

Beamont Collegiate Academy

Local Governing Body with C&L focus

Monday 30 January 2023 4.30-6.30pm at the academy



MINUTES – PART I

Present: M Eccleston, G Harris (Principal), J Jones, M Reynolds, S Wright, S Whatmore (Chairperson), C Heesom (Clerk)

In attendance:

S Mullen, Vice Principal
M McMillan, Assistant Principal
D Roche, Assistant Principal

1	WELCOME AND INTRODUCTIONS The Chairperson welcomed all governors and staff to the meeting.																																										
2	APOLOGIES FOR ABSENCE Apologies for absence were received from the following governors; G Porter – holiday. Noted and accepted. K Harvey – illness. Noted and accepted. MEMBERSHIP N Sanders. Due to work life balance and work commitments Nikki has taken the decision to resign from the governing body. On behalf of the governing body, the Chairperson would like to thank Nikki for her support since joining the governing body in 2020 and wish her well in the future. Action: Clerk to send acknowledgment and thank you letter. Actioned 30.01.23. Governor recruitment Staff governor; Clerk to arrange second staff election Co-opted governor; Clerk to contact Lauren Perks, Meadowside Primary Parent governor; C Rixham to contact prospective parent(s)																																										
3	DECLARATION OF INTEREST – CLERK There were no declarations of interest received.																																										
4	MINUTES OF THE PREVIOUS LGB MEETING – CHAIR The Chairperson proposed the draft Part I minutes of the FGB meeting held on 21 November 2022 were a true and accurate account of the meeting and should be taken as read. ME seconded the proposal. Governors approved the minutes. MATTERS ARISING – ACTION LOG <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #f4a460;"> <th style="text-align: center;">Agenda Item</th> <th style="text-align: center;">Action</th> <th style="text-align: center;">Lead</th> <th style="text-align: center;">Action Taken</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2</td> <td>N Sanders. Absence from meetings.</td> <td style="text-align: center;">Clerk</td> <td>Discussed under item 2.</td> </tr> <tr> <td style="text-align: center;">3</td> <td>Declaration of interest forms for 2022-23</td> <td style="text-align: center;">Clerk</td> <td>All received.</td> </tr> <tr> <td style="text-align: center;">4</td> <td>MR to contact potential new governor</td> <td style="text-align: center;">MR</td> <td>No longer interested in the position due to work commitments.</td> </tr> <tr> <td style="text-align: center;">5</td> <td>Share TCAT SWAY document link with governors</td> <td style="text-align: center;">Clerk</td> <td>Actioned 22/11/22</td> </tr> <tr> <td style="text-align: center;">7</td> <td>Governors to meet with SLT lead and forward completed Link governor reports to clerk.</td> <td style="text-align: center;">All link governors</td> <td>Clerk awaiting receipt of link governor reports; On-going</td> </tr> <tr> <td style="text-align: center;">9</td> <td>Impact to date of PP Recovery Spend for 2022-23</td> <td style="text-align: center;">SMU</td> <td>Present at the next BFP focus meeting 20.03.23.</td> </tr> <tr> <td style="text-align: center;">10</td> <td>Financial Regulations Policy with TCAT amendments</td> <td style="text-align: center;">AV</td> <td>Present at the next BFP focus meeting 20.03.23</td> </tr> <tr> <td style="text-align: center;">14</td> <td>Peer review outcome</td> <td style="text-align: center;">Clerk</td> <td>Refer to agenda item10</td> </tr> <tr> <td style="text-align: center;">14</td> <td>Confirm governor attendance to meetings is up to date</td> <td style="text-align: center;">Clerk</td> <td>Discussed. Governor attendance recorded and added to the school website.</td> </tr> </tbody> </table>			Agenda Item	Action	Lead	Action Taken	2	N Sanders. Absence from meetings.	Clerk	Discussed under item 2.	3	Declaration of interest forms for 2022-23	Clerk	All received.	4	MR to contact potential new governor	MR	No longer interested in the position due to work commitments.	5	Share TCAT SWAY document link with governors	Clerk	Actioned 22/11/22	7	Governors to meet with SLT lead and forward completed Link governor reports to clerk.	All link governors	Clerk awaiting receipt of link governor reports; On-going	9	Impact to date of PP Recovery Spend for 2022-23	SMU	Present at the next BFP focus meeting 20.03.23.	10	Financial Regulations Policy with TCAT amendments	AV	Present at the next BFP focus meeting 20.03.23	14	Peer review outcome	Clerk	Refer to agenda item10	14	Confirm governor attendance to meetings is up to date	Clerk	Discussed. Governor attendance recorded and added to the school website.
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<p>5</p>	<p>Impact Reports. All reports were asked to be taken as read. Questions from Governors</p> <ul style="list-style-type: none"> • Behaviour and attendance. The Chairperson acknowledged BCA’s current attendance figure of 91.8% in comparison to the national average figure of 90.6% as good. ME (link governor for behaviour and attendance) has been unable to meet with Mr Reynolds due to illness however he would also like to acknowledge the hard work and effort by the attendance team to ensure BCA’s attendance figure remains above the Nat av and asked for this thanks to be passed on the attendance team. • Inclusion. The Chairperson complimented the comprehensive report and asked about the implementation of the training programme for staff relating to access arrangements? It was felt that Miss Harrision should update governors on this item. SM highlighted the importance of students also receiving training regarding their access arrangements and the importance of engaging parents so they can also access and support students during their exams. • Teacher and Learning. DR summarised the contents of the report and governors noted additional comments and actions highlighted in red within in the report. DRO gave a brief outline of the TCAT review which took place on 21.11.22 which focussed on T&L. Feedback was positive and ‘next steps’ are in place for areas for development identified within the review. CPD sessions have continued with time spent maintaining and sustaining the BASIC coaching and Subject enhancement. A further 2 ECTs have joined BCA teaching staff, both have been allocated mentors. PPEs results are positive showing a continued strength in the classroom. Based on December PPE’s P8 is predicted at -0.01. DRO also reminded governors of the 6 dimensions of the curriculum; <ol style="list-style-type: none"> 1. Knowledge and he application of knowledge 2. Vocabulary 3. Rosenshine’s Principals of Instruction 4. Progression model 5. Memory and cognition 6. Assessment <p>DR and SW met to discuss the contents of the impact report. During the meeting, SW challenged DR on ‘questioning’ and discussed how the academy were responding to access restrictions to assessment data following the move from SIMs to Arbor. Governors thanked DR for his informative report.</p>
<p>6</p>	<p>Link Governor Reports. Updates following Link Governor meetings. Outcomes – GP. Governors were asked to take the report as read.</p> <ul style="list-style-type: none"> - In GPs absence, SM gave a brief summary of the report. SM highlighted there are fewer HLL in this year’s Y11 cohort resulting in fewer 7-9 results, with English looking less strong but increased staffing should project grades in this subject. Maths, BASICS, Science and Spanish remain strong. Boys are underperforming with a number of them being less focussed than they should be. - There are a number of attendance problems. Several students have health issues and are awaiting educational psychologist reports – such is demand that it is becoming increasing difficult to obtain an EHCP for students who need one (10-12 weeks wait for an appointment with only 26% of applications being processed post COVID). <i>HJ – what happens in the meantime to the students requiring and EHCP?</i> GH – Teachers are managing as best they can. This is a national issue with wider services currently being unavailable. <p>With a high influx of foreign families withing the Warrington area, TCAT has raised a lack of skilled interpreters for EAL students is making it difficult for students to access the curriculum however, in comparison to other TCAT schools, this hasn’t really impacted on BCA due to the academy being oversubscribed. ME said TCAT are looking at this issue centrally with ways on how to support families and how to make parent’s more aware of the education system.</p> <p>SEND/EAL – GP. Governors were asked to take the report as read.</p>

<p>7</p>	<p>2023-24 Curriculum model and options and Provisional Option Numbers M McMillan MC provided a summary of KS3 and KS4 option models and explained the rationale behind each proposal.</p> <p>Key Stage 3 - Year 7 & 8</p> <ul style="list-style-type: none"> Organised into two bands 3 classes in M band 4 classes in A band AD class – small group of the lowest prior attainers but remain in mixed attainment groups for practical subjects <p>Key Stage 3 - Year 9</p> <ul style="list-style-type: none"> Organised into two bands 4 classes in M band 4 classes in A band Students placed in sets for Maths / English and Science Students in mixed prior attainment groups for all other subjects <p>Key Stage 4 – Year 10</p> <ul style="list-style-type: none"> Move to two equal bands of 4 sets in each for Maths, English and Science Mixed attainment groups for option subjects Additional class of MFL in Option A so that all students can opt for languages PSHE delivered on a rolling programme one lesson every two weeks <p>Key Stage 4 – year 11</p> <ul style="list-style-type: none"> Organised into two bands 'G' and 'J' G band 4 sets 1 – 4 of the higher prior attainers J band 4 sets 5 – 9 of the lower prior attainers PSHE as a discreet lesson <p>MC explained issues around student perceptions of being taught in J band (mid to lower attainment) and how moving to a new <i>banding</i> of mixed prior attainment groups will help to move away from ' and help to raise student expectations. Moving to a new option model may result in higher class numbers in some subjects with disadvantaged students being equality distributed amongst all classes.</p> <p>Governor challenge; HJ. What is the rationale of <i>setting/ banding</i> students? SM. This gives flexibility to teacher timetables enabling some teachers to teach more than 1 year 11 class. Banding is a big contribution to developing student learning impacting on increased results.</p> <p>Currently students in years 7&8 are taught in are in mixed prior attainment classes. What we are trying to create is better access to the curriculum for all students and if the model is successful it will roll out to KS4 students.</p> <p>SW. Is PSHE classed as a discrete lesson? MM. Yr11 PSHE lessons have a particular focus on college and career guidance. The delivery of PSHE to other students is via a 'rolling' programme with a focus on sex education and well-being etc. All students have access to PSHE lesson(s) in case they are accessing booster or intervention sessions during tutor time.</p>
<p>8</p>	<p>Year 11 Outcomes 2023 – S Mullen</p> <p>i. Headlines and Key Performance Measures (Estimates) Year 11 – Key groups</p> <ul style="list-style-type: none"> PP Boys <p>SM summarised the data for governors shown in the table below;</p>

5 Year Trend Results - Y11 DP1 PG and PPE Results December 2022

Measure	BCA Results 2018	BCA Results 2019	BCA Results 2020 (CAGs)	BCA Results 2021 (TAGs)	BCA Results 2022	Y11 PPE (DP1) Results Dec '22	Y11 PG DP1 Results Dec '22
P8	-0.02	0.2	0.04	-0.02	0.18	-0.67	-0.01
Attainment 8	41.77	43.89	45.77	46.21	49.75	40.53	47.04
APS (Capped)	35.70	37.79	39.52	40.12	43.11	35.5	41.04
% 3 x (9 - 7)	12.58	16.28	22.35	18.42	28.00	11.93	18.75
9 - 4 EnMa (Standard Pass)	52.00	52.00	62.00	65.00	70.00	53.00	71.00
9 - 5 EnMa (Strong Pass)	33.00	32.00	36.00	38.00	47.00	24.00	47.00
9 - 7 En	18.87	19.38	24.02	19.05	33.91	7.6	1307
9 - 5 En (Strong Pass)	58.49	59.69	54.75	62.43	68.97	45.03	62.5
9 - 4 En (Standard Pass)	71.70	75.97	75.42	82.01	83.33	70.76	80.11
APS En	4.57	4.74	4.85	4.93	5.29	4.18	4.64
9 - 7 Ma	7.55	10.85	12.85	13.23	16.09	9.77	17.05
9 - 5 Ma (Strong Pass)	36.48	34.88	41.34	45.50	51.72	33.91	52.84
9 - 4 Ma (Standard Pass)	54.72	55.81	67.6	67.72	72.41	59.77	74.43
APS Ma	3.78	3.93	4.2	4.30	4.58	3.82	4.53
2 GCSE Science	44.65	52.71	58.66	65.26	69.14	52.27	72.73
Ebacc 4+	13.84	19.38	22.35	25.79	39.43	27.27	42.05
Ebacc 5+	6.92	13.95	15.08	19.47	29.71	27.27	25.57

SM advised governors on how attendance figures will impact on results (similar to previous year) and provided governors with details of how BCA is addressing poor attendance. SM talked about vulnerable groups – especially boys, and how a number of boys at risk of PEX are being educated via our KS4 alternative provision. SM enlightened governors of the changes to *boundaries* and this affects grades 6 & 7. Impressive increase in grades for Maths, however, still to be done in English (grades 4-5). Science hoping to improve on current data figures. There is a larger cohort this year for EBACC subjects with work still to be done for grades 5s in order to hit 35%. SM explained the difference of how FFT50 or FFT20 estimates are used to set aspirational grades for each student in each subject and how these grades are then used to benchmark the performance of students who will take their exams in future. A number of students with attendance and/or on-going mental health issues have been removed from some subjects – BCA is currently looking at pathways which will be most beneficial to these students. RAP meetings have proved to be invaluable for teachers in helping to identify where *gains* can be made for any student with a figure of 0.5 or below, explaining how these students *and* disadvantaged students are being supported to secure better outcomes. HHL students are also being supported to encourage and support predicted grades are met or exceeded.

Governor challenge;

SW. What will ensure departments will make the necessary *gains*? and

GH replied strong leadership and development have already proven to be successful in a number of subjects however the change to 'boundaries' and some teachers teaching outside of their subject areas may result in some subjects finding it difficult to achieve the same outcomes as last year.

ME. How are key groups being supported and QA'd?

SM. Strong and experienced middle leaders with the majority of subjects having teachers within the department taking on an additional role as an examiner within their subject area allowing them to communicate knowledge and techniques to both staff and students to improve better outcomes. Breakfast clubs are available to help provide a positive start to the day to help boost concentration. Regular *exam ready* assemblies are delivered to students. Infrastructures within TCAT are QA'd across the Trust. Saturday sessions are regularly attended by at least 60 students.

SW questioned why is the FFT grade 5s in STEM related subjects higher ?

SM explained the difference between combined science (FFT50) and triple science and how BCA is moving towards increasing the number of triple science classes.

	SM explained the difference between ICT (Vocational) and Computer Science (GCSE) and how attracting girls to study CS is proving difficult.
9	<p>Priority Action Plan</p> <p>The Principal asked governors to take the document as read. All amendments highlighted in green are in line with comments drawn down for January Peer review/Ofsted report and will be presented to the Trust later this week.</p> <p>Governors were notified of the current suspension figures for BCA. The figures confirm there have 4 more suspensions for the same period as for the previous year, however the number of suspensions is relatively low compared to other schools within the Trust.</p>
10	<p>Peer Review</p> <p>The Principal asked governors to take the document as read and gave a verbal summary of the report, with areas of strength highlighted as;</p> <ul style="list-style-type: none"> • teaching of the curriculum • Reading curriculum and the delivery of teaching 'intervention' • Teaching of vocabulary <p>SW concluded the report reads well especially the reading curriculum, however some students talked about low level disruption affecting the learning of others, but noted evidence of this was not seen during the review.</p> <p>GH recognised this was an area of concern in some classes.</p> <p>SW said the FFT attendance award was a fantastic achievement and recognised the hard work by Mr Reynolds and the wider team. The increase in suspensions and the addition of extra provision to reduce the number, including a change of teaching staff within the KS3 Support Centre were discussed. A new Lead Teacher is due to take up post in April.</p> <p>The Warrington Pledge, Careers (CAG) and BCA's in house therapist Lisa Wisher were also areas of discussion.</p>
11	<p>Term dates 2024-2025. G Harris</p> <p>Governors are asked to agree proposed term dates for 2024-25. Awaiting LA term dates to be confirmed. C/F to 20.03.2023.</p>
12	<p>POLICIES</p> <p>Student Acceptable Use Policy for governors' approval. Contents noted and approved. Staff Acceptable Use Policy for governors' approval. Contents noted and approved.</p>
13	<p>AoB</p> <p>Industrial Action</p> <ul style="list-style-type: none"> • NEU members instructed to strike. This will affect 7 BCA teaching staff, only 2 have indicated they will take strike action. • Following a risk assessment of teacher/student ratio (strike numbers plus 3 teachers currently on long term sickness) and taking into consideration some uncertainty around childcare issues, the Principal has made the decision for all Year 10 students to remain at home and access learning via the Google Classrooms learning platform. • The R/A to be endorsed by the Trust. • If the NASUWT re-ballot and vote to take industrial action, this will have a far greater impact on the