

# Beamont Collegiate Academy

## Extra Ordinary Local Governing Body

### Meeting Monday 18 September 4.30 at the Academy



## MINUTES – PART I

Present: M Eccleston, C Hillidge, J Hodgkinson, N Kelly, H Platt, G Porter, C Rixham, L Waterson (Chair), A Moorcroft (Principal), C Heesom (Clerk)

In Attendance:

G Harris – Vice Principal

|    |   |
|----|---|
| 1. | <p><b>Welcome</b><br/>The Chairperson welcomed all governors to the meeting.</p>  |
| 2. | <p><b>Apologies</b><br/>Apologies were received from the following governors;<br/>K Harvey – work commitments. Noted and approved.<br/>J Swanton – Childcare issue – Noted.</p>   |
| 3. | <p><b>Membership &amp; link governors</b><br/>Current membership was discussed.</p> <p><b>Staff governor(s)</b><br/>In relation to the expiry of the term of office for staff governors, C Rixham and C Hillidge, the clerk has received two expressions of interest from current staff members.<br/><b>Action: Clerk to invite prospective staff governors to the meeting.</b></p> <p><b>Community governor(s)</b><br/>An expression of interest has been received from P Cotton. Peter was previously a governor at FTS and found the role to be both interesting and challenging and would like to continue an involvement in education. Peter has many years' experience working in an Engineering business at senior level. <b>Action: Clerk to invite Mr Cotton to the next LGB meeting.</b></p> <p>An expression of interest has been received from S Panter. Steve currently works for The Education Safeguarding Team in Warrington as an Education Safeguarding/MASH Officer. The Principal has arranged to meet with Steve next week to discuss any concerns regarding potential 'conflict of interest' issues. A governor role within TCAT may be an alternative position worthy of consideration. <b>Action: Clerk to invite Mr Panter to the next LGB meeting.</b></p> <p><b>Governors to consider all expressions of interest at the next full governing body meeting on 4 December 2017.</b></p> <p>SLT links have been asked to make contact with and arrange to meet with their respective link governor.</p> |
| 4. | <p><b>School Performance update</b><br/>Mr Harris delivered a summary overview of 2017 outcomes to governors. The 2017 cohort was smaller with 127 students. The KS2 prior attainment of the cohort was 26.5 compared with 28.5 nationally. This is considered significantly below national average. The cohort had a significantly lower proportion of students with high prior attainment and a greater proportion of students with low or middle prior attainment. 45% of the cohort are identified as disadvantaged compared with 33% nationally. 5 students were in receipt of an Education Health Care Plan (EHCP) and 14 students are identified as in receipt of SEND support (K). As part of our inclusion provision 5 students were educated at our alternative provision site at the Halliwell Jones Stadium.</p>  |

## Headline Measures

| Measure                  | 2015 | 2016  | 2017 | National 2017 |
|--------------------------|------|-------|------|---------------|
| Progress 8               | NA   | -0.07 | TBC* |               |
| Attainment 8             | NA   | 44.5  | TBC* |               |
| Basics E&M %A*-C/<br>9-4 | 54%  | 38%   | 50%  | 71            |
| Basics E&M% 9-5          | NA   | NA    | 20%  | 52.8**        |

### \*Confirmation of these score expected in October 2017

\* FFT estimate for similar students nationally was 25%

The % of students achieving grades achieving grades 9-4 (comparable with students achieving A\*-C in 2015 and 2016) has improved by 12%. This means that 50% of the cohort are considered to have secured a “standard pass” in both GCSE English and maths. However, indications are that the DfE intends to measure schools on the % of students securing a “strong pass” in English and maths. .i.e. grades 9-5. Initial indications suggest the DfE expects there to be approximately 18% difference between the 5 of students nationally achieving grades 9-4 and 9-5 in both English and maths. At BCA the difference stands at 30%.

## English and English Literature

This was the first set of examinations for the newly reformed GCSEs in English and English Literature. The new qualifications are assessed by examination only and students had to study a far greater range and more challenging content than the legacy qualification required. Both English and English Literature could contribute the Basics measure depending on which grade was higher. 59.35% of students secured grade 4 or higher and 43.09% secured grade 5 or higher, with 4.07% securing a grade 7 or higher.

### GCSE English Outcomes compared with 2016 and 2017 Provisional National Performance.

| Measure | BCA 2016 | BCA 2017 | National 2017 |
|---------|----------|----------|---------------|
| A*C/9-4 | 64%      | 59%      | 69.9%         |
| 9-5     | NA       | 43%      | 53.3%         |

### English Literature 2017 Outcomes

67.2% of students secured grade 4 or higher and 49.6% secured grade 5 or higher, with 8% securing a grade 7 or higher.

### GCSE English Literature Outcomes compared with 2016 and 2017 Provisional National Performance.

| Measure | BCA 2016 | BCA 2017 | National 2017 |
|---------|----------|----------|---------------|
| A*C/9-4 | 64%      | 67.2%    | 72%           |
| 9-5     | NA       | 49.6%    | 55.4%         |

Students have performed better in English literature than English language with outcomes closer to the national average. When we take into account students' highest grade from both subjects we can report the English figure as 69% which puts the overall outcomes in-line with provisional national outcomes for English

### GCSE Maths 2017 Outcomes

55.2% of students secured a grade 4 or higher in GCSE maths and 24% secured a grade 5, with 4% securing a grade 7 or higher.

### GCSE Maths Outcomes compared with 2016 and 2017 Provisional National Performance.

| Measure | BCA 2016 | BCA 2017 | National 2017 |
|---------|----------|----------|---------------|
| A*C/9-4 | 40%      | 55.2     | 70.7%         |
| 9-5     | NA       | 24%      | 49.7%         |

Attainment in maths has improved from 2016 by 15% but remains well below the national average. Additionally the % students securing a grade 5 is well below national. It is worth noting

that reaching national average in maths does present a significant challenge for the academy when we consider that out of the 127 who made up the cohort 88 had a KS2 prior attainment in maths of National Curriculum Level 4 or higher. This means if all 88 students had secured a grade 4 in 2017 the outcome would have been 69%--still below the national figure of 71%.

*Governor challenge;*

*LW asked if colleges would accept a grade 4 pass for accessibility to courses next year.*

*GH confirmed although colleges have advised grade 4 passes will be acceptable, it should be noted that some 'A' level courses will require a grade 5 pass.*

*Performance tables will be measure on grade 5 passes.*

*JH queried if there were any common areas in maths where students underperformed?*

*GH advised that nationally students underperformed in areas of problem solving and reasoning.*

### **Outcomes for other GCSE Ebacc Subjects**

Improving outcomes across Ebacc subjects has been a priority for the academy during 2016-17. A particular focus was to improve the performance of students in terminal exams for Ebacc subjects shown below. The 2017 outcomes compared with the 2016 outcomes and what the final data point for this year group was projecting. The table indicates that in all areas performance improved from 2016 and with the exception of core and additional science the outcomes are in-line with the final projections which is indication of the validity of our data and assessment processes.

| Subject      | DP4 Projection | BCA 2017 | BCA 2016 |
|--------------|----------------|----------|----------|
| Core Science | 50%            | 39%      | 26%      |
| Add Science  | 51%            | 37.5%    | 29%      |
| Biology      | 100%           | 95%      | 96%      |
| Chemistry    | 100% (Y10)     | 100%     | 100%     |
| Physics      | 95%            | 100%     | 100%     |
| French       | 100%           | 85%      | 40%      |
| History      | 66%            | 61%      | 42%      |

*ME queried the number of student entries in the above Ebacc subjects.*

### **Outcomes for Ebacc subjects compared with national**

| Subject      | Entries | BCA %<br>A*-C | National %<br>A*-C |
|--------------|---------|---------------|--------------------|
| Core Science | 103     | 39            | 47.9               |
| Add Science  | 103     | 37.5          | 57.8               |
| Biology      | 20      | 95            | 90.3               |
| Chemistry    | 20      | 100           | 89.7               |
| Physics      | 20      | 100           | 90.8               |
| French       | 7       | 85.7          | 68.8               |
| History      | 39      | 61.5          | 64.1               |
| Geography    | 72      | 26.3          | 64.1               |

French; Ebacc entries will now be in line with National Average of 36% due to the increase in class sizes in years 9, 10 & 11

### **Attainment**

Strong performance across the curriculum, especially in Art, 92% A\*-C and Drama 83% A\*-C. Outcomes in Geography, ICT and Computer Science were lower than expected.

Vocational subjects performed well in most areas. The emphasis for the leaders of these subjects has been to push students to achieving merits, distinctions and distinction\* grades with our expectation being that 100% of students should secure at least a level 2 pass. Subjects that have had particular success in securing the highest grades (Pass +) for vocational qualifications are Creative iMedia 85%, Dance 100%, Health and Social Care 90%, Hospitality 95%, Music 87%, TLM ICT, 93%, TLM Engineering 93% and PE 98%.

### Performance of Key Groups

#### Disadvantaged Students performance in headline measures

| Subject         | 2017 PP | 2017 NPP | Gap | 2016 PP | 2016 NPP | Gap |
|-----------------|---------|----------|-----|---------|----------|-----|
| Basics % EM 9-4 | 60      | 36       | 24  | 30      | 42       | 12  |
| Basics % EM 9-5 | 17      | 22       | 5   |         |          |     |
| English % 9-4   | 59      | 74       | 15  | 67      | 73       | 6   |
| Maths % 9-4     | 42      | 64       | 22  | 32      | 48       | 16  |

Although the gap appears to have widened compared to 2016 this is as a result of improved performance overall. For example greater numbers of students, both PP and non-PP have secured better outcomes than the 2016 cohort. The table below indicates how the improved performance of PP students in maths impacted on the 9-4 basics measure.

| Subject         | 2017 PP | 2016 PP |
|-----------------|---------|---------|
| Basics % EM 9-4 | 36      | 30      |
| Maths % 9-4     | 42      | 32      |

#### Boys' performance in headline measures compared with 2016 outcomes

| Subject         | 2017 boys | 2016 boys |
|-----------------|-----------|-----------|
| Basics % EM 9-4 | 45        | 36        |
| English % 9-4   | 65        | 66        |
| Maths % 9-4     | 50        | 41        |

#### Outcomes for students with middle prior attainment

Improving the outcomes for students with middle prior attainment was a key priority for the academy in 2017. Middle attaining students were prioritised for a range for a range of interventions including one to one tuition. The table below shows the outcome or middle attaining students in 2017 compared with 2016.

| Subject      | 2016 %A*-C/9-4 | 2016 National | 2017 %A*-C/9-4 |
|--------------|----------------|---------------|----------------|
| Basics EM    | 39.00          | 62.00         | 51.47          |
| English      | 82.00          | 78.00         | 61.19          |
| English Lit  | 61.54          |               | 71.64          |
| Maths        | 40.00          | 70.00         | 58.21          |
| Science Core | 32.05          | 43.33         | 45.90          |
| Science Add  | 32.43          | 46.00         | 42.62          |
| History      | 38.71          |               | 52.00          |
| Geography    | 14.04          |               | 17.95          |

#### Outcomes for disadvantaged middle ability students.

Students in these groups were targeted for 1:1 intervention.

| Subject      | 2016 %A*-C/9-4 | 2017 %A*-C/9-4                    |
|--------------|----------------|-----------------------------------|
| Basics EM    | 26             | 34                                |
| English      | 61.11          | 56.25                             |
| English Lit  | 53.7           | 59.38                             |
| Maths        | 28.3           | 43.75                             |
| Science Core | 27.66          | 36.67                             |
| Science Add  | 22.73          | 36.67                             |
| History      | 45             | 46.15                             |
| Geography    | 6.67           | 6.25 (priority subject this year) |

*Governor challenge;  
GP asked if there was a difference in the overall attainment figure for boys/girls?  
Although GH was not sure of the actual figure he confirmed the gap was not significant.*

**Outcomes for students in receipt of 1:1 tuition**

In 2017 the academy had a comprehensive 1:1 tuition programme that focused on improving outcomes for middle ability students and middle ability disadvantaged students. 12 students who attended Saturday 1:1 tuition sessions in Maths managed to secure a higher a final GCSE grade. 14 students who attended Saturday 1:1 tuition sessions in English managed to secure a higher final GCSE grade.

*Governor challenge*

*GP noted the number of KS2 students with low prior attainment figures and asked if the figures were similar next year?*

*GH confirmed the number of current year 10 and year 9 students with low ability prior attainment figures are similar but year 7 student's figures are in line with National Average.*

Discussion followed on how to improve on this year's results? The Principal outlined how staff need to work smarter/differently and equip students with better knowledge retention skills.

Governors acknowledged the level of hard work in achieving this year's results and asked for their appreciation to be relayed to staff.

**5. Progress against KPIs at BCA: June 2017**

The Principal confirmed a positive set of figures overall.

| KPI description                                       | End of year 15/16   | Nat ave 2015-16           | Target 2016-17 | Oct 2016  | Feb 2017  | June 2017  | Final       |
|---|---|---------------------------|----------------|---|---|--|-------------|
| Attainment 8  | 44.5  | Nat: 48.5<br>War: 50      | 48.4           | TBC   | TBC   | TBC  | TBC         |
| Progress 8  | -0.06   | Nat: -0.03<br>Warr: -0.16 | >0             | TBC   | TBC   | TBC  | TBC         |
| % of students achieving English and Maths (Grade 4/5) | 37%   | 59.3%                     | 50%/30%        | 48%/29%   | 51%/25%   | 47%-52%<br>24-30%  | 50%<br>20%  |
| % of students achieving EBacc                         | 1%  | 23.1%                     | 5%             | 5%  | 5%  | 5%   | 4%          |
| % Attendance(including PA by term)                    | 95.4%   | 95%                       | >95.5%         | 96.5%   | 95.7%   | 95.9%  | 95.4%       |
|   | PA: 9.3%  | 12.4%                     | <7%            | PA:10.4   | PA: 8.3%  | PA: 6.4%   | PA: 6.5%    |
| % Perm Exclusions and F/T Exclusions                  | 0/1.1%  | 0.15/7.6                  | <2%            | 0/0.1   | 0/0.6   | 0/1.1%   | 0/1.4%      |
| % NEET (or destination targets)                       | 0.6%  | 2.7%                      | 0%             | 0%  | 0%  | 4 students   | 0%          |
| Year 7 numbers-relating to PAN                        | 1 <sup>st</sup> : 225<br>2 <sup>nd</sup> : 70<br>3 <sup>rd</sup> : 51 | n/a                       | 180            | 1 <sup>st</sup> : 223<br>2 <sup>nd</sup> : 60<br>3 <sup>rd</sup> : 35 | 1 <sup>st</sup> : 233<br>2 <sup>nd</sup> : 61<br>3 <sup>rd</sup> : 41 | 1 <sup>st</sup> : 238<br>2 <sup>nd</sup> : 61<br>3 <sup>rd</sup> : 41<br>340 | 187 on roll |
| Financial summary eg % surplus, staff costs/ratio     | 4.8%  | n/a                       | 3%             | -1.9%   | -1.4%   | -3.4%  | -1.1%       |

LW confirmed finances 1.1% final overall.

**6. TCAT update**

- BCA + 6 other schools now part of TCAT

|    |   |
|----|---|
|    | <ul style="list-style-type: none"> <li>• Penketh South Primary school due to join (2/3 other primaries keen to join)</li> <li>• Teaching School Status achieved</li> <li>• Collaborative work starting to materialise (eg. Student Parliament Trip to London Oct 2017)</li> <li>• New finance system across TCAT – collaborative working to overcome initial set up problems. Will know BCA financial standing towards the end of Sept 2017</li> <li>• Staff P45s not released by WCET – issue now sorted</li> </ul> <p><i>Governor challenge</i><br/> <i>GP queried if BCA still had a financial SLA with WCET?</i><br/> <i>AM confirmed BCA only retained temporary HR and ICT SLA's with WCET. BCA currently receive temporary finance support from the Finance Manager at Bridgewater via TCAT services.</i></p> <p><i>Governors noted the closure of Bridgewater's 6<sup>th</sup> form provision was not as a result of TCAT.</i></p> <p><i>ME asked about the current use of the FTS building?</i><br/> <i>AM advised governors that WC still retain the building and that he had not received notice of any other information regarding this.</i></p>  |
| 7. | <p><b>Senior Leadership team update</b></p> <p>Governors were advise of the following;<br/> As part of the TCAT school improvement structure (approved by the TRUST 5 July 2017), AM is to become Executive lead for School Improvement for TCAT for the next 12 months and as a consequence, seconded to TCAT for 2 days per week. In order for BCA colleagues to 'back fill' any absence by AM from BCA, this created developmental opportunities for senior colleagues and as a result, G Harris, Vice Principal, took part in an interview process with the Principal and Chairperson, and was appointed Head of School on a 12 month temporary basis. A McMillan and M Reynolds also took part in an interview process and both were appointed in Associate Vice Principal roles, also on a 12 month temporary basis. Middle leaders have been contacted with details of a 12 month temporary Associate Assistant Principal role. Development opportunities across TCAT have also arisen for Lead Practitioners across all subjects and Safeguarding.</p> <p>I Syed has been appointed as an Associate Vice Principal at Penketh High School on a 12 month temporary basis.</p> <p>Financial implications of the restructure to be discussed under CONFIDENTIAL MINUTES PART II.</p> |
| 8. | <p><b>Policies</b></p> <p>The following policy amendments were reviewed by governors;</p> <ol style="list-style-type: none"> <li>1. Sex and relationships – amendments noted and approved.</li> <li>2. Managing Staff Absence – amendments to (12:0) Annual leave entitlement during term time for full time support staff and (13.2) Authorised LOA, noted and approved.</li> </ol>  |