

Minutes – Bristol Brunel Academy Council

Version: Approved
Date 9th October 2023
Location: Bristol Brunel Academy
Time: 5.30 pm

Attendees:

Nicky McAllister (Chair) - Sponsor Councillor
 Nicola Pearce – Sponsor Councillor
 Naomi Soper – Teaching staff councillor
 Nicky Goodall – Parent Councillor
 Jen Cusack – Head of School
 Josh Sterling – Student Advocate
 Rosie Hunt – Sponsor Councillor
 Saima Akhtar– Sponsor Councillor
 Emma Thorn – (Vice Chair) Sponsor Councillor

Invitees:

Sharon Porter – LA Representative – Observer
 Kelly Jefferies – Vice Principal
 Bethan Jackson
 Jenna Godsall
 Bex Curtis

Apologies:

Jon Jones – Executive Principal

Item	Description	Action
1	Introductions	
1.1	NM welcomed everyone to the meeting and introductions were made. Apologies are recorded above.	
2	Declarations of Interest	
2.2	Councillors were asked to complete the Declaration of Interest form online by 20 th October. There were no verbal declarations.	
3	Academy Council Membership	
3.1	The Academy Council has the following vacancies: Parent Councillor Councillors were asked to complete Nimble training as soon as possible. Emma Thorn was proposed as Vice Chair – agreed unanimously. Link Councillor role were agreed as follows: NM – L&M, Environment and Wellbeing ET – PP NP – RSHE & Careers SA – EDI	

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	<p>NG – LAC/PLAC/CiC & Young Carers NS – H&S and Policies Committee JS – Student Advocate RH – SEND, T&L & Policy committee SP – Safeguarding, Attendance & Behaviour GS – SEND</p> <p><u>ACTION: Councillors are asked to liaise with their staff link and organise T2 link meetings.</u></p>	ALL
4	Minutes of Previous Meeting	
4.1	The minutes of the meeting of 3 rd July 2023 were agreed as accurate.	
5	Matters Arising	
5.1	All councillors to consider joining the policies committee and email HP with their interest. This action is ongoing. 09/10/2023 IN AGENDA	
5.2	<u>ACTION: JC to run a Student Advocate recruitment process.</u> 3/7/23 – this will take place in September – carry forward 09/10/2023 COMPLETE	JC
5.3	<u>ACTION: JC to provide Skanska waste video in next AC pack and an update on energy consumption.</u> 3/7/23 – this will be shared once available form Skanska. CARRY FORWARD 09/10/2023 – Carry forward	JC
5.4	<u>ACTION: Academy to consider travel plans for healthier environment especially students travelling to and from school.</u> 3/7/23 – Carry forward – SLT has sought student and parent voice and is collecting staff voice currently. Update at the next meeting 09/10/2023 – Jen gave an update on the BCC award given to BBA for meeting the criteria for sustainability. This involved creating and submitting a travel plan to BCC. Action complete.	JC
5.5	We have seen it working well in another academy. Some departments have a really successful programmes but others don't so the idea was to introduce knowledge organisers, initially trialling them with the incoming Y7 cohort. We can then find the gaps and issues and improve it ready for the following Y7 cohort. DCLs will lead the project and will provide feedback at a later date. ACTION: Clerk to diarise. 3/7/23 – carry forward to Dec 23	Clerk
5.6	<u>ACTION: JC to liaise with other schools who use the same homework system to share best practice.</u> 3/7/23 – carry forward to Dec 23	JC
6	Enrichment	
6.1	BJ gave a presentation on enrichment at the academy. The slides were shared beforehand in Teams. The presentation included the offer available, the types of activities offered all of which are free, apart from DofE. Attendance data was shared including a breakdown for SEND and PP cohorts. This will extend to BAME groups going forward. There was a review of the CLF Big Trip which was a fantastic opportunity for our students and has had a positive impact on behaviour and attitudes in the academy. Summer school was very successful with enrichment activities for Y6 children to meet and socialise, try new skills and have fun during the summer holidays. This was a chargeable event, however students in receipt of PP did not have to pay. Summer School blended well into our curriculum and has increased attendance at enrichment activities.	

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6.2	The offer for students is fantastic. Are there leadership opportunities in clubs for students?	
6.3	We have sports leaders in PE and leaders have responsibilities for fixtures. Leaders come to clubs and do coaching. There are opportunities such as the Dungeons and Dragons Masters, who create games and scenarios. We link enrichment clubs to the BBA back pack.	
6.4	How much does it cost to do D of E?	
6.5	Duke of Edinburgh is a charity. It's £25.50 to sign up and around £5-6 per expedition. We worked with a local coordinator to secure 26 free place from students in the PP and SEND cohorts. We work hard to keep costs as low as possible. The academy pays a license fee to be able to offer it.	
7	Teaching & Learning Framework	
7.1	The presentation was shared beforehand in Teams including why we have a framework, how it will be informed and how best practice will be shared and utilised. How the framework will meet the needs of all students, formative assessment for adaptive teaching, the framework in use and modelling.	
7.2	How far are we from reaching those standards and what might be existing or potential barriers to those outcomes?	
7.3	Teaching is strong generally, the timescale varies by department and we have identified bright spots and good practice to develop and share. We have lots of new staff who may not have focussed on teaching like this before so we are upskilling where needed. Middle and Senior leaders are really supportive.	
7.3	How does that fit into mechanisms such as buddying or observing?	
7.4	There are actionable steps and can identify areas for improvement and use trails for CPD. The inset carousels last term provided best practice sharing and targeted support.	
7.5	What is the impact on students in the classroom?	
7.6	We've focussed on pedagogy and ultimately, will impact on outcomes.	
7.7	What is being done this year in terms of EDI?	
7.8	There was a session in Term 1, led by MS & JS, there is a further inset session focussing on EDI. There is an EDI section in PMR actions and an EDI champion in each department, who has time set aside for this responsibility. We have a diverse curriculum to match our diverse cohort. Ofsted noted changes to the scheme of work with regards to Somali migrations during their recent visit.	
8.	KS3 Raising Attainment Strategy	
8.1	The presentation was shared beforehand in Teams and included KS3 systems and processes, data analysis cycles, KS3 RAT and specific subject PA strategies, enactment of the curriculum, looking at why now and in this way, working with CLs to discuss learning sequences and assessing learning sequence through staff and student voice, standardisation and moderation, calendaring SDS sessions, sharing best practices and strategies and ensuring there is time for teachers to do this.	
8.2	Is this on top of workload or is there time set aside for this? Is there capacity?	
8.3	It compliments, but if we get this right, then we will reap the benefits later on, especially in Y11. We are complimenting the KS4 timetable so it doesn't overlap with high pressure points of marking etc. It will be very considered in terms of timing.	
8.4	What are you doing in terms of P8 for Y11 boys specifically?	
8.5	We are doing book looks for compound students, and it was very clear that boys in maths are in need of support. We are not seeing the same trend in non-core subjects.	
8.6	What are the barriers for boys in Y9 and what do they need?	

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8.7	We are using a raising attainment platform called PiXL going forward. We are awaiting mock exam data to better inform our areas in need of improvement. Interventions and pastoral support is in place for KS4 already.	
8.8	Is there scope for differentiation when using the knowledge organisers for homework? For students who are unable to read well, their immediate barrier to homework is knowing what their homework is.	
8.9	Students who we know struggle with reading are supported as needed and we share best practice from departments who are using organisers well.	
9	Principal's Report	
9.1	How are we covering current staff vacancies?	
9.2	JC discussed each role, cover in place and plans moving forward including recruitment. There was a discussion about the cover budget, internal cover and the inconsistency and challenges of external cover.	
9.3	The Academy Council noted and thanked staff for their commitment and hard work.	
9.4	What is planned for Black History Month in Term 1 and how are we supporting students and staff with this?	
9.5	We are celebrating afro hair and students have been drawing self portraits and posters. We will be watching a cultural movie, we are celebrating black culture from staff and student voice, Black History Month assemblies, pop up lessons and a twilight session focussing on EDI at the end of term. We are looking at racial incidents and responding and challenging racial incidents in the academy. We recognise that we have some really good practices and awareness but are never complacent. We are consciously sharing the load for best practice and advocating.	
9.6	There are lots of staff involved in morning attendance processes. What is the rationale for this and does it leave room for error?	
9.7	We identified some delays in the process and have introduced other roles to the process to ensure that safeguarding calls and texts are sent as soon as possible after the registers close. We make the most of the good relationships PSLs and Year Teams have with students and families when making calls. We are extending our Attendance Team to bring additional capacity and have set procedures in place to ensure standards are the same across teams.	
9.8	Why do we meet with HVA? There are more local schools with similar cohorts to us.	
9.9	We do meet with CAB regarding attendance also as we share a similar cohort, however we also meet with HVA because they have been so successful in attendance and as a Trust we share best practice with each other.	
9.10	We know attendance is a priority for everyone. How can we monitor this as an Academy Council?	
9.11	It would be good for you to come in and meet with the attendance team to understand the demographics and data. There is a trail to be followed with regards to suspensions and exclusions.	
9.12	The data for child-on-child incidents and mental health concerns is high. What's behind that and is there capacity in resource and leadership to manage it?	
9.13	We had 3 DSL's last year, but have 2 this year. We will never have enough staff in this area, it's huge, every day and it's increasing. We have recently changed the tags in CPOMS so the data looks different. It's been standardised across the Trust. JC described the patterns or themes in the data for specific cohorts and the resulting actions. There will be a focus on Y7 induction around our expectations.	
9.14	Do you have a paediatric first aid kit and AED and what might the school response to bleed kits and potential knife crime be?	

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9.15	We have paediatric first aiders, 2 resus units and 2 defibrillators with trained staff. In terms of bleed kits, we don't have special first aid kits for this as there is no overt threat in this area.	
9.16	If you have kits such as these, might that alert students to the seriousness of the issue and surface some peer pressure?	
9.17	We do lots of work around knife crime and staying safe inside and outside school. We haven't gone down the road of having metal detecting wands etc as it would send out the wrong message. We don't want to scare students and families.	
9.18	What is the process for dealing with punctuality and targets for students who wander the corridor.	
9.19	If a student arrives after 5 minutes late, they are sent to the Safety Net. This has seriously improved punctuality. Students have corridor passes for several reasons and there remains some inconsistency with staff using these. We also have Take Two cards for those who need a movement break.	
9.20	What happens if a student takes a pass but doesn't return?	
9.21	They will be picked up by a member of staff on duty and returned to lesson.	
9.22	ACTION: Ensure the purple thread is consistent through out papers	JC
10	Finance	
10.1	How will funding effect BBA going forward?	
10.2	We are working within our limitations financially and have a manageable budget this academic year.	
11	AOB	
11.1	None. Meeting closed at 7.34pm	

ACTIONS:

3.1	<p>Link Councillor role were agreed as follows:</p> <ul style="list-style-type: none"> NM – L&M, Environment and Wellbeing ET – PP NP – RSHE & Careers SA – EDI NG – LAC/PLAC/CiC & Young Carers NS – H&S and Policies Committee JS – Student Advocate RH – SEND, T&L & Policy committee SP – Safeguarding, Attendance & Behaviour GS – SEND <p>ACTION: Councillors are asked to liaise with their staff link and organise T2 link meetings.</p>	ALL
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