



## MINUTES – PART I

Present: C Hillidge, H Platt (Chair), G Porter, C Rixham, L Waterson, A Moorcroft (Principal), C Heesom (Clerk)

### 1 STRATEGIES TO ADDRESS KEY PRIORITIES AT THE ACADEMY

Summaries of the Priority Action Plan (PAP), Raiseonline document and also the importance of Progress 8 delivered to governors by the Principal. The Principal gave governors a snapshot of performance on last year's SEND/high & low ability learners highlighting the strengths, weakness and areas for improvement of each group. He also detailed how EBacc, Pupil Premium, boys and high ability groups have been identified.

#### i) Maths

G Roberts, Leader of Maths & S Readey, Lead Practitioner for Maths, delivered a report to governors which outlined the strategies to address key priorities within the maths department;

#### What is the mathematics department doing to ensure maximum outcomes for students at BCA?

- Question level analysis of where BCA students performed less well on compared to other schools nationally. Subsequent training put in place for teachers by S Readey.
- Weekly skills assessments for all Y11 students are monitored, recorded and actioned immediately by G Roberts. Students who do not pass the weekly assessment must come back before school for intervention the following week.

	A	B	C	D	E	F	G	H
		Two way tables	Frequency trees	Scatter Graphs	Product of Prime Factors	Multiples in Context	Standard form	Standard form 2
1								
2	BALL Conor	Green	Green	Green	Green	Green	Green	Green
3	BRINKSMAN Liam	Green	Green	Green	Green	Green	Green	Green
4	COOK Portia	Green	Blue	Green	Green	Green	Blue	Blue
5	CORRY Naomi	Green	Green	Green	Green	Blue	Green	Green
6	FEDKOVA Bianka	Green	Green	Green	Green	Green	Red	Red
7	FRASER Abigail	Green	Green	Green	Green	Green	Green	Green
8	GLEAVE Samantha	Green	Green	Green	Green	Green	Green	Green
9	GLOVER Connor	Green	Green	Green	Green	Green	Green	Green
0	GRANNELL Mollie	Blue	Blue	Green	Green	Green	Green	Green
1	HALLICAN Daniel	Green	Green	Green	Green	Green	Green	Red

Green indicates that a student has understood **fully** a particular topic.

Red indicates that a topic is still not understood.

Blue indicates that a student did not have a good understating of a topic, has then attended intervention and now fully understands the topic.

- External examiner to mark Y11 assessments, report written and then acted upon in the form of training, delivered by S Readey and gap teaching, delivered by G Roberts. This then feeds into the weekly assessments as above and is acted upon.
- A considerable amount of additional interventions are in place for students.
- A 'Road Map' is in place for Higher Level Learners and Middle Level Learners and this is constantly updated to ensure that it is most relevant for our students.
- Partnership with Bridgewater – use of Specialist Leader of Education (Mrs Beswick). She visits BCA one day per week to strengthen existing strengths and challenge our areas for development to ensure maximum outcomes for BCA students.
- Development of HLL scheme for learning to challenge students to take greater ownership for basic skills whilst enabling teacher to cover the higher content. Training given to staff from Bridgewater colleagues.
- Agreement of grade boundaries between BCA and Bridgewater. G Roberts has worked with Mrs Beswick to established 'best fit' for the forthcoming Edexcel Secure Mock.
- External validation of the maths department 360 by Bridgewater indicates high quality of

books and student engagement in lessons. Teaching is **good**.

Refer to embedded document for full details of the report.



*Governor challenge*

*HP questioned G Roberts on the training received from Bridgewater?*

*GRO advised J McCaig has received training to enhance her subject knowledge and resource sharing between the two schools.*

**ii) High end leaners**

Aim: to evaluate the current provision for HLLs.

M Moyles outlined the strategies in place to improve the provision and outcomes for HLL at BCA.

Areas of strengths and weaknesses were discussed in relation to data (refer to embedded document for full report).



HLL governor update.docx

The number of most able students in each year group are;  
Year 11: 28, Year 10: 36, Year 9: 41, Year 8: 48, Year 7: 15

- APS dropped in 2016 from previous year but is forecast to increase for 2017 (2016 had 4 more boys than 2015)
- Total number of HLL are increasing year on year, significantly by CO2019 who are more than double the cohort than CO2015 (with the exception of Year 7)
- In 2016 PP students scored 4.9 APS higher on average than the average for the whole cohort. (10 students out of a possible 23).
- Internal data suggests that in current Y11 - Y9 PP students are underperforming in relation to the average APS for HLLs in school.
- Girls are consistently outperforming boys, significantly so in 2016 (+42.46 points) and in current Y11 currently by (+31.25).
- National data suggests that most able achievement suffers considerably when students are from disadvantaged backgrounds or where they attend a school where the proportion of previously high-attaining pupils is small both of which apply to BCA.

**If performance is to be maximised, these differences need to be overcome. How?**

We examined the features outlined in the Ofsted report that highlighted what practice consisted of at schools who were providing high quality provision for their HLL, we applied an RAG code and used this as a starting point to determine next steps.

*Governor challenge*

*MMS answered governor questions relating to the rationale and use of extension stickers she also confirmed that HLL were not 'specific' to subjects. A HLL is determined by their average points score at KS2 and academic ability.*

*HP questioned the floor target in relation to the number of students in each group. MMS confirmed changes to KS2 Sats scores have meant more students are joining BCA with a national av score rather than that of a HLL.*

*HP questioned if students know they are a HLL and if, where appropriate, are BCA linking enrichment activities to academic outcomes? MMS advised governors that year 10 & 11 students were aware of this but more parental engagement for other years is needed to ensure that both students and parents are aware of how students can progress into this cohort. Students are steered towards enrichment activities that best suit their academic outcomes and BCA is currently involved in a research programme with Manchester Uni in connection to this.*

**iii) Pupil Premium**

G Harris provided governors with a summary of the strategies in place in support of PP students. Currently there are 21 vulnerable PP students in Year 11 who are monitored by J McNulty; this group are predominately boys. A roadmap and attainment plan are in place which has identified if students have been placed in the correct group. Weekly monitoring

takes place with each student. Parental meetings are arranged and reward trips are organised. Students are grouped in numbers of 3 to encourage a 'competitive' edge within the group. Students have responded well to the monitoring programme so far. A wider pastoral care programme to ensure each student is fit and healthy which includes a subsidised breakfast has also been introduced. We are unsure whether this level of care is offered to PP students in other local schools. A review of how efficiently we are using the PP budget will be rolled out to include SEN(D). PP are referred to as 'Priority Progress' students.

#### iv) Basics

##### **Objective; BASICS – to achieve 35% grade 5+ in English and maths.**

S Mullen, Lead Practitioner for English, outlined the strategies in place to ensure 35% of Y11 students achieve a grade 5+ in English and Maths. She explained to governors the difficulty of trying to identify a grade 4. Regular meetings with key members of staff are in place with clear agendas and actions. Meeting 1 discussed the importance of Pastoral involvement. 61 students targeted and identified as potential 5-9 from year 10 final data trawl. Students all to be assigned to a coach. An English and maths parental evening has taken place which shared key information on changes/exam dates and interventions being offered with parents. Key students in each cohort as having pastoral issues that need following up/supporting have been identified. The Year 11 Progress Leader (E Casey) will oversee pastoral issues with her team of tutors.

Key students (CIC) are entitled to 1-1 tuition. Maths and English tutors are to be assigned to these students. English and maths subject staff have been asked to identify the 61 key students on class charts. Targeted breakfast booster sessions have been set up to support students with gaps. In order to support students who re working below 5 in English but are projected a 5 in Maths, one intervention has been to put in place access arrangements for students to complete an exam on a lap top to assist them in developing their responses in sufficient detail

For a full breakdown of each meeting that has taken place to date, refer to embedded document.



11 roadmap - basics.docx

*Governor challenge;*

*GP asked if there are any strategies in place to support Y10 students?*

*SMU advised governors that she has started to analyse Y10 student data to identify match up at 5-9 and this data will be shared with both departments with an action plan in January 2017?*

*AMO explained the new specifications and the removal of a KS3 curriculum are now enabling departments to map back to year 7 and begin teaching the assessment objectives so that we would expect students over the next few years to be prepared for the 5-9 challenge.*

#### v) Respect (PSHE & SMSC)

C Milburn, Assistant Principal, reminded governors of the RESPECT curriculum; The respect curriculum is designed to ensure that all students Personal Development at Beamont Collegiate Academy and covers the following areas

Religious Education

Equality and Diversity

Staying safe

PSCHE

Enterprise and careers

Current Affairs

Tolerance.

##### **PSHE Extended tutors**

These days take place once a fortnight on a rolling programme. Many lessons are delivered by specialist teachers, external agencies and tutors, ensuring High Quality delivery using the most up to date and accurate information in the key focus areas such as health and wellbeing, living in the wider world and economic well-being.

##### **Employment, Aspirations and Mentoring**

One tutor period a week is designated to ensuring that all students learn about the personal skills and qualities required in the modern world and keep students well informed about their future options when leaving school.

### **The Big Question**

The big question enables students to reflect on and discuss a range of spiritual, moral and social, and ethical questions using Philosophy for Children (P4C) techniques. A range of visual stimuli and prompts will ensure students have appropriate scaffolding to engage in meaningful discussion around these issues. This contributes to all round SMSC and also contributes to students thinking skills.

### **Current affairs General studies: topical discussion (P4C)**

A weekly session that aims to deepen students' cultural capital through discussing topical issues. One tutor session each week is dedicated to this Eg. *This week you will be discussing...*

Sessions are based on a response to current affairs, national and international issues. The Curriculum will cover: the arts; national and international politics; significant figures from national and international history. The content is mainly sourced from the BBC and other recognised news sources.

### **Assemblies**

Assemblies are an essential part of creating the ethos and smooth running of the Academy and set the tone within school. As such the assemblies align with SMSC, PD and PSCE under the RESPECT curriculum. They are delivered by members of the Senior Leadership Team, Progress Leaders and external speakers. Assemblies are used to celebrate success, raise awareness of the importance of the Characteristics of Greatness framework (COGs) students of Key dates in the calendar such as Black History month.

### **Characteristics of greatness (COGs)**

At Beamont Collegiate Academy we are keen to ensure that every student leaves us at the end of year 11 fully prepared for life in modern Britain. As such, we have created a framework for assisting students in achieving their goals and potential. The framework is based around the essential personal development skills and attributes that all students require when moving from school, into further education and then onto higher education or into employment or training. Students are encouraged to demonstrate the attributes and skills of each COG and are awarded stickers and COGS ties to recognise their achievements.

*Governor challenge;*

*LW asked how the RESPECT programme was covered in its entirety and how are topics for discussion each week decided?*

*CMN confirmed the use of the BBC website is an efficient way of extracting current affairs for discussion. Information is displayed on screens around the academy and in classrooms.*

The Chairperson thanked all staff for participating in today's meeting and for providing informative reports.

## **2 WELCOME AND INTRODUCTIONS**

The Chairperson welcomed all members to the meeting.

## **3 ELECTION OF CHAIRPERSON/VICE CHAIRPERSON**

This item is deferred to the Spring term Agenda 13.03.17. Noted and agreed.

## **4 APOLOGIES FOR ABSENCE**

The following governors gave their apologies for absence for today's meeting:

M Eccleston, work commitments

M Evans-Olsen, holiday

N Kelly, personal

J Hodgkinson, personal

S Swanton

Although governors noted and accepted apologies given, the Chairperson commented on the number of governors absent from today's meeting.

5	<p><b>DECLARATION OF INTEREST</b> The Chairperson asked if any Members had any interest to declare in any items on the agenda. There were no declarations of interest.</p> <p>Register of members' interest form: Members were asked to hand in all returns to the clerk (including Nil returns).</p> <p><b>Action: Clerk to chase outstanding declarations</b></p>
6	<p><b>MEMBERSHIP &amp; REVIEW OF THE CONSTITUTION OF THE LGB</b> Current and future membership of the LGB was discussed. Governors noted the term of office expiry dates below.</p> <p><b>Staff governor term of office (for information only)</b> C Hillidge – ends March 2017(Agenda item Spring term 13.03.17) C Rixham – ends March 2017(Agenda item Spring term 13.03.17)</p> <p><b>Community governor term of office (for information only)</b> N Kelly – ends March 2017 (Agenda item Spring term 13.03.17) H Platt – ends March 2017 (Agenda item Spring term 13.03.17)</p> <p><b>Parent Governor vacancies x 1</b> Notice of Parent Governor vacancies:</p> <p><b>Action: It was agreed to revisit this item during the Spring term 2017.</b></p>
7	<p><b>TERMS OF REFERENCE</b> Governors reviewed and agreed to the Terms of Reference below. There were no amendments.</p> <ul style="list-style-type: none"> <li>i) Local Governing Body</li> <li>ii) Discipline/Exclusion Panel</li> <li><b>iii) Admissions Panel (Action: meeting to be convened for 2017 admissions)</b></li> <li>iv) Pay Panel</li> </ul>
8	<p><b>MINUTES OF THE PREVIOUS LGB MEETING</b></p> <p><b>MINUTES OF THE SUMMER TERM LGB MEETING</b> The Chairperson proposed the Part I minutes of the Summer term LGB meeting held on 27.06.16 were a true and accurate account and should be taken as read.</p> <p><b>MATTERS ARISING</b> There were no matters arising.</p> <p><b>Outstanding action: Admissions Criteria; C Rixham Consultation Admissions 2018/19</b></p> <p>C Rixham reminded governors of the proposed revised oversubscription criteria. C Rixham explained the four week consultation process which the academy must follow before any changes could be put forward. Governors were informed that Initial consultation is underway with the Local Authority who have provided some feedback/views on the proposal. The only potential issue is around criteria 5 which relates to partner primary schools. It was felt that this point should /would be referred to the adjudicator as it would not be viewed as fair and reasonable. This is because the PAN from the primary schools far exceeds the agreed Pan for BCA meaning that students who lived locally but did not attend a named partner primary school would be excluded.</p> <p>C Rixham explained that there is an argument that the criteria <i>is</i> fair and reasonable as BCA work closely with the named primary schools as part of the BOLD cluster, in terms of academic transition etc.</p> <p>C Rixham asked how the Governors would like to proceed.</p> <p><i>Governor Challenge</i> <i>HP asked if the LA objected to the proposal relating to criteria 5, how would it be dealt with?</i></p>

C Rixham advised governors that the adjudicators' decision is final.

Governors agreed that the proposed over subscription criteria and should go out to consultation as it stands.

**Action: C Rixham to proceed with the consultation process**

**MINUTES OF THE AUTUMN TERM EXTRA ORDINARY LGB MEETING**

The Chairperson proposed the Part I minutes of the Extra Ordinary Local Governing Body meeting held on 19.09.16 were a true and accurate account and should be taken as read.

**MATTERS ARISING**

All action points have been actioned.

**MINUTES OF THE AUTUMN TERM EXTRA ORDINARY LGB MEETING**

Extra ordinary LGB meeting 3.10.16 - to be discussed during Part II confidential.

**9 MINUTES OF SUB-COMMITTEE MEETINGS**

**Buildings Finance & Personnel (incl H&S)**

The Chairperson proposed the Part I minutes of the Buildings Finance & Personnel (incl H&S) sub-committee meeting held on 20.10.16 as being a true and accurate account.

**MATTERS ARISING**

Performance Management; Pay appeal panel to meet to discuss appeals not approved by the Principal.

Child Protection policy for the approval of the LGB to be discussed during agenda item 15.

There were no further action points that required full governors' approval.

**Curriculum & Learning (incl Resources)**

The Chairperson proposed the Part I minutes of the Curriculum & Learning (incl Resources) sub-committee meeting held on 14.11.16 as being a true and accurate account.

**MATTERS ARISING**

Performance of key groups to be a focus at the next LGB – discussed during agenda item 1.

There were no further action points that required full governors' approval.

**10 KPIs/PRINCIPAL'S REPORT**

**Progress against KPIs at BCA**

Governors attention was brought to the table below which outlines the end of year performance against the KPIs and how the academy is currently performing.

KPI description	Target 15/16(1)	End of year	Target 2016-17	Benchmark	Oct 2016
Attainment 8	>4.2	4.4	48.4	48.4	TBC
Progress 8	>0	-0.05	>0	NA: 0	TBC
% of students achieving English and Maths (Grade 4/5)	Target: 50%	37%	50%/30 %	FFT 20: 30% Grade 5 in En/Ma	48%/29%
% of students achieving EBacc	3%	1%	5%	Only 5% of cohort taking full EBacc	5%
% Attendance(including PA by term)	>95% PA <10%	95.2%	>95.5%	LA: 95.02%	96.5%
		PA: 7.8			<7%
% Perm Exclusions and F/T Exclusions	0%/<2%	0/1.1%	<2%	Awaiting LA figures	0/0.1
% NEET (or destination targets)	0%	0.6%	0%	LA: 1.1%	0%
Year 7 numbers-relating to PAN	180	1 <sup>st</sup> : 225 2 <sup>nd</sup> : 70	180	PAN: 180	1 <sup>st</sup> : 223 2 <sup>nd</sup> : 60

		3 <sup>rd</sup> : 51		3 <sup>rd</sup> : 35
Financial summary eg % surplus, staff costs/ratio	3%	4.8%	3%	-1.9%

## 11 TCAT – VERBAL UPDATE

LW gave a verbal update of her involvement with TCAT. She is currently part of the working party responsible for Finance and due diligence the aims of which are to produce a financial scorecard to audit the risk to BCA of joining the TCAT MAT. She will collate all information and feedback to governors.

HP gave a verbal update of his involvement with TCAT. He is currently part of the Structure and Strategy working party responsible for agreeing the Articles of Association and Schemes of Delegation. Both LW and HP can bring knowledge and experience to each working party due to their first-hand involvement with WCET. HP reiterated the 3 areas that were considered by the BCA LGB to be non-negotiable conditions to be incorporated into the Trust memorandum and articles of association or an equivalent document;

- BCA's financial surplus will remain allocated to and used for the benefit of BCA and will not be pooled or shared with the other academies in the Trust
- BCA will have the right to appoint a trustee to the Trust, BCA's LGB may decide to nominate an alternative attendee to attend any Trust meeting
- The Trust will appoint a suitable qualified finance director either before or shortly after it is established and will as soon as possible provide a full finance, payroll and human resources function that may be accessed by member academies.

**Action; Governors to be kept informed of any development.**

## 12 LINK GOVERNORS AND IMPACT REPORTS

GP met with G Harris to discuss Pupil Premium & Y7 catch-up funding. GP provided governors with a detailed report of the meeting. During the meeting performance against KPIs was discussed and 'challenge' in relation to this was documented. Key points to inform governors of are as follows;

1. The strategies for both lines of funding overlap and are evaluated together for this report.
2. BCA recognises the high % of economically disadvantaged children attending the school and also that there are many additional pupils that could also fall into the same category but that are not designated pupil premium. The ethos of the school and administration of the PP funding attempts to encompass all economically disadvantaged students.
3. Diverse skilled resource strategies are used to deliver additional support to the students in all years.
4. As well as support throughout the school, additional support is given to year 11 students, these targeted groups contain a high % of disadvantaged students aiming to give them an increased parity with the non PP students.
5. The 2015-2016 strategies has been well evaluated for impact, this has taken into account the cohort and the better validated data, looking forward the school is looking to improve processes and strategies to eliminate low impact spend or improve how it was spent.
6. The PP gap is significantly less than the national average and continues to be a priority to the school.
7. The pupil premium and year 7 catch-up funding documents are due to be published on the website. The spend numbers are well correlated for pupil premium, I have not seen the final document for Year 7 catch-up. For audit purposes these should synchronise to a report from the finance team.
8. GP has arranged a learning walk to take place in the Spring term.



012 - Link governor report - PP and Yr 7 f

Refer to the embedded document for a summary of the full report.

LW met with G Harris to discuss achievement and data. LW provided governors with a detailed report of the meeting. During the meeting performance against KPIs was discussed and 'challenge' in relation to this was documented. Key points to inform governors of are as follows;

1. Note caveats – predictions, new grades etc and implementation of additional QA processes



012 - Link Governor  
Report - Achievemer

The embedded report reflects what was discussed during the meeting.

#### *Governor challenge*

*LW asked if all subjects count towards Progress 8?*

*GHA made reference to 'outliers' and explained there were minor errors on the qualification table. BCA does not have a member of staff dedicated data analysis however this is currently being looked into.*

LW met with L Gannon & A Mountford to discuss staff and the Single Central Record (CRB). LW provided governors with a detailed report of the meeting. During the meeting performance against KPIs was discussed and 'challenge' in relation to this was documented. Key points to inform governors of are as follows;

1. Staff attendance is good and indicates positive staff morale, effective internal systems for addressing non-attendance
2. No issues identified with SCR as a result of sample testing
3. LG noted that she is aware that the DfE has recently issued updated guidance re 'Keeping Children Safe in Education' wef September 2016 and to further strengthen procedures currently in place she has requested independent reviews to ensure compliance with new guidelines:
  - BCA Safeguarding Officer review of SCR
  - Peer review by Penketh High School Business Manager

Refer to the embedded document for a summary of the full report.



012 - Link Governor  
Report - Staffing & S

**Action: HP to report to governors on Leadership at a later date.**

#### **13 NGA & 'THE KEY'**

- NGA 'Welcome to Governance' handbook handed to governors
- 'The Key' governor guidance website. The Key is the national information service that provides governors with guidance, insight and answers to questions on all aspects of school governance.

**Action: Instructions on how to access 5 free resources can be obtained from the clerk.**

#### **14 SEF, PAP & OFSTED DASHBOARD**

A copy of the SEF was handed to governors. The Principal asked governors to familiarise themselves with the contents of the SEF. Outcomes referred to.

A copy of the PAP was handed to governors. The Principal asked governors to familiarise themselves with the contents of the PAP and made reference to the 'key priorities'

**Action: Clerk to email both documents to governors not present at today's meeting**

**Ofsted dashboard; Information not yet available**

**Action: Send RAISEonline information to LW & GP.**

#### **15 POLICIES**

The following policies were due for review and were circulated to governors prior to the meeting. All amendments were clearly shown in

1. Red SEN & Inclusions; There were no substantive changes to this policy. Noted and agreed.
2. Remissions. There were no changes to this policy. Noted.
3. Critical incident – minimal changes highlighted in red. Names and responsibilities updated

	<p>throughout the policy.</p> <ol style="list-style-type: none"> <li>4. IAG</li> <li>5. Curriculum – review of the policy deferred to the next C&amp;L committee meeting 27.02.17</li> </ol> <p><b>For approval:</b></p> <ol style="list-style-type: none"> <li>1. Child Protection policy; Governors noted and approved the contents of the new CP policy</li> <li>2. Access Arrangements: Governors noted and approved the contents of the Access Arrangements</li> <li>3. Controlled Assessments; Governors noted and approved the contents of the Controlled Assessments policy</li> <li>4. Internal Appeals Procedures; Governors noted and approved the contents of the Internal Appeals Procedures.</li> </ol>
16	<p><b>AoB</b></p> <p><b>For information:</b></p> <ol style="list-style-type: none"> <li>1. Academy focus – posted to governors for information</li> <li>2. Literacy &amp; numeracy bulletin – for information</li> <li>3. STEM article/newsletter – for information</li> </ol>