

Beamont Collegiate Academy

Local Governing Body with C&L focus

Monday 07 November 2022 4.30-6.30pm

at the Academy



MINUTES – PART I

Present: M Eccleston, G Harris (Principal), K Harvey, C Heesom (Clerk), G Porter, M Reynolds, S Whatmore (Chairperson).

Observer: H Jones

In attendance: M McMillan (Asst Principal), S Charnock (Associate Asst Principal), D Roche (Asst Principal)

1	<p>WELCOME AND INTRODUCTIONS</p> <p>The Chairperson welcomed all governors to the meeting. The Chairperson welcome Heather Jones to the meeting. Membership to the governing body to be discussed under item 4.</p>
2	<p>APOLOGIES FOR ABSENCE</p> <p>Apologies for absence were received from the following governors; M Asher (work commitments). Noted. Action: Clerk to contact governor to discuss attendance commitment to Monday meetings. N Sanders (personal commitment). Noted and agreed.</p>
3	<p>DECLARATION OF INTEREST 2022-23</p> <p>Governors reminded to return declaration forms asap. Action: Clerk to chase outstanding returns.</p>
4	<p>MEMBERSHIP</p> <p>Term of office expiry; For noting</p> <ul style="list-style-type: none"> • Peter Cotton – 01 December 2022. Resignation received 13/10.22 Noted. Action: Clerk to acknowledge Mr Cotton’s resignation and thank him for his commitment and support to the governing body.
5	<p>ELECTION CHAIR/VICE CHAIRPERSON 2022-23</p> <p>COG/Vice COG election process. Taking into consideration last year’s election arrangements, this item has been postponed until 20 March 2023.</p>
6	<p>CONSTITUTION OF THE LGB</p> <p>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"> i. TCAT Scheme of Delegation. No changes. Noted and agreed. ii. Guidance to local governing bodies within TCAT regarding constitution of the governing body. No changes. Noted and agreed. iii. Link strands (discussed during FGB meeting 12/09/22). Noted.
7	<p>TERMS OF REFERENCE</p> <p>Governors acknowledged they had read the Terms of Reference below;</p> <ul style="list-style-type: none"> • Local Governing Body. No changes. Noted and agreed. • Discipline/Exclusion Panel. No changes. Noted and agreed. • Admissions Panel. No changes. Noted and agreed. • Pay Panel. No changes. Noted and agreed.
8	<p>MINUTES OF THE AUTUMN TERM EXTRA ORDINARY LGB MEETING</p> <p>The Chairperson proposed the draft Part I minutes of the Extra Ordinary Local Governing Body meeting held on 12.09.22 were a true and accurate account of the meeting and should be taken as read. GP seconded his proposal. Governors approved the minutes. For information:</p>

- Governors acknowledged BCA's excellent P8 score
- School performance table can now be accessed on line
- **Action: GH/SM to present to governors 21/11/22**
- Ofsted inspection report live on Ofsted Website.

MATTERS ARISING

Refer to action log.

5. Clerk to amend H&S report date due to 21/11/22.

5. Staff governor election process. No interest received. **Principal to consider A Viar expression of interest within the next 6-12 mths.**

9 QA OF QoE at BCA's ALTERNATIVE PROVISION – M McMILLAN

- i) QA of QoE at BCA's Alternative Provision. MMC outlined the below key findings;
Curriculum:
- The majority of students have made a positive start to the year in terms of their attitude to and engagement with their work.
 - Students are taught English (mainly language), Maths, Science, Hospitality and Art.
 - Year 11 students were working through past papers received from the BCA Maths department and year 10 were working on science work provided and guided by D Beech (HOD).
 - Breadth of curriculum content is covered. Curriculum time means students can't be taught the depth of each of the subject areas. S Diggle (SD) (Alt Provision Manager) liaises with the Subject leads in order to ensure essential content is covered in lessons. Subject leaders keep in regular contact in terms of resources and assessments.
 - Relationships between students and staff are positive. Teachers ensure that the needs of students are well catered for by tailoring provision for each student's academic, behavioural, emotional and social needs. Students are given breakfast and have some social time before starting their lessons.
 - Review meeting held with parents in July to inform of progress and ongoing concerns.
 - MMC/SD have discussed how to ensure year 11 students are more exam ready. One way to address this is to have the PPE exams held on site at BCA to ensure they are familiar with external examination procedures and surroundings

Pastoral and Personal development; programme and key features outlined – refer to full report.

Destination data for 2022 leavers acknowledged and discussed – refer to full report.

Future actions noted

- SD to complete training up to DSL level.
- Further development of experience opportunities in conjunction with the Wolves Foundation.
- Investigate further opportunities with Warrington Youth Zone to access sporting facilities for personal development.
- Enrolment into the Warrington Youth Zone "Tough Minds" programme to support PSHE/Mental Health programme.
- Plan review sessions with parents and AC students to share current progress and successes.
- SDI to complete First Aid training to allow opportunities of mental health and activity trips.
- Consider student uniforms and how to ensure they regularly wear this
- Build on 'exam readiness' of students at the AC to ensure they are prepared fully for PPEs and terminal examinations.

Governor Challenge

SW thanked MMC for her thorough report and asked what has been learnt ?

M Reynolds confirmed students who were at risk of permanent exclusion (PEX) were able to access and receive a good level of education whilst attending the Alt Prov – improvement to attendance figures also noted.

MMC confirmed strong curriculum links ensured students received correct support within subject areas enabling them to finish their school education with exams result which allows them access to a range of further qualification via Post 16 education routes.

	<p>ii) Vulnerable Pupils – Alternative Provision Link Governor Report. G Porter summarised her report to governors and acknowledged the importance of the Alt provision outlining how it was seen as a ‘haven’ for troubled students with a flexible approach to teaching enabling students to <i>rise</i> to being taught in a different environment. GP recognised the impressiveness of the provision and how both students and staff alike were treated respectfully.</p> <p>GH said the LA Alt Provision model has raised the absence of high quality Alt Provision with the town and local area.</p> <p>Advantages and comparatives of students at risk of PEX being educated at KASSIA (Alternative Provision academy in Warrington) or BCA Alt Prov discussed. Currently there are 5 BCA students attending KASSIA and 9 attending BCA’s Alt Provision.</p> <p>Warrington Youth Zone support programmes currently accessed by BCA students attending Alt Prov discussed.</p>
<p>10</p>	<p>YEAR 11 ESTIMATES FOR 2023 YEAR 11 OUTCOMES STRATEGY – MAINTAIN & SUSTAIN</p> <p>The Principal explained to governors how estimate grades were set for 9-4, 9-5 and 9-7 thresholds, including BTEC subject estimates.</p> <p><i>Governor challenge;</i> <i>SW questioned the current Maths results of 72% for 2022 and how the increased figure was set at 78%? GH explained how strong leadership within the department has provided strong outcomes for 2022 and it is hoped a robust KS3 curriculum will ensure improved results will continue.</i></p> <p><i>ME asked what measures are in place to ensure improvements at grade 4 in Computer Science and Religious Studies? GH emphasised the difficulties schools are facing regarding teacher shortages and explained how BCA has had to redeployed a non specialist teacher to cover at Mat leave in RS.</i></p> <p><i>CS will be supported via the STEM framework.</i></p> <p>GH summarised the contents of the Year 11 Strategy ‘Maintain & Sustain’ Roadmap, detailing how the tuition programme remains a pillar within the <i>outcomes</i> strategy. All college applications will have been completed by the end of December.</p> <p><i>Governor challenge;</i> <i>GP questioned if the Yr11 attendance figure was in line with national level?</i> <i>MR explained that although the attendance figure dipped slightly because of absence due to holidays, BCA’s attendance figure for Yr11 is currently running at national level. Many Local Authorities have raised concerns regarding the attendance of Yr11 students, however BCA are continuing to support students with mental health issues and other attendance related matters, via the KS4 Support Centre.</i></p> <p><i>GP asked about the level of Parental engagement for BCA students?</i> <i>GH explained how parents had been invited to a parental revision session in mid October, helping parents to understand and support their child with revision techniques. The session was well attended and regular communications with parents regarding their child’s well-being/concerns etc is proving to be invaluable.</i></p>
<p>11</p>	<p>CPD PRIORITIES AND INDEPENDENT ENQUIRY SUMMARY – D ROCHE</p> <p>DR summarised contents of the CPD calendar for governors explaining how the BCA CPD offer aims to;</p> <ul style="list-style-type: none"> Consolidate the work undertaken in previous years relating to BASIC Coaching, Reading and Assessment, working towards making marginal gains for improvement. • Continue the development of a personalised approach to CPD though Independent Enquiry, strengthening this offer with supplementary training in Instructional Coaching.

- Develop stronger understanding of approaches to behaviour management strategies to support learning for all.

DR revisited the IE programme including the addition of instrumental coaching and benefits. Twilight sessions have been scheduled as below;

Date	1 – 1 hour	Session 1- 1 hour
HT1	TBC Instructional Coaching	Independent Enquiry
HT2	TBC Subject Enhancement	Independent Enquiry
HT3	TBC Instructional Coaching	Independent Enquiry
HT4	TBC Subject Enhancement	Independent Enquiry
HT5	TBC Instructional Coaching	Independent Enquiry
HT6	TBC Subject Enhancement	Independent Enquiry

Examples of IE questions, review points for consideration and and teacher comments were shared with governors.

Governor challenge;

IE questions; Review bullet points. SW asked if the review points to consider were *standard* for all teachers?

DR explained there are 4 stages used to support teacher comments.

12 **READING CURRICULUM AT BCA – S CHARNOCK**

Impact to date & Year 2 strategy.

The curriculum has been adapted to ensure a sharper focus is on the reciprocal reading skills. This is reflected in the changed nature of the questions- they focus on the mechanisms of reading and fluency. The 'clarification' element of the lessons has been changed in order to ensure that this transferrable skill is made explicit. A new team of RC teachers is delivering the content this year, this means that more teachers across the school are skilled at the explicit delivery of reading. Fiction texts have been added to the units to focus on a multidisciplinary approach to reading and to add variety to the content. Stronger cross curricular links have been made through working with subject leaders, for example adding a text about Van Gough after conversations with J Aspey, subject lead for art.

Year 7;

The number of students achieving below and low average have decreased (by 3 and 6) some of these students also benefitted from Lexonik intervention with LST.

The average SAS has increased by 4 across the cohort

The average SAS has increased for male students by 2.5

The average SAS has improved for female students by 5

The average SAS has improved for students with a K code by 4

The average SAS has improved for EAL students by 5.2

Year 8

The number of students scoring 'below average' has decreased by 15 students.

The average SAS has increased by 4.5 across the cohort

The average SAS has increased for male students by 6

The average SAS has improved for female students by 3.5

The average SAS has improved for male FSM students by 10.1

The average SAS has improved for students with a K code by 9

The average SAS has improved for EAL students by 11

Year 9

The number of students scoring 'below average' has decreased by 10 students.

The average SAS has increased by 5.7 across the cohort

The average SAS has increased for male students by 7

The average SAS has improved for female students by 2.8

The average SAS has improved for male FSM students by 6

The average SAS has improved for students with a K code by 7

The average SAS has improved for EAL students by 4

	<p>CPD priorities for 2022-2023</p> <ol style="list-style-type: none"> 1. Continuing to embed fluency and the explicit teaching of vocabulary across the curriculum 2. Providing opportunity for context specific rehearsal and the mapping of quality texts across subject curriculum areas 3. Refining the approach to the delivery of the Reading Curriculum in order to ensure the skills are transferred across the curriculum. <p>Quality of the RC; Pupil voice suggest that students are benefitting from the new vocabulary taught in Reading Curriculum. Initial observations of Reading Curriculum lessons suggest that the lessons are being taught to a high standard and the focus on vocabulary application and clarifying seems much clearer. Clarifying seems to be an emerging area that could be sharpened up – this has been adapted now and into a more structured response but will be addressed in detail in the coming weeks. Adapting the curriculum for SEND students is still an area of focus and SC is continuing to work closely with the SENDCo on this.</p> <p>Following the TCAT reads review, SC outlined the responses to TCAT recommendations. SC also outlined actions/activities to date and expected outcomes.</p> <p><i>Governor challenge; Reading ages of EAL students. SC shared a copy of the Reading Curriculum booklet and talked governors through how the reading programme has helped to significantly improve the reading ages of EAL students.</i></p>
13	<p>TCAT PEER REVIEW OF BCA – PRINCIPAL Scheduled for 21 November.</p>
14	<p>REVIEW OF THE GOVERNORS CODE OF CONDUCT 2022 – PRINCIPAL Governors confirmed they had read the contents of the Code of Conduct. No changes. Action: Clerk to add to governorhub for reference.</p>
15	<p>GOVERNOR TRAINING</p> <ol style="list-style-type: none"> i. Hays on-line Safeguarding training – Governors are asked to send their completed certificates to the clerk for collating ii. KCSIE – Governors to confirm document read. iii. TCAT governor training courses for 2022-23. Awaiting confirmation from Jill Stanton iv. TCAT SWAY document. Action: Clerk to share with governors.
16	<p>POLICIES Governors are asked to take the policies as read. All amendments are shown in Red. 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> <ol style="list-style-type: none"> i. Policies and procedures delegated by the TRUST to academies <ol style="list-style-type: none"> (a) SEN(D) – A Harrison. New Policy. Contents noted and agreed. (b) Relationships & Sex Education (RSE). No changes. Agreed. (c) E-Learning – C Hillidge. No changes. Agreed. (d) Assessment & Reporting – S Mullen. No substantive changes. Noted and agreed. <p>BCA PROTOCOLS DOCUMENT Governors are asked to note the contents of the document when all changes have been made and finalised.</p>
17	<p>AoB No items</p>