

Beamont Collegiate Academy

Local Governing Body with BFP focus

Monday 24 March 2025 4.30-6.30pm at the academy



MINUTES – PART I

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

In attendance

C Rixham – Vice Principal, S Charnock, Assistant Principal, A Viar, Business Ops Manager, T Finch, ICT/Site Manager, Brooke Delaney, Y11 Student.

1	<p>WELCOME AND INTRODUCTIONS – CHAIR</p> <p>In the absence of the Chairperson, the clerk welcomed all governors, staff and students to the meeting.</p>
2	<p>STUDENT PRESENTATION</p> <p>Brooke Delaney Year 11. Fund raising – governing body donation request.</p> <p>Classroom in the Clouds Charity – Nepal</p> <p>The Principal provided governors with a brief context behind the rationale for this agenda item. BD approached the Principal to ask if she could explore potential investment opportunities for this 'outside of school' activity. BD then presented governors with a very informative PowerPoint presentation, followed by a short Q&A session. BD asked if the governing body might be able to make a donation to her fundraising appeal, helping her reach her individual target of £1,800 by September 2025.</p> <p>The group has already raised £30,000 to enable them to fund the building of a facility to educate younger children. The build will be to an earthquake resistant standard and will provide gender specific toilets as well as specialist early years learning resources. This facility will provide strong foundations for learning, enabling the youngest children in the village access to an education. All money raised by the team will go towards the building of the much-needed Early Years Centre in Kharikhola, a remote Nepalese village near Lukla. The planned visit will take place in October 2026.</p> <p>To date BD has raised £400.</p> <p>Q&A session.</p> <p>Governors asked about the events BD had already participated in and those she still planned to take part in. BD replied that the cadets intend to hold a car wash every month, she also intends to participate in cake sales at the academy, and she has recently completed a sponsored walk up Malvanah in Wales. Brook was keen to inform the governors that all fundraising events will be centred around her GCSE studies. Whilst in Nepal, Brook said along side helping to support the school build in the Solukhumba district Himalayan mountains in Nepal, the team intend to explore various cities and schools to learn about their culture.</p> <p>Action:</p> <p>The governing body fully endorsed the trip and agreed to consider a donation and asked if the go fund me link could be shared so that governors who wish to donate individually may do so.</p> <p>S Whatmore joined the meeting.</p>
3	<p>APOLOGIES FOR ABSENCE – CLERK</p> <p>To receive any apologies for absence.</p> <p>S Coley offered her apologies due to illness. Noted and accepted.</p> <p>Retrospective apologies were received from M Eccleston on 25 March 2025.</p>

4	<p>DECLARATION OF INTEREST – CLERK</p> <p>There were no declarations of interest in any of the agenda items of today's meeting.</p>
5	<p>MINUTES OF THE PREVIOUS LGB MEETING – CHAIR</p> <p>The Chairperson proposed the Part I minutes of the previous Local Governing Body meeting held on 03 February 2025 were a true and accurate account and should be taken as read. GP seconded the proposal. Minutes were approved.</p> <p>MATTERS ARISING/OUTSTANDING</p> <ul style="list-style-type: none"> • Year 11 Destination Data. Add to next agenda 28.04.25. • Measuring impact of the BCA reading curriculum. Share findings with governors during the summer term meeting. • Summary of Progress towards 2023-25 strategic priorities. •
6.	<p>IMPACT REPORTS</p> <p>i) Attendance. C Rixham.</p> <p>ii) Safeguarding. C Rixham.</p> <p>CR asked for the above impact reports to be taken as read. Governors noted the following updates/actions</p> <p>Attendance:</p> <ul style="list-style-type: none"> • All staff have now completed their online EBSA training Level 1. • Rewards and increased profile of attendance around school (OST plan) introduced. • Plans for new attendance strategy in place. • CR attendance at TCAT Hub meetings. <p>Safeguarding:</p> <ul style="list-style-type: none"> • All staff have now completed their online EBSA training Level 1 • All new staff have completed safeguarding training • Staff Safeguarding briefings take place once every half term • Section 175 review has taken place – report circulated to governors. <p>Outcomes:</p> <ul style="list-style-type: none"> - BCA meeting statutory requirements - BCA have been asked to share best practice with other Warrington schools. • BCA has appointed two permanent Deputy Designated Safeguarding Leads (DSL). This has added capacity and strength to the safeguarding team. Succession planning is also being considered. • Clear roles have been established within the wider safeguarding team. • TCAT Annual Safeguarding Review planned for April 2025. <p>iii) Behaviour (including annotated summary of PEX). S Coley. C/F</p> <p>iv) H&S. A Viar</p> <p>A Viar asked for the report to be taken as read.</p> <ul style="list-style-type: none"> • TCAT Compliance Review 11/02/25 – • Accident stats for Spring Term reduced by 37% in comparison to the same time last year. Governors acknowledged and congratulated the reduction in this area. <p>v) Staffing. A Viar. A Viar asked for the report to be taken as read.</p> <ul style="list-style-type: none"> • BCA has recorded an overall attendance rate of 95.70% for academic year 2023/24, slightly lower than previous year's 95.91%. • The academy continues to implement a staff attendance management strategy such as sending out a formal letter to all staff reiterating guidance relating to sickness absence and their status in relation to absence triggers, with their 12-month individual absence record and the Trust's policies on Managing Sickness Absence and Authorised Leave. • Since January 2025, out of the four staff members on long-term absence, one has returned to work while three remain signed off until April 2025. Support measures, such as stage monitoring, are in place to ensure that the academy manages long-term absence both compassionately and in accordance with policy. <p>Some supply costs are being covered by our staff insurance policy, which has provided £66,000 to date. The policy allows the academy to claim from the fourth day of each absence.</p>

	<p>Governor challenge: GP asked about the cost of the insurance policy. AV responded that the cost is £25,000 and confirmed that the number of absences and associated claims are reviewed weekly with the Principal. This process ensures that the policy continues to provide good value for money while protecting the school budget against the rising costs of staff absences.</p>
7.	<p>STUDENTS LEAVING THE SCHOOL ROLL. C RIXHAM CR provided governors with an update of the current figures relating to students leaving the school roll (21 in total) and explained the reasons for leaving for each child and confirmed their destination school or provision, including any information relating to a change of provision for students with an EHCP. Governors noted each child's destination and reason for leaving.</p> <p>Governor challenge SW inquired about the process of repaying financial commitments when a student transfers from one state school to another. Mr Harris clarified that funding reallocation between schools occurs based on the number of students enrolled. Schools receive funding through a per-pupil allocation. Since BCA has a waiting list for parents wishing to enrol their children, the school rarely faces any negative budget impact when students leave. However, Mr Harris explained that the school is required to pay £13,000 for each child placed at KASSIA. Current figures. The school has a PAN of 900. The academy currently has 898 students enrolled, with 4 more waiting to join the school.</p> <p>Governors acknowledged that the information provided enabled them to effectively challenge and understand the reasons behind students leaving the school for new destinations.</p>
8.	<p>ATTENDANCE IMPROVEMENT STRATEGY. C RIXHAM CR presented governors with a detailed PowerPoint Presentation outlining the academy's current attendance improvement strategy. The presentation explained the importance of good attendance and highlighted the proactive and inclusive measures the school is taking to address the issue. To improve attendance, the academy has adopted a supportive approach that acknowledges the challenges some families face. The strategy focuses on identifying barriers to attendance early and working collaboratively with students and families to overcome them. The aim is to ensure that all students are supported in attending school regularly, helping them reach, and maintain, a high and acceptable level of attendance. CR revisited new attendance codes introduced by the DfE in August 2024 and the effect they are having on the overall school attendance figure. For example, if a pupil is recorded with a code N but arrives latter in the session after the register has closed, the attendance register must be amended to record them as absent using code U. The introduction of the new codes has prompted the academy to place a greater emphasis on punctuality as a critical factor in improving overall attendance.</p> <p>CR outlined the roles and responsibilities of the Attendance Team, emphasizing the pivotal role they play in managing attendance across all year groups. The team is responsible for monitoring student attendance, identifying patterns of absenteeism, and ensuring accurate records are kept for each student. Their work is essential not only for maintaining a clear overview of attendance data but also for providing timely interventions when necessary. By working closely with staff, students, and parents, the Attendance Team helps foster a consistent and supportive environment that promotes regular school attendance and supports academic success across the entire school.</p> <p>The introduction of the Attendance Improvement Strategy has been instrumental in further boosting the academy's attendance figures. By focusing on both individual and group-based interventions, the strategy has proven effective in enhancing engagement and an improvement to whole school attendance.</p> <p>Governor challenge: SW asked about the impact COVID-19 has had on attendance within education?</p>

	<p>CR said whilst schools acknowledge the emotional toll COVID-19 has had on students and their families and how it has contributed to periods of absences, it has also been recognised how primary schools must identify and address poor absence early, to ensure students' emotional well-being is supported whilst forging strong connections with families to encourage better routines and a positive approach to attendance helping to improve their child's attendance figure. It has emerged how secondary schools should work more closely with primary schools to create a smooth transition for students, recognising patterns of absenteeism before they escalate. By offering tailored interventions and consistent communication with families, both school levels can collaborate to mitigate attendance decline.</p>
9.	<p>NATIONAL CAREERS WEEK. ACCESS AND IMPACT. S CHARNOCK</p> <p>Overview:</p> <p>National Careers Week (NCW) is a UK-wide annual event designed to celebrate and promote the importance of high-quality careers education, information, advice, and guidance (CEIAG) for young people and involves a wide range of activities arranged by each school and is aimed at empowering students to make informed decisions about their future career pathways.</p> <p>What National Careers Week Offers:</p> <ul style="list-style-type: none"> • Resources: Free access to a wide range of careers resources, including lesson plans, activity packs, employer insights, and career guides suitable for all age groups. • Employer Engagement: Opportunities for students to engage with a variety of employers across sectors through talks, virtual sessions, workshops, and workplace visits. • Career Pathway Information: Information about a broad range of career opportunities, including apprenticeships, university routes, vocational pathways, and emerging industries. • Inspiration and Motivation: Events and campaigns highlighting real-world success stories and offering practical advice about career planning and personal development. • Partnerships: Collaboration with leading businesses, educational organisations, and government bodies to provide up-to-date, relevant, and aspirational careers content. <p>Rationale Behind the Programme:</p> <p>The rationale for National Careers Week is rooted in ensuring that all young people have access to the knowledge and skills they need to make informed and ambitious choices about their futures. Key reasons include:</p> <ul style="list-style-type: none"> • Raising Aspirations: By exposing our students to a wide variety of careers and pathways, NCW seeks to raise aspirations and help our students understand the possibilities available to them. • Bridging the Gap: It helps bridge the gap between education and the world of work, making careers education more tangible and accessible. • Social Mobility: Good careers education can play a crucial role in promoting social mobility, ensuring all students, regardless of background, have the opportunity to succeed. • Supporting Schools and Colleges: NCW supports educational institutions in meeting Gatsby Benchmark standards for good career guidance, helping to embed careers learning across the curriculum. • Empowering Informed Choices: By providing timely and accurate information, NCW empowers our students to make confident, informed decisions about their education and employment pathways. • 398 BCA students participated in the latest NCW-organised events and sessions, where they had the opportunity to explore future education and career pathways. Of these students: • 36% of our Pupil Premium (PP) students and 10% of our SEND students actively engaged in the events and took away valuable information about the further education (FE) options and job opportunities available to them after leaving BCA. <p>Governor challenge</p> <p>Governors asked for a breakdown of outcomes and impact of sessions/events.</p> <p>SC told governors that all information will be collated via Compass + and results will be shared with governors at a later date.</p> <p>SW asked about the importance of T Levels for BCA students?</p> <p>SC explained to governors that T Levels are vocational qualifications in England, designed to provide students with a more technical and industry-specific alternative to traditional academic routes like</p>

	<p>A Levels. They were introduced in 2020 and aim to better prepare students for skilled work or further study in various industries. T level qualifications are levelled at Post 16 students and are currently available via the UTC.</p>
10.	<p>STUDENTS IN RECEIPT OF 'OFF-SITE' DIRECTION.</p> <p>Mr Harris provided an overview to the governors about the off-site direction process. He reminded governors of the purpose and impact on students of this direction and explained the measures in place to ensure child safety at the 'host' school. Mr Harris emphasised that the off-site direction is not a form of punishment, but rather an opportunity for students to reflect on their behaviour. The host school receives comprehensive data on each student to ensure continuity in their curriculum. The direction lasts between 1-5 days, providing an alternative to repeated suspensions. The report provided for governors contains information detailing the number of occasions, the destination school, reasons, and the overall impact for each student. The programme is regularly quality assured by Stone King and aligns with both DfE guidance and relevant policies, ensuring that the safety and well-being of the students are always prioritised.</p> <p>Governor challenge GP asked how the off-site direction programme is perceived by students?</p> <p>Mr Harris responded by explaining that students often view the provision as an inconvenience. However, he emphasised that the primary purpose of the off-site direction programme is to encourage students to reflect on their unacceptable behaviour. To support their reintegration, meetings are held on the day students return to school, which facilitates a smoother transition back into the school environment. The programme operates reciprocally with Padgate students, meaning both schools are involved in this arrangement. Students participating in the programme work in an internal isolation provision, alongside others who are undergoing similar interventions and this arrangement is viewed as a supportive measure and not as a punishment. Mr Harris told governors that the programme also sends a strong and clear message to the wider school community that unacceptable behaviour will not be tolerated and students will face appropriate consequences.</p> <p>Action: Share reintegration paperwork with Lauren Perks.</p>
11.	<p>CAPITAL PROJECTS UPDATE/SITE WORKS OVERVIEW. A VIAR/T FINICH</p> <p>TF asked for the report to be taken as read. TF provided governors with a verbal summary of the report.</p> <ol style="list-style-type: none"> First aid room set up: Total purchases amounted to less than £1,000. These improvements have provided a more private, secure, and efficient environment for administering first aid. The new setup ensures that individuals in need of treatment can be attended to in a comfortable and professional manner. Pedestrian entrance works – now complete. F1 Classroom overhaul to increase capacity from 16 to 20 students. Savoy Trust Grant has provided £13,539 towards the overall refit of approx. £18,500. Work will be completed during the summer break. MUGA – proposed options for best use of space. On-going. <p>Actions:</p> <ol style="list-style-type: none"> Upgrading of ICT provision. TF to provide Year 3 proposal at June FGB meeting. Clerk to add to agenda. Lettings income. AV to provide lettings income report.
12.	<p>i) FINANCE 2024-25 FORECAST. J HACKNEY</p> <p>The item regarding the budget has been postponed due to recent staffing changes within the TCAT finance department. Dave Halsall has been appointed as the new TCAT CFO. GH will meet with DH on Monday to discuss the revised budget. The proposed revised budget will then be shared with the Chairperson in preparation for the next FGB meeting on 28/04/25.</p> <p>SW made known his disappointment about not receiving the end of year accounts during the previous meeting. SW plans to challenge the new CFO to ensure the best possible budget outcomes are presented to the Principal and that these outcomes are also reviewed and considered by governors at the upcoming FGB meeting.</p>

	<p>ii) CATERING OVERVIEW. A VIAR</p> <p>Cash Flow Position AV presented to governors the current catering operations' cash balance, which stands at a £7,691 surplus as of February 2025, compared to a £22,765 deficit for the same period last year. This improvement represents an increase of 135% and is explained in full in Appendix 1 of the Cash Flow Statement.</p> <p>Gross Profit Margin Comparing figures, BCA has achieved a 45% gross profit margin to date, compared to 37% at the same point last year. While the ideal gross profit ratio for a catering unit is above 50%, our current performance shows a significant improvement. This indicates that the strategies we have implemented are working effectively and are likely to result in positive outcomes by the end of the year. A surplus of £10k by September would enable the school to break even.</p> <p>Free School Meals (FSM) The provision of free school meals grew by 31%, due to an increased number of FSM intake. BCA has recorded an additional of 70-80 FSM pupils taking up FSM and have increased its FSM allocation amount to £2.60.</p>
13	<p>POLICIES & PROTOCOLS 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>Protocols</p> <ol style="list-style-type: none"> Student acceptable use policy. T Finch. No changes. Noted. Staff acceptable use policy. T Finch. No changes. Noted. TCAT Admissions policy. C Rixham. For information. Noted. Education of LAC – C Rixham C/F from 03.02.25. No substantive changes. Noted. Positive Mental Health – C Rixham C/F from 03.02.25. No substantive changes. Name changes and BCA graduated response diagram added. Noted. TCAT Attendance – C Rixham. Academy information inserted. For information. Noted. Racialisation – C Rixham C/F from 03.02.25. No changes. Noted. Self-harm – C Rixham C/F from 03.02.25. No changes. Noted. Access Arrangements – C Rixham. C/F 03.02.25. No changes. Noted. Professional Development – S Charnock. C/F 03.02.25. No changes. Noted. TCAT suspension and PEX policy. New policy. Contents noted.
15	<p>AoB School Effectiveness Audit Toolkit. Governors were asked to complete their training returns by 04/04. This exercise is essential for TCAT to identify key areas of training needs across the board. The information gathered will help TCAT signpost governors to the most relevant and beneficial courses, ensuring all governors have access to the support and development opportunities they've requested. In addition, the returns will help BCA to better understand the range of experience our current governors bring to their roles. This insight is crucial for identifying any skills gaps, supporting our recruitment efforts to ensure that BCA maintains a well-rounded and effective governing body.</p>