

# Beamont Collegiate Academy

## Local Governing Body with C&L focus

### Monday 22 April 2024 4.30-6.30pm

# MINUTES – PART I



Present: G Porter (VC), M Eccleston, H Jones, L Perks, E Blackburn, G Harris (Principal), Z Conroy, C Heesom (Clerk)  
 In attendance: S Mullen, M McMillan, C Rixham, M Roberts, S Charnock

1	<b>EDT PROJECT – STUDENT PRESENTATION</b> Carry forward to 17/06/24
2	<b>WELCOME AND INTRODUCTIONS – VICE CHAIRPERSON</b> In the absence of the Chairperson, GP (Vice Chairperson) welcomed everyone to the meeting.
3	<b>APOLOGIES FOR ABSENCE – CLERK</b> Apologies for absence were received from the following governor(s); S Whatmore – unwell. Noted and accepted.
4	<b>DECLARATION OF INTEREST – CLERK</b> There were no declarations of interest.
5	<b>MEMBERSHIP</b> Parent election; Year 11 parent has expressed interest of becoming a parent governor. <b>Action: Clerk to make contact and discuss role and invite to meet with Principal and VP.</b>
6	<b>ELECTION CHAIRPERSON 23-24</b> <b>Action: Clerk to carry forward agenda item to 17/06.</b>
7	<b>GOVERNANCE &amp; SUCCESSION PLANING</b> <b>Action: Clerk to carry forward agenda item to 17/06.</b>
8	<b>MINUTES OF THE PREVIOUS AUTUMN TERM LGB MEETING – CHAIR</b> GP proposed the Part I minutes of previous Local Governing Body meeting held on 18/03/2024 were a true and accurate record and should be taken as read. LP seconded the proposal. Minutes approved.  <b>MATTERS ARISING</b> Refer to action log – all actioned.
9	<b>IMPACT REPORTS – SLT</b> For noting; <ol style="list-style-type: none"> <li data-bbox="209 1563 1520 1845">i. Curriculum model including option numbers – M McMillan            MMC asked for the report to be taken as read and delivered a verbal summary of the report during which she outlined the <i>options</i> demographics (including gender divides) to governors and explained the rationale behind the construction of the timetable for the next academic year confirming the KS4 TT was now complete and that the KS3 timetable was a 'work in progress'. MMC also drew governors' attention to the curriculum model for September 2024 confirming there have been no changes to the allocation of subject time for the next academic year. Governors noted the contents of the report.  <b><i>Governor challenge;</i></b>  <b><i>GP asked if the national comparisons based on FFT aspire curriculum benchmarking were against 'like for like schools?' MMC replied comparisons were based on all state funded schools.</i></b> </li> <li data-bbox="209 2024 1520 2063">ii. SEND/Inclusion – C Rixham</li> <li data-bbox="209 2063 1520 2157">iii. CRI asked for the report to be taken as read and delivered a verbal summary of the report during which she outlined objectives to be implemented by the end of the academic year (identified during the last Peer Review) which will help to improve the provision for children</li> </ol>

	<p>with SEND, measurable through a range of indicators including; academic outcomes, attendance outcomes, exclusion outcomes, parent voice, staff voice, Team performance and cohesion. In her role as link governor for SEND, GP met with CRI and provided a comprehensive link governor report. <b>Action: Clerk to circulate link governor report to governors.</b></p> <p><b><i>Governor challenge; EB voiced a lack of communication by the previous SENDCo has caused concerns with some parents whose children have SEND needs. CRI confirmed since picking up the role in September 2023 she is committed to working hard on re-establishing relationships and improving levels of communication with parents and continues to introduce robust measures to address this – evidence of which is outlined in GPs link governor report</i></b></p> <p>iv. Teaching and Learning – D Roche Mr Harris for the report to taken as read. Governors were directed to the contents highlighted in red – these are sections that have been updated since the previous report.</p>
<p><b>10</b></p>	<p><b>LEARNING OBSERVATIONS – D ROCHE</b></p> <p>Mr Harris asked for the report to be taken as read. Mr Harris revisited the rationale behind the learning observation process and provided governors with a verbal summary of the findings from the Learning Observations cycle. Mr Harris drew governors’ attention to the conclusions and next steps within the report and explained how areas for development in future reviews will be addressed. Although specific SEND provision is not explicitly referenced within reviews, it is clear that students at BCA receive high quality teaching across subjects.</p> <p><b><i>Governor challenge;</i></b> <b><i>Mr Harris provided governors with answers to the following questions raised following his explanation of the learning observation process.</i></b> <b><i>GP – What is pupil practice? GH explained this practice is when teachers are ‘teaching’ knowledge and testing pupils via ‘recall’ techniques. Where students need to practice a ‘skill’ students should be given a period of time to practice this – applied under key classroom practice conditions.</i></b> <b><i>GP – What is white board use? GH explained this is reference to formative assessment to enable the teacher to quickly assess how the whole class is performing.</i></b> <b><i>EB – Scaffolding/COGs strategies? GH explained this is support for student struggling to understand the content of the lesson – teachers are aware not to overload cognitive learning/recall.</i></b></p>
<p><b>11</b></p>	<p><b>CPD – D ROCHE</b></p> <p>GH provided governors with a verbal summary of each strategy to date.</p>
<p><b>12</b></p>	<p><b>WHITE ROSE MATHS (WRM) UPDATE</b></p> <p>MR provided governors with a verbal summary of his report. MR explained the rationale behind the implementation of WRM across all TCAT schools – starting with Year 7. BCA currently has a small team of teachers delivering WRM to all of our year 7 classes (x7), which will be applied to all year 7 and/or year 8 from September 2024. The teaching of WRM has been reviewed by James Koltan (TCAT Lead for Maths) and Sarah Mullen on two separate occasions this academic year. Findings across the two visits were as follows:</p> <ul style="list-style-type: none"> <li>• Consistent use of the WRM curriculum across all Key Stage 3 classes including the Year 7 nurture group.</li> <li>• Standardised lessons used by all Year 7 teachers which again support consistency</li> <li>• Teaching across all classes that were observed was consistent in terms of what was being taught and how it was being delivered.</li> <li>• Vocabulary used by students was strong.</li> <li>• High standard of presentation in exercise books</li> <li>• Evidence of lots of ‘pupil practice’ in exercise books</li> <li>• Strong student engagement in lessons</li> <li>• Positive attitudes of students towards their own maths understanding and development.</li> </ul>

	<p><b>Governor challenge</b>  <i>LP – To support learning, how well resourced are classes? MR explained this has been a challenge however there are lots of resources available and the department has discussed resources they would like to actively support and work with at BCA.</i></p> <p>HJ joined the meeting.</p> <p><i>EB – How does this process help all students with different learning abilities? MR explained WRM is aimed at all students and focuses on deep understanding, small-step progression, and building a strong foundation in mathematical concepts. It encourages students to master each topic thoroughly before moving on to the next.</i></p>
<p><b>13</b></p>	<p><b>PP – S MULLEN</b>  SM provided governors with the following summary of PPE outcome v final projected 2024 outcomes;  <b>Year 11 Raising Achievement Plan 2024</b>  <b>Data overview - Strengths</b></p> <ul style="list-style-type: none"> <li>• Looking at a positive P8 (0.22) in line with 2023</li> <li>• A8 is projected to be slightly higher than 2023 at 46.25</li> <li>• Basics at grade 5+ is set to improve from 2023 (38% to 44%)</li> <li>• 3 or more Grade 7+/Distinction is set to improve from 2023 (16% to 21%)</li> <li>• Strong progress indicator for boys and HPA</li> </ul> <p><b>Areas for focus:</b></p> <ul style="list-style-type: none"> <li>• Progress of disadvantaged students is currently projected to be negative (-0.23). Marginal gains - anonymised data noted.</li> <li>• Progress of our SEND cohort is projected negative (-0.45). Marginal gains – anonymised data noted.</li> <li>• Attainment at EBACC Grade 5+. Anonymised data noted</li> <li>• More students not securing L2 passes compared to previous years</li> </ul> <p><b>Looking Ahead</b></p> <ul style="list-style-type: none"> <li>• SLT Parent meetings with 22 year 11 students who are a cause for concern</li> <li>• Additional room set up for exams for key CFC students that have recently come on the radar and/or struggling with emotional well-being in the run up to their exams</li> <li>• Pre-exam boosters for all subject scheduled.</li> <li>• Saturday/Sunday/May classes scheduled. Current attendance to sessions is good. A revision residential weekend has been arranged during which students will received additional an 18 hrs revision in English, Maths and Science (grades 7-9).</li> <li>• Some vocational courses finishing to free up some key marginal students</li> <li>• Exams start this week</li> </ul>
<p><b>14</b></p>	<p><b>READING CURRICULUM – S CHARNOCK</b>  SC revisited the rationale behind the Reading strategy and provided governors with a verbal summary of the current impact data. Data and case studies suggest the programme is making great strides towards improving students 'functional reading' skills. There has been a sharp focus on specific areas of strength for PP and SEND students. Case studies provided for governors outlined how students are demonstrating and applying confidence when decoding words, pronunciation and reading out loud.</p> <p><b>Lexonik data – Spring 2024</b>  <b>BCA – Gains to date – over the 5 academic years of Lexonik delivery at BCA</b>  Average reading age gain in months 31  Average SAS point gain 16</p> <p><b>Background</b></p> <ul style="list-style-type: none"> <li>• Intervention teacher (Laura Stone) is completing post graduate qualification. First module (October 2023 - April 2024) is to train to become a Specialist Teacher in literacy difficulties/dyslexia.</li> <li>• Required to select a student to complete 20 hours of lessons following a programme called</li> </ul>

'Conquering Literacy'. This is a multisensory programme for teaching learners with dyslexic type difficulties. It focuses on phonics, reading, spelling and memory.

Next steps: How to maximise data to ensure all students make expected progress?

Case study A: Student A has made accelerated progress. She is an excellent example of how Lexonik can benefit learners. Even though the student initially found the programme challenging, she has showed a lot resilience and an excellent attitude to learning. As a consequence of the Lexonik intervention, there has been a significant improvement to the student being able to decode words and workout meanings of words using roots, prefix, suffix. over the spring term. As a result, the student is much more confident and accurate in her reading; her verbal responses are more accurate and her reading and writing assessment scores have improved and there is evidence of more accuracy when inferring meaning and written expression and accuracy is much clearer.

All teachers have received training sessions and have been equipped with strategies helping to improve teacher confidence in the delivery of the 'reading' curriculum to students.

**15 STUDENTS LEAVING THE SCHOOL ROLL**

M Reynolds provided governors with an update of the current figures relating to students leaving the school roll. MR explained the reason(s) for leaving the school roll for each child and their destinations.

MR confirmed 2 Year 11 students have left the school role for this academic year; confirmation of destination(s) below.

Name	Leaving Date	Year	Enrolment Status	Reason for Leaving	Destination
1	15/10/2023	Year 11	Single Registration	In year transfer - Maintained school	Weston Point College, Runcorn
2	06/11/2023	Year 11	Single Registration	Elective Home Education	Home Educated

Leaving Date	Year	Enrolment Status	Reason for Leaving	Destination
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***Governor challenge***

***GP questioned the 'dual registration' status within the report. GH explained this status indicates that the pupil/student is registered at another school as a mid-term transfer and in many cases, it is to give the student the opportunity of a fresh start, with the option to return to the 'host' school if the mid-term transfer fails which in most cases is due to behavioural or attendance issues. This status carries legal and financial implications and is only used after agreement with the other school involved.***

**Action: MR to provide governors with case studies of students who have successfully succeeded the 'managed transfer' opportunity at BCA.**

**HJ asked if BCA has seen an increase in the number of students leaving as a result of electing to be 'home educated'? GH explained some parents decide to home education their child(ren) as a result of them being 'dissatisfied' with the school system/school in general. The school notifies the LA of any 'red flags' if the school believes home education is not in the best interest of the child. BCA has seen a reduction in the number of requests and has also seen a number of parents wishing to reinstate their child at BCA.**

**Action**

**LP queried the reason for the destination SEMH school for the year 9 student below due to it being 'out of area' (St-Helens).**

	11/09/2023	Year 9	Single Registration	In year transfer - Maintained school	Nugent House School
<b>16</b>	<b>POLICIES</b> Accessibility Plan – C/F 17/06/24				