

Beamont Collegiate Academy
Local Governing Body with C&L focus
Monday 25 April 2022 4:30pm-6:30pm
at the Academy



MINUTES – PART I

Present: M Eccleston (Vice Chairperson), G Harris (Principal), K Harvey, G Porter (via zoom), S Wright, C Heesom (Clerk).
In attendance: S Charnock (Associate Assistant Principal), S Mullen (Vice Principal), D Roche (Assistant Principal).

1	<p>WELCOME AND INTRODUCTIONS – VICE CHAIRPERSON ME welcomed all governors and staff to the meeting.</p>
2	<p>APOLOGIES FOR ABSENCE – CLERK Apologies for absence were received from the following governors;</p> <ul style="list-style-type: none"> • Peter Cotton (holiday). Noted and accepted. • Steve Whatmore (personal). Noted and accepted. <p>Apologies for absence were not received from;</p> <ul style="list-style-type: none"> • Nikki Sanders. Noted.
3	<p>DECLARATION OF INTEREST – CLERK There were no declarations of interest. Noted.</p>
4	<p>MINUTES OF THE PREVIOUS AUTUMN TERM LGB MEETING – CHAIR The Vice Chairperson proposed for the Part I minutes of the previous LGB meeting on 21.03.22 to be taken as read. GP seconded his proposal. Governors approved the minutes.</p> <p>MATTERS ARISING Action log from 31.02.22.</p> <ul style="list-style-type: none"> • H&S link governor. Clerk to email KH with A Viar email address to arrange link governor meeting. <p>Action log from 21.03.22</p> <ul style="list-style-type: none"> • Membership: Support staff governor role. End of MR term of office (23.03.23) will trigger election process. • Membership: Reappoint ME as a Community Governor with effect from September 2022. Noted and approved. Will action during appropriate FGB meeting for 2022-23. • Term dates 2023-24. Clerk to notify LA. Actioned 08.06.22. Add to school website. Actioned. • Business Compliance Review feedback. Add to BFP agenda for 20.06.22 • KS3 Capital Project. The Principal advised governors that he will submit funding proposal to the TRUST for approval and will therefore not have to seek governors approval for this project. To be discussed further during next BFP meeting 20.06.22 <p>Action log 25.04.22</p> <ul style="list-style-type: none"> • Membership: Parent governor vacancy. Principal and Chairperson to meet with Mark Asher before next FGB meeting. • Membership: Community Governor vacancy. Principal to approach Dave McNicholl, CEO Warrington Youth Zone for possible governor recommendation.
5.	<p>IMPACT REPORTS The Vice Chairperson asked for all reports to be taken as read. Governors were asked to follow up external scrutiny and challenge during the next round of link governor meetings and to then record outcomes/decisions via their own link governor impact report.</p> <ol style="list-style-type: none"> i. Curriculum – M McMillan ii. Teaching & Learning – D Roche

- iii. Outcomes – S Mullen
- iv. Outcomes - PP

6. YEAR 11 OUTCOMES – S MULLEN

i. Projected outcomes and exam strategy. SM gave a summary of the 4 year trend results – Y11 DP2 and PPE results March 2022 and outlined all exam strategies in place. Past results show really good progress from 2019 particularly in Maths and Sciences, however there was a slight dip in progress and stronger outcomes would have been predicted if not for the pandemic.

Yr11 PG DPS2 results March 22 P8 = -0.03. Conversion of 4-5s, 5-6s, 6-7s and 7 to 8s have become challenging due to absence as result of COVID - up to 30 students were absent during the last round of PPE's. Robust catch up sessions are now in place and it is hoped these will help to increase grades however it is difficult to predict attendance especially in key students - grade 4-5 in Maths.

Strategies implemented in English and Maths;

- Additional/experienced staffing in key student groups (converting 4s to 5s)
- Reduction to class sizes from 27 to 13
- Additional tuition sessions for Science
- Additional tuition session delivered by HoDs
- Face to face Parent's evening arranged. This was well attended and effective to help parents plan revision sessions for their child

ii. Projected outcomes v FFT estimates

FFT bench mark estimates shared with governors. Subject reports completed by HoDs and submitted to the Principal/Vice Principal for data analysis. Report includes summary focus of each student identified that needs to improve to enable them to convert to their estimated grade. Grade 7s proving difficult to convert with lack of time/knowledge due to the pandemic being a major factor. In addition to additional tuition sessions, all year 11 students receive either a 1 hour or 2 hour revision session prior their exam.

Following the most recent RAP meeting, the 2 main areas of concern identified are Ebacc grade 4 and grade 5 predictions. 17 priority students (13% of cohort) have been identified to receive additional intervention classes to move them from grade 4 to grade 5. Additional tutors have been employed and will work in conjunction with HoDs to deliver supplementary intervention sessions.

iii. Progress of vulnerable groups. SM shared the 4 year trend P8 vulnerable groups (HLL, boys, SEND, PP) data with governors (below);

P8	BCA Results 2017	BCA Results 2018	BCA Results 2019	Y11 PG DP2 Mar '22
HLL	-0.04	-0.39	0.06	-0.15
Boys	-0.14	-0.26	0.09	-0.2
SEND	0.41	0.1	0.38	-0.55
PP	-0.25	-0.35	-0.02	-0.39

The progress of the HLL cohort remains a cause for concern. Recent results do not reflect those of previous years and attendance issues have made a significant difference to boys underachieving. SM is currently working with this cohort in an effort to push them harder to achieve their potential. There are a number of 'gains' to be made within the disadvantaged cohort.

Governor challenge;

Governors asked if there is any impact of PP to those of middle attainers?

SM replied there is not much difference – historically, the number of lower/middle boys needs to increase so parity across all subjects is reached.

Governors asked if PP HHL results looked at by Ofsted, is the academy confident that lower/middle attainers are catching up?

SM replied data is broken down into 3 groups, HLL, 'and a group in the middle and although current should be noted that students are coming out of a catastrophic time in their lives and some are finding it difficult to cope with things they would not normally worry about pre-pandemic. A number of our students should be reaching higher outcomes and grades which will ultimately give them better options to further education. The academy is supporting all students with exam practice and other strategies to help them gain confidence and achieve to the best of their ability.

P8 -0.4 for disadvantaged. It is becoming increasingly difficult for teachers to make predictions due to many 'variables' – unsure of where boundaries are in some grades.

Governors noted a level of caution in last results evident. GH explained teacher grades are subject to external validation which is a reliable source of future performance.

Governors recognised many students are subject to mental health issues and asked how the academy is supporting this in terms of exam stress which in term can affect attendance.

SM advised governors of the following levels of support in in place to support students' mental health;

- Counsellor and mentors available within the KS4 Support Centre
- Tutor support
- Anxiety concerns raised via PPE's
- Alternative arrangements made for 6 students currently suffering from anxiety
- Teachers and support staff briefed on how 'coping' techniques for students
- Exams 'normalised' within BCA – students continuously sit internal tests/PPE's under exam conditions.
- Reduction from 9 to 8 subjects (19 – some due to medical issues)

Governor challenge;

Exam preparation. Governors asked what additional provision is in place for SEND students? SM told governors that all year 11 students attend a revision classes prior to the exam. On the morning or afternoon of the exam, Yr11 students also attend a revision subject assembly, however, SEND students attend an assembly with PSA's which is in a more relaxed atmosphere.

Governor challenge;

COVID impact on knowledge (gap). Governors asked if any subjects were impacted more by students having to access lessons remotely and, if remote access has made a big difference to learning/knowledge? SM said application of knowledge is the challenge. Time missed by students has affected/impacted more on application of knowledge and has affected Science and English Literature more.

Governor challenge;

Governors asked about the level of support in place for yr10s? SM told governors a number of identified Yr10 students (20) already have access to the KS4 Support Centre. These students will receive extra support and guidance to improve their confidence, learning and attendance.

Governors thanked SM for a very comprehensive and informative report.

7. GOVERNOR TRAINING – S CHARNOCK

- i. Reading Curriculum.
- ii. TCAT reads at BCA

SC talked governors through a PPT on the Reading Curriculum. During her presentation she explained the rationale behind the curriculum intent and highlighted the facts below about reading;

- 1 in 8 children in the UK do not own a single book at home
- 25% of 15 year olds in the UK have a reading age of 12 years or lower
- Only 31% of children are read to at home

Reading strategies have been shared with staff during CPD sessions and currently 22 staff deliver the Reading Curriculum at BCA with the main focus being 'application for vocabulary'. The amount of vocabulary that is the focus of the session has been reduced in order to focus on the retention of this vocabulary. Currently, all of the texts selected are non-fiction, and an area for development moving forward would be to broaden the range of texts, and more carefully consider the sources. Different lesson models were explained to governors. Both models have been well received by students especially in Tier 2 vocabulary.

Measuring impact so far;

- Internal assessment data shows improved scores in terms of vocabulary application
- Teachers are more confident in terms of whole class reading
- Teachers are promoting reading fluency
- Students have been exposed to a wider range of texts promoting cultural capital

Next steps;

Change	Timescale
Widen the variety of the texts studied within the Reading Curriculum.	June 2022-September 2022
Provide staff training specifically on the delivery of the lessons so that there is clarity around every stage of the reciprocal reading strategy.	February 2022 and April 2022
Consider the strategy around reading for pleasure.	March 2022- July 2022

Governor challenge

Governor, S Wright, asked if there any plans to introduce the Reading Curriculum and align secondary and primary reading structures?

Action: Discuss possibilities during next BOLD meeting.

Governor challenge;

ME asked of the Reading model was bespoke to BCA? GH replied yes, TCAT has given autonomy for each school to design its own model bespoke to their students.

Governor challenge;

ME asked if the Reading Curriculum was delivered across all subjects and how it would be delivered during a maths lesson for example and do students understand the structure? SC replied Maths has been one of the most challenging subjects to deliver the model, however, as the model focusses on the *process of reading*, longer questions have been introduced and delivered within subjects. Students understand the structure through the process of repetition. Impact of the RC is measured via English lessons.

8. TEACHER DEVELOPMENT AND IMPROVEMENT – D ROCHE

What is Independent Enquiry at BCA? DR revisited this document, explaining IE is the process through which CPD at BCA links 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, IE 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. Changes to the original draft are set out below;

Teachers have currently had 3 of the 5 sessions of Execute (trail and implement changes to their practices based on training and research). This time has been devolved to individuals to develop their IE to best suit their context and benefit identified teaching groups. Suggested activities have included the following:

- Prepare resources relating to IE for use in lessons. Adapt resources already created.

- Gather evidence look for evidence of progress in your IE class work. Test if your changes are working. Adapt your plan/resources to meet pupil need.
- Prepare to implement your plan- create pupil voice, plan your explanations, questioning, modelling for your next IE lesson.
- Discuss your progress, sticking points etc. with line manager/colleagues.

In addition, teaching staff were challenged about the progress of their IE during the Performance Development review in weeks 19-20. Line managers discussed progress and initial observations about impact. This will be repeated in the next cycle (weeks 28-31), with line managers guided towards challenging yet supportive conversations about progress to date.

9. QUALITY ASSURANCE OF TEACHING – D ROCHE

During weeks 19-20 teaching staff at BCA had their performance reviewed as per the PACE timeline and Performance Development cycle. A new process was trialled, moving away from traditional high stakes lesson observation (which evidence suggests is a poor indicator of performance), to a high challenge but low threat approach of review. This new review involved each class teacher selecting a class for their line manager to meet with for 30 minutes. The only input from the class teacher was to provide a task to engage the class during discussions and provide curriculum planning materials for discussion. During this time the line manager reviewer spoke to individuals and the class as a whole about their progress through the curriculum and their experience of teaching and learning. Reviewers were provided with question prompts based on OFSTED curriculum discussions. A follow up meeting was held between the class teacher and line manager reviewer as the first step of triangulation of evidence, again OFSTED style question prompts were used to support this discussion. The last step for quality assurance purposes is to triangulate the pupil and teacher discussions with evidence gathered from SLT book scrutiny. All discussions were summarised by reviewers on to a reflection document

Findings:

Findings were related to the 6 dimensions below;

1. Knowledge and eh application of knowledge
2. Vocabulary
3. Rosenshine’s Principles of instruction
4. Progression model
5. Memory and cognition
6. Assessment.

The full report shared with governors commented on the responses in relation to the Six Dimensions of the Curriculum (as above) taken from the Quality of Education Handbook 21-22. This was not necessarily the initial focus of the performance reviews and questioning, which is one of the areas for development. The suggested questioning provided did cover many of these aspects therefore conclusions will be drawn based upon these Dimensions.

Conclusions and Next Steps

Dimensions of the curriculum that have been a CPD focus this year appear to be areas of strength- Vocabulary and Assessment. Knowledge retention through ‘Do Now’ activities also has strong evidence to support a conclusion of good practice. A next step is to triangulate these findings with findings from book scrutiny and lesson drop ins to confirm these conclusions.

Areas where questions have been raised are in areas not addressed by the CPD calendar this year, raising a question of how CPD is sequenced moving forward. An example of this is dual coding and cognitive load which has not been revisited for some time in the CPD calendar. A next step here is to look for evidence of these in planning and delivery documents before planning next steps in CPD. One theme to investigate further is knowledge application/pupil practice. There was some variety in response to this from pupils, though less from teachers. Pupils did not often discuss applying knowledge or how they work independently, however, pupils were at pains to explain how teachers model work. A second theme is the difficulty some pupils appear to have had in explaining progress through the curriculum. This could be a weakness in the process/questioning, a training need for pupils or an area for teacher development. Next steps will be to triangulate this information to make more concrete conclusions and decisions moving forwards.

	<p>Finally, there was a certain element of trial to this process as it was the first time of roll out across the Academy. Soft data from staff suggests that the change in approach is very much appreciated in terms of wellbeing and accountability. Lessons have been learned from the process, for example the adaptations of questioning to better challenge the Six Dimensions rather than the initial OFSTED style approach. These lessons will be applied to future rounds of observation as the process is refined.</p> <p>Governor challenge; ME said Priestley operate a similar model and for DR to touch base with Sarah Graeme to share good practice.</p> <p>Governor challenge; ME also asked if the process was linked to 'deep dive' methodology? DR confirmed the real purpose of the model is for professional development with the main drive in focus very much around Teaching and Learning and by not looking at <i>teaching</i> but looking at <i>learning</i>, using it as a rehearsal for students being able to have the ability to <i>explain</i> in preparation for Ofsted.</p>
10.	<p>A.O.B No items.</p>