ONGOING</b>	<b>ALL</b>
4.2	ACTION: JJ to provide data on the subgroups of bullying in the next AC report to identify trends in the types of bullying occurring. <b>C/F</b>	<b>JJ</b>
4.3	ACTION: JJ to bring staff voice feedback to the next meeting <b>COMPLETE – JJ provided an overview of the feedback.</b> JJ talked through the questions used and councillors discussed how feedback is generally really positive.	<b>JJ</b>

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	<p>Councillors discussed how Ofsted will run a similar process for staff, students and families during their visit.</p> <p>ACTION: JJ &amp; JC to identify areas in need of support in terms of teacher workload and report back to AC with results and actions.</p> <p><b>05/12/2022 – JJ provided feedback in the AC report - COMPLETE</b></p>	<b>JJ &amp; JC</b>
4.4	ACTION: CS to start a questions page in Teams for each meeting - <b>COMPLETE</b>	<b>CS</b>
4.5	ACTION: JJ to bring details of success criteria and measurements for academic mentoring to the next meeting. <b>CARRY FORWARD</b>	<b>JJ</b>
4.6	<p>ACTION: JJ to bring breakdown of the groups of students attending enrichment activities to the next meeting. <b>COMPLETE</b></p> <p><b>JJ provided data in the AC report including representation in and enrichment activities. Student voice has been collected to understand the barriers for attending. Improvement is needed in increasing engagement in enrichment activities for students in the SEND and BAME groups.</b></p>	<b>JJ</b>
4.7	ACTION: All councillors to ensure most recent link visit reports are available in Teams using the template provided. <b>COMPLETE</b>	<b>All</b>
<b>5</b>	<b>Governance</b>	
5.1	Councillors discussed the upcoming network teams and meetings for PP, SEND & Safeguarding as well as the AC training program launched by the CLF Institute.	
<b>6</b>	<b>Science Presentation</b>	
6.1	<p>JR gave a presentation as the Curriculum Leader for Science. The presentation was shared via Teams beforehand.</p> <p>The presentation covered the Summer '22 outcomes and the resulting areas for improvement and positives in the department, including LAP and Biology outcomes. Trails for the department include outcomes for HAP, SENK, PP &amp; Chemistry cohorts.</p> <p>Following the latest predicted outcomes data, outcomes for the PP group are now a positive for the department. Trails now include HAP, MAP, Physics and SENK cohorts, although it was noted that results across all 3 disciplines have made good progress so far this year.</p> <p>Councillors discussed the challenges for the department, including high levels of staff absence during the COVID period and beyond, practical elements of the course being delivered as demonstrations due to COVID restrictions, and due to the level of cover required, it has been challenging to complete teaching the curriculum by February. Sequencing has been updated to address this and structure changes have helped to reset expectations this year.</p> <p>Homework has been changed so that easier concepts and information is set as homework for student led study, and the more difficult or complex concepts are taught in lessons by specialists. There has been a focus on practicing 6-mark questions and an increased frequency of learning walks and book looks to quality assure the delivery of the curriculum.</p> <p>There has been very useful staff and student voice feedback and changes to specific revision techniques and exam <b>practice</b> questions. More departmental time has been dedicated to collaborations and pedagogy as opposed to briefings. The DIP was shared for 2022-23 with a focus on HAP, SEND &amp; Chemistry with tasks and actions detailed for improvement.</p>	
<b>6.2</b>	<b>What percentage of students are in the HAP group?</b>	

Item	Description	Action
6.3	There are 19.6% of the Year 11 cohort in the HAP group made up of 25 boys and 16 girls. The LAP group is around 60% of the cohort.	
<b>6.3</b>	<b>How are you using the scheme of work to inspire students to widen their experience and engage in science?</b>	
6.4	We have been building in career links and using role models from different projects from around the world. Traditionally, the curriculum only represented white men, so we are working hard to ensure that we <b>represent</b> scientists and the scientific world from all around the world and a range of backgrounds. Students are now able to do practical experiments for themselves, rather than watching demonstrations which is far more engaging and inspiring.	
<b>6.5</b>	<b>How many students go on to study science at A-level and beyond?</b>	
6.6	There is still some work to do to increase the number of girls studying physics, which is reflective of the national picture, but generally A-level numbers are good, and students tend to remain within the CLF.	
<b>6.7</b>	<b><u>ACTION: Share report on the number of students studying science post-16 from BBA.</u></b>	<b>JJ</b>
<b>6.8</b>	<b>How is LAP/MAP/HAP determined?</b>	
6.9	It's taken from KS2 maths and English data and applied across all subjects.	
<b>6.10</b>	<b>Underperformance was noted in classes with 2 teachers. What is being done to address this?</b>	
6.11	The timetable has been very carefully written to ensure that teachers are allocated to the right groups and that KS4 classes have as much consistency as possible.	
<b>7</b>	<b>Technology presentation</b>	
7.1	<p>NS gave a presentation as Curriculum Leader for Technology. The presentation was shared beforehand via Teams.</p> <p>The Summer '22 outcomes were shared and the areas for improvement and the positives for the department were shared. Areas for improvement include P8 for Engineering and Food and positives include outcomes for HAP students in Food and PD, SEND E and Girls overall also did well.</p> <p>The challenges faced by the department were discussed, such as the changes in leadership and staff and not having enough specialist Food Tech teachers. Predicted grades for 2023 were shared and all grades have increased in the most recent data collection for mock assessments. Both LAP and PP groups are making good progress and areas to improve include SEND K and HAP.</p> <p>There is a new Deputy Curriculum Leader who has really moved Engineering forward. Moderation time has increased as well as a focus on exam board feedback and more lesson time has been dedicated to exam practice.</p> <p>NS shared the more clearly defined accountability structure for the department and there has been an increase in the number of book looks and learning walks.</p> <p>The DIP for 22-23 was shared and foci include SEND, HAP, Literacy and extended writing with tasks and actions for each area.</p> <p>A good news section completed the presentation with details of trips and workshops enjoyed by the students.</p>	
<b>7.2</b>	<b>What succession planning is in place?</b>	

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7.3	Specialist Food tech teachers are rare so we have a new member of staff starting in January who will be trained to deliver food tech lessons and specifically, the skills students are required to learn. There is also a member of staff returning from maternity leave who has experience in teaching Food Tech and other staff secured through the SCITT program and supply agencies.	
<b>8.</b>	<b>Academy Council Report</b>	
8.1	The Academy Council report was shared prior to the meeting in Teams.	
<b>8.2</b>	<b>How does the current national financial situation effect education resources and attainment, staffing and wellbeing and estates projects?</b>	
8.3	There are no immediate financial concerns. As a PFI school the energy prices have not directly impacted us, and although OPX costs have risen by 11% this is considerably cheaper than the rises some schools are facing. The staff pay award has had an impact on the budget, but this is no different to any other school nationally. The academy, and the Trust, remain in a healthy financial position.	
<b>8.4</b>	<b>Has the difficulty in recruiting LSAs helped the budget?</b>	
8.5	No, because the LSAs are supporting student's statutory needs and so therefore we are paying for agency staff. There have been cost savings elsewhere where roles have been difficult to fill.	
<b>8.6</b>	<b>What impact would the prospective strikes have on the pay increase?</b>	
8.7	If the strikes resulted in a government fund to cover the pay award then the budget would be in a very healthy position.	
<b>8.8</b>	<b>Which students were involved in the student voice collection and how will they receive feedback?</b>	
8.9	Each AYL chose a representative group from their cohort. Feedback will be shared with students following SLT discussion.	
<b>8.10</b>	<b>What percentage of the student community were part of the student voice collection?</b>	
8.11	There were around 50 online responses and face to face groups with between 6-10 students.	
<b>8.12</b>	<b>Is there data available for suspensions in term 2 and what does it show us?</b>	
8.13	Suspensions are high this term. There have been a number of students doing half day suspensions. Currently we have the lowest number of suspension days in the Trust, so it is not just a local picture. Year Teams are working through the graduated response to support students as much as possible. There will be no future growth for this reason as we want to ensure we remain an appropriate size to build and maintain good relationships with our students.	
<b>8.14</b>	<b>What happens when a managed move fails?</b>	
8.15	If a managed move fails, then the student would either need to be part of Fresh Start with an increased level of support, or the next move would be AP/BIP etc. We are fortunate in Bristol to have such good provisions, but these come at an extremely high financial cost.	
<b>8.16</b>	<b>What support do we receive from the Trust with regards to attendance?</b>	
8.17	We have a central Attendance Lead for the Trust who is very supportive and reviews our procedures and supports us through the ARV process. Punctuality has been improved with her support. Recent attendance has been very low due to illness which is a local and national picture, for both staff and students.	

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	There is a new Attendance Administrator who is currently completing their training and will be focussing on attendance going forward.	
<b>8.18</b>	<b>What is the policy for planning cover lessons and creating cover work? Are there banks of work available following the pandemic?</b>	
8.19	Generally, the member of staff whose lesson needs covering would set the cover work and the Curriculum Leader would ensure the right work was with the right cover teacher and understood. There are banks of work available as well as online revision and you tube channels to watch.	
<b>8.20</b>	<b>There appears to be a high level of wellbeing needs, does the school have the staff and resources to support this?</b>	
8.21	If we could, we would have move counsellors, but we have an increased external provision of pastoral staff who are trained to support students really well. We would like to have more capacity, to support staff as well as students, so we will continue to grow this provision as well as we can. We continue to make referrals to external agencies, but unfortunately, there are long waiting lists, some as long as 18 months.	
<b>8.22</b>	<b>Are mental health concerns getting more severe and are we seeing a particular group or a wider group of students affected?</b>	
8.23	Traditionally mental health concerns were mainly in KS4, especially in girls. But we are now seeing mental health concerns in students as young as Year 7 and they are coming with identified needs from primary schools. Social anxiety is especially high. There has been a significant increase in home education across the city, however numbers at BBA remain low.	
<b>8.24</b>	<b>What are you doing to ensure wellbeing and that workload in sustainable with regards to Ofsted preparedness?</b>	
8.25	Staff have worked really hard and are well prepared for when Ofsted arrive.	
<b>8.26</b>	<b>How will you monitor the impact of the Reflect and Refine carousels?</b>	
8.27	There is a dedicated AP who has set up the process and it has been really well received. We are gathering staff voice on the carousels and will revisit it during INSET day too. Incremental improvement has been evident in classrooms and feedback has been positive. We ensure that personal development flows through our processes and we have put lots of emphasis on subject development. Now we are bringing departments together to focus on common themes such as writing, to share best practice.	
<b>8.28</b>	<b>The school works really hard on their anti-bullying approach and recording of incidents is much more consistent now. Are the numbers falling and do we have evidence that it's having an impact?</b>	
8.29	We don't expect to see a drop in the numbers of incidents being recorded. We encourage it being well reported and thoroughly investigated. We have worked hard to build a culture where bullying isn't suspected, its bullying until found otherwise. Everything will continue to be recorded in CPOMS so we can identify trends and patterns early. We are building a strong culture of bullying awareness and the anti-bullying alliance project has been really impactful. We are staffing common areas strategically and ensuring that student voice is listened to and dealt with effectively. Case studies are reviewed during safeguarding visits and the safeguarding link councillor has personally gathered student voice. The feedback was positive, and students feel things are dealt with well.	

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<b>8.30</b>	<b><u>ACTION: JJ &amp; JC to take the idea of a defender badge back to discuss with SLT.</u></b>	<b>JJ &amp; JC</b>
<b>8.31</b>	<b>Does the school engage with other organisations such as The Samaritans and Barnardo's with regards to students well-being and mental health.</b>	
8.32	Yes, we engage with them and others, such as, Winston's Wish, depending on the needs of the family. We build bespoke packages for students taking into account waiting lists, and give students access to appropriate mentors. We also do proactive out reach work with external visitors taking assemblies about wellbeing, being kind and talking about emotions and feelings.	
<b>8.33</b>	<b><u>ACTION: JC to ensure Year Teams are aware of the support available.</u></b>	<b>JC</b>
<b>9</b>	<b>Safeguarding</b>	
9.1	Councillors were satisfied with the most recent Safeguarding report.	
<b>10</b>	<b>Policies</b>	
10.1	The policies committee met recently to note and approve the policies needed. Councillors were asked to be aware of the changes to the safeguarding policy and the procurement policy.	
<b>11</b>	<b>Matters for the attention of the Board / COAC</b>	
11.1	<b><u>ACTION: NM to take discussion around mental health and wellbeing to the next COAC meeting.</u></b>	<b>NM</b>
<b>12</b>	<b>AOB</b>	
12.1	Councillors thanked staff for their continued hard work and dedication.	