

Beamont Collegiate Academy

Local Governing Body

Monday 13 March 2017 4.30-6.30pm at the Academy



MINUTES – PART I

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

In Attendance:

S Browne – Observer

G Harris – Vice Principal

M Reynolds - Director of Student Services

1	<p>WELCOME AND INTRODUCTIONS</p> <p>The Chairperson welcomed all governors to the meeting.</p> <p>The Chairperson introduced Stuart Browne (observer) to the governing body and welcomed him to the meeting.</p>
2	<p>RESPECT CURRICULUM & PERSONAL DEVELOPMENT UPDATE</p> <p>C Milburn (Assistant Principal – Ethos) presented a PowerPoint presentation to governors during which governors were reminded of the content of the Respect curriculum. A number of students outlined topics covered during PSICHE sessions, for example, LGBT, Healthy eating & diet, mental health and anxiety. By discussing such topics students also gave their views of how this has helped them to recognise and understand other peoples' problems and wider issues.</p> <p>The Big Question; The Big Question enables students to reflect on and discuss a range of spiritual, moral, social and ethical questions using Philosophy for Children (P4C) techniques. In their own words, it helps students to promote healthy debate and allows students to 'get out of their comfort zones'. It also enables students to change their perspective on topics that are discussed and helps to improve their debating skills.</p> <p>Employment and aspirations: Students acknowledged the help and support given by the academy/careers advisor helps them to know and understand what qualifications are needed for specific career pathways. They have also found the aspirational talks given by the Beamont Alumni group very inspiring. S Browne is involved with, and supports the Alumni group, and said the group helps to try and raise student awareness of what is going on in business today.</p> <p>Students talked about current affairs and topics that have recently been discussed, for example, Syria, Brexit and the American election, helping to raise awareness in the these areas.</p> <p><i>Governors challenged students asking them to give examples of COGs (Characteristics of Greatness) that they have personally found helpful. Students gave examples on how the COGs have helped them to be resilient, display tolerance and how to be aspirational.</i></p> <p>Governors were advised that each student belongs to a student leadership group which help to develop leadership skills both in and out of curriculum time. Activities and responsibilities of each group were summarised to governors by the students. The leadership groups</p>

	<p>include, Student Parliament, Sports Leadership, Charity Leaders, Language Leaders and E-Safety Leaders. Enrichment sessions continue to be well attended with over 35 different activities available to students.</p> <p>The Duke of Edinburgh Award is well support by students from years 9, 10 and 11.</p> <p>The STEM trip to Boston (MIT) and New York in September 2016 was a great success and a once in a life time opportunity for students aspiring to follow a career in Science, Technology, Engineering or Maths.</p> <p>All students were thanked and congratulated for their very informative and impressive presentation.</p>
3	<p>ELECTION OF CHAIRPERSON/VICE CHAIRPERSON</p> <p>A request for expressions of interest/self-nominations was circulated to governors on 6.03.17.</p> <p>The following self-nominations were received: Chairperson: Linda Waterston Vice Chairperson; Howard Platt</p> <p>HP explained the rationale of his self-nomination as Vice Chairperson. Following a democratic process to elect a trust board who will govern and oversee TCAT, he was successfully appointed onto the Trust board and was also voted in as Chairperson of the Trust Board. Consequently, he felt to hold the position of both BCA Chairperson and Chairperson to the Trust Board (TCAT) would be a conflict of interest. As a result, he decided not to self-nominate for the position as Chairperson to the LGB and felt that, in the absence of any other expressions of interest, he would now be more suited to the role of Vice Chairperson.</p> <p>Linda Waterson's self-nomination as Chairperson of the Local Governing body was accepted and approved by the governing body.</p> <p>Governors were advised that L Waterson has also been appointed as a Trustee for TCAT.</p>
4	<p>APOLOGIES FOR ABSENCE</p> <p>The following governors gave their apologies for absence from today's meeting. N Kelly M Evans-Olsen J Swanton</p> <p>All absences were noted and agreed by the governing body.</p>
5	<p>MEMBERSHIP & REVIEW OF THE CONSTITUTION OF THE LGB</p> <p>Community Governor</p> <p>Governors were asked to consider and approve the following Community Governor appointment for Mr Kyle Harvey. Mr Harvey's appointment onto the governing body was proposed by HP and seconded by LW. The governing body approved Mr Harvey's appointment. Mr Harvey was officially welcomed onto the LGB.</p> <p>Term of office expiry March 2017; C Hillidge, N Kelly, H Platt, C Rixham. It was proposed and agreed to extend the term of office period for the above named governors until BCAs migration to TCAT on 1st May 2017, after which the constitution of the LGB will be discussed further.</p>

<p>6</p>	<p>MINUTES OF THE PREVIOUS LGB MEETING The Chairperson proposed the Part I minutes of the Autumn term LGB meeting held on 28.11.16 were a true and accurate account of the meeting and should be taken as read.</p> <p>MATTERS ARISING Item 5: clerk to continue to chase outstanding declarations of interest. Item 6: Membership and constitution of the LGB – discussed during today’s meeting under agenda item 5 Item 7: Admissions Panel; The Principal confirmed the following; - 244 first choice applications received (PAN 180) - 64 first choice applications rejected</p> <p>Action: Governors to be kept informed of appeals process Item 8: Admissions criteria; C Rixham reminded governors of the over subscription criteria making particular reference to criteria 5 which relates to the naming of our partner primary schools and the possible referral to the adjudicator by the LA. Item 8: Admissions consultation process was actioned Item 11: Governors to be kept informed of all TCAT developments; on-going Item 12: HP Link governor report – today’s agenda Item 13: ‘The Key’ free resources – actioned Item 14: SEF/PAP emailed to governors – actioned Item 14: Ofsted dashboard information – today’s agenda Item 14: RAISEonline information – today’s agenda.</p>
<p>7</p>	<p>MINUTES OF SUB-COMMITTEE MEETINGS Buildings Finance & Personnel (incl H&S) 9.02.17 LW provided governors with a quick summary of the minutes and advised they should be taken as read. £70k deficit budget figure and 3 year forecast going forward were discussed.</p> <p>The Principal summarised recent discussions with WCET in which the current 4% management fee was challenged. A reduction to 3% was proposed and agreed.</p> <p>Funds relating to the FTS were also challenged however; disappointingly, proposals to redirect funds back to BCA were rejected. Funds will now therefore be subsumed into the closure of FTS. The intention for the FTS building is currently unknown.</p> <p>The Principal reminded governors that 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 within the Trust.</p> <p>Minutes approved.</p> <p>Curriculum & Learning (incl Resources) 27.02.17 GP provided governors with a quick summary of the minutes and advised they should be taken as read. Y11 data point 2 and the diminishing difference data and strategies that are driving this improvement were highlighted.</p> <p>Minutes approved.</p> <p>Summary of Parent survey/student voice outcomes C Rixham provided governors with an overview of the recent Parent survey. A total of 52 responses were received for this survey. The survey result was excellent with all statements being scored above national means. Overall parent comments were generally positive, thoughtful and practical. The most common comment related to the length of lunchtimes – which parents said should be longer. Governors noted the overall responses. The scoring system was explained to governors.</p>

Governor challenge;
Governors questioned the number of responses and asked if we had expected a much higher return?

C Rixham confirmed we are currently trying different approaches to encourage parent engagement and have recently introduced an 'app' which can be used to capture parent responses.

HP commented that overall the responses were positive.

Student Perception Survey; C Rixham provided governors with a summary of sample responses which included, the 'best' things about the academy and things students would like to change at the academy, including 'next steps'. The length of lunch times was also raised by students as a concern and this is currently being addressed. Student voice is addressed through the PACE QA timeline.

Governor challenge;
Governors asked how many students took part in the survey?
C Rixham confirmed that all students took part in the survey and their responses were recorded during tutor time.

8 IMPACT REPORTS & LINK GOVERNORS

1. SEN, Safeguarding & H&S, Behaviour & Attendance

M Eccleston met with Mr Reynolds and gave a summary of their meeting to governors. He outlined performance against KPIs and drew governor's attention to the 'challenge' he directed towards Mr Reynolds. The following key points were noted.

- New system was witnessed to deter morning lateness –tracking pupils at the end of the school day to make up the missed time in the morning.
- ME to be involved in upcoming parent /pupil meetings to review behaviour/attendance process-set targets i.e. report cards to be checked and monitored by ME
- Behaviour and rewards continuing to be valued by pupils and parents-with ofsted graded lesson and letters sent home for outstanding lessons.
- CPOMS Child Protection system was reviewed and training given to ME in order to see the process and understand the referral system. Also the Keeping Children Safe in Education statutory guidance has been provided for all school staff to read and complete a tick list to confirm they have read the document as part of the training.
- Attendance mind set has been delivered to pupils across school in assemblies highlighting number of days missed equating to pupils individual overall attendance. To raise awareness of the impact on T&L. This has also been used with parents/carers during attendance meetings.
- Reviewed the internal behaviour key Facts Comparison 2015-17 (Very positive). Overview of improvements filtering down to areas such as Duty Teacher Calls (now run by pastoral support team) 51% decrease, Disruption to learning 71% decrease, All incidents 75% reduction of logged incidences, 3 and 4 lesson grades 40% reduction in logged incidences, increase in the amount of outstanding lessons awarded by 57%.
- Retrack (internal inclusion)-now being used with pupils to emphasise the seriousness of the issue (of which the pupil may view as a normal way of behaviour-i.e. swearing at a member of staff) may result in multiple days in retrack.

Refer to embedded document for contents of the full report.



008 - Link Governor
Report Behaviour Etl

2. M Evans-Olsen: IAG C/F to next meeting

3. Curriculum & Learning

J Hodgkinson met with G Harris and gave a summary of their meeting to governors. Mrs Hodgkinson outlined how she was impressed with the broad and balanced curriculum the academy offers and how it supports excellent outcomes in all year groups. She noted that the Respect curriculum is delivered effectively across all year groups and is a key strength of the academy. Challenge was directed towards the outstanding judgement for the Art department and if current staffing changes would affect this judgement. Progress of the Geography department (judged to be RI) was challenged and the expected improvement of Maths outcomes for 2017 was raised. Refer to embedded document for contents of the full report.



008 - Link governor meeting Curriculum

Governor challenge:

ME questioned if BCA currently uses the Singapore teaching method for Maths?

The Principal confirmed the BOLD cluster group are currently discussing how to move forward with this. The BOLD group are also hoping to introduce commonality in approach and language for Year 6 students.

Teaching and Learning

J Hodgkinson met with A McMillan and gave a summary of their meeting to governors. Key priorities against KPIs were noted. Challenge was directed towards how able students were being challenged. Strategies to improve outcomes for higher level learners were shared with governors. Refer to embedded document for contents of the full report.



008 - BCA Link governor meeting

4. N Kelly: Culture, ethos & enrichment C/F to next meeting

5. Leadership & management

HP meets with the Principal on a monthly basis. During these meetings the leadership and management of the academy are discussed. During the most recent meeting the Principal's half yearly review took place with the Principal of WCET, N Newton, also in attendance.

6. PP and Year 7 funding;

GP provided governors with an in-depth account of her meeting with G Harris. A PP spend summary statement for 2015-2016 was included within the report. The report also included a summary of impact for both literacy and numeracy and a PP spend breakdown @ 5.02.17 was provided for governors. GP made reference to graphs which demonstrated the historic performance and projected performance of disadvantaged students' v all students and boys v girls in English and maths. ***Challenge was directed towards Pupil Premium spend breakdown and strategies implemented and adjusted following the review of 2015-2016 impact evaluation.*** Strategies to improve Basics were discussed along with RAISEonline data which indicated disadvantaged students, in particular disadvantaged middle attainers have not achieved as well as their national peers, however she noted support is in place to address this. Humanities being part of Progress 8 and additional provision needed to support these students was discussed, as were changes to the curriculum in Science and how they are being addressed. Additional PP strategies include the addition of a Maths intervention teacher and the deployment of YIPYAP tutors. Saturday morning study sessions have also been introduced. 'Diminishing the differences' and year 7 catch up strategies were also discussed.

Key points highlighted related to PP funding, disadvantaged middle and lower attaining students and support strategies in place. She noted attendance figures were good at BCA with significant pastoral support for students managed by M Reynolds. Attainment

of the PP students and strategies for all year groups and prior attainment categories needs to be regularly reviewed and evaluated to achieve the best outcomes. Current spend is in line with funding. BCA currently has the highest percentage of PP spend within Warrington. Refer to embedded document for contents of the full report.



HP thanked GP for her comprehensive report which showed challenge in relation to PP spend.

7. Achievement, Safeguarding (DBS only), Equality & Diversity

L Waterson provided governors with a summary of performance against KPIs for achievement. Her report included measures, targets and impact figures with explanatory comments relating to each section. She outlined further improvements required to meet 2017 targets for maths and acknowledged a change of leadership within the department. The Principal advised governors that the maths department was now considered to be a strong and stable department and this judgement has been confirmed by external partners.

Current Progress 8 score is -0.51 with difficulties in predicting this figure noted. The target is a positive figure of >0. LW noted that 'every grade counts' is being embedded across the academy and that points awarded to English and maths in the Progress 8 calculation measure are double weighted.

Challenge was directed towards Progress 8, additional support for maths following GCSE results in 2016, targeted intervention for specific students to improve their English and maths assessment scores (analysis of impact has indicated that this has resulted in increasing assessments scores by an average of 15.5 from DP1 to DP2. LW queried a decline in Geography A*-C predictions. GH confirmed a new head of department and potentially cautious predictions as a possible reason for this.

An analysis of 2016 maths data identified problem solving as being a particular weakness for BCA students and Teachers have received training to address this issue.

8. KPIs; The Principal reported to governors the progress against KPI's during the C&L committee meeting on 27.02.17. A copy of the full report was circulated to governors with papers for today's meeting. The Principal confirmed the contents of the report were generally positive in relation to attendance, behaviour and the academy's NEET figure. The performance of students achieving 4/5 grades in both English and maths is that both subjects are expected to achieve their predicted targets of 50% (En) and 30% (Ma).

9 MENTAL HEALTH PLEDGE Positive mental health policy

The Positive mental health policy was approved by the C&L committee on 27.02.16.

M Reynolds explained the rationale of the 'pledge' to governors.

Warrington Schools 'Future in Mind Pledge'.

WARRINGTON SCHOOLS 'FUTURE IN MIND' PLEDGE

Our feelings are important. Managing to deal with these feelings in a positive way is called **emotional wellbeing**. Feeling secure, happy and confident while we are at school is about looking after our **emotional health**.

Our school works towards **positive emotional health and wellbeing** for all students and

staff. Being able to understand and express our feelings helps us all succeed at school. We can feel confident about ourselves and work together to help each other.

As well as teaching and learning, our school communities in Warrington are here to support you with the wide range of issues that might affect any individual in school or at home. Help is always at hand, and we are able to guide you towards the best support for every situation.

This pledge makes sure that all schools in Warrington are able to do the very best in looking after the emotional health and well-being for everyone.

Whole school staff training will be made available to ensure raised awareness in positive emotional health and wellbeing for all staff and students at BCA and aim to have at least 2 mental health first aid trainers by the end of the academic year.

Governors questioned if enough resources were available at BCA to deliver this pledge?

The Principal confirmed the challenges ahead and outlined the need to balance funding against academic rigor. Currently, there are no statistics available regarding mental health issues in disadvantaged students.

10 RAISEonline DATA DASHBOARD

A summary of BCA's Inspection Dashboard was circulated to governors. The PPT slides displayed data in graph format. GHA explained performances in the following groups;

1. Progress 8 for all and disadvantaged students
2. Progress 8 for girls and boys
3. Progress 8 for EHCP students (recognised as a strength)
4. Progress 8 for English element
5. Progress 8 for Maths element
6. Progress 8 for Open element
7. Science attainment (attainment is currently below nat av)
8. Humanities attainment (small underperformance in History with a significant underperformance in Geography)
9. Combined English and Maths attainment (37% compromised by overall achievement in maths)

In summary, the dashboard shows the following positives of which Mr Harris made governors aware of;

- In 2015 the academy met two of three floor standards (only slightly below the third (maths EP))
- In 2016 the academy is above the Progress 8 floor standard of -0.5 for overall performance
- Overall the progress of girls is above national and girls in all prior attainment groups are above national
- Overall the progress of lower attaining students is above national
- Overall progress of students with EHCP is significantly above national
- Students' progress in the open element is above national

In summary, the dashboard shows the following areas should have been responded to and prioritised for 2016-2017 of which Mr Harris made governors aware of;

- Overall progress for disadvantaged students
- Progress of disadvantaged middle attaining students
- Progress of middle and higher attaining boys
- Higher attaining and higher disadvantaged students in English
- Progress of all students in maths, with a particular focus on disadvantaged middle

	<p>attaining students</p> <ul style="list-style-type: none"> • Attainment and achievement in the terminally assessed EBacc subjects of science, history and geography <p>Governor challenge; GP asked if 1:1 sessions for Year 11 students are available in other subjects other than En and Ma? GHA; Yes, a 6 week programme is also available for Sc. Sessions are predominately aimed at middle disadvantaged groups.</p> <p>Long term strategies in years 7&8 are being introduced to address areas of concern/priorities sooner.</p> <p>Action; Clerk to email PPT to all governors</p>
11	<p>GOVERNOR TRAINING</p> <p>Governors gave verbal feedback on the following training courses they have recently attended;</p> <ul style="list-style-type: none"> • RAISEonline; LW & GP • Hot Topics; ME & ME-O • NGA The Governance Leadership Development programme; LW <p>Places have been booked for governors on following training courses;</p> <ul style="list-style-type: none"> • Understanding school & academy finance; GP • Curriculum training session; JH • Understanding assessment; GP
12	<p>TCAT UPDATE</p> <p>The Principal delivered a verbal update to governors around TCAT. He informed governors that the RSC voted unanimously in favour of TCAT proposal and the commissioner described it as an 'exciting project'.</p> <p>Governors were reminded of the TUPE consultation period which concludes on 31 March 2017.</p> <p>Following a meeting with the Project Lead from the RSC's office and the EFA it was decided to delay the conversion date to 1st May 2017 (dependant on RSC & lawyer progressing with the necessary documentation). The extension of the conversion date will now ensure we have more time to reflect on any issues that may be drawn to the academy's attention during this period.</p> <p>Governors fully supported the proposal.</p> <p>LW and the Principal to now work on the following;</p> <ul style="list-style-type: none"> - Governors to finalise delegation of documents - Transfer funding agreement - Supplemental funding agreement - Deed of novation and variation of the funding agreement for BCA - Transfer agreement (transfer to responsibilities from WCET to TCAT)
13	<p>FTS UPDATE</p> <ul style="list-style-type: none"> • FTS due to close end of August 2017 • Cohorts are Y10 – Y13 • Y10 intake a concern. Y10 students will now have to be integrated into other institutions within Warrington • Parents notified last week of a 2 week window to apply for places at other schools

	<p>A discussion followed in relation to the number of places currently available at BCA. Questions were asked and concerns were raised around accommodating provision especially for those students who have not chosen a Humanities option, however it is hoped that BCA will be able to accommodate a manageable cohort.</p> <p>BCA will continue to have on-going discussions with WC regarding the FTS building.</p>
<p>14</p>	<p>POLICIES</p> <p>The following policies were due for review and were circulated to governors prior the meeting. All amendments were highlighted in Red.</p> <ol style="list-style-type: none"> 1. Internal appeals – addition to p.7; Noted and approved 2. Homework – G Harris presented the contents of the policy to governors. Governors approved the policy. 3. Pay Policy – Amendments within the policy were noted and agreed by governors.
<p>15</p>	<p>AoB</p> <p>FabLab; BBC TV coverage of how the academy offered a 3D printed forearm to a local boy with Symbrachydactyly was shown to governors. The academy was recently contacted by a local family whose son (nearly 6) was born with Symbrachydactyly, so has a shorter forearm and is missing most of his hand, only having 2 small fingers. The family were struggling to get a prosthetic for their son to use, so the school agreed to work with the family and 3D print a new forearm. A number of BCA students were also involved in the project.</p> <p>The academy is now working with the charities Reach and Unlimbited to publicise our offer to any other NW families who might need help with this condition.</p> <p>Governors were very proud of the commitment of both academy staff and students to this worthwhile and rewarding project.</p>