Beamont Collegiate Academy
Local Governing Body with C&L focus
Monday 29 January 2024 4.30-6.30pm at the academy

MINUTES – PART I

Present: E Blackburn, Z Conroy, M Eccleston, G Harris (Principal), C Heesom (Clerk), H Jones, L Perks, S Whatmore (Chairperson)
In attendance:
S Mullen – VP
M Reynolds – VP
M McMillan – VP
D Roche – AP
S Reardon – MfL Subject Lead

1	**WELCOME AND INTRODUCTIONS – CHAIR** The Clerk welcomed all governors, staff and students to the meeting**.** The Chairperson sent his apologies advising he will be late to the meeting.
2	**STUDENT PRESENTATION – TRIP TO FRANCE** A selection of students from years 8-11 delivered a short presentation to governors on their experiences and expectations of their recent trip to France. Governors were told how the trip provided students with an opportunity to experience different cultural activities whilst visiting the Lille Christmas Market, Les Chocolats de Beussent and a trip to Boulangerie Escoeuilles. Students also took part in food tasting and made crêpes. The trip gave students many opportunities to practice and improve their French speaking. A Q&A session followed the presentation. Governors thanked students and recognised how the trip provided students with the opportunity to gain knowledge of different cultural experiences and the chance to practice and improve their French speaking.
3	**APOLOGIES FOR ABSENCE – CLERK** Apologies for absence were received from G Porter – illness. Noted and accepted.
4	**DECLARATION OF INTEREST – CLERK** There were no declarations of interest.
6	**IMPACT REPORTS – SUMMARY AND QUESTIONS** 1. Teaching & Learning, D Roche, Assistant Principal asked for the report to be taken as read. DR provided governors with a verbal summary of the updated report. Planned key actions and activities over the next half term and expected outcomes:

Action/Activity	Expected Outcomes
Complete first round of Standards Check (in relation to presentation and organisation of work) with subject leaders through line management. Complete.	Challenge around standards, raise profile of standards, improved standards over time.
Begin to introduce team coaching model for implementation in January. Will begin end of Jan.	Improved peer to peer support for Independent Enquiry
Produce timeline for Talk at BCA. Complete.	Improved opportunities for pupil talk to support learning and leadership.
Support for geography and computer science to secure improvements for 2024 outcomes.	Secure improvements already established and develop further at the grade 5/Merit boundary.
Start Execute phase of Independent Enquiry, supported by coaching model.	Improved support for staff as they develop their teaching practice.
Classroom Talk trial and review to take place.	Clear ideas of successful strategies/resources. Amend and tighten the plan for next stage of delivery.

Governor challenge;
Classroom talk. HJ asked if the reading curriculum is to continue? DR said S Reardon (Subject Lead for MfL) has implemented a plan to explore classroom talk with a key group of teachers delivering to 7MA. Training has taken place and teachers are exploring strategies and resources for feedback

in HT3. A timeline working towards Walking Day as launch has been agreed and shared. GH said one of the goals for classroom talk is to improve students confidence in public speaking. LP asked what were the plans to roll out to other subjects. DR said there is a plan was to roll out the programme in a number of subjects. EB asked how the programme will be rolled out the SEND students? DR said there are expectations in all subjects to practice and build structures and thinking time models – to which students can refer to when need. These models are inclusive for all students and the models can be adapted for SEND students in that they can be put into milder conditions to help improve communication skills.

2. Curriculum, M McMillan, Assistant Principal, asked for the report to be taken as read. MM provided governors with a verbal summary of the updated report.

Planned key actions and activities over the next half term and expected outcomes:

Action/Activity	Expected Outcomes
Deliver options assembly to year 9 on Thursday 4th January to outline the process	Students have a clear understanding of the process and who can support them in making decision regarding options subjects.
Coordinate the options process for current year 9	Students and parents are well informed about the options process and make judicious decisions about their KS4 subjects.
Deliver assembly to year 10 on Thursday 4th January regarding interim assessments	Students are confident and aspire to achieve well in their first interim assessments of year 10 and are aware of revision expectations.
Liaise with MRO regarding year 10 interim assessment data to ensure that this is used effectively in order to highlight achievement concerns indicated from this data	Staff / students and parents are aware of under achievement and are supported with this in class and at home.
Confirm the year 10 curriculum model for 2024 year 10	The model facilitates the delivery of the most effective curriculum at KS4 taking into account pathways, class sizes, subjects and staffing resources.
Ensure year 10 students who perform well in the interim PPEs are rewarded with rewards letters	Students are motivated to revise and achieve well

Governor challenge;
Governors asked what were the current figures in relation to the Ebacc target of 75% set by governors? MM advised governors that the creation of the EBacc cohort for year 9 options (figures shown in the full report) will mean the EBacc cohort for year 10 2024 – 25 will be 71% and explained how students will be and guided to study for subjects that are in the best interest of the child as opposed to being data driven.

The Chairperson joined the meeting.

3. Outcomes, S Mullen, Vice Principal ask for the report to be taken as read. SM provided governors with a summary of the Headlines and KPI figures and talked about the 3 priority areas, Geog grade 4s, Ebacc grade 5s and 3 or more 7-9s.

Key actions/events outlined and actioned **since November 2023** include;

Year 11
- Full set of PPE exams held in December
- Pre exam subject assemblies in Ebacc subjects delivered by HODS
- Attendance assembly delivered by Principal linked to outcomes. All students issued with updated attendance figures for year 11 to date
- Series of grade 7+ subject revision videos made and uploaded onto the you tube channel to support improved achievement at this key benchmark
- External visitor used to QA the performance in Geography PPE and time spent with the team on further ideas for exam technique

- BASICS cohort for EM at 4+, 5+ meeting taken place to highlight key students who need to make gains
- EBACC cohort for grade 4+ and 5+ reviewed with HODS so specific students can be targeted for additional support from Jan 24
- Classes in maths/English in J band reorganised to target specific grade 5 underperformance
- Achievement reports completed by all departments to outline key priorities for spring 2 and cohorts for targeted intervention to support benchmarks at grade4, 5 and 7+
- Vocational/Art given time off TT to complete coursework with year 11 to ensure all students are up to date

The attendance to the PPEs was strong with only small pockets of lateness. All students who access the GCSE Support Centre were in attendance. Attendance remains above 90% with a key cohort identified between 88%-92% who are monitored regularly. However, habitual lateness and none attenders are being addressed, and a plan is in place to address these areas of concern in PE. This subject has had to adapt to revised changes to its assessment and qualification specification. The GCSE Support Centre has continued to provide valuable support to a number of students who are suffering with anxiety, mental health issues and attendance. Up to 20 students are now accessing the provision and this is supporting outcomes and overall attendance. A further set of PPE's are due to take place w/c 5 February. Attendance to the most recent Year 11 parents evening was strong at 80%.

Planned key actions and activities over the next half term and expected outcomes:

Action/Activity	Expected Outcomes
Deliver a PPE results assembly on 4th January and outline the expectations for the half term ahead	Students have a clear picture of their current performance and expected grades in the summer and the opportunities for additional support over the next half term
Deliver a 'Spotlight on Year 11 Data' to all staff on the inset day	Staff have a clear understanding of what the data is telling us and who the key students are where gains are needed
Address the underperformance of disadvantaged students/Ebacc Achievement at grade 5 at RAP meeting and agree actions to support improved progress	Clear, actionable steps are put in place to be reviewed post PPEs in March with improvement seen in both these key areas of concern
Hold a year 11 parents evening in week 15 to share predicted grades and share agreed key messages around revision/home learning expectations	Parents are clearly and consistently given the same message across GCSE subject areas to ensure students are supported with completed with at home study
Strategies to support exam preparation for students in years 7-10 are delivered through the tutor time programme to prepare students for exams in weeks 15-19	Profile of mid-year exams is raised and students are aware of the importance of revision in preparation for exams.
Review strategy/cohorts for breakfast boosters, in school and Saturday tuition and after school intervention to ensure key students are receiving the additional supported needed to progress and achieve in line with their ability.	All students highlighted as a CFC at RAP are placed on a subject-based intervention programme to support improved performance in March PPEs/Predicted grades
Full set of Year 11 PPE exams in March to support students with improving their exam technique/identify key gaps for re-teaching	Student performance will continue to improve/exceed their predicted grade to support improved progress

Governor challenge;
SW asked for an update on disadvantaged students. SM replied boys are performing well overall however SEND disadvantaged students are not performing to expectation levels. In comparison to the previous year however, performance has improved and SM is closely monitoring progress within this cohort.

2024 Projected v WA, including sub-groups. SM provided governors with a verbal summary of the data below.

Measure	BCA Results 2018	BCA Results 2019	BCA Results 2020 (CAGs)	BCA Results 2021 (TAGs)	BCA Results 2022	BCA Results 2023	Y11 PPE (DP1) Results Dec '23	Y11 PG DP1 Results Dec '23
P8	-0.02	0.2	0.04	-0.02	0.18	0.2	-0.48	0.23
Attainment 8	41.77	43.89	45.77	46.21	49.75	45.88	39.66	46.71
APS (Capped)	35.70	37.79	39.52	40.12	43.11	39.76	33.49	40.26
% 3 x (9 - 7)	12.58	16.28	22.35	18.42	28.00	16.57	13.61	23.08
9 – 4 EnMa	52.00	52.00	62.00	65.00	70.00	67.00	43.00	65.00
9 - 5 EnMa	33.00	32.00	36.00	38.00	47.00	38.00	30.00	42.00
9 – 7 En	18.87	19.38	24.02	19.05	33.91	14.37	20.71	26.04
9 - 5 En	58.49	59.69	54.75	62.43	68.97	58.05	42.01	55.03
9 - 4 En	71.70	75.97	75.42	82.01	83.33	76.44	57.99	79.88
APS En	4.57	4.74	4.85	4.93	5.29	4.62	4.18	4.95
9 – 7 Ma	7.55	10.85	12.85	13.23	16.09	12.64	7.69	17.75
9 - 5 Ma	36.48	34.88	41.34	45.50	51.72	44.25	34.91	48.52
9 – 4 Ma	54.72	55.81	67.6	67.72	72.41	70.69	52.07	69.82
APS Ma	3.78	3.93	4.2	4.30	4.58	4.30	3.80	4.60
2 GCSE Science	44.65	52.71	58.66	65.26	69.14	64.74	49.11	65.09
Ebacc 4+	13.84	19.38	22.35	25.79	39.43	34.29	19.53	40.83
Ebacc 5+	6.92	13.95	15.08	19.47	29.71	18.86	7.69	21.89

BASICS target is set at 70% with current data predicting 65% - attendance issues in year 10 by small number of students is proving to be problematic. A small number of students are accessing a reduced timetable and BCA continues to support a number of non-attenders (with many different reasons why) – supportive measures in place have been a positive factor and we are now seeing an increase in the number of students re-engaging with their education.

7	**ACHIEVEMENT & ATTAINMENT** S Mullen, Vice Principal delivered this agenda item under agenda item 6.
5	**MINUTES OF THE PREVIOUS LGB MEETING – CHAIR** SW proposed for the minutes of the previous LGB meeting held on 20/11/23 to be taken as read. ME seconded the proposal. Governors approved the Part I draft minutes. **MATTERS ARISING** **Succession planning – COG. GHA to write to governors for expressions of interest**
8	**STUDENTS LEAVING THE SCHOOL ROLE** MR updated governors with an update of the number of students leaving the school roll. Governors were also advised of the destination of each student. MR also included comparative data in relation to the number of students leaving the school role and mid-term admissions to the academy. *Governor challenge* *SW queried the comparative data and asked how this affects funding? MR said the number of students leaving the school roll does not negatively affect overall numbers as there are additional students coming onto the school roll via the mid-term admission route. MR also talked about a number of parents choosing to 'home educate' their children (for a number of different reasons) can be as a result of them trying to avoid fast track prosecution due to low attendance of their child(ren). However, it is clear that some parents are now accepting that a school environment and access to learning is the best option and are seeking to readmit child(ren) but this can sometimes prove to be problematic if the year group is full. BCA are accepting a number international arrivals from countries such as Hong Kong.* *ME challenged the reasons for students transferring to 'out of area' schools. GH outlined details of a complex case involving 2 related students who move to a school out of area. GH also explained*

	details of a student's 'enrolment status' and clarified the differences between single & dual registration when students come on roll to a 'destination' school via the managed transfer system. This is when a decision is agreed between 2 schools in attempt to give students a fresh start within a new school environment. However managed transfers often fail and the student is then returned to the 'host' school.
9	**TCAT PEER REVIEW: CLIMATE AND BEHAVIOUR** GH delivered a verbal summary of the review to governors. Following discussions with the Principal, Gareth Harris, it was agreed that the focus for this peer to peer review would be predominantly about how well prepared students are to engage with their learning on a routine basis at BCA. This review also extended to how pupils conducted themselves on corridors between lessons and also at break and lunch times. The review consisted of learning walks to lessons, an assembly and tutorials as well as meetings with students. **Findings** There are strong systems that students and staff follow. But these are not followed just for the sake of the system. They are consistently followed because students and staff invest in them. This investment comes from the confidence that by doing so, it leads to a safe, secure school environment where students can thrive. The school's evidence-based approach to developing strategies, coupled with thoughtful consideration of implementation across the school, demonstrate a proactive stance toward behaviour management. The effectiveness of the Continuous Professional Development (CPD) offered to staff is reflected in the high levels of supervision, contributing to orderly student behaviour in class as well as movement between classes and during breaks. Behaviour data, including a significant reduction in duty calls and daily logs, support the positive impact of the school's approach. The reduction in suspensions and the consistency in behaviour expectations across lessons underscore the success of the school's strategies. There are pockets of low-level disruption but these are quickly dealt with via the LEARN framework. *Governor challenge;* *SW noted that lunchtime arrangements were criticised by KS4 students for lacking sufficient time for eating and using the toilet. GH said the academy is actively looking at improvement strategies in this area.* *KS4 Support Centre. SW said the level of attendance is not where it should be. How is the academy dealing with this? GH said whole school attendance, although above the national average, is still problematic post COVID and the academy is actively looking at strategies on how to reengage disengaged students. Opportunities such as in-house tuition and other provision strategies are proving to be positive in providing these students with access to an alternative curriculum.* *KS3 Support Centre. SW asked how the withdrawal from the mainstream curriculum works? GH said The centre represents an evolution of an existing provision and is a good example of how a school reflects upon and evaluates a provision and then looks to improve it. This provision's ultimate aim is to ensure that all students can fully access the mainstream curriculum by providing them with bespoke support to help them do so. Where this support involves students being withdrawn from their mainstream curriculum it is time bound and subject to regular review.* SW said this was an excellent report and said it recognises the hard work and commitment from all staff.
10	**TCAT SCIENCE REVIEW** The Principal delivered a verbal summary of the review. The school's commitment to allocate appropriate curriculum time for science is contributing to a positive impact on pupil progress in the subject. In conversation with classroom teachers it was evident that curriculum development and subject knowledge enhancement was a key process within the department that contributed to their professional development. Governor challenge SW said the review outlined exemplary practice within the department.

	Action: Add SEND review to next agenda.
11	**SUMMARY OF PROGRESS TOWARDS 2023-25 STRATEGIC PRIORITIES** The Principal presented the latest RAG rated version of the document and updated governors of all progress against 2023-25 strategic priorities **Action: Governance succession planning needs to be addressed further and will be added to the next agenda for discussion**. Suspensions and exclusions. Governors were notified of the current suspension figures for BCA and noted a reduction to the number of suspensions compared to the same period last year. **Action: TCAT Safeguarding review outcomes – add to next agenda.**
12	**TERM DATES 2025-2026** Carried forward to 18/03/24.
13	**POLICIES** TCAT Pay Policy 2023-24: Section 17.5. Leadership Posts (Points and Range) - 5 point headteacher/principal pay range agreed. - Deputy pay range: 5 point range as per the principals discretion agreed - Assistant headteacher pay range: 5 point range agreed **Policy adopted. Action: Clerk to update policy as per above.** Student Acceptable Use Policy for governors' approval. TF confirmed this policy is currently fit for purpose however he will further review its contents and bring an updated version of the policy back to governors for their approval. Staff Acceptable Use Policy for governors' approval. TF confirmed this policy is currently fit for purpose however he will further review its contents and bring an updated version of the policy back to governors for their approval. **Accessibility Plan – C/F to 17/06/2024**
14	**AoB** Following NM departure, TF will provide governors with an update of the 7 year Capital Spend rolling programme at a later date. The Principal confirmed the plan is continuing as outlined in June 2023. **Action: Dining room update – TF. Add to next agenda.**