

**Beamont Collegiate Academy**  
**Local Governing Body with BFP focus**  
**Monday 01 February 2021 4.30-6.30pm via**  
**Zoom**



**MINUTES – PART I**

Governors in attendance via zoom: PC, ME, GP, MR, NS, SW, LW (Chairperson)

Staff in attendance; G Harris (Principal), C Heesom (Clerk)

Staff in attendance via zoom: S Mullen (Vice Principal), C Hillidge (Director of STEM), M McMillan (Assistant Principal)

Observer: S Whatmore

<b>1</b>	<p><b>WELCOME AND INTRODUCTIONS – CHAIR</b></p> <p>The Chairperson welcomed all governors and staff to the meeting and introduced Mr Whatmore. Mr Whatmore provided governors with a brief profile of his career and outlined his governor experience to date.</p> <p><b>Membership:</b>  <b>S Whatmore</b></p> <p>Mr Whatmore’s governor application was proposed by LW and seconded by GP. Governors considered Mr Whatmore’s application and unanimously voted him on to the governing body at BCA.</p> <p><b>Term of office:</b> 12 month interim term of office with effect from 01.02.21. As part of the succession planning to replace the current CoG, Mr Whatmore will step up to the role of Chair of Governors with effect from 15 March 21.</p> <p><b>L Waterson</b></p> <p>As previously discussed, LW will relinquish her role as governor at BCA at the end of May 2021.</p>																						
<b>2</b>	<p><b>APOLOGIES FOR ABSENCE – CLERK</b></p> <p>The following apologies for absence were noted and approved;</p> <p>K Harvey – Work commitments  N Kelly – Work commitments</p>																						
<b>3</b>	<p><b>DECLARATION OF INTEREST – CLERK</b></p> <p>There were no declarations of interest received.</p>																						
<b>4</b>	<p><b>MINUTES OF THE PREVIOUS AUTUMN TERM LGB MEETING – CHAIR</b></p> <p>The Chairperson asked for the Part I minutes of the previous LGB meeting held on 16.11.20 to be taken as read. Approved.</p> <p><b>MATTERS ARISING</b></p> <p>Action log;</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #d9ead3;"> <th style="width: 15%;">Agenda Item</th> <th style="width: 45%;">Action</th> <th style="width: 15%;">Lead</th> <th style="width: 25%;">Action Taken</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><b>Previous minutes</b></td> <td>4iii Admission arrangements to be determined by the Trust</td> <td style="text-align: center;">CR</td> <td>Trust board meeting December 10<sup>th</sup>. Agreed.</td> </tr> <tr> <td style="text-align: center;"><b>Previous minutes</b></td> <td>SLT leads to contact link governors to discuss contents of impact report.</td> <td style="text-align: center;">SLT leads</td> <td>On hold. GHA to continue to advise/update governors on a 2 weekly basis.</td> </tr> <tr> <td style="text-align: center;"><b>7</b></td> <td>H&amp;S Impact report; COVID QR code. NM to look at legislation for schools.</td> <td style="text-align: center;">Clerk</td> <td>Schools are not required to do this.</td> </tr> <tr> <td style="text-align: center;"><b>11</b></td> <td>TCAT Pay Policy 2020-21. BCA pay ranges to be inserted.</td> <td style="text-align: center;">Clerk</td> <td>Actioned</td> </tr> </tbody> </table> <p>The above actions were noted.</p> <p><b>Further actions: SM to forward revised catch up spend to GP.</b></p>			Agenda Item	Action	Lead	Action Taken	<b>Previous minutes</b>	4iii Admission arrangements to be determined by the Trust	CR	Trust board meeting December 10 <sup>th</sup> . Agreed.	<b>Previous minutes</b>	SLT leads to contact link governors to discuss contents of impact report.	SLT leads	On hold. GHA to continue to advise/update governors on a 2 weekly basis.	<b>7</b>	H&S Impact report; COVID QR code. NM to look at legislation for schools.	Clerk	Schools are not required to do this.	<b>11</b>	TCAT Pay Policy 2020-21. BCA pay ranges to be inserted.	Clerk	Actioned
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<p><b>5</b></p>	<p><b>CONTINUITY OF EDUCATION INCLUDING COVID-19 TESTING – G HARRIS</b></p> <p><b>School opening:</b> BCA continues to offer on-site provision to 40-65 students of key worker families and to those students identified as vulnerable. A high quality remote learning programme remains in place for students currently being educated at home.</p> <p><b>NEET:</b> A small cohort (approx. 15) of vulnerable students at risk of NEET has been identified. These students and are currently being educated in as safe environment within the school.</p> <p><i>Governor challenge: LW asked if the students identified as 'at risk' included Year 11 students. Mr Harris explained how a GCSE support centre has been set up in school. The support centre currently provides English, Maths and Science sessions to those students most at risk of NEET. Attendance so far has been good but consistent communication with parents is needed.</i></p> <p><b>LATERAL FLOW TESTING:</b> BCA continues to offer a daily COVID testing programme for staff and students. However, we are now no longer required to test children daily who identify as close contacts but instead instruct them to isolate at home. We continue to offer daily testing to staff. As per government guidance, students are now only tested twice in total instead of twice weekly. The testing team consists of 8 staff and 3 volunteers. To date, 375 tests have been carried out of which there were no positive results. The results are helping to instil a level of confidence in staff wishing to work on site. BCA are also currently offering daily LFT to Meadowside staff.</p> <p><b>FLOODING:</b> BCA continues to offer 'housing' provision to Meadowside staff and key worker and vulnerable children.</p>
<p><b>6</b></p>	<p><b>COVID-19 PASTORAL PROVISION (including attendance &amp; welfare) – M REYNOLDS</b></p> <p>M Reynolds provided an update of provision. Currently 125 key worker/vulnerable students have been identified. Students who are struggling to engage at home continue to receive a 'drop in' service. Potentially, 14% of the school cohort compared to the national average of 5% have access to the emergency provision offered at BCA. For students who are under the support of social care or have and Education Health Care Plan (EHCP) and currently do not wish to accept a place, daily/weekly calls home take place in an effort to continue support these students and families.</p> <p>MR outlined the pastoral support provision in place and explained the 'traffic light' system. Welfare and mental health provision continues to be offered to all students. In addition to external support, the pastoral team continue to support identified vulnerable students and families, eliminating the need to escalate referrals to the LA.</p> <p>Families receiving Free School Meal (FSM) vouchers will continue to receive these via Edenred every 2 weeks. In addition to this, the Pastoral team delivered 36 food parcels to families in need.</p>
<p><b>7</b></p>	<p><b>COVID-19 CURRICULUM &amp; ASSESSMENT PROVISION – S MULLEN</b></p> <p>SM summarised the Remote Teaching and Learning Protocols for governors. In line with the DfE guidance and the EEF research, lessons delivered by each department will be either 'live', pre-recorded and/or set lessons such as Oak National. The teacher <i>should</i> always be present during the lesson to support with questions/feedback. The quality of lessons observed so far have been exceptional. Students currently follow a 5 lesson timetable and receive a healthy balance of live lessons and recorded lessons each day.</p> <p>Governor challenge ME asked if any parent/student surveys have been circulated to raise any concerns relating to the quality of remote teaching? SM and GH confirmed surveys have been to both parents and students and outcomes/actions have been recorded and addressed. Feedback from parents and students has so far been positive. Governors can access the quantitative data capture from both surveys. The surveys confirm the hybrid model of both live and recorded lessons is working well and parents appreciate the pattern of lessons delivered via remote learning. The uptake of the parent survey was 230+ which is a healthy uptake compared to previous surveys however, the school will continue to push for a higher return in any future surveys. Mr Whatmore confirmed the presentation was accurate in that it gives a good picture of the various types of teaching currently offered at BCA.</p>

	<p>SM explained the meaning of DIRT marking. <b>Action: List of acronyms to be circulated to governors.</b></p> <p>SM explained a number of CPD sessions have taken place to ensure some staff learn how to deliver <i>good</i> lessons remotely. Good practice is also shared between staff/departments - helping to improve teacher confidence and creating a big 'team spirit' amongst BCA staff.</p>
<p><b>8</b></p>	<p><b>2021 – YEAR 11 OUTCOMES UPDATE – S MULLEN</b></p> <p><b>Remote Tuition.</b> The established tuition program that BCA has offered over the past 4 years will this week move to remote tuition to support year 11 students with their continued studies. Tutors will deliver small group tuition via zoom and will gather an evidence base to support teachers with arriving at grades. Students have been targeted where teachers feel more evidence and exam practice of key skills is needed to award grade 4s and 5s. Currently the cohort receiving remote tuition is 43 however this number is expected to rise once more is known about the government plans for assessing year 11. Attendance to all remote sessions has been good so far.</p> <p><b>Assessment Days.</b> A number of year 11 assessment days are planned going forward to support the gathering of evidence for awarding grades. BCA has already completed a set of PPEs prior to lockdown. A key group of vulnerable /CFC students have attended school to complete papers supervised by SM. English, Maths and Science assessments took place for 180 students last week and resulted in a 75% return. Outstanding returns are currently being chased.</p> <p><b>Mentoring.</b> Currently BCA has 50 students on an achievement mentoring program (one phone call per week from a member of staff). This will increase to 60 by next week to factor in some students who are a CFC across their Ebacc subjects.</p> <p><b>GCSE Support Centre.</b> Aside from those year 11 students who are attending school due to being children of key workers or with vulnerable family backgrounds (approx. 15), a number of students have been identified who were accessing our GCSE Support Centre prior to lockdown and could be at risk of NEET. These students are attending on a part time basis to keep on track with their learning so they are not disadvantaged as a result of this enforced period away from school.</p> <p>SM acknowledged there is still a job of work to be done with an Ebacc targeted group.</p> <p><b>Parents Evening/Year 11 DP1.</b> An online Parents Evening has taken place where we have been able to share working at grades and discuss the student engagement with remote learning. Students have completed a full set of PPE papers in all exam based subjects and these papers have been retained for evidence. Trackers are also set up in all these subjects that detail:</p> <ul style="list-style-type: none"> <li>• Current working at grade</li> <li>• Predicted grade</li> <li>• Grade strength</li> <li>• Rank order</li> </ul> <p>In readiness for any announcement from the government around the awarding of grades BCA still has a second series of PPE exams scheduled for late March in preparation for the potential of in school assessments set by the exams boards/Ofqual to arrive at the teacher assessed grade. SM explained the 3 year trend WA and PG (data point 1) data to governors. This data is prior to the most recent lockdown/switch to remote teaching and learning. In response to EBACC and BASICS projections, cohorts have been identified for tuition and mentoring. The recent assessment day was also designed to gather more evidence to support predictions of those around the grade 3 to 5 in English and Maths. Heads of Department are being asked to focus on ensuring remote assessments are designed to produce evidence that supports the students in moving from their WA (working at) grade to their PG (predicted grade). The 'Assessment days' are in place to ensure students remain 'exam ready' if the government decide to schedule 'tests' in the Spring/Summer term to 'prove' the grades teachers award. SM is looking at building in a day off timetable this term for vocational subjects to support in the completion of coursework.</p> <p><b>Post 16 Provision.</b> Whilst the delivery of the curriculum remains the key priority for Year 11, ensuring their future post 16 destinations are secured is also important at this stage of the year. M McMillan has planned a number of events over the coming term and our careers advisor, Steve</p>

	<p>Leach, is set up on Google Classroom to support our students with any queries they may have. Plans in place are: Three afternoon sessions off timetable (date TBC), Session 1: Introduce Priestley Liaison hub / past students' videos (before half term), Session 2: Priestley remote taster sessions (after Feb half term), Session 3: Introduce WVR remote activities (TBC), BCA Futures – Year 11 Post 16 Preparation, Periods 4 and 5 - Wednesday 27<sup>th</sup> January</p> <p>ME highlighted one of the concerns raised at Priestley College this year is the effect the reintroduction of exams will have on students' mental health and asked questions around BCA 3 year trends. SM answered questioned relating to the 3 year trends subject headings and explained the logic behind the estimated grades and confirmed an update of the schedule won't be ready as the information has not been shared and the <i>benchmark</i> has not yet been confirmed. SM also explained the importance of getting BCA students 'exam ready'. LW acknowledged the ambitious jump between WA/predicted data but is confident knowing the intervention programme in place with targeted groups and the current PPE schedule will hopefully provide enough solid evidence to back up figures. LW also thanked SM for all her hard work in ensuring students achieve the best possible outcomes. <b>Action: SMU to forward final center assessed grades for WA/Predicted 18/19 to ME.</b></p>
<p><b>9</b></p>	<p><b>COVID-19 – THE DIGITAL DIVIDE &amp; REMOTE LEARNING DEVICES – C HILLIDGE</b></p> <p>CH briefed governors about the current remote learning devices available at BCA. During the first lockdown in 2020 BCA faced considerable barriers to delivering remote learning effectively because a large number of students did not have a suitable device to work on at home. Many students also did not have suitable skills to work remotely to ensure that they continued to learn from home. Since Summer 2020, in preparation for a further lockdown, the school has focussed on:</p> <ol style="list-style-type: none"> <li>1. Increasing the stock of suitable devices available for loan to students. This has been possible through the government laptop scheme, LEP funding and trust funding.</li> <li>2. Increasing the student's skills in accessing digital remote learning to ensure they were ready to switch to working from home in the event of a lockdown.</li> <li>3. Working with teachers to ensure they had the ability to effectively deliver the curriculum remotely.</li> </ol> <p>The lockdown in Jan 2021, and subsequent move to remote learning, came at extremely short notice but the school moved very rapidly to delivering good quality lessons online. Many students still required the loan of a chromebook so they could work effectively at home. To date, we have loaned over 270 chromebooks to students across all year groups.</p> <p>A number of students also struggled to access learning due to a lack of broadband at home. Since January BCA has provided approximately 15 government supplied Wi-Fi dongles and purchased a further 10 dongles for our most disadvantaged students. These are being used by students in conjunction with 50 data sim cards (30GB) that we received free from Vodafone UK. Technical support is mentioned below;</p> <ol style="list-style-type: none"> <li>1. BCA has led several parental online sessions to help parents with their children's remote learning.</li> <li>2. In the first 2 weeks BCA provided regular staff online drop in training sessions to enhance their delivery of effective remote learning.</li> <li>3. BCA has led whole staff CPD (online) around best practice in remote delivery of the curriculum, effective feedback and live teaching.</li> <li>4. BCA has set up a dedicated ICT support email for parents where most problems with remote learning are resolved within 90 minutes.</li> </ol> <p>The school is now delivering good quality remote learning in line with DfE guidance and OfSTED best practice guidelines. The school is also leading new developments such as the recent introduction of digital graphics tablets to support teachers to draw diagrams, provide feedback and annotations – just as they would in the classroom to provide the best possible experience for our students.</p> <p>LW thanked BCA for all the support currently being offered to students. NS also confirmed that support from staff during the Year 10 Parents' evening was excellent.</p>

<p><b>10</b></p>	<p><b>CURRICULUM MODEL 2021-22 – M McMILLAN</b>  MM shared the year 7 &amp; 8 curriculum plan with governors and explained the rationale behind the class structure for year 9 where English/Maths/Science classes will be setted together. Y10 will follow a similar structure to Y9 and will continue to be offered triple Science classes. MM explained the core studies options for Y11..</p> <p>LW talked about Ebacc numbers increasing marginally and said it was good to see BCA was still offering a rich curriculum to all students.</p> <p>MM explained the rationale behind the Red, Blue and Gold Options Pathways currently offered to Year 9 students.</p> <p>MM clarified the curriculum analysis to governors and explained how the staffing ratios will be managed. BCA is looking to recruit a Geography Specialist to cover a maternity leave in this subject.</p>
<p><b>11</b></p>	<p><b>QUALITY ASSURANCE – UNDERSTANDING GOOD REMOTE TEACHING PRACICE</b>  <b>G HARRIS</b>  Rationale; Quality assurance is an integral part of our approach to school improvement. Identifying, understanding and sharing good practice in the context has inevitably become a more disconnected process. The uncertainty surrounding the rest of this academic year and ensuring we capture and understand the most effective practice to inform our work going forward. What underpins this interim quality assurance process is the need to identify the characteristics of good practice and not to adopt a definitive judgement of 'best' practice. At this stage of our remote teaching provision the concept of what is best practice is uncertain. GH outlined the stages and explained how TCAT support and Challenge Partners will be involved in Stage 2 of the QA process.</p> <p>Governor challenge; Stage 2 of process: ME asked if TCAT support and challenge partners would see the same teachers/lessons as SLT members. GH replied yes, in most part. LW asked how students were being chosen. GH replied students have been identified via prior ability band (H, L, M &amp; SEND), attendance/level of engagement to date. LW said this was 'evidence of good independent work'. <b>GH to write a report of the findings/outcomes of the QA process for TCAT approval and to then share with governors</b></p>
<p><b>12</b></p>	<p><b>TERM DATES 2022-23</b>  GH shared the terms dates for 2022-23 with governors. Date sequence to remain the same except for the half term break in February 2023 – this will take place a week later than in previous years. Approved. <b>Action: Clerk to confirm dates to the LA.</b></p>
<p><b>13</b></p>	<p><b>GOVERNOR TRAINING AT A GLANCE – SPRING 2021</b>  Spring term governor training sessions at a glanced – noted. Governors to advise clerk if they would like to attend any sessions.</p> <p>Governors were reminded of the TCAT training session on 4 February 2021, 16:30 via zoom. The session will cover 'Effective Governance'. Governors were asked to confirm their attendance.</p>
<p><b>14</b></p>	<p><b>POLICIES</b>  As part of the TCAT policy review, all statutory <b>TCAT policies</b> and <b>Academy policies</b> have now been agreed. The following procedures were previously reviewed annually by BCA governors however, as they are non-statutory, this will no longer be the case. They will instead form part of the new BCA Procedures Manual, which will be internally reviewed on an annual basis.</p> <p>066 Quality of Education Handbook – G Harris  005 ESOL  014 Citizenship/SMSC  021 Home School Procedures  027 RE and Collective Worship  028 Education of LAC  046 CPD  057 Exams</p>

	<p>059 Exam Contingency 064 Positive Mental Health</p> <p><b>TCAT POLICIES REVIEWED BY THE TRUST</b> <b>POLICY LIST FOR INFORMATION</b> Support Staff Appraisal Policy Trust Complaints Policy</p>
<b>15</b>	<p><b>A.o.B</b> <b>Action: Clerk to circulate staff cypher list to governors.</b></p> <p>SW would like to pass on his thanks to Mr Harris and other staff for welcoming Meadowside staff and students to BCA during the flooding.</p>

**Part II**

	<p><b>There were no Part II items for discussion.</b></p> <p><b>An update on any confidential issues will be provided during the next FGB meeting on 15.03.21</b></p>
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