

Beamont Collegiate Academy
Local Governing Body with C&L focus
Monday 11 October 2021 4.30-6.30pm
at the Academy



MINUTES – PART I

Present: P Cotton, M Eccleston, G Harris (Principal), K Harvey, M Reynolds, S Whatmore (Chair), C Heesom (Clerk)
In attendance: M McMillan, D Roche

1	<p>WELCOME AND INTRODUCTIONS The Chairperson welcomed all governors and staff to the meeting.</p>
2	<p>APOLOGIES FOR ABSENCE Apologies for absence were received from: G Porter – noted and accepted. N Sanders – noted and accepted.</p> <p>No apologies for absence were received from A Reid. Action: Chairperson to address.</p>
3	<p>DECLARATION OF INTEREST There were no declarations of interest.</p> <p>Declaration of pecuniary and personal interest – Trust Boards and Local Governing Boards 2021-22. Action: Clerk to chase all outstanding declarations.</p>
4	<p>MEMBERSHIP Term of office expiry; For discussion on 22.11.21.</p> <ul style="list-style-type: none"> • Peter Cotton – 01 December 2021. • Neil Kelly – 01 December 2021
5	<p>ELECTION CHAIR/VICE CHAIRPERSON 2021-22 COG/Vice COG election process. Taking into consideration succession arrangements agreed on 15 March 2021, this item has been postponed until 21 March 2022.</p>
6	<p>CONSTITUTION OF THE LGB Constitution of the Local Governing Body: – for noting (see page 4 section 3 of TCAT Scheme of Delegation)</p> <ul style="list-style-type: none"> iii) TCAT Scheme of Delegation. There are no changes to the SoD therefore the list of duties delegated to LGBs remain the same. iv) Guidance to local governing bodies within TCAT regarding constitution. Noted. <p>Actions:</p> <ul style="list-style-type: none"> - Further parent governor recruitment options to be discussed with CRI/BIV. - GHA to seek possibilities via TRUST for senior leaders wishing to become governors.
7	<p>TERMS OF REFERENCE Governors were reminded that by agreeing to the TORs, they were agreeing that the governing body is operating within the terms laid out in the TCAT SoD.</p> <ul style="list-style-type: none"> • Local Governing Body. TOR agreed. • Discipline/Exclusion Panel. TOR agreed. • Admissions Panel. TOR agreed. • Pay Panel. Tor agreed.
8	<p>MINUTES OF THE AUTUMN TERM EXTRA ORDINARY LGB MEETING The Chairperson asked for the Part I minutes of the previous LGB meeting held on 13.09.21 to be taken as read. Approved</p> <p>MATTERS ARISING</p>

	<ul style="list-style-type: none"> • Service road. Working currently going ahead with expected completion date after half-term (mid November). Entry/exit requirements in place for staff and students. Talks with WBC re: crossing to resume. • Following the extensive fire damage to the pitches, repairs are now underway and the pitches are once more operational. • 20 positive COVID cases have been reported since the start of term. <p>Pending actions;</p> <ul style="list-style-type: none"> • LG to deliver comparative BCA/TRUST absence figures from 01.01.21 to 25.06.21. • H&S audit. NMA to deliver report/recommendations to governors 22.11.21 • J Hackney to confirm reduction to exam fees 22.11.21
9	<p>VISIONS & VALUES – PRINCIPAL Presentation postponed to 22.11.21</p>
10	<p>PAP 2021-23 – PRINCIPAL The Principal outlined the contents of the BCA Priority Action Plan and explained the rationale behind each KPI and the success criteria relating to each of the following areas;</p> <ul style="list-style-type: none"> • Pupils • People • Performance <p><i>Governor challenge;</i> <i>Governors asked questions relating to measures in place for strategic planning. The Principal explained the processes in place for subject reviews to allow for alignment with accountability so they remain succinct with the PAP.</i></p> <p><i>The Principal explained the importance for governors to fully understand their link governor role(s) and the necessity for meetings to take place each half term to ensure governors continue to show scrutiny and challenge during these meetings and discuss agreed outcomes.</i></p> <p>The Chairperson thanked the Principal for providing a thorough working document.</p>
11	<p>WHAT OUR GOVERNORS NEED TO KNOW CURRICULUM STRATEGY – M McMILLAN – PRESENTATION M Millan (MMC), Assistant Principal, provided governors with an in-depth presentation explaining the fundamentals within the following areas;</p> <ul style="list-style-type: none"> • What do we mean by curriculum? • TCAT commitment to the curriculum (OECD) – Organisation for Economic Co-operation and Development • What is the curriculum vision at BCA? • What does the curriculum look like at end Key Stage? • How is the curriculum enacted at BCA? • How do we evaluate the impact of the curriculum? <p>The Principal talked about the importance of up-skilling governors to be able to challenge decisions made regarding the curriculum strategy essentially within the areas outlined above and</p> <p><i>Governor challenge;</i> <i>Governors asked a number of questions relating to the Reading curriculum (7-9) and how it is embedded at the academy. MMC explained the Reading curriculum is a main focus within BCA and explained the timetabling process for each session and talked about how impact will be measured. Governors also acknowledged how the strategy will work well within mixed attainment groups but raised how higher attainers must also continue to be challenged and pushed to reach their full potential.</i></p> <p>Action: PPT to be circulated to governors.</p>
12	<p>INDEPENDENT ENQUIRY AND PROFESSIONAL GROWTH – D ROCHE D Roche (DR), Assistant Principal, provided governors with an informative presentation. DR outlined the CPD calendar for 2021-22 explained how the following aims will be implemented throughout the academy;</p>

- Develop the practice of teaching reading through high quality CPD, in order to develop pupil reading comprehension and improve pupil outcomes.
- Develop teacher assessment strategies to in order to improve the delivery of the BCA curriculum and pupil outcomes.
- Develop classroom practice in individual teachers through an Independent Enquiry based on evidence and research, to improve delivery of the BCA curriculum and improve pupil outcomes.

Independent Enquiry at BCA

Independent Enquiry is the process through which CPD at BCA will link to the Professional Growth Model. It is a carefully planned sequence programme during which teachers can work on self-identified areas for development to improve outcomes for pupils as well as improve professional practice. Research suggests that CPD is most impactful when considered from a subject specific context, Independent Enquiry has this at its heart. Thirteen hours of CPD time has been ring-fenced for this purpose, with a plan based on evidence from EEF, Teacher Development Trust and the work of Uttley and Tomsett. In brief the plan is as follows:

Identify

2 hours of time devoted for personal and department reflection of areas of professional development. Decisions should be considered based on a range of evidence (assessment scores, formative assessment, pupil work scrutiny, pupil voice, observation, professional discussions) self-collected by class teachers and quality assured by HoDs against department priorities.

Plan (this will start week 16 – January 2022)

Teachers will have 3 hours protected to seek out evidence appropriate to their individual, contextual needs. They will be guided and supported to research and engage with evidence from other settings which will be analysed for suitability to their practice and subject specific context. A range of research should be explored from professional bodies, academic reading, blogs etc. Research hubs will also be developed with teachers working on similar areas collaborating when appropriate.

Execute

Teachers will trial and implement changes to their practice based upon the training and research encountered. 5 hours will be available for putting plans into action in the classroom. Evidence from personal practice will be sought to gauge impact and inform adaptations to approach through a deliberate practice approach supported by leaders. Professional coaching conversations will drive incremental improvements in practice to ensure genuine and sustained changes in practice.

Review

Teachers will present their findings to peers across over 3 hour long sessions, backed up with evidence for scrutiny. Further adaptations made to practice with the aim of acceptance of developed strategy into wider department practice through careful planning and implementation. This should be carefully planned for to have the greatest impact.

Governor challenge;

Governors queried the review process. DR confirmed sessions are to remain bespoke within subjects' which in turn will share their findings to peers across all subjects. Governors also asked if the Friday sessions will remain for whole school CPD? The Principal outlined the importance of staff showing how they have evidenced their own improvement and development and how later they need to show impact, however, checking mechanisms remain in place to check the validity/autonomy of projects/concepts. DR outlined the levels of checking processes built into the programme.

13 TCAT PEER REVIEW OF BCA – PRINCIPAL

Following discussions with the Principal, it was agreed that this Peer to Peer should focus upon "temperature checking" the climate and culture of the school and its readiness for an Ofsted Inspection.

The evidence gathering activities included:

- Lesson visits
- Work scrutiny
- Discussions with students

	<ul style="list-style-type: none"> • Discussions with Middle Leaders • Discussions with Senior Leaders <p>In terms of subjects and areas, we focused upon:</p> <ul style="list-style-type: none"> • Maths • Geography • The Reading Curriculum • Aspects of Personal Development and Behaviour and Attitudes <p>Whilst a formal Ofsted Inspection would “deep dive” more into specific subjects, this broader approach allowed those colleagues involved to feedback observations and highlight where an Ofsted full inspection might look to dig deeper. The colleagues involved were: Bev Scott-Herron, Principal Sir Thomas Boteler Church of England High School; James Koltan, TCAT’s Lead Practitioner for Maths; John Barlow TCAT’s Lead Practitioner for Geography. The Review was led by Tim Long TCAT’s Executive Principal Secondary.</p> <p>The Principal shared the strengths identified within the report and discussed areas for development with governors. Governors acknowledged the report was good overall and positive outcomes were evident, especially within the reading curriculum. The Principal explained the rationale behind the reading curriculum and how it valued across the workforce and is accessed by students.</p> <p><i>Governor challenge;</i> <i>Governors asked how students accessed the wider curriculum. The Principal confirmed students follow the RESPECT programme. The RESPECT curriculum at Beamont Collegiate Academy is designed to ensure that every students can develop as a whole person, fulfil his/her potential and contribute towards a future built upon the social and economic well- being of the individual, the local community and the wider world. This is mapped across the year groups to ensure sufficient and effective coverage and all members of staff are engaged in the delivery of the RESPECT curriculum.</i></p>
<p>14</p>	<p>BCA HEALTH CHECK FOR GOVERNORS – PRINICIPAL</p> <p>The Principal outlined the rationale behind the document. This document provides an SLT response to a range of key areas that governors should be fully aware of and use in conversation with their link SLT member.</p> <p>There will be an opportunity to raise any questions during the next FGB meeting on 22/11/2021.</p>
<p>15</p>	<p>REVIEW OF THE GOVERNORS CODE OF CONDUCT 2021 – PRINCIPAL</p> <p>Governors acknowledged and reviewed the contents of the document. Governors agreed the contents of the Code of Conduct reflected a true and accurate account of the LGB strategies, accountability and performance.</p>
<p>16</p>	<p>LINK GOVERNORS</p> <p>Governors were reminded of their link governor strands. SLT leads will be contacting governors regarding impact report meetings. This item will be revisited during the next meeting on 22/11.2021</p> <ul style="list-style-type: none"> • Quality of education – S Whatmore • Leadership (incl finance & personnel) – S Whatmore • Curriculum incl reading/TCAT Reads) – S Wright • Teaching & Learning – S Wright • Attainment and Achievement KS3/4 and performance of key groups (disadvantaged/vulnerable/CiC – G Porter • COVID recovery and catch up – G Porter • SEN(D) – G Porter • Safeguarding, behaviour & welfare, incl attendance – M Eccleston • Health & safety/premises – K Harvey • Personal development and enrichment – A Reid • Primary transition and other stakeholders – N Sanders (termly). • CIAG – P Cotton

17	<p>GOVERNOR TRAINING</p> <ul style="list-style-type: none"> i. Hays on-line Safeguarding training – Governors were reminded forward their completed certificates to the clerk for collating ii. Autumn term governor training courses available – circulated to governors for information. Noted.
18	<p>POLICIES</p> <p>Governors were asked to take the policies as read. Any amendments were shown in Red for easy reference to for governors. Where there are no substantive changes to a policy, changes are shown for information purposes only. Only changes requiring clarification will be explained to governors.</p> <ul style="list-style-type: none"> i. Policies and procedures delegated by the TRUST to academies <ul style="list-style-type: none"> (a) SEN(D) C/F (b) Relationships & Sex Education (RSE). All changes were noted by governors. Clerk to add to Governorhub. (c) E-Learning. All changes were noted by governors. Clerk to add to Governorhub. <p>BCA PROTOCOLS DOCUMENT</p> <p>Governors are asked to note the contents of the document.</p> <p>TCAT POLICIES</p> <ul style="list-style-type: none"> • A full list of policies approved by the TRUST for noting.
20	<p>AoB</p>