

Beamont Collegiate Academy
Local Governing Body with BFP focus
Monday 11 September 2023 4.30-6.30pm at
the Academy



MINUTES – PART I

Present: M Eccleston,

1.	<p>WELCOME AND INTRODUCTIONS – CHAIR SW welcomed all staff and governors the meeting.</p>																											
2.	<p>MEMBERSHIP Parent Governor. SW welcomed Emma Blackburn to the meeting. Following the CoGs and Principal’s consideration on her application, EB attended today’s meeting in an observer role. Action: EB to be formally welcomed onto the governing body on 09.10.23.</p> <p>Resignation: Kyle Harvey Sadly, due to health reasons, Kyle has notified the clerk of his resignation from the governing body with immediate effect. Action: Clerk to send letter of thanks on behalf of the governing body.</p> <p>Vice Chairperson: For noting: As previously discussed for consideration, it was proposed for GP to be considered for the role of VP. GP has agreed to undertake this role with immediate effect on a 12 month basis.</p>																											
3.	<p>APOLOGIES FOR ABSENCE – CLERK Apologies for absence were received from KH (as above).</p>																											
4.	<p>DECLARATION OF INTEREST – CLERK There were no declarations of interest.</p>																											
5.	<p>OVERVIEW OF 2023 RESULTS – Verbal report and summary. S MULLEN As Ofqual have stated, “there has been a return to pre-pandemic grading this summer in England” therefore BCA has compared results to 2019, which was the last summer exam series before the pandemic. The report compiled by SM makes direct comparisons to 2019 performance to contextualise BCA’s achievement this year. Data within the report has been updated and takes into account grade increases within the subjects below. SM also confirmed ‘uplift’s to current figures shown within the report and confirmed how these have impacted on overall figures within a number of subjects.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>English Literature</td> <td>1 from grade 3 to 4</td> <td>1 from grade 6 to 7</td> </tr> <tr> <td>Maths</td> <td>1 from grade 5 to 6</td> <td></td> </tr> <tr> <td>Chemistry</td> <td>1 from grade 4 to 5</td> <td></td> </tr> <tr> <td>Physics</td> <td>1 from grade 4 to 5</td> <td></td> </tr> <tr> <td>Combined Science</td> <td>1 from grade 4-3 to 4-4</td> <td></td> </tr> <tr> <td>Spanish</td> <td>2 from grade 4 to 5</td> <td></td> </tr> <tr> <td>Geography</td> <td>2 from grade 4 to 5</td> <td></td> </tr> <tr> <td>History</td> <td>1 from grade 8 to 9</td> <td>1 from grade 6 to 7</td> </tr> <tr> <td>Religious</td> <td>1 from grade 3 to 4</td> <td></td> </tr> </table> <p>Currently awaiting 2 more queries on marker error on English Language that will see both candidates go up. Candidate 1 – will move from a 4 to 5 in English Language. Candidate 2 – will move from a 6 to a 7 in English Language. BCA are still awaiting 11 further remarks in English Literature and Science.</p>	English Literature	1 from grade 3 to 4	1 from grade 6 to 7	Maths	1 from grade 5 to 6		Chemistry	1 from grade 4 to 5		Physics	1 from grade 4 to 5		Combined Science	1 from grade 4-3 to 4-4		Spanish	2 from grade 4 to 5		Geography	2 from grade 4 to 5		History	1 from grade 8 to 9	1 from grade 6 to 7	Religious	1 from grade 3 to 4	
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The Cohort of 2023

Number of students	174*	177
Boys	88	90
Girls	86	87
PP	69	40%
CIC	4	3%
EAL	16	9%
SEN (K)	19	11%
SEN (EHC)	9	5%
High	43	
Middle	72	
Low	57	
Students with no KS2 levels	5	

*Number of students who the data is accounted for

The context to this cohort was similar to 2019 in terms of % of PP, EAL and SEND. There were 5% less HPA and 5% more LPA. The 2023 cohort had 48 more students in the year group compared to 2019. This year group were not without their challenges. Sporadic attendance for an increased number combined with more pastoral challenges than in previous years made this a demanding exam series to navigate. 4 students were educated at our off-site alternative provision and a further 6 were on reduced timetables accessing the GCSE Support Centre due to school refusal. Despite this, the academy have a set of results that give us a firm foundation to continue to build on over the coming years.

Current P8 figure for 2023 still to be confirmed and is expected sometime in October. SM summarised all 2018-19 validated scores against 2023 unvalidated figures confirming where solid improvements were gained. The Attainment 8 measure has improved from 43.9 to 45.96. Focusing on attainment and not just progress has been a key part of BCA's strategy this year and we are pleased to see that despite grade boundaries and overall grading approach reducing this year, BCA has maintained a sense of continuing improvement in its academic outcomes, with the most pleasing being the Maths achievement, which has really supported the outcomes in BASICS. Standard passes in English & maths have increased significantly with 66% of students securing a grade 4 in both (up from 52% in 2019) and 39% securing a grade 5+ in both (up from 32% in 2019.) Maths has been the focus of a long-term strategy at BCA and we are now seeing outcomes in line with English.

The trend across the results this year is very much centred on consistency. Most departments that have performed well historically have maintained this and those departments that have underperformed in the past, have improved significantly for example, Maths and History.

BCA's Ebacc cohort has grown since 2019 (32% to 47%) and this year the academy has shown that it has been able to maintain a continued improvement in the number of students securing a grade 4+ across a suite of subjects at 34%. Like Maths, growing our Ebacc cohort has been a long-term strategy to ensure high value is placed on these subjects across the academy.

Performance across Ebacc

Within the report, SM shared and discussed comparative data with governors in all subjects for 2019-2023.

English and English Literature; Overall, results in 2023 are broadly in line with 2019 except at the grade 7-9 in English Language. Some staffing changes across the sets and the return of more content to the Literature examination (leaving less time for Language coverage) is a reason for this dip. BCA is expecting this figure to return to 17-22% in subsequent years. Particularly pleasing this year were the English Literature results as this cohort had to take on papers that saw a return to full content despite a disruption to their learning across year 8 and 9. A number of students this

year have fallen short of a grade 4,5 and 7 by 1-2 marks and the academy is currently awaiting 26 potential remarks across both English subjects.

Governor challenge

GP asked, if lower numbers with this year's cohort, (approx. 40) compared with the 2019 cohort, slightly distorts the current figure for English Language? SM said staffing changes are in place to address the underperformance in English Language.

Maths

BCA was very pleased with the maths results this year. Not only are they broadly in line with 2022 but we can see when compared to 2019, just how much progress has been made in this subject. The investment in this team over the past 4 years has really started to show impact and now Maths results are in line with English results at grade 4 and 7. There is still a job of work to be done in this subject and 7-9s is a priority focus for this year.

GCSE Science

Like Maths, there has been a solid improvement in the number of students securing 2 grade 4+ and 5+ passes in science. The cohort who followed Triple Science this year is larger than in 2019 but this hasn't impacted on the progress we have seen in science under the new leadership of the team this year. There is still a job of work to be done in this subject and 7-9s is a priority focus for this year.

GCSE Modern Foreign Language

The number of students who follow the Ebacc pathway has risen considerably over recent years, and this has seen entries in languages rise to close to 100 students – all of which followed Spanish in 2023. Results at grade 4 and 5 continue to rise from 2019 and our focus, like with all our Ebacc subjects, will focus on sustaining this and focusing our efforts on securing improvement at 5-9 and 7-9.

GCSE History

After a disappointing set of results in 2019, a new subject lead for History was appointed in 2020 and the academy is delighted with this year's performance. Not only have the team brought results in that are broadly in line with 2022 but the improvement from 2019 at all key benchmarks is significant and places the department as one of high performing teams in the academy.

GCSE Geography

After a strong set of results in 2022, we are disappointed by the performance in 2023 and these were unexpected. Grade boundaries have increased (as they did in 2022) which has meant that 7 students have missed the grade 4 and 5 by 1-2 marks. We are currently awaiting a remark on these but under new leadership from September 2023, we will be tracking the performance of this year's cohort very closely in PPE papers to ensure targeted intervention is in place across the year to maximise progress.

Governor challenge

GP asked if TCAT schools across the board had experienced a similar set of results in Geography? SM said overall results within TCAT were not yet confirmed however BCA would be investigating issues highlighted within its own results following an exam review meeting with the Head of Department for Geography, before deciding what measures to take next.

GCSE/Vocational Courses

Within the report, SM shared and discussed comparative data with governors in all GCSE/Vocational courses for 2019-2023.

As with previous years, the performance in Art and Textiles was excellent with 88% and 100% of students securing at least a grade 4 respectively. Despite the subject leader for Religious Studies being on maternity leave this year and an ECT leading the teaching and delivery of the course, we were satisfied with what was achieved here particularly at grade 7+ where 19% secured a 7+ grade exceeding the FFT50. Computer Science was a very small cohort of 12 students and whilst the results are disappointing at grade 4 and 5, we were aware that this could be the case due to

a highly challenging paper 2. We are currently awaiting remarks on 2 candidates. It was noted that the exam board for CS has offered an apology around the content of paper 1 being too difficult for many of the students, which then had a negative impact on students sitting the paper 2 in this subject.

Governor challenge

Computer Science; ME questioned if there were rigorous entry levels for maths ability in place for this subject?

SM explained how guidance is always given to students and parents/carers to ensure students are accessing the right qualification for them depending on their ability, whilst ensuring GCSE subjects are accessible to all students. Some students may be guided towards accessing other IT qualifications available at BCA depending on their ability in maths.

BCA has a strong picture across vocational courses. Both PE and Health and Social Care have large cohorts and have brought in high outcomes across all 3 benchmarks. The 78% L2 pass rate in Hospitality is due to the students at our AP not securing a Pass but we were very pleased with the 27% who secured a Distinction + grade in this subject. We have seen an improving picture in the number of students achieving merits across ICT, Business studies and Dance from 2019.

SM shared the Achievement of Key Groups figures with governors. All P8 figures at provisional and not confirmed till October.

Governor challenge

ME asked for governors to be provided with student numbers within groups in place of % figures. SM to action.

Summary

BCA continues to track progress and attainment of its key groups closely and are delighted with the improving attainment of boys, HPA, disadvantaged and SEND. Our highest achiever this year was a boy with 8 grade 9s and a Distinction and of the five students who secured 9 passes at grade 7 to 9, three were boys.

As we continue to invest a significant proportion of our PP budget into tuition, this is clearly reflected in the gains in both English and Maths at grade 4 and 5 for all our key groups but particularly the disadvantaged. Since the pandemic BCA has increased its tuition programme to incorporate tuition within the school day to try to support those with gaps or attendance challenges and this has impacted positively on our results in 2023.

In summary, the BCA achievement strategy focuses on: quality first teaching, a comprehensive tuition programme (in-school tutors, Saturday tuition, remote tuition, pre-exam sessions) and targeted and timely intervention. From the start of year 11, the culture of hard work, good attendance and exam readiness is established as is forging strong relationships with both the students and parents to ensure we continue to secure strong outcomes for our learners and the school.

SW thanked SM for a very informative report and asked for the Principal to thank staff for producing yet another pleasing set of results, with a note of praise towards improvements within the disadvantaged cohort and continuing growth within the maths department.

GP seconded the CoG comments and recognised the level of disruption for staff and students during the pandemic made the set of results gained all the more pleasing.

GP asked if attendance for the start of the new term was strong?

GH said attendance for the first 3 days was slightly disappointing at 94.5% which was slightly down when compared to the same period for the previous year which was 96.1%. Attendance continues to be a battle and refusal to attend school is embedded within some students is being addressed. A full attendance report/breakdown will be provided for governors at the next BFP meeting on 20/11/23.

SM confirmed Y11 support is offered and can be accessed via;

- Assemblies
- Drop in sessions
- Exam practice
- Exam support/access arrangements
- Mental Health support
- Compassionate rigor

EB (observer) asked if the above offers of support could be sign posted for parents.

6. LINK GOVERNOR ROLES FOR 2023-24

GH explained link governor role(s) and the process regarding contact/meetings with their SLT lead to discuss/challenge contents of Impact Report(s) followed by subsequent link governor reports. GH shared proposed Link Governor roles for 2023-24 and explained the rationale behind allocation of roles. The following links were agreed;

Strand	Governor(s)	SLT lead
Quality of Education	Stephen Whatmore (CoG)	GHA
Curriculum (inc reading/TCAT Reads)	Lauren Perks	MMC
Teaching and Learning	Lauren Perks	DRO
Attainment & Achievement KS3/4 and performance of key groups (disadvantaged/vulnerable/CiC)	Gail Porter	SMU
SEND	Gail Porter	CRI
Safeguarding, behaviour & welfare including attendance	Mark Eccleston	MRE
Personal development & enrichment	Zoe Conroy	SCO
H&S/premises	TBC	AVR (Interim)
Leadership (incl finance & personnel)	Stephen Whatmore (CoG)	GHA
Primary transition and other stakeholders	Role to be filled by new parent governor	CRI (termly)
CIAG	Heather Jones	SCH

Action: Circulate staff names/cyphers to governors Clerk

Action: Circulate educational acronyms to governors. Clerk

7. PAY REVIEW PANEL

After discussion, governors agreed to the following;

1. Proposed date of meeting 19/10/23 at 15:30. Clerk to confirm with Panel members.
2. Panel members agreed
 - S Whatmore (Chair)
 - L Perks
 - H Jones

8. A.o.B