

Beamont Collegiate Academy

Local Governing Body with BFP focus

Monday 24 April 2023 4.30-6.30pm

Minutes – PART I



Present: G Harris (Principal), H Jones, L Perks, G Porter, S Whatmore (Chairperson), C Heesom (Clerk)

In attendance:

S Mullen, Vice Principal

S Charnock, Associate Principal

M McMillan, Assistant Principal

D Roche, Assistant Principal

A Harrison, Assistant Principal/SENDCo

1	<p>WELCOME AND INTRODUCTIONS – CHAIR The Chairperson welcomed all governors and staff to the meeting.</p>
2	<p>APOLOGIES FOR ABSENCE – CLERK Apologies for absence were received from; M Eccleston – Work commitments. Noted and approved. K Harvey asked to attend the meeting via TEAMS but unfortunately the link did not work.</p>
3	<p>DECLARATION OF INTEREST – CLERK There were no declarations of interest. Noted.</p>
4	<p>MEMBERSHIP Governors formally appointed Lauren Perk as a Co-opted governor. Action; Link governor role to be decided.</p>
5	<p>ELECTION VICE CHAIRPERSON 2022-23 & 23-24 Agenda item carried forward.</p>
6	<p>MINUTES OF THE PREVIOUS AUTUMN TERM LGB MEETING – CHAIR The Chairperson proposed for the Part 1 minutes of the previous FGB meeting held on 20.03.23 were a true and accurate record and should be taken as read. GP second his proposal. Governors approved the minutes.</p> <p>MATTERS ARISING Revised budget for approval c/f to the next meeting (June) Staff election process. Awaiting returns Safeguarding review report. Share with governors C/F</p>
7 & 8	<p>PP – S MULLEN PPE outcome v final projected 2023 outcomes SM was pleased to share an encouraging set of outcomes with governors. SMU summaries the achievement strategy as follows;</p> <p>Year 11</p> <ul style="list-style-type: none"> • Subject-specific assemblies across EBACC subjects before each PPE exam • Full set of PPE exams – March 2023 • BASICS cohort for EM at 4+, 5+ reviewed and students who are predicted a grade 3 in maths or English and a 4 in the corresponding subjects identified for tuition/interventions before/after school to give a final push. • EBACC cohort for grades 4+ and 5+ identified and shared with HODS so specific students can be targeted for additional support from April 22 • 1:1 meeting with HODS and Mr Harris and Mrs Mullen to discuss final predictions and strategies to tackle those key marginal students who need to make gains. • Additional parents evening for 27 students who we feel need a final push – conducted by members of the Senior Leadership Team (SLT). • PPE results day and assembly around expectations of 15 hours a week revision from April 17th

- February/Easter revision classes/coursework catch up sessions across most subjects.
- Saturday tuition extension to incorporate – Art, Spanish and History.
- TT drawn up for pre-exam 1hr/2 hr revisions sessions the day before each exam across EBACC

There has been some improvement in the predictions from DP1 to DP2 across % 3 x (9-7), grade 7 English and overall A8 and P8. The priorities going forward over the coming weeks will be to:

- Focus on the gains that can be made in English and Maths (attendance is proving a barrier for some students who have dropped from a 4 to a 3)
- EBACC grade 5 (particularly Spanish and History) students have been identified for the subject leaders RAP meeting for who needs the focus.
- There are still some vocational subjects who are predicting L1 passes rather than L2 due to waiting on resit results. We are hoping this will improve in Engineering particularly to boost the overall A8 and P8

In terms of progress, the data below shows an encouraging disadvantaged statistic at -0.08. Key students have been identified for marginal gains although several students whose progress is negative is due to their attendance/education at the alternative provision. This is also true of boys. Several parents attended an additional parent's evening with a member of SLT on April 18th of key boys/disadvantaged students

P8 Boys	-0.22
P8 Girls	0.24
P8 Dis	-0.08
P8 Non-Dis	0.07
P8 High	0.06
P8 Mid	-0.17
P8 Low	0.21

From a subject point of view, there are some key areas that are a priority between now and the final exams and these will be discussed in the 1-1 meetings taking place currently between Mr Harris and Mrs Mullen and each subject leader.

1. English Literature at grade 5
2. Maths at grade 5
3. Combined science at grade 4
4. History at grade 5
5. Spanish at grade 5
6. Computer Science at grade 5
7. Art at grade 5
8. Religious studies at grade 5

In terms of our vocational qualifications, questions around the shortfall in L2 passes will take place with

1. Engineering
2. Hospitality
3. Business Studies

Governor challenge; SM was asked to outline challenges around attendance

Despite the ongoing challenge of attendance with key year 11 students, the attendance to our recent PPE series was very strong with only on average 7 students missing a paper due to illness. We are still working hard to engage 8 students on a part time basis to ensure they are in a position to sit 5 GCSEs through access to tutors/teachers in our GCSE Support Centre. We have had some real success with some 'hard to reach' students and have run a NEET programme where Mr Ryder has taken numerous students and parents to the local college to help them with enrolment and course choice. This has helped to improve their engagement with school.

CPD time has been given to subjects through the PPE period to ensure a process of moderation was conducted to ensure accuracy of marking and making predictions. Where subjects don't have an experienced examiner, TCAT SLEs have been used for external validation.

Worthy of note;
2 hour pre-exam revisions classes arranged on the day before the exam to take place. If the exam falls on a Monday, staff are giving up their weekend to deliver sessions on Sunday's.

Staff are supportive of colleagues who have agreed to take industrial action. Whilst the school is trying to ensure continuity of Year 11 classes, inevitably there will be some disruption to learning.

Predictions; SM explained how FFT for vocational subjects is applied.

Governors thanked Mrs Mullen for a very informative report.

8 IMPACT REPORTS – G HARRIS

For noting;

- i. Outcomes. S Mullen provided governors with a verbal summary of outcomes to date. See item 7.
- ii. Teaching and Learning – D Roche asked for the report to be taken as read and gave a verbal summary of his report to governors;

Teaching and Learning Priorities.

Much of the work in 22-23 is consolidation of work in 21-22. Priorities continue to be related to reading and assessment, with the addition of creating the conditions for practice and behaviour to support learning. The CPD calendar this year reflects these priorities and allocates appropriate time for consolidation and development in these areas.

Actions:

Reading CPD during Inset and in Week 4. Second session took place in week 14. Third session week 22.

Assessment CPD during Inset and Week 5. Second session took place in week 19.

Behaviour session with Robin Launder during Inset and Week 6. Supplemented with second session Week 8. Third session took place in Week 18.

Conditions for Practice CPD during Inset. Pupil LEARN assembly.

Governor challenge; DR was asked to explain the findings of the TCAT review

The TCAT took place on 21.11.22 with a focus on T+L. Feedback was positive for many aspects of the 6 Dimensions of the Curriculum including vocabulary, knowledge acquisition and Rosenshine Principles. Areas for development include pupil practice and checking understanding for all. As a first step in response, subjects have reflected on their current position on these areas and feedback to me. The next step will be for departments to identify points within their curriculum to implement pupil practice and how understanding for all can be implemented into lessons. This will take place in Week 17. TCAT Peer review (November 2022). Findings minuted 30.01.23.

- iii. Curriculum. M McMillan asked for the report to be taken as read and gave a verbal of her report to governors;

Year 9 options update:

The options process has been completed. MMC has arranged the classes for the options subjects for the year 10 cohort in September. Cohort lists have been shared with subject leads for next year. Students will receive their options choices mid-way through the next half term.

Amendments to the school day:

Staff and students have been consulted about amendments to the school day. Overwhelmingly, students would like an extended lunch time. They raised the issues which the academy is aware of such as not having enough time to eat lunch and use the toilets. The amendment to the school day will also allow for an extended form time. This

will allow the PSHE curriculum to be delivered in form time and will therefore negate the need for a rolling programme of PSHE. The Principal is consulting with parents this half term.

Action: Dining room extension plans (if available) to be shared with governors at the next meeting in June.

Governor challenge; Do staff support the current proposals for changes to the school day?

GH – Some concerns have been raised but these have not impacted on staff morale and well-being. Split lunches will be managed via KS4 and KS3.

HJ – Will additional free time impact on behaviour?

GH – Improved recreational activities will be offered to students

Developing the timetable for the next academic year:

Construction of the year 11 timetable for the next academic year has begun. MMC has consulted with subject leads on any amendments in terms of staffing and timetabling for next years year 11 cohort. Analysis of the staffing has taken place in order to clearly see where the need for additional staffing is required. BCA currently requires a History subject specialist in order to maintain strength of History teaching at KS3.

Governor challenge; governors asked for the rationale behind the banding amendments to be revisited;

Banding amendments for year 10 2023 – 24

As previously discussed with governors, BCA will move to a system of two equal bands in year 10 for the next academic year. The aim of this is to address some issues of confidence / self-belief and aspiration within some of the 'lower' sets. Work has taken place with the heads of Maths, English and Science to ensure they are in agreement with the bandings and that they are balanced in terms of PP / gender / SEND and prior attainment.

- iv. SEND/Inclusion. A Harrison asked for the report to be taken as read and provided governors with a verbal summary of her report.
 - EHCP systems in place however the number of referrals a cause for concern (80) with BCA numbers well above the national average of 2.06%. There is a high number of neurodevelopment referrals of between 60-64 currently being submitted and waiting for approval.
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Governor challenge. Discussion around the number of referrals awaiting Ed Physc input.

AH confirmed the Neurodevelopment pathway process is currently 20 weeks with the pandemic and missed diagnosis at primary level being blamed in part for the high increase in the number of referrals.

GP questioned current staff capacity. GH said due to the increasing number of students with SEN, the academy's capacity is stretched meaning BCA is currently advertising a number of TA posts to replace a number of TA's who have left or are retiring at the end of the academic year. Nationally schools are facing a shortage of teaching assistants and schools are finding it hard to recruit in this area.

GH also briefed governors of the increase in the number of BCA students attending KASSIA A/P and will discuss possible alternative options during the next FGB meeting.

9 LEARNING OBSERVATIONS – D ROCHE

Summary of findings from Learning Observations. DR delivered a PPT to governor and explained the PD lesson observation process.

During weeks 16-19 teaching staff at BCA had the learning in a lesson quality assured as per the PACE timeline and Performance Development cycle. As in 21-22 the process has moved away

from traditional high stakes lesson observation towards a high challenge but low threat approach of learning discussion with pupils in one class. Class teachers selected a class for their line manager to meet with for 30 minutes. Class teachers provided 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 the 6 Dimensions of the Curriculum at BCA. A follow up meeting was held between the class teacher and line manager reviewer as the first step of triangulation of evidence, again, 6 Dimension 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. QA of lessons took place in HT 3 through PM Learning Observations. Outcomes from his indicate areas of strength to be: vocabulary, assessment, Modelling and Do Now activities. Areas for development match other QA which are pupil practice and checking understanding for all.

SLT lesson visits indicate strong T+L in vast majority of cases. Teachers are assessing with a greater degree of confidence and accuracy and show the ability to adapt teaching to meet the need of the class based on this.

- DR revisited the 6 dimensions of the curriculum review;
1. Knowledge and the application of knowledge
 2. Vocabulary
 3. Roesenshine’s Principles of Instruction
 4. Progress Model
 5. Memory and Cognition
 6. Assessment and Feedback

Governors complimented robust learning observation practice(s) in place and recognised the positive effect these were having on T&L at BCA.

10 CPD – D ROCHE

Summary of CPD coverage to date, including Independent Enquiry (IE)
 DRO shared a BCA CPD session on multiple choice questioning with T+L HUB. Feedback was positive with other schools asking for copies to share with their colleagues.
 DRO explained the rationale behind the remaining areas of focus – weeks 26 to 31

Week	Focus
26	BASIC Coaching
27	Independent Enquiry
28	Behaviour
29	Reading
30	Assessment
31	Subject Enhancement

The next INSET day on 30 June will revisit training from last year and will include checking understanding for all development.

Ad-hoc feedback from staff about CPD events has been positive. Independent Enquiry seems well established and now forms one half of performance development for 22-23. Ad-hoc feedback from pupils about their classroom experience has been positive, particularly around explanations and cognitive load.

11 READING AND LITERACY STRATEGY IMPACT – S CHARNOCK

SC asked governors to take the report as read. SC provide governors with a verbal summary of the report and priority actions were discussed;

- CPD has been delivered to all staff with a focus on disciplinary literacy. All departments have collaborated on a document that reflects effective reading their subject area.
- A responsive spotlight briefing was delivered around the application of new vocabulary using EEF research – all staff have a copy of this for their classroom/workspace

	<ul style="list-style-type: none"> • CPD has been delivered on ready ages and how best to support students – students have been colour coded so that staff are aware of how to support individual students • Reading intervention; a more responsive approach has been adopted to New Group Reading Test (NGRT) testing means that students who scored lower than 85 on their prior test will be picked up for a Wide Range Achievement Test (WRAT). Trailed mentor schemes – pre exam/access to exams have shown good results so far. <p><i>Governor challenge; What is the WRAT and how is it used?</i> <i>SM explained to governors that the WRAT is a standardised assessment measure and provides an accurate and easy to administer way to assess the monitoring of reading, spelling and maths in students. It is the intention to train additional staff to accreditation level which will be rolled out to TCAT in support of level 4 students.</i></p> <ul style="list-style-type: none"> • The school library has been restricted to ensure the library is utilised before, during and after school to ensure reading for pleasure is embedded in the ethos of the school. Reading leaders are now in post.
<p>12</p>	<p>TERM DATES 2024-25 Governors looked at and approved the term dates for 2024-25. Action: clerk to send to LA and add to BCA website.</p>
<p>13</p>	<p>AoB No items.</p>

DRAFT