

**Beamont Collegiate Academy
Local Governing Body with BFP focus
Monday 21 March 2022
4.30-6.30pm at the academy**



Minutes – PART I

Present: P Cotton, G Harris (Principal), G Porter, M Reynolds, S Wright, S Whatmore (Chairperson), C Heesom (Clerk).
In attendance: A Viar, C Hillidge, M McMillian, S Mullen, C Rixham, J Hackney.
Observer: P Calrow (CoG – Meadowside Primary)

1	<p>WELCOME AND INTRODUCTIONS – CHAIR The Chairperson welcomed all governors and staff to the meeting.</p> <p>The Principal introduced Annabel Viar, Business Operations Manager to governors and welcomed her to the meeting.</p> <p>Mr Calrow, CoG at Meadowside Primary school was welcomed to the meeting. Mr Calrow is attending in an <i>observer</i> role.</p>
2	<p>APOLOGIES FOR ABSENCE – CLERK Apologies for absence were received from the following governors;</p> <ul style="list-style-type: none"> • Mark Eccleston. Noted and accepted • Nikki Sanders. Noted and accepted. <p>Apologies for absence were not received from;</p> <ul style="list-style-type: none"> • Kyle Harvey. Noted. <p>Membership Mr Reid. Disqualification from office triggered on the grounds of Mr Reid’s failure to attend meetings without the consent of the governing body over a continuous period of six months. Action noted and agreed.</p>
3	<p>DECLARATION OF INTEREST – CLERK There were no declarations of interest.</p>
4	<p>MEMBERSHIP Succession planning: S Whatmore (Chairperson). Term of office expiry March 2022. Mr Whatmore left the meeting. Re-election of SW was discussed. GP proposed for Mr Whatmore to continue in his role of Chairperson for a further 12 months. S Wright seconded the proposal. The governing body unanimously agreed for Mr Whatmore to continue in his role as Chairperson until March 2023, after which his term of office will be reviewed.</p> <p>Mr Whatmore re-joined the meeting and accepted the proposal saying his was happy to continue in his role as Chairperson for a further 12 months.</p> <p>A Reid. Attendance to meetings. As above (item 2).</p> <p>Staff governor election. Clerk to action.</p> <p>Future BCA governor membership/appointments. Chairperson to discuss all possibilities with A Moorcroft.</p> <p>Parent governor(s)</p> <ul style="list-style-type: none"> • CRI/BIV to actively pursue parent governor nominees.

- M Eccleston. Expiry of parent governor term of office August 2022. Governors proposed to retain ME as a co-opted governor from September 2022. **Clerk to notify ME of proposal and await decision.**

5 MINUTES OF THE PREVIOUS AUTUMN TERM LGB MEETING – CHAIR
 The Chairperson proposed for the Part I minutes of the previous LGB meeting held on 21.03.22 were a true and accurate record and should be taken as read. GP seconded his proposal. Governors approved the minutes.

MATTERS ARISING

All pending actions were noted and carried forward to the next meeting.

6 PP RECOVERY SPEND/STRATEGY – S MULLEN
 SM gave a summary of the statement to governors and explained how the statement details the Academy’s use of pupil premium, including the recovery premium for the 2021 to 2022 academic year. SM explained how the funding helps to improve the attainment of BCA’s disadvantaged students and also outlined BCA’s pupil premium strategy and how the academy intends to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within the school.

Detail	Amount
Pupil premium funding allocation this academic year	£ 376,748
Recovery premium funding allocation this academic year	£ 105,340.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£20,000
Total budget for this academic year	£502,088.50

BCA believes in equality of opportunity for all. Teachers are expected to teach an *evidence informed curriculum* supported by strong pastoral care that results in positive outcomes for all young people. BCA’s intention is that no child is left behind socially or academically because of disadvantage and that all pupils, make good progress and achieve well across the curriculum, particularly in EBacc subjects.

The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. The activity BCA has outlined in this statement is also intended to support all our learner’s needs, regardless of whether they are disadvantaged or not. SM outlined each activity with the report and talked about the evidence that supports each approach.

High-quality teaching is at the heart of the academy’s approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Our pupil premium plan will focus on 5 main areas: raising the outcomes across Ebacc subjects, closing the disadvantage gap, supporting an improvement in attendance to rates seen pre-pandemic, support for SEMH and the implementation of a comprehensive tuition programme across KS3 to tackle barriers to reading, vocabulary acquisition, literacy and numeracy.

The key challenges to achievement identified amongst BCA’s disadvantages students are, attendance data, gaps in assessment data, lack of revision/self-regulation strategies, low levels of reading comprehension/numeracy at KS3.

SM outlined the impact of the Saturday tuition programme and talked about how to get the ‘best out of our students’ with mid-week sessions proving to be a good alternative option. A full programme of half-term sessions has been arranged including all Ebacc subjects.

Governor challenge; SW asked about reading/literacy levels of students coming up from the primary schools. SM confirmed a third of our students have reading ages below the expected

chronological age and outlined strategies (including staff buy-in) to ensure catch up sessions are used to ensure we get our students to where they should be. SW talked about the need for more 'joined up thinking' between primary and secondary schools with the need for *vocabulary deficiency* to identified early, explaining how a proportion of primary pupils remain on 'catch up' and this is then passed on to secondary schools.

Overall, the impact of the pandemic saw a dip in the performance of disadvantaged students in 2021 based on teacher assessed grades. The P8 for disadvantaged -0.19 was lower than the figure of 0 in 2019 when students last sat terminal examinations. However, in terms of meeting our priorities we were able to have impact with our provision for disadvantaged students when delivering live lessons during remote learning, the attainment of disadvantaged students across the BASICS and the post 16 destinations/courses chosen by our disadvantaged cohort.

Governors thanked SM for a very informative report.

7 FINANCE

- i) Revised 2021/22 Budget Forecast – J Hackney
- ii) Management accounts

Overview

The 2021-2022 revised budget for Beamont Collegiate Academy has been set using the general assumptions as outlined below. The reports shows the budget split into 3 sections income, staffing costs and non-staffing costs.

General Assumptions-Income. ESFA Income. The ESFA income has not changed and is line with the original budget.

Academy generated revenue

- Catering income has been increased by £13k based on the income to date, this is a positive move for the catering function and although the expenditure also has been increased this has only increased by £1.5k.
- *Lettings* income has been reduced, the facility is picking back up now all covid restrictions have been removed.
- Catch up income of £25,270 has been removed and replaced by the Recovery Premium funding of £57,348.
- School Led tutoring income is £47,993 and this is a new funding stream for 21/22. This funding is to be used for the specific purpose of tutoring students impacted by covid 19. There is a caveat in place that this funding must account for 75% of the costs meaning £12k must be allocated from a separate budget. BCA are allocating this from the additional recovery premium funding.
- Project income for the STEM projects has been included within the income lines, NCCE shows all expected income, SLP only shows the fixed income guaranteed awaiting a new contract in April 2022. It is likely there funding will increase and targets will be met for a variable element of income to be received. Current overall income shown in this budget for SLP and NCCE is £191k.
- An additional supplementary grant is also to be received this year from 1st April 2022 for Beamont Collegiate Academy to cover the health and social care levy and other additional expenditure. The amount due to be received by BCA in 21/22 is estimated at £75,116. The actual allocations are likely to be announced in May. There is still guidance to be issued which will say how the other element covering additional expenditure is to be used.

General Assumptions-Staffing expenditure

Staffing costs for teaching staff include no pay rise and have been reduced from the original budget. Support staff pay rise has now been agreed and included in the support staff figures. Health and social care levy due to start in April 2022 has now been factored into this revised budget. Cover costs have been increased in line with actual spend to the end of P5.

General Assumptions-non staff costs

Non staff costs have been increased in the majority of areas due to the ongoing increase in cost across the U.K. Utilities have been increased by 10% across TCAT and that is reflected in this revision.

The Trust management charge has been increased slightly due to the additional income received from the supplementary funding. Central leadership budget has been drastically increased to include the Kassia cost that was not included in the original budget. Admin costs have increased due to the switch of MIS systems from SIMS to Arbor, the in-year switch has left BCA needing to sign and agree new contracts for costs such as parent's apps and payments system when the current contracts are already in place this year and factored into the budget. Some curriculum areas have been increased as the budget set for the area had already been spent to pd05.

Further Considerations

To help reduce the current deficit, JH has proposed for curriculum orders to be stopped until after the Easter break. Usually, in May, curriculum areas are asked to plan for the remainder of the year and then cease additional orders. Bringing this forward to Easter could achieve a bigger savings of budgets and give BCA leadership more control over spend in the final months of the year.

School sports partnership is showing an overall deficit position in year however a reduction in the rate charged to other schools has impacted this in the current year. The reduction was based on the loss of service the schools had in the previous year due to covid and lockdowns, this reduction will not take place next year however a full review of school sports partnership needs to take place at BCA in preparation for next year to ensure that this project is meeting the costs moving forward.

SLP-Science learning partnership project are awaiting new contracts from April 2022. It is currently proposed that the contract will run from April 2022 to September 2023 which will allow for a clearer budget to be in place for next year as the contract will run in line with the BCA financial year and not the fiscal year as it has previously.

Awaiting government guidance on supply costs.

1.75% salary increase agreed for support staff for 2021. April 2022 onwards still to be agreed with unions.

iii) Capital projects spend and status update. Report taken as read.

8 IMPACT REPORTS & NEXT STEP FOR GOVERNORS – G HARRIS

- i) Attainment & Achievement KS3/4 and performance of key groups – G Porter. Report taken as read.
- ii) CEIAG – Peter Cotton. Report taken as read.

9 IMPACT REPORTS

Governors were asked to take all reports as read. A brief QA session followed regarding planned key action and activities over the next half term and expected outcomes for each report;

H&S – A Viar

Annual H&S audit and Fire Risk assessment carried out by Adele Partridge. Key actions and expected outcomes

Action	Expected outcomes
Strengthen Risk Assessment process involving heads of department–domain specific risk assessment training were undertaken.	Extra measures were put in place to address risk around ventilation -installation of air purifier to high risk rooms and weekly monitoring of CO2.
Reduce incidents within school and avoid any accident involving various school trips and activities.	Compliance with government guidance. Reduce spread of COVID-19 within school
Ensure that training course are completed by newly appointed premise personnel and health and safety coordinators.	Continue to work on key actions specified in the H&S audit and Fire Risk Assessment.
Health and Safety standards are maintained across school.	Compliance to building and H&S regulations. Reduce accidents involving pupils and staff.

Staffing & HR – A Viar

30% COVID infection rate recorded. Challenges remain following a high number of staff absences. New staff absence procedure introduced in an attempt to avoid further high numbers of absences.

A number of phased returns have been offered to staff suffering from 'long covid' and other illness related symptoms. Staff are no longer expected to test for Covid. The academy will continue to follow guidance agreed by the Trust.

Safeguarding – M Reynolds

Action/Activity	Expected Outcomes
Safeguarding briefing on sexual violence and harassment	All staff to be aware of what this is and how to report and respond to any issues.
During the PSHE/Respect curriculum students will be covering the following topics on: online safety/drugs and alcohol/mental health wellbeing, with a focus on LGBT+ and gender identity. Year 9 will look at 'consent' as an additional topic.	Students will complete a PSHE survey during week 21 to see identify any areas that need further coverage.

All staff have been made aware of the likelihood of sexual violence and harassment in the academy. A TCAT review took place in September 2021. The review team reported that "the safeguarding systems and processes are effective and CPOMS is utilised by all staff as the main means of information sharing."

Behaviour and welfare – M Reynolds

Attendance data discussed. Overall attendance figure of 92.63% (autumn 2) is above FFT nat av of 91.6%. PA 23.4%. Higher expectations have resulted in an increase in behaviour referrals and suspensions however, despite an increase in poor behaviour at the start of the term, following the TCAT review in September, behaviour was judged to be a *strength* and there was little evidence of low-level disruption during lessons however the academy is facing a greater complexity challenge especially in year 8 students.

Action/Activity	Expected Outcomes
Support for students who are unable to meet the expectations set by the academy.	Incidents of poor behaviour will reduce.
Implementation of Teacher behaviour briefing.	Teachers able to use strategies that can be used in the classroom to reduce incidents of poor behaviour.

CEIAG – C Hillidge

Action/Activity	Expected Outcomes
Subject 'careers in the curriculum plans quality assured	Ten subject careers events organised per half term.
Any outstanding pupils continue to be supported to write college applications in tutor time	All outstanding pupils to have applications submitted by Feb half term.
NEET data for 2021 received from LA and analysed.	Identify any additional support needs for students who are at risk of becoming NEET in current cohort

The compass plus report for BCA shows that BCA is performing above national average in 7 out of 8 Gatsby benchmarks. NEET data for the previous year shows that 99% of students are in full time education, employment or training. This is well above the national average. Both students who are NEET are continuing to receive enhance support from BCA.

In his role as Link governor for CEIAG, PC met with CH and submitted a report (refer to agenda item 8ii)

10 ADMISSIONS UPDATE – C RIXHAM

CR provided governors with an update of the appeals process. The Published Admission Number for Year 7 in September 2022 at Beamont Collegiate Academy is 180.

Total number of preferences expressed for the school = 355
 Total number of preferences allocated = 180
 Total number of preferences refused = 74
 101 preferences expressed were no longer required as they were allocated a higher preference

Places were allocated using the school's oversubscription criteria. Governors were reminded of the school's oversubscription criteria and signposted to www.bca.warrington.ac.uk for a full copy of the school's admission arrangements. The Appeals Panel is made of 3 to 5 members who fall into the categories below. Their decision is final.

1. At least one lay member who has no personal experience of management in schools
2. At least one member who does have personal experience in education

11 CURRICULUM MODEL – M McMillan

MMc talked governors through the KS3 model and explained the rationale behind the changes from the previous model. Science allocations in years 7-9 have been reduced to 6 periods with the time taken from science given over to RS allocation.

Key Stage Four amendments. Year 10

- Option A reduced to 5 periods
- Science block increased to 10 periods
- Additional MFL capacity means there is an additional group and class sizes will be smaller
- The option for all students both History and Geography to all students
- The option for all students to study MFL
- 62 students following the triple route

Year 11

- Option A reduced to 5 periods
- Science block increased to 9 periods
- Core PE reduced to 2 periods from 3
- PSHE added for one period

Key MMc explained the rationale behind each pathway and confirmed numbers are showing a positive trend;

Pathways	Cohort	% Cohort
Blue Pathway (Triple Science / MFL / History or Geog)	62	34%
Gold Pathway (Combined Science / MFL / History or Geog)	50	27%
Red Pathway (new addition) (Combined Science / History or Geog with the option to study MFL)	71	39%

EBACC entries:

Ebacc	Count	%
Blue and Gold Pathway	112	61%

SEND Provision

28 SEND student in year 9 who are on the following pathways:

Pathway	SEND
Blue	1
Gold	4
Red	23

- Pathways of SEND students are decided in consultation with ERI (SENCo).
- ERI meets with parents and students to discuss most appropriate route which is also ambitious but suitable for each student based on individual needs.
- All students regardless of SEND are given the option to study a language. They are given the same entitlement as every other student in year 9.
- Students are not taken out of lessons for additional support at KS4. Their curriculum remains inclusive.
- All year 11 SEND leavers of 2021 are in college or training.

Governor challenge; MMc answered a number of governor questions relating the previous year's Ebacc percentage figure (54%) compared to governor benchmarks for 2023. Mr Harris confirmed the governor target of 90% is ambitious explaining how schools will have to evidence how all students are offered the opportunity to study Ebacc subjects should they wish to do so.

	Compared with the 2014 figure when only 6 students chose to study a language, the academy is comfortable with the current target of 61% but this figure could fluctuate slightly.
12	TERM DATES 2023-2024. G HARRIS Governors noted and agreed to the proposed term dates for 2023-24. Clerk to notify LA.
13	SAFEGUARDING REVIEW – M REYNOLDS The review took place on 8 February and was undertaken by T Hatton, TCAT Safeguarding Lead and F Allen, TCAT Safeguarding Lead Practitioner. Governors were asked to take the report as read. MR gave a verbal summary of the report and highlighted the overall strengths below; <ul style="list-style-type: none"> • Strong leadership and a highly effective Safeguarding Team. • Comprehensive knowledge of vulnerable pupils and evidence of significant attempts to meet their need. • Safeguarding being a priority for all staff with full confidence in what and how to refer. • Excellent PSHE resources which are constantly reviewed and updated. • The panel process in order to ensure that the alternative provision is used appropriately. • Daily protocols for ensuring that pupils are ready to learn. • A commitment to have strong relationships with pupils and families who are hard to reach. • Good links between Safeguarding and Attendance Teams. <p>MR also talked about the rewards led system and outlined how outstanding lessons are being celebrated.</p> <p>To address recommendations within the report, a further review meeting has been arranged.</p>
14	BUSINESS COMPLIANCE REVIEW – A VIAR Feedback pending. C/F to next meeting.
15	KS3 CAPITAL PROJECT: FUNDING PROPOSAL– G HARRIS GH gave a verbal summary of the KS3 Capital Project Funding Proposal to governors and asked governors to read and consider the proposal in advance of the next meeting. Within his summary, GH explained the context and background of BCA's current pastoral system and outlined new challenges facing the academy due to the increase in student numbers on roll (from September 2014 = 618 to March 2022 = 892). GH also outlined changes in local need and demand from a SENDco's perspective and drew governors' attention to the proposed staffing model from April 2022 onwards. <p>In addition to the increase to pastoral support staff, the school is proposing redevelopment of an area of the school building (total cost £28k). The purpose of this redevelopment is to provide a base for KS3 pastoral staff and students. Whilst the academy will have the opportunity to bid into TCAT's CIF budget should this be rejected the principal is formally requesting that the governing body agree that funding for the project be drawn from the school's financial reserves.</p> <p>So far this year the school has seen an increase in two indicators where BCA historically performs very well when compared with schools locally, regionally and nationally:</p> <ul style="list-style-type: none"> • the number of fixed term exclusions. • the number of permanent exclusions. <p>Without the re-configuration of our existing facilities to support the increased capacity in staffing, the school is running at significant risk of increased numbers in both of these key performance indicators. Whilst the school continues to comprehensively, support its ad vulnerable students it has become obvious that the wider challenge is now both greater in terms of its complexity and volume.</p> <p>Action: Governors to agree proposal and funding during the next FGB meeting on 25/04/22.</p>

16	ENTRUST – GOVERNOR TRAINING PROGRAMME Contents of upcoming online and face to face training sessions for governors noted. Booking details available via Entrust Governors Services page (GovernorHub).
17	POLICIES There are currently no policies due for updating.
18	AOB