Beamont Collegiate Academy
Local Governing Body with BFP focus
Monday 31 January 2022 4.30-6.30pm at the academy

Minutes – PART I

Present: P Cotton, M Eccleston, G Harris (Principal), K Harvey, G Porter, M Reynolds, N Sanders, S Wright, S Whatmore (Chairperson), C Heesom (Clerk)
In attendance: S Mullen (Vice Principal), C Rixham (Assistant Principal), D Roche (Assistant Principal).

1	**WELCOME AND INTRODUCTIONS – CHAIR** The Chairperson welcomed all governors and staff to the meeting.
2	**APOLOGIES FOR ABSENCE – CLERK** There were no apologies for absence. Action: A Reid. Non-attendance to meetings. Chairperson/Clerk to action.
3	**DECLARATION OF INTEREST – CLERK** There were no declarations of interest. All returns for 2021-22 received.
4	**MINUTES OF THE PREVIOUS LGB MEETING – CHAIR** The Chairperson proposed the Part I minutes of the previous LGB meeting held on 22.11.21 were a true and accurate record and should be taken as read. GP seconded his proposal. Governors approved the minutes. **MATTERS ARISING** Refer to action log for all actions. The Chairperson asked for an Admissions update. CR confirmed 348 applications received. Appeals likely.

5	**Link Governor Reports. Updates following Link Governor meetings.**
	
	    1. **Curriculum.** S Wright provided governors with a summary of his report. Challenge directed to M McMillan during their link governor meeting outlined below;
	
	       • **How is the discrete reading programme in KS3 aligned with TCAT Reads project?**
	       The BCA programme was planned out and initiated before TCAT Reads. Potential for greater alignment.
	
	       • **Does BCA have any external representation on the AP Panel?**
	       No but governor Mark Eccleston sits on the panel.
	
	       • **Can students placed in the AP ever return to mainstream provision?**
	       Yes but this is not typical as the AP has the structure, content and environment they need – as shown by the high proportion moving on to college.
	
	       • **What has been key in increasing the EBacc entries?**
	       Overstaffing to keep class sizes small has been a factor. We realise that EBacc may not always be the best option for every BCA student but the offer is strong.
	
	    2. **Teaching & Learning**. S Wright provided governors with a summary of his report. Challenge directed to D Roche during their link governor meeting outlined below;
	
	       • **What has been the response of staff, particularly the non-English specialists, to the focus on discrete reading and vocabulary** development?

Staff have embraced the CPD opportunities and can see the benefits from this approach in their own subjects.

- **How has feedback at BCA changed following the focus on formative assessment?**
  Whole class feedback now in place as well as more verbal feedback.

- **How will school ensure that positive changes as result of the Independent Enquiry project stick?**
  Staff are only focussing on one area of practice for long term change

3. **Behaviour & Welfare.** M Eccleston provided governors with a summary of his report. Challenge directed to MR during their link governor meeting outlined below;

- **What are the reasons underlying the increased numbers in the persistent absences data?**
  100 Covid absences recorded during this term.

- **What was the slight dip in some of the year groups attendance due to anything in particular for week ending 22 Oct? Were there any targeted actions put in place to support these students?**
  There was an increase in covid absences during the last week of term during which 12 students tested positive. This figure accounted for 2% of the weekly attendance absences. Attendance text messages and calls were introduced from the beginning of the new term and included both positive and negative calls to reinforce BCA expectations.

The Chairperson questioned the number of students that are becoming increasingly at risk of permanent exclusion and the process by which these students are allocated places within alternative provision services. MR explained the how students with social, emotional and mental needs are placed at The Kassia Academy where they are introduced to different teaching techniques, carefully tailored to meet every individual's needs, to help re-engage learner with their education.

The Principal explained how students attending BCA's own Alternative Provision at WW has meant the academy has never had to rely on placing students at Kassia, however, with schools across Warrington now facing greater challenges linked to behaviour, attitudes and well-being following COVID, further funding has been made available enabling schools to secure additional Kassia places.

So that governors can confidentially report they have witnessed and understood alternative provision processes currently in place meet the needs of individual's, the Principal proposed for governors to attend the alternative provision service provided by BCA at WW where governors could observe how students are adapting, enjoying and embracing experiences within the AP provision.
Action: Next BFP focus meeting: MR to provide anonymised data of students who have attended Kassia and their adjustment back into mainstream education.

6	**Impact Reports.**

1. CEIAG – C Hillidge
2. Personal Development – C Rixham
3. Primary Transition & Other Stakeholders – C Rixham
4. Teaching & Learning – D Roche
5. Curriculum – M McMillan
6. Behaviour & Attendance – M Reynolds
7. Safeguarding – M Reynolds
8. Pupil Premium – S Mullen
9. Year 11 Outcomes – S Mullen

All Impact reports were asked to be taken as read.
Questions from governors relating to above Impact reports.

- **The Chairperson asked for CR to explain the role of BOLD (Bewsey, Orford, Longford and Dallam).**

CR explained the how BCA work alongside the local primary schools within the BOLD cluster group to ensure pupils were 'secondary' ready, in terms of behaviour and learning. All schools look at the academic transition and offer appropriate provision.

Independent Enquiry/coaching practices; DR explained how teacher educators offer peer on peer support to other teachers.

- **The Chairperson asked how are student reading ages tested?**
  SM explained the KS3 assessment process and how a third of all KS3 students are below chronological reading age (approx. 38% in each year group) and how this data for assessment influences provision.

- **Ebacc entries. The Chairperson asked how does the academy encourage disadvantaged students?**
  SM explained how all disadvantaged students have access to the same opportunities as all students and how opportunities are accessed via the options routes. This year, Ebacc entries are currently 60% opposed to only 6 students five years ago. All students have access to choose to study a language and she explained how the MfL department is confident it can increase numbers.

- **The Chairperson asked if wider learning gaps have become evident during remote learning?**
  SM explained how a small proportion of Yr11 students have been identified and as a result, these students have been given access to breakfast club and after school provision. Due to subject content the biggest challenge is Science which is not just affecting disadvantaged students. Exam boards will notify schools of subject content on 7 February.

- **The Chairperson questioned confidences in comparative outcomes for math and English.**
  SM explained how mindset and confidence levels have significantly shifted over the last 3 years. The subject leader for maths is now able to confidently track the trajectory of student levels but is frustrated the department has not yet produced a credible set of results on par with English, (the biggest challenge being 7-9 grades) however she is confident, moving forward, with the right staff now in place and staffing levels adjusted accordingly, the expectation is that the department will perform well.

- **GP asked how confident is the academy in the PPE results in terms of assessment grades?**
  SM said following the last set of PPE's, results were generally where expected but high attendance levels and exam practice must be maintained. Many students have been attending Saturday tuition and after school sessions. GH explained there will be some vulnerability in predictions due to Covid and this has led to a need to remind staff of outcomes/accountability which has been cascaded down during middle leaders meetings. Data is shown to be robust. Boundaries used are from 2017. The government will confirm if exams are going ahead next week.

The Chairperson thanked the SLT for providing governors with a very informative set of Impact reports. GP added the PP strategy statement was an excellent document.

Governors unable to open a number of additional documents inserted into impact reports. Action: Clerk to add additional documents to GovernorHub.

7	**Curriculum model and options pathway (with specific focus on SEND provision within the curriculum model). M McMillan.** Carried forward due to illness.

8	**Year 11 Outcomes WA V Projected outcomes including performance of disadvantaged students. S Mullen**
	    i. Headlines and Key Performance Measures
	    ii. Year 11 overall picture on PP students
	    iii. Year 11 subject estimates
	
	Year 11 outcomes previously discussed. Outcomes focus – Ebacc.
	Yr11 gap for disadvantaged – 50 of the cohort identified with 4 non-attenders. Current strategy is to prioritise Ebacc 4-5s and the performance of disadvantaged students. Ebacc meetings taking place to share data/add challenge across all subjects. Students are receiving good career advice to

encourage them to work hard to reach their full potential, allowing them access to options not only now but in the future, however students who did not engage during lockdown will now struggle to do this.

- **The Chairperson asked where is BCA in terms of estimates and where will there be an increased focus?**
  MfL - SM explained how there is a long term process in place and explained how BCA students lack confidence in speaking a foreign language. Booster sessions are in place to help students overcome this issue which has proven to be especially difficult due to the wearing of masks. Additional funding is being used to retain excess staff so that additional support to students via split groups can continued to be offered.

- **Student welfare. KH recognises the excellent support measures in place but asked if there are any measures in place to support students suffering from 'burnout/stress'?**
  GH advised governors that mental health experts have predicted a tidal wave of children's mental health issues. To address this, BCA has increased capacity within pastoral support which is allowing trained staff to support students with mental health issues, however longer term measures will need to be discussed further. SM explained homework practices and said students feel they are able to meet the homework expectation of 10 hours per week (non-negotiable) and benefit more if they attend additional provision such as afterschool and Saturday sessions.

9	**Priority Action Plan. G Harris**

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Mr Harris talked governors through the updated version of the PAP which was delivered to the Trust along with the scorecard which updates the Trust with the progress the academy has made towards objectives outlined within the PAP.

Governors directed a number of questions towards Mr Harris about the PAP.
The Chairperson asked how do you ensure the assessment curriculum impact is meaningful?
Mr Harris explained this linked to and is evident via CPD – stepped away from all 'staff fits all' and now links to more time devolved back to departments. Look forward meetings ensure departments are quality assuring how/what is being delivered over the next term. End of cycle - impact now delivered within subjects with SLT quality assuring content of exercise books during book review meetings.

S Wright queried why completed tasks remain within the document and if removing completed tasks or RAG rating for clarity would be an option?
Mr Harris explained the PAP is Trust document and as such it is a working document. Mr Harris informed governors that the document remains a live document and a RAG rating is a too simplistic approach.

10	**Term dates 2023-2024. G Harris**

Term dates 2023-2024. G Harris
Item moved to next meeting 21.03.22

11	**Governor Training and Information:**

Governor Training and Information:
Personal Development at BCA. C Rixham
C Rixham provided governors with a PPT on the Student's Personal Development offer at the academy. The curriculum at BCA is more than what we teach in the classroom. We value positive outcomes for students that can come in many forms, including excellent grades. At BCA we believe that it is essential that we equip our students with the knowledge and cultural capital they need to succeed. CR outlined the RESPECT curriculum and the many areas it covers.

Beyond the Classroom: Enrichment at BCA.
The curriculum at BCA extends beyond the classroom providing time for students to develop their interests and talents. Staff offer opportunities for all students to develop character, prepare for future success and be responsible, active citizens who make a positive contribution to society. All students take part in at least one hour of additional activity each week

	SW asked if there were any external validation as part of the Peer review? CR replied PHSE was part of the review and summarised the feedback received. SW said as a result of the increasing number of reports evidence on behavioural Science, is taught curriculum reported in this process? CR replied the EEF model for emotional behaviour was referred to and said how the academy must be able 'demonstrate and show' this – which is reflected through Parent and Student Surveys – students have responded by saying they feel safe. Governors asked for a summary of enrichment sessions and asked how long the duration of each session is? CRI explained enrichment sessions vary in length and outlined the many opportunities offered to students, explaining how attendance is recorded via school cloud and how data is then used to follow up attendance to sessions. **Action: Clerk to add PPT to GovernorHub.**

12	**Teacher Development and Improvement at BCA. D Roche**
	    i. CPD calendar. DR shared the contents of the CPD calendar with governors.
	
	    ii. **Independent Enquiry Process**. DR provided governors with a brief summary of the IE process explaining IE is the process through which CPD at BCA will link to the Professional Growth Model. It is a carefully planned sequenced 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. DR explained the plan (Identify, Plan, Execute, Review) and how they are implemented within the model. DR also explained the role of 'teacher educators' and how they will be used within the TCAT network.
	
	            Good practice is also shared within subjects. DR explained how some subjects will continue with their current enquiry line but some may choose to change their line of enquiry.
	
	    iii. Assessment CPD overview. DR shared the assessment CPD overview with governors outlining the assessment aim, sessions to date, upcoming and future sessions. The Twilight session in November included multiple choice questioning (MCQ) and a presentation summarising the research into MCQ. Departments were also given time to prepare MCQs for delivery.

13	**POLICIES** Student Acceptable Use Policy. Policy approved. Staff Acceptable Use Policy. Policy approved.
14	**AoB**