



Bristol Brunel Academy

Bristol Brunel Academy Council Meeting Minutes Monday 5th October 2020, 5.30pm Venue – Microsoft Teams

Key Issues (OFSTED Inspection Oct 2017)

1. Progress made by the most able pupils continues to improve so that more of them achieve the highest grades
2. A greater proportion of pupils achieve a strong pass in both English and Mathematics.

Academy Council:

Nicky McAllister (NM) CHAIR	Sponsor 1	Sally Apps (SA)	Executive Principal
Nicola Pearce (NP)	Sponsor 2	Jon Jones (JJ)	Principal
Emma Thorn (ET)	Sponsor 3	Vacancy	LA Rep
Helen Pascoe (HP) VICE CHAIR	Sponsor 4	Vacancy	Student Advocate
Emma McAvoy (EM)	Sponsor 5	In Attendance	
Vacancy	Teacher	Vic Boynton (VB)	Vice Principal
Sophie Elsbury (SE) *	Support Staff	Simon Jones (SJ)	Asst Principal
Rahana Davis (RD)	Parent	Charlotte Seavill	Clerk
Sonny Richards (SR)	Parent		
Indicates Action			
Indicates question/challenge			
*	<- <i>Indicates absent.</i>		

1, Introduction, Administration, and Apologies

AC Chair welcomed everyone to the meeting and introductions were made.
Apologies were received and accepted for: SE
The meeting was deemed to be quorate.

2, Declaration of Interests

Clerk reminded all Councillors to complete the Declaration of Interests form online as soon as possible.

3, Approve minutes from the previous meeting

The minutes from the meeting on 11th May 2020 and 29th June were approved.

4, AC Membership

Clerk discussed the current vacancies, ongoing process to recruit staff councillors and upcoming process for the parent councillor roles.

5, Actions and Matters Arising

- a) Councillors were asked to familiarise themselves with the most recent Exclusions policy as there have been some significant changes. **Action – all Councillors.**

6, 7 & Academy Council Report: including medium- and long-term plans for the Academy and The Brunel Way.

Key information that was shared at the CLF Governance Event on 19th September was discussed including key ways councillors can support the academy. This included staff and student wellbeing, looking at how children are reconnecting, quality of provision for all, ability of teachers to teach their groups, ensuring learning is sequential, meaningful and ambitious, how to measure progress and outcomes.

The CLF subcommittee for risk assessments has reviewed risk assessments for the academy; the AC was reassured that everything necessary was in place at BBA.

The Trust has provided valuable support and focus on risk assessment, the quality of education and the approach to blended learning. The focus on the here and now while keeping sight of the improvement journey has been very useful.

The council congratulated the academy on their response to having a positive case of Covid within the academy and the speed that they ensured learning was available for isolating students. The process was discussed and the subsequent in-depth study into the levels of access of home learning. The academy now has useful information by subject, type of activity and wellbeing activities with a series of actions. Live lessons have been successful and provided useful information for the future.

Councillors were thanked for the questions they submitted ahead of the meeting in response to the AC Report.

Behaviour and Attendance

The report states that on comparison of data from last academic year to this, classroom behaviour has improved significantly and that anti-social behaviour during social times has improved, in no small part due to designated year groups and high staff presence and that FTE's are lower. Since returning to school in Term 1, given that most students have been absent from education for 6 months and had less social contact with their peers, would you not have expected behaviour to be more of a challenge, especially given some households unstructured and chaotic lives; and that children are very much out of the routine of school learning and behaviour expectations?

The academy expected a range of behaviour after so long away from school and routine and there has been some of the usual behaviour issues but behaviour at social times has improved considerably. This is likely down to the separate areas used for break and lunchtimes and separating year groups to maintain bubbles. There has also been a significant increase in staff presence both around the academy in the day (during lesson changes/break/lunch) and before and after school. The new staff structure within each year group has given the capacity needed to deal with any issues that arise. Lots of the changes made to deal with COVID are likely to remain in order to maintain these improvements. In addition, the new PLC system has been really successful.

The council provided significant challenge to the prospect of year groups being separated during social time in the long term. It was acknowledged that in the current circumstances, safety is the first priority, however, the council felt that the year groups mixed well and saw many benefits including preparing them for the wider world where people have to socialise with others of different ages.

It was confirmed that staff would continue to offer clubs and activities in mixed year groups (once current restrictions allow), that Houses are still arranged vertically so the year groups come together in House Challenges. Staff have seen significant changes to the behaviour and the types of activities that

students are enjoying during social times without the pressure of older students around them. Other areas of the academy that benefit from mixed year groups are peer mentoring, reading schemes and student leaders – all of which would be unaffected by the separated social times.

Re:PSHE – ‘returning from lockdown’ lessons. Do we have any feedback via staff from students regarding their experiences and worries and how is that informing you how best to support each other?

Staff have been listening to students during duty, learning walks and informal conversations about their experiences during lock down. This information and feedback has been added to the information collated during lockdown through wellbeing phone calls (which ranged from twice daily to fortnightly depending on students’ needs). Their experiences are very varied, some really enjoyed the time while others found it very difficult. Staff are adapting their approach to PSHE and tutor times depending on the student and providing support as needed.

Re:Termly Rewards for 100% attendance. Are you still being mindful of those students who are never going to achieve 100% due to ongoing health conditions or difficult and challenging social issues? Be prepared for criticism from parents/carers in this area.

Attendance is being tracked as normal and student who are absent because of Covid are being given an X code which doesn’t affect their attendance rate. The academy continues to consider students medical or other needs in terms of their attendance.

Action: Clerk to update the glossary to include SMSC.

Re:Student support for reintegration (years 8-11) and transition (year 7). What support are you providing? What has very quickly become apparent that is required?

For Y7 transition, the academy offered targeted tours and visits for LAC or SEND students or a student whose primary school had highlighted as needing some extra support. CLF Primary schools spent half day or full day sessions in the academy having their lessons at BBA. The academy offered as much as was possible in the circumstances.

How can you ensure and monitor that literacy is strong and focused in distance learning provision? How are we supporting those with learning support to access their lessons and not fall behind their peers?

This is a challenge for the academy. One of the difficulties of distance learning is that staff are unable to provide the same type of feedback on extended writing exercises as you can in the classroom. Staff have found a significant drop in completion rates of extended writing activities – in some cases from 80% completion to under 20% completion. Solutions are being found and staff are learning all the time to improve this.

The current Y11 reported the least engagement with distance learning and appear to struggle with extended learning. What is being put in place for this cohort, especially if this group is sent home to isolate in the future?

Staff have identified significant gaps in some students learning so this is being addressed on an individual basis. Gaps increase for PP & SEND students in this cohort. This cohort also suffers with a low level of attendance so going forward, any rota or tiering system that is needed to address H&S risks, Y11 will be timetabled to be in the academy for a full timetable and the other year groups will be timetable around them. When the academy is allowed to start after school sessions and clubs then these students can be offered further targeted support. A tutoring system is being launched shortly.

Y11 have mock exams in November which staff have stressed are incredibly important as they may be the basis of any CAG needed next Summer. Y10 students are being given the same advice as their education has been and could potentially be further disrupted.

The council asked for an update on Y11 progress in the next meeting – Action Clerk

How successful is the food service delivery on site, given year groups access it in different areas at different times? Is there enough choice and portion size?

There have been challenges in serving hot food from three locations but everyone has been able to get lunch (albeit the choice may have been small on some days) but this is improving as the team get used to the new arrangements.

Pupil Premium Funding

1. There is clearly significant work that goes into the allocation of PP funding and evaluating its impact. The strategies that are put into place are proving effective and there is a wealth of evidence to prove this. The staffing and leadership time for this is significant and is having the desired impact on this group of pupils. How do you maintain that without losing sight of the experience for a MAP or HAP non-pp girl for example? What is their experience like at the academy?

2. The PP analysis 2019-2020 states 'highly successful behaviour system' has been integral at helping achieve positive outcomes for this group. The behaviour system has changed for 2020-21, so how do you ensure that the new system is as effective for this group?

The work carried out using PP funding is having the desired effect, not only for PP students but for the whole group. The key response is to ensure quality first teaching is consistent throughout the academy. PP students are often MAP and HAP. An example of maintain a good experience for all would be 40% of the Enrichment Coordinator role being paid by PP funding but its not only PP students who get benefit from this role.

Attendance

Whilst the X codes due to covid absence are relatively low when the school is open for a year group, what is being done to get these pupils into school? What provision are they receiving at home?

Students have access to Show my Homework (when the Y8 cohort was sent home to isolate, they had work waiting for them when they arrived home in most cases). The academy received 174 laptops from the government for students to use at home if they don't have access to a device. The academy work with the students to ensure they get tested as quickly as possible and get back to school. The academy is recruiting a Distance Learning Coordinator to ensure that the distance learning provision remains a high standard going forward.

Anti-bullying

1. What are the main areas of focus from the audit that has been carried out?

Feedback from the audit is being collated and feedback will be provided shortly.

Action Clerk – Add Anti-Bullying Audit feedback to the next agenda

RSE Policy

1. In the report it states that this will be available for Parental Review in October/November on school website (it is not currently there), what is the school hoping to gain from this?

2. The new guidance around RSE has removed the right for parent to withdraw their children from SRE - is this likely to cause concern to any of the BBA community?

The academy has a statutory duty to gather parental input.

Destinations

The Council wanted to note how impressed they are, given the circumstances, that 100% of Year 11 students (2019-20) are now in education, work or training. With all that is going on, taking the time to pause and realise that the work the school has done for each individual member of this group has put them on a path for the future - this is surely a true measure of success.

Action Principal – The council requested that the Principal pass this message of congratulations to the staff involved in securing this success for Y11 students.

Curriculum Intent

The Council watched a presentation outlining the academy's curriculum intent and took part in an activity to discuss what the academy wants children to achieve at BBA and what that means for the AC.

The presentation outlined how the intent is to achieve much more than just exam results. The intention is to offer a broad, enriching curriculum that links with the community.

1. This is an excellent self-promotion tool. How is this being shared with parents and the wider community?

2. The presentation discusses literacy being 'embedded in medium term plans', how do you ensure that this is being translated to action in the classroom and this is having an impact on literacy levels?

The presentation is available on the BBA website for parents and visitors to view.

The Literacy Coordinator has been leading a CPD programme for staff and programme for students.

Action for all Councillors - The AC were asked to consider what the intent means for them and to respond via email.

The Council asked for further information in to how the curriculum supports Black History Month and ongoing learning about black and other cultures/histories.

Action for SJ: To provide a report outlining how and where the curriculum supports this learning.

The Council noted that the academy values the Arts and the curriculum offers a range of opportunities which are maintained throughout the academy. The offer doesn't narrow as students progress through the key stages.

The Council participated in an activity to discuss the academy's vision for 5 years time. Areas of discussion included PAN, infrastructure, Curriculum, T&L, Literacy, Community, Staff, Global situation & technology. Various stakeholders have participated in the activity so far and the AC agreed an additional meeting on 16th November to complete the activity.

Action Clerk: Make arrangements for additional meeting on 16th November.

8, Safeguarding

The Safeguarding Councillor provided an update on the recent visit. The report is available to Councillors on Teams.

Action – All Councillors: Nimble training, including reading KCSIE, is to be completed by October half term.

9, Finance, H&S and Estates

It was reported to the Council that the academy is in good financial health.

10, Staffing & Wellbeing

Staffing and wellbeing was covered in the AC Report.

11, Policies that require review

It was reported to the council that the next Policy Review Meeting is next week. Feedback from all Policy Review Meetings is available on Teams.

12, Student Voice / Student Advocate

The academy is currently recruiting a Student Voice councillor who will be able to join the next AC meeting. The Council stressed the importance of this role, especially in the current circumstances.

13, Governance

A list of the councillor link roles was provided in the AC report.

Action – all Councillors: If councillors have any comments or recommendations for the roles going forward please email the AC Chair and Clerk.

14, Equality and Diversity

Not discussed

15, Matters for the attention of the Board/COAC

None

16, AOB

The academy reported that all staff who are expected to have completed their full nimble training have done so.

Future dates:

16th November 2020 – additional meeting – Time TBC

7th December 2020 at 5.30pm. Meeting on Teams.

8th February 2021 – location tbc

26th April 2021 – location tbc

28th June 2021 – location tbc

Approved: _____ Date _____