

Beamont Collegiate Academy

Extra-ordinary LGB Meeting (with exam focus)

Monday 14 September 2020 4.30-6.30pm at the Academy



MINUTES – PART I

Present: L Waterson (Chair), P Cotton, M Reynolds, N Sanders, G Harris (Principal), S Mullen (Vice Principal), C Heesom (Clerk)

Remote access: G Porter, N Kelly, J Flitcroft, S Wright.

1	<p>WELCOME AND INTRODUCTIONS – CHAIR The Chairperson welcomed all governors to the meeting.</p>
2	<p>APOLOGIES FOR ABSENCE – CLERK The following apologies for absence were noted and approved. H Platt – Holiday M Eccleston – Work commitments K Harvey – Work commitments</p>
3	<p>DECLARATION OF INTEREST – CLERK There were no declarations of interests received.</p>
4	<p>MINUTES OF THE PREVIOUS LGB MEETINGS– CHAIR The Chairperson asked governors to receive and approve the Part I minutes of previous Local Governing Body meeting held on;</p> <ul style="list-style-type: none"> i. Extra-ordinary meeting (Chair/Vice Chairperson) 14.05.20. No actions. Taken as read. Approved ii. LGB meeting 15.06.20. No actions. Taken as read. Approved. iii. LGB Meeting (Chair/Vice Chairperson) 20.07.20. Matters arising. Refer to action log. Taken as read. Approved. Actions noted. <p>Governor Challenge: SM answered questions raised by governors in relation to the tutoring programme offered at BCA and how students reading ages were being 'retested'. SM explained BCA use an established tutoring company to deliver extra tuition to students and students will be undertaking CATs tests which will give base line data reading ages for students in yrs 8,9 & 10. This data will then be compared to data collected this time last year to inform what intervention needs to be put in place for students identified as not reaching the reading age expected of them.</p> <p>Governors enquired about staff and students had found returning to the academy after lockdown? SM told governors that students and staff have all adapted well to the new measures put in place to ensure they all remain safe under COVID-19 social distancing rules. Students have settled in well and a good academic feel is evident around the academy.</p>
5	<p>OVERVIEW OF 2020 RESULTS – S MULLEN In what has been a challenging year for the academy we are pleased with the results we were able to award this academic year. The results are fair for individual students and reflect their efforts and abilities that have been demonstrated over the last 5 years. The CAGS awarded went through a rigorous quality assurance process across the Trust. A wide range of evidence was considered in arriving at grades and the two PPE series that we ran in year 11 formed a significant part. The academy is confident that the results students received are in-line with how we would have expected them to perform if they had been given the opportunity to sit the exams. There is no requirement to report results/P8 this year and no league tables.</p> <p>Only a very small number of GCSE grades were moderated up as part of the government algorithm and were in the subjects below:</p>

English Language	2 grades from 8 to 9, 2 grades from 7 to 8, 1 grade from U to 1
Combined Science	3 grades from 1-1 to 2-1, 1 grade from 2-1 to 2-2, 2 grades from U to 1-1
Chemistry	3 grades from 5 to 6, 1 grade from 8 to 9, 1 grade from 6 to 7
Biology	1 grade from 8 to 9
Computer Science	1 grade from 6 to 7, 1 grade from 2 to 3
Art	2 grades from 4 to 5, 2 grades from 2 to 3
History	1 grade from 7 to 8

Class of 2020

The year group was considerably larger in comparison to 2019 (129 students) with a slight increase to the proportion of disadvantaged students and a slightly lower % of HPA. However, the work ethic and overall engagement with learning (particularly at the top end) felt stronger than previous years.

Headline measures

A key priority this academic year was to improve the attainment in Maths to support improvement in the BASICS headline figures. Much of the work was concentrated on the grade 4 benchmark and this is where the biggest improvement was seen with 62% securing a grade 4+ in E/M which is up from 52% in 2019. There was also an improvement at 5-9 from 32% to 36%. This remains an area in both English and maths that will form a priority for 2020-2021. A P8 figure of +0.41 is higher than predicted at DP2 (+0.32) though when we look at the vocational results at D/D* these awarded by the board are considerably higher than teacher's predictions in March in Engineering, Hospitality, Business Studies and ICT.

In terms of progress English is looking at an improvement from +0.24 to an impressive +0.34. Attainment 8 is consistent with 2019 at 4.9. There was a notable rise at 7-9 of 4%. This now means 1 in 4 students at BCA leave the academy with 1 grade 7 in English. The results at 7-9 in English Language exceed targets set at FFT5. Overall the results awarded are in line with those predicted after the March series of PPE exams.

Improved performance in Maths remained a key priority for the academy this year with a focus on continuing the improvement at grade 4, 5 and 7. All key benchmarks improved with a significant shift at 4-9 by 12%, this was largely due to the increased volume of walking talking mocks between each PPE series and the stability and expertise of certain staff on the grade 3 to 4 borderline. FFT50 targets were met at 4-9 and 7-9.

In terms of progress, maths is looking at a significant improvement from -0.1 to +0.24. There is also an improvement in the attainment 8 figure from 3.9 in 2019 to 4.4. Continued improvement in Maths will remain a key priority subject for the next academic where performance in line with English is expected. The overall results are in line with the predictions made prior to lockdown.

In Science, 59% of students achieved 2 GCSE grade 4s in Science which is a continued improvement of 6% from 2019. Improvements were also seen at 5-9 (9%) and 7-9 (4%). This was largely due to changes to the tiers of entry (more moving to higher) and increased focus on exam technique and increase to the volume of home learning set. The results awarded were very close to the PPE predicted grades made in March prior to our knowledge of an imminent lockdown.

A main priority area for the academy this year was to improve the attainment in History after a significant dip in 2019. Results at each benchmark increased but were short of FFT50 at 7-9 and 5-9. With a new HOD in post from September, support will be provided to ensure this improvement is built on for 2020-2021. In other Ebacc subject areas, results were broadly in line or above FFT50 with a very strong performance in Computer Science and Art/Textiles at all key benchmarks that exceeded FFT5 targets at 5-9 and 4-9.

Raising the profile and importance to students of all Ebacc subjects studied remains a priority for the academy. In 2020 29% of the cohort followed this route. There continues to be an improvement in the percentage of students securing a 4+ from 19% in 2019 to 22% in 2020 and at grade 5+ from 14% to 15%. The performance at grade 5 is a priority for 2020-2021

Vocational subjects

As with previous years, there is a strong performance across the vocational subjects. The approach taken was to submit internally moderated units that had been completed prior to lockdown. These were then added to any external exam that had been sat (except in Drama and Dance) to arrive at a grade at the exam board. On the whole grades awarded were in line with what department projected. Where there is slight increase (particularly at the D/D*) this is due to the grade being calculated on a points basis which saw a number of student end up in the higher grade band. The Business Studies course this year was new and significantly more challenging than in previous years so it was pleasing to see some students secure high grade passes. In January we had a new member of staff take on the delivery of Engineering for the final months and much work went on to ensure all students had the coursework completed to a high standard to support the awarding of grades.

Alternative provision

Students referred to the Alternative Provision have a history of significant behavioural challenges. Many are at risk of permanent exclusion from the main school and traditionally students would have been referred to external provisions vocational learning courses achieving no GCSE qualifications.

Students typically find the core subjects very challenging often enrolling in the AP with a disruptive educational record of exclusions and poor attendance. Successes of CP (Maths grade 5) and CM (Maths grade 4) are pleasing and indicate the longer the student spends in the AP the more impact the AP can have on grades. English grades have improved and with more stable staffing in 2020-2021 a priority will be to ensure more students at the AP are securing grades at 3 and 4 across all the core subjects to prepare them for the next stage of their life. As the data indicates, the students are more engaged and motivated in their study of Art and Hospitality and next year we will be aiming to ensure all students placed at the AP secure at least a L2 pass in Hospitality and a grade 4 in Art.

Attainment of Key Groups in English Language

- The attainment of disadvantaged students has increased again at all key benchmarks building on the gains made in 2019. There was no gap between the performance of dis/non dis students at 4-9
- The attainment gap between boys and girls decreased from 2019 at 4-9, 5-9 and 7-9
- The attainment of boys increased from 2019 at all key thresholds
- Outcomes for students with high prior attainment improved at all key thresholds
- The biggest increase for students with mid prior attainment was at the 7-9 threshold

Attainment of Key groups in English Literature

- The attainment of disadvantaged students increased at 7-9 and remained constant at 4+ and 5+.
- Boys attainment increased at all key benchmarks
- The attainment of our HPA at 7-9 almost doubled from 2019 from 24% to 46%
- The attainment of our MPA increased at all key benchmarks
- The performance of LPA remained consistent with 2019. The dip at 5-9 is largely due to lockdown. Historically, there are many gains from students in the final examination from grade 4 to 5. This wasn't factored into the awarding of the CAGS hence the dip at grade 5.

Attainment of Key Groups in Maths

- The gap between the attainment of non dis/dis students reduced at all key benchmarks
- The attainment of disadvantaged students improved at all key benchmarks
- The attainment of girls increased by 6% at 7-9
- The attainment of HPA increased by 17% at 7-9
- There was a 20% increase in the attainment of MPA at the grade 4+ benchmark from 2019
- The attainment of LPA students in maths doubled from 2019 with 22% of students securing a grade 4

Progress of Key Groups

	P 8 (2020)	P8 (2019)	A8 (2020)	A8 (2019)
Boys	+0.17	+0.04	43.11	40.90
Girls	+0.68	+0.22	48.86	46.66
HPA	+0.56	+0.03	63.60	58.51
MPA	+0.25	-0.03	42.60	40.54
LPA	+0.66	+0.61	31.79	30.42
Dis	+0.13	0	41.77	40.79

Non-Dis	+0.65	+0.31	49.26	46.2
SEND	+0.48	+0.3	33.54	28.33

Whilst the data on the progress of students isn't validated this year, we are confident that this is accurate due to the robust assessment calendar and quality assurance system we have in place. Over the past two years, we had raised the profile of the work we do with our HLL, boys and disadvantaged cohort. Having key staff in place to lead on strategy has ensured our approach to raising attainment and progress has been more refined and our philosophy of great teaching for all coupled with having the highest of expectations is central to the continued success of these students.

Governor challenge;

Narrowing the Gap. SW asked what implications were taken to ensure the gap did not widen during lockdown and what steps are in place to safeguard the gap does not widen in the future?

SM explained staff are in daily contact with disadvantaged students who would normally be working with cohorts of students but who are currently self-isolating. Staff make sure these students have adequate IT provision and can access and confidently navigate their way around Google Classrooms. The motivation of these students is integral to ensure these students perform to their best ability. This year a wider *range* of tuition has also been made accessible for PP students. Out of 70 students offered Saturday tuition, 50 are PP students. Evening tuition sessions in Maths and English have been offered to 36 PP students. On-line tuition has also been offered a number of students who are predominately mid-attaining boys who do not necessarily engage in after school/weekend tuition programmes.

To allow for an early full diagnostic measure, students will also be tested in Ebac subjects during week 6 after which strategic changes will be made (where necessary) to student timetables. BCA offers a 'whole school approach' to what is a very high PP cohort and, as a result of improved teaching and expectations, the PP gap continues to narrow at BCA. Additional measures in place to support SEN(D) students were also explained to governors. TAs continue to support SEN(D) students within year zones.

The Principal voiced concerns over the challenges facing the academy and outlined the changes made to teacher allocation and practices in order to ensure social distancing is adhered to.

Governors agreed measures in place demonstrate an inclusive approach to learning for disadvantaged students.

7 COVID-19/START OF SCHOOL YEAR UPDATE(S) – PRINCIPAL

The Principal outlined the measures/procedures in place to ensure BCA opened its doors to staff and students in accordance to government guidelines. The Principal has also kept in regular contact with Parents updating them as and when necessary to ensure they are kept up to date with the ever changing guidelines and government's responses to COVID-19.

To date, 1 teacher has tested positive for COVID-19. In line with government guidelines to help control the spread of the virus, BCA procedures were swiftly put into practice resulting in no further cases being recorded. The member of staff continues to make a good recovery. The positive test did however lead to the whole of the History department (3 teaching staff) having to self-isolate for 14 days, confirmed by the 'Trace and Trace' system. We are currently awaiting the result of a support member of staff after his partner had tested positive. As a result, and in accordance with guidelines, this member of staff is currently self-isolating. There is currently 1 teaching member of staff who is *shielding* for medical reasons and continues to deliver lessons remotely from home. The Principal would like it noting that, as a result of staff pulling together and offering support, it was pleasing to see these absences have not significantly impacted on school operations and lessons.

Students have adapted well to the new measures and restrictions in place and continue to respond well to learning and respecting social distancing within their year 'zones'. There have been no positive cases recorded for students to date.

To ensure the safety of both staff and students, and in line with government recommendations, teaching staff are working alongside all measures in place to ensure lessons are being taught respecting social distancing guidelines. As a further measure of care and support for staff, BCA is

	<p>continuing to offer well-being periods to teachers. Teachers have also been given the option of working from home after they have delivered their final timetabled lesson of the day. Following the government's announcement for the reopening of schools, 4 parents have requested for their child(ren) to be electively educated at home. However, after positive intervention from the academy, this has now been reduced to 2.</p> <p>Students having to self-isolate as a result of a family foreign holiday, continue to be challenged to ensure self-isolating guidelines are being adhered to.</p> <p>Governor challenge; Governors raised questions with regards to the eating arrangements/options available to students? The Principal outlined break/lunchtime provisions in place and confirmed the academy is currently reviewing options on how to provide hot meals for students. On arrival, students are currently offered a choice of cereal bar or fruit. Students can also enjoy a free piece of fruit or toast during break times. Additional facilities are in place for wet weather conditions to ensure students continue to follow social distancing guidelines at all times.</p> <p>GP enquired about the overall mental health of students. Mr Reynolds assured governors that the emotional health of students remained paramount at BCA and stringent measures were in place to deal with any students showing signs of mental health issues. Support measures include students having access to a trained counsellor and on-line help. In-house support is also offered to students who need it – pastoral staff have identified students requiring additional support and provision is already in place to support these students.</p>
<p>8</p>	<p>GOVERNOR COMMUNICATIONS – CHAIR</p> <p>LW thanked the Principal for keeping her well informed with regards to how the academy has been coping with the COVID-19 pandemic since its outbreak back in March. LW acknowledged both BCA and TCAT are doing all they can to minimise and contain the spread of the virus with TCAT schools.</p> <p>LW asked governors if they felt communications between the BCA and governors was sufficient or required improvement. PC asked when link governor meetings would resume. Mr Harris advised the structure was currently under review however to minimise the risk of unnecessary and possible infection, these meetings would take place remotely. Link governors would be contacted in due course by their relevant Senior Leadership Lead.</p> <p>The clerk to the governing body was asked to ensure that all significant information is circulated to governors.</p> <p>The clerk was also asked to ensure that governors receive all governing body papers within the agreed timescales.</p> <p>Action: Governors were asked to ensure they complete the Keeping Children Safe in Education (KCSIE) safeguarding training by the deadline specified in the notification email from Hays Education.</p>
<p>9</p>	<p>A.o.B</p> <p>For information;</p> <p>Pay Review Panel meeting 12 October at 16:00. LW & PC attending.</p> <p>Action: Clerk to contact ME re: availability to attend?</p>