

# Beamont Collegiate Academy

## Local Governing Body with C&L focus

### Monday 03 February 2025 4.30-6.30pm at the academy



## MINUTES – PART I

**Present:** S Whatmore (Chairperson), E Blackburn, D Coyne, M Eccleston, G Harris (Principal), H Jones, L Perks, C Heesom (clerk)

**In attendance**

**S Mullen – Vice Principal, M Roberts – Associate Principal, S Charnock, Assistant Principal.**

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| <b>1</b> | <b>WELCOME AND INTRODUCTIONS</b><br>The Chairperson welcomed all governors, staff and students to the meeting.   |
| <b>2</b> | <b>STUDENT PRESENTATION – YEAR 8 ROWING TEAM</b><br>Four students delivered a PowerPoint presentation to the governors, outlining the rationale behind the rowing team selection process. They shared their achievements since joining the team, provided an overview of their training schedule, and discussed the valuable life skills they have gained. The students also expressed their gratitude to the General Assistants, Rachael and Bev, for their dedication in facilitating their training sessions.<br><br>A special mention was given to Macey Partington, who recently secured first place in her category at a rowing event in Warrington. As a result, she has been selected to attend an exclusive rowing camp in May. Governors will receive updates on her progress.<br><br><b>Q&amp;A Session</b><br>HJ inquired whether rowing had improved the students' fitness and benefited their participation in other sports, as well as their plans to continue rowing beyond BCA.<br>The students confirmed that their training schedule has made them healthier and stronger, and all expressed a desire to pursue rowing in the future.<br><br>Governors thanked all students for their informative and interesting presentation. |
| <b>3</b> | <b>APOLOGIES FOR ABSENCE – CLERK</b><br>Apologies for absence were received from G Porter (appointment) and were approved by governors.  |
| <b>4</b> | <b>DECLARATION OF INTEREST – CLERK</b><br>There were no declarations of interest in any of the agenda items of today's meeting.  |
| <b>5</b> | <b>MINUTES OF THE PREVIOUS LGB MEETING – CHAIR</b><br>The Chairperson proposed the Part I minutes of previous Local Governing Body meeting held on; 25 November 2024 were a true and accurate account and should be taken as read. M Eccleston seconded the proposal. Minutes were approved.<br><br><b>MATTERS ARISING</b> <ul style="list-style-type: none"> <li>• <b>Year 11 Destination data – carry forward to 24.03.25</b></li> <li>• <b>Finance – Due to staffing changes in the Trust's Central Team, limited information has been received from TCAT regarding the outstanding commentary report of the budget for 2024-25 and this information remains outstanding.</b></li> </ul>  |
| <b>6</b> | <b>ATTAINMENT &amp; ACHIEVEMENT:</b> <ol style="list-style-type: none"> <li>1. Summary of Maths outcomes 2024 &amp; projected outcomes for 2025.<br/> This agenda item was presented by M. Roberts, Assistant Principal/Head of Maths.<br/><br/> 2024 Maths Outcomes:<br/> M. Roberts provided governors with an overview of the 2024 results, highlighting key factors that influenced outcomes. It was noted that the 2022 cohort benefited from greater capacity</li> </ol>   |

and interventions, particularly for students in the 5-9 grade range, whereas the department currently lacks the same level of capacity. Lessons have been learned from past inaccuracies in predictions, with staff illness and attendance issues contributing to these discrepancies.

A PowerPoint presentation was shared, analysing the 2023-24 outcomes in detail. MR explained key areas for development, identifying strategies that proved ineffective and outlining how the department is addressing these shortcomings. Contributing factors to the shortfall in outcomes included overly optimistic predictions in March, staff workload, changes to staff teaching classes from Year 10 into Year 11, set changes, low attendance at Wednesday intervention sessions, limited student engagement with homework and low confidence, particularly of J Band students and MPA girls.

#### 2025 Projections & Improvement Strategies:

MR outlined the planned actions for 2024-25 to address areas requiring improvement. This included an explanation of tier entry decisions and the challenges posed by teaching students in parallel bands while ensuring their individual needs are met. Additionally, strategies to develop a department-wide approach to tackling AO3 problem-solving questions and improvement in homework engagement were discussed.

#### Governor challenge:

A detailed Q&A session followed, during which governors inquired about strategies for addressing AO3 questions. MR explained the consistent approaches developed and implemented across the department.

ME questioned how tier of entry decisions were made, prompting MR to provide an overview of the decision-making process. ME also inquired about internal data insights and the department's QA processes. MR shared current predictions and outlined the QA procedures within Maths. GH added that TCAT has conducted a number reviews in recent years, concluding that the department is in a strong position regarding teaching and learning, with internal QA measures were scrutinised as part of this process.

SW asked whether the department was confident in its predictions? SM replied that while the department was as confident as possible given the various attendance challenges, the lower level of additional support this year has led to more cautious predictions.

2. **Mid-Year 2025 report on Outcomes v Working At grades.** Report presented by S Mullen, Vice Principal. SM asked for the report to be taken as read. SM provided governors with a verbal summary of the report.

**Overview:** The DP1 data for January 2025 indicates promising outcomes for BCA at this stage of the academic year. Current projections suggest an Attainment 8 (A8) score above 46, reflecting an upward trend in student performance.

#### **Key Performance Indicators: BASICS (Grade 4+ and 5+)**

- Outcomes are expected to improve compared to last year.
- Particular focus is being placed on achieving higher attainment at Grade 5+, with aspirational targets set at 30%.

#### **Science Performance**

- Predictions for 2 sciences are currently slightly below 2024 outcomes.
- However, the team remains confident that this is a conservative estimate and achieving 70% in 2 sciences remains realistic.

#### **EBACC Entry and Performance**

- 64% of students are entered for the EBACC, showing a slight increase from 5.8% in 2023-24.
- The Academy is predicting stronger achievement at both benchmark levels.

## Subject-Specific Highlights & Areas for Development

### English (Grades 7-9)

- Recent PPEs showed lower performance results at the higher grades compared to last year.
- With the same teacher leading both Set 1 groups, there is confidence in an improved trajectory, and a 22% achievement rate at Grades 7-9 is considered achievable.

### Mathematics

- Significant improvements are anticipated at Grade 5+, positively impacting overall BASICS 5+ projections.
- Grade 4 performance remains a concern, particularly due to erratic attendance among some key students. Addressing this challenge remains a priority.

### Next Steps & Focus Areas: Intervention and Support Strategies:

- Key students have been identified for targeted support, particularly those on the Grade 5+ threshold.
- Additional interventions will be implemented in English and Science to ensure that aspirational targets are met.

### Attendance Monitoring:

Particular attention is being given to students with inconsistent attendance, as this continues to impact overall attainment at the Grade 4 threshold. In summary, the current DP1 data presents an encouraging outlook, with projected improvements in BASICS, EBACC, and Maths performance. Continued focus on high prior-attaining students in English, Grade 5+ attainment in Maths, and attendance interventions will be key to achieving the academy's ambitious targets.

SM reminded governors of current predictions:

BASICS. Currently we are predicting 62% 4+ and 44% 5+ and are supporting cohorts that would make up 68% 4+ and 50% 5+. Set changes have been made in support of these changes. Additional lessons during HSC/PSHE and Core PE that will hit a significant cohort of these above and after school intervention are to have a BASICS cohort focus.

Performance across EBAC. Currently we are predicting 44% 4+ and 25% 5+. 11 students from this cohort have been identified as capable of moving up to a grade 5 in one or more subjects hence giving the academy a potential EBACC grade 5+ cohort of 30%. 4 students have been identified from the cohort as capable to moving up to a grade 4 in one or more subjects hence giving us the academy a potential EBACC grade 4+ cohort of 46%

Performance at 3+ 7-9. We are predicting 21% of students to secure 3+ 7-9. Our target this year is 25% the following students are currently predicted 2 or 3. 7 students have been identified as being able enough to secure at least one more grade 7 and/or a distinction. This would mean a potential cohort of 25%

SM also provided governors with a summary of grade 4, 5 and 7 individual subject performance and outlined the attainment of key groups. The rationale behind the 'Next steps' were explained to governors.

3. Link Governor Impact report for information. G Porter. The Chairperson supports the contents of the report and asked for the it to be taken as read. Noted.

## 7 MEASURING THE IMPACT OF THE BCA READING CURRICULUM

Four years on: Evaluating the impact of the Reading Curriculum at Key Stage 3. S Charnock, Assistant Principal, provided governors with a summary of her report and asked governors to take the report as read. SC explained the rationale of the focus areas for Spring 1 and Spring 2 and talked about the report construction for Summer 1. Action: **The presentation of findings and next steps will be determined during the Summer 2 term and will be shared with governors.**

Focus areas for student attitudes and engagement with ready for Spring 1 include;

- Y9 pupil voice

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|          | <ul style="list-style-type: none"> <li>- Y9 focus group interview</li> <li>- Y8 focus group interview</li> <li>- Y7 focus group interview</li> <li>- Staff questionnaire</li> </ul> <p>Focus: attitudes toward the broader cultural and educational impact</p> <ul style="list-style-type: none"> <li>- Y10 focus group interview</li> <li>- Subject lead reflections</li> <li>- Library statistics and reading enrichment attendance</li> </ul> <p>Focus areas for student attitudes and engagement with ready for Spring 2 include;</p> <p>Focus: reading data</p> <ul style="list-style-type: none"> <li>- Reading age data from 2021-2025</li> <li>- Lexonik data</li> </ul> <p>Focus: vocabulary development</p> <ul style="list-style-type: none"> <li>- Reading age data: subgroup breakdown</li> </ul> <p>Focus: impact on student attainment</p> <ul style="list-style-type: none"> <li>- Internal assessment scores</li> <li>- EBACC results from 2021-2024</li> <li>- Post 16 destinations from 2021-2024</li> </ul>   |
| <b>8</b> | <p><b>CPD PROGRAMME &amp; IMPLEMENTATION OF StepLAB – S CHARNOCK</b></p> <p>SC provided an overview of the rationale behind STEPLab and its integration within the academy. STEPLab is a professional learning platform designed to enhance teaching and learning through instructional coaching and strategic analysis. Its primary aim is to support schools in achieving their professional development (PD) goals, which include fostering a culture of feedback, strengthening instructional coaching, and enhancing continuous professional development (CPD).</p> <p>SC outlined the academy's approach to achieving these aims and discussed the expected impact across key areas. She revisited the Teaching and Learning (T&amp;L) priorities at BCA, emphasising the three strands of implementation and how teachers can utilize STEPLab to provide meaningful feedback following lesson drop-ins.</p> <p>Additionally, SC showcased examples of how teachers are effectively using STEPLab to support their individual Independent Enquiry (IE) focus, demonstrating the impact of their inquiries on their teaching practice. The platform further enables teachers to track impact, engage with research, and plan their next steps for development.</p> <p>Finally, SC shared the CPD overview for Spring 1, detailing the focus areas for the upcoming Friday CPD sessions and Tuesday spotlight briefings.</p> <p>Governors thanked SC for a very informative presentation.</p> |
| <b>9</b> | <p><b>OUTCOMES FROM TCAT PEER REVIEW OF BCA – G HARRIS</b></p> <p>At BCA, our daily behaviour and long-term strategies should reflect our commitment to:</p> <ul style="list-style-type: none"> <li>• Respectful behaviour rooted in strong working relationships.</li> <li>• The importance of reading and the access to society that reading provides for our students.</li> <li>• The well-being of all students and staff.</li> <li>• A balance between professional growth and ethical accountability.</li> <li>• Recognising that the curriculum extends beyond classroom teaching.</li> </ul> <p><b>Peer Review Summary:</b></p> <p>Mr. Harris outlined the context and framework of the review, highlighting the priorities and associated actions for 2023-2025 concerning the quality of education, teaching and learning, and student outcomes. He also provided general observations and feedback on the school culture, emphasising strengths identified within Teaching and Learning.</p> <p>Observations of student views regarding teaching and learning, behaviour, and attitudes were</p>   |

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|           | <p>shared, demonstrating alignment with student feedback gathered during the review. Governors were engaged in discussions on these observations and areas for further consideration. The next peer review is scheduled for Autumn 2026.</p> <p>Action: Circulate the full review to governors to ensure they have a comprehensive understanding of the general observations and cultural feedback within BCA.</p> <p><b>Governor Challenge:</b><br/>ME asked whether PSHE for Years 7-9 is delivered by subject-specific staff?<br/>GH responded that PSHE is currently delivered by teachers within designated lessons. However, from September 2025, the delivery of PSHE is being reviewed with a view to a revised delivery model.</p> <p>L Mellor is the subject lead for PSHE and is responsible for sourcing materials, training, and ensuring all curriculum subjects are prepared and accessible for teachers. The PSHE education programme aims to equip students with a sound understanding of risk and the necessary knowledge and skills to make safe, informed decisions. Topics covered include physical health, mental health, Relationships and Sex Education, community, and responsibility.</p> |
| <b>10</b> | <p><b>FAIRER SCHOOLS INDEX – G HARRIS</b><br/>Developed by the University of Bristol, the Fairer School Index provides a more comprehensive measure of school performance by considering attainment, progress, and key challenges like pupil demographics, ethnicity, and deprivation.</p> <p>BCA's ranking in the index was recently highlighted in the <i>Warrington Guardian</i>, recognising it as the top school in Warrington and 228th nationally. This achievement underscores BCA's commitment to inclusion and creating a true 'place of belonging' for all students.</p>   |
| <b>11</b> | <p><b>SUMMARY OF PROGRESS TOWARDS 2023-25 STRATEGIC PRIORITIES</b><br/>Delivery of agenda item, G Harris, Principal – Carry forward to 28.04.25</p>   |
| <b>12</b> | <p><b>STUDENTS LEAVING THE SCHOOL ROLE – C RIXHAM</b><br/>Carry forward to 24.03.25</p>   |
| <b>13</b> | <p><b>TERM DATES 2026-2027</b> - Delivery of agenda item, G Harris, Principal<br/>Governors agreed to the proposed term dates for 2026-27. <b>Action: Clerk to send to LA and add to school website.</b></p>  |
| <b>14</b> | <p><b>POLICIES &amp; PROTOCOLS</b><br/>TCAT Pay Policy 2024-25: Section 17.5. Leadership Posts (Points and Range) to be agreed and added once policy has been uploaded to IAMCOMPLIANT.</p> <p><b>Protocols</b></p> <ol style="list-style-type: none"> <li>Marking and Feedback – S Mullen. No amendments. Noted.</li> <li>Education of LAC – C Rixham C/F</li> <li>Positive Mental Health – C Rixham C/F</li> <li>Attendance – C Rixham C/F</li> <li>Racialisation – C Rixham C/F</li> <li>Self-harm – C Rixham C/F</li> <li>Access Arrangements – C Rixham C/F</li> <li>Anti-bullying – S Coley. No changes. Noted.</li> <li>Literacy – L Burns. No substantive changes. Noted.</li> <li>Numeracy – M Roberts. No substantive changes. Noted.</li> <li>Homework Procedures – M McMillan. No changes. Noted.</li> <li>Professional Development – S Charnock.</li> </ol>  |
| <b>15</b> | <p><b>AoB</b><br/><b>Governors were asked to review all Autumn 2 impact reports available on GovernorHub and bring any questions to the next governing body meeting on 24.03.25.</b></p>  |