

Beamont Collegiate Academy
Local Governing Body with BFP focus
Monday 28 April 2025 4.30-6.30pm at the
academy



MINUTES – PART I

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

In attendance: S Mullen, S Charnock, M McMillan, C Rixham

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| 1 | <p>WELCOME AND INTRODUCTIONS In the absence of the Chairperson (late arrival), all governors, staff and students were welcomed to the meeting.</p> |
| 2 | <p>STUDENT'S PERSPECTIVE - National Theatre Connections Project The Principal provided governors with a brief overview of the National Theatre Connections Project, an exciting initiative offering students the chance to participate in a nationally recognised theatre program. As part of the project, BCA students had the unique opportunity to perform at the Lowry Theatre in Salford earlier this month. Jenna Griffiths (Year 10), Harrison Fellows (Year 9), and Alexis Kelly (Year 8) shared their experiences with governors, highlighting their roles in the play <i>Brain Play</i> in which the performance centres around Mia, a young girl whose father suffers a traumatic brain injury and becomes housebound. The story follows Mia's determination to find a cure for his condition. All three students spoke passionately about their involvement in the production, expressing the impact it had on them and other students who performed.</p> <p>Governors Q&A session. The governors asked a number of questions about whether the experience had helped students forge new friendships and what skills they had developed. In response, the students shared that they had enjoyed making new friends outside of their usual age groups. They explained that the experience had helped them build resilience and boosted their confidence to speak more clearly and assertively. They also noted that it had inspired one student to explore other areas of interest, such as production, rather than performing on stage. Additionally, the students expressed how much they enjoyed rehearsing at the Lowry in preparation for the final performance, describing the experience as both exciting and rewarding.</p> <p>Students invited governors to their summer performance of Matilda. Clerk to confirm dates. Governor on thanked the students for their presentation.</p> |
| 3 | <p>APOLOGIES FOR ABSENCE – CLERK E Blackburn offered her apologies for absence due to family commitments. Apologies were noted and accepted.</p> |
| 4 | <p>DECLARATION OF INTEREST – CLERK There were no declarations of interest in any of the agenda items. Noted.</p> |
| 5 | <p>MEMBERSHIP Vacancy: Co-opted governor. Action: Clerk to contact S Walsh to confirm the current status of his expression of interest in becoming a governor at BCA. Noted.</p> <p>Vacancy: Staff governor election. Staff governor vacancy details circulated to all staff 01/04/25. No returns to date.</p> |
| 6 | <p>MINUTES OF THE PREVIOUS LGB MEETING – CHAIR The Chairperson proposed the Part I minutes of the previous Local Governing Body meeting on 24 March 2025 were a true and accurate account of the meeting and should be taken as read. GP seconded the proposal. Minutes were approved.</p> <p>MATTERS ARISING</p> |

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| | <p>Action log referred to. Off-site direction. Reintegration paperwork GH to share with Lauren Perks. Capital Projects.</p> <ul style="list-style-type: none"> • Upgrading of ICT provision. TF to provide year 3 proposal. Action: Clerk to add to agenda for 23/06/25. • Lettings income. AV to provide lettings income. Action: Clerk to add to agenda for 23/06/25 |
| <p>7</p> | <p>FINANCE 2024-25 FORECAST C/F 24.03.25 FINANCE 2024-25 FORECAST C/F 24.03.25</p> <p>Mr Harris informed the Governing Body that, due to a scheduling oversight, Jen Hackney would not be presenting this agenda item. He proceeded to provide an update on the current financial position, explaining that the year has presented particular challenges linked to staffing changes within TCAT and the transition to a new accounting system. These factors have contributed to inconsistencies in financial data and impacted decision-making across several cost centres, notably in areas such as SEND and supply.</p> <p>Additionally, Mr Harris advised governors that long-term staff absences have been a significant contributing factor to the current deficit. He informed the Governing Body that a new Chief Financial Officer, Mr Dave Halsall, has been appointed within TCAT, and his leadership will play a key role in stabilising and strengthening BCA's financial position. While the current forecast indicates a projected deficit of £49,000, Mr Harris expressed confidence that this can be mitigated through targeted support and the implementation of cost-saving measures. Mr Halsall has identified BCA as a priority and is currently preparing a revised budget forecast, which will be presented to governors for approval in June. On a more positive note, recent improvements in catering operations are expected to bring this area to a break-even position. Mr Harris also reported that initial discussions have taken place regarding a potential transition from in-house catering to an external provider, Harrison's Catering Services.</p> <p>Governor Challenge: During the meeting, SW underlined the importance of providing clear and consistent financial information to the Academy. He noted a significant adjustment in the forecast from an anticipated £120,000 surplus to a £49,000 deficit and stressed the need to improve transparency and confidence in future financial projections. Key areas of concern highlighted by SW were:</p> <ul style="list-style-type: none"> • Rising support and supply costs • An unexplained additional £125,000 in the budget • The financial impact of STEM redundancies amounting to £223,000 <p>SW emphasised the importance of strengthening oversight and assurance processes to support greater financial transparency and accountability moving forward.</p> <p>Mr Harris provided context of the STEM redundancies due to the withdrawal of government funding. Redundancies will be paid out of BCA reserves. Contingency with STEM budget has not covered the final redundancy figure.</p> <p>Mr Harris also informed governors that he has been in discussions with David Halsall twice over the last 2 weeks to improve the deficit figure and to agree a forecast to present to governors.</p> <p>HJ asked if there is any expected natural staffing wastage? Mr Harris said this information will be presented to governors under agenda item 12.</p> |
| <p>8</p> | <p>IMPACT REPORTS</p> <p>i) Curriculum. M McMillan asked for the impact report to be taken as read and provided governors with a verbal summary of the report. MC provided a breakdown of all subject options for year 9 students and highlighted the following key points:</p> <ul style="list-style-type: none"> • Spanish remains a popular subject, with consistently high student numbers. The MfL team actively promotes the value of a language qualification and ensures students are well-informed about the career opportunities it can provide. |

- 68% of Year 9 students will follow the Ebacc pathway, reflecting a strong uptake in core academic subjects and the impact of the school's long term strategy to strengthen the Ebacc provision.
- There has been a positive increase in students opting for PE, which is encouraging following the decline in practical subject choices post-pandemic. However, a notable gender imbalance exists, with 70% of students choosing PE being male.
- Uptake in Dance and Drama is also rising, a welcome development after significant drops during the pandemic. The move to online learning during that time disrupted practical, collaborative subjects such as these, leading to a loss of interest or confidence among some students.
- Art continues to attract strong student interest, particularly among those following the Ebacc pathway. This reflects the value students place on creative expression and balance in their curriculum.
- Graphics as a new subject has been introduced.
- Fewer students have opted for Geography this year, and the gap between Geography and History uptake is widening.

Governor challenge

SW asked why the gap between students opting for History over Geography is widening? MMC explained that the SLT line manager and the Geography Subject Lead are scheduled to meet to explore the reasons behind this trend and to identify strategies to encourage a more balanced uptake of both subjects in future years.

Governors asked whether the school has the teaching capacity to accommodate an increase in Geography uptake and whether this will become a concern if the subject becomes more popular. MMC responded that it would likely result in larger class sizes rather than an increase in staffing.

SW asked how the academy plans to make Engineering a more attractive subject for girls, noting that the current option numbers for next year show a significant gender imbalance, with 53 boys and only 5 girls. MMC acknowledged that this reflects a wider national gender divide in and confirmed that the academy continues to take steps to address this issue, including forming a number of partnerships with external agencies focussed on breaking down barriers for girls in STEM.

2025-26 CURRICULUM MODEL

M McMillan provided governors with a break down of the curriculum model including the allocation of subject periods for 2025-26 and explained how the PSHE curriculum will be timetabled and delivered from September.

PSHE Curriculum Update – Implementation from September 2025

To further enhance the Personal Development curriculum, significant changes will be made to the delivery of PSHE (Personal, Social, Health and Economic education) from September 2025. Currently, PSHE is delivered on a rolling programme for Years 7–10, with the lesson slot rotating every fortnight. Year 11, however, benefits from a fixed timetabled PSHE lesson. From September 2025, the fixed model used in Year 11 will be extended across all year groups.

Key Stage 3. Years 7 and 8. PSHE will be timetabled as a fixed lesson. Time will be reallocated from the Reading Curriculum (RC): students will receive 3 hours of RC and 1 hour of PSHE per fortnight.

Year 9. PSHE will be timetabled as a fixed lesson. Time will be taken from PE, which will reduce from 4 hours to 3 hours per fortnight. RC is not affected, as it already runs at a reduced allocation of 2 hours in Year 9.

Delivery Model for Key Stage 3. PSHE lessons will be integrated within the main timetable, staggered across year groups rather than delivered simultaneously. Staff with surplus allocation (once core subjects are fully staffed) will deliver PSHE. Form tutors will not be delivering PSHE to their own form groups.

Delivery Model for Key Stage 4. Year 10. PSHE will be delivered in a fixed, timetabled slot. One lesson per fortnight will be reallocated from Maths (reducing from 9 to 8 lessons). The entire year group will have PSHE at the same time due to timetabling constraints. Students will be taught in their form groups, although not necessarily by their own form tutor.

A dedicated PSHE teaching team will be established, similar to the existing Reading Curriculum team. These teachers will be responsible for delivering the structured PSHE programme across all year groups.

Governor challenge

LP questioned the potential impact of reducing Reading Curriculum sessions for Year 7 and 8 students to accommodate the delivery of the PSHE programme. MMC replied that the impact has been carefully considered, and as the reduction amounts to only 3 hours per fortnight, it will not negatively affect students' reading time, as this sits alongside their core English entitlement. MMC also referred to feedback from a recent Peer Review, which highlighted that some students were unsure when PSHE was delivered and were unclear about its purpose. As a result, the decision was made to embed PSHE within the timetable to ensure greater consistency and quality of delivery. MMC further reassured governors that BCA continues to provide a robust and comprehensive vocabulary and reading programme across the curriculum, including the use of Lexonik and Lexonik Advance. Governor thanked MMC for her report.

- ii) T&L. S Charnock asked for the report to be taken as read. SC provided governors with a verbal summary of the report and drew their attention to the following how the T&L priorities (IP, Conditions for IP and high quality classroom talk have been addressed. SC also provided governors with an in-depth verbal summary on the launch of Steplab and how this will be used alongside the coaching module:

Steplab launch:

- All teaching staff are set up on Steplab
- Steplab has been used as a vehicle for some CPD with sessions completed on: Independent Practice, Oracy, Reading and Coaching
- A 'drop in' culture has been established with staff receiving feedback linked to the teaching and learning priorities
- Steplab is being used regularly as a source of CPD, IE reflection, to log coaching conversations and to provide feedback through 'Drop ins'
- Staff have all identified a 'step' that they are actively working on with their coach.
- An SLT drop-in schedule with a weekly focus has been implemented

Coaching:

- Teaching staff are all $\frac{3}{4}$ through the coaching module on Steplab with allocated time ahead to complete
- Staff will be in coaching trios assigned through a shared focus for Independent Enquiry
- Staff are regularly meeting with coaches and observing them teach

Governor challenge:

LP questioned whether the momentum behind the introduction of Steplab remained strong? SC responded that a weekly focus is established to ensure full coverage across the school, and that Steplab has been embedded into the CPD programme to sustain its momentum. Suzi Fraser, Director of Education for Greater Manchester Academies Trust, carried out an external review which provided valuable feedback relating to BCA's current coaching model, which proved to be a useful exercise. A peer review, focusing on the implementation of teaching and learning priorities in the classroom, is scheduled for 15 May. This review will be carried out by Rob Hodgson from Sutton Academy, who is also the TCAT Hub Lead for Teaching and Learning.

LP asked whether there were specific measures in place for assessing classroom practice? SC said that learning observations are conducted and aligned with the teaching and learning priorities. Steplab is then used as a vehicle for providing structured feedback to teachers.

- iii) SEND. C Rixham as for the report to be taken as read. CR drew governors' attention to the additions shown in red and provided an update on the key actions and events since the last report:
- Access arrangements reviewed and in place Year 10 internal assessments
 - SNAP assessments and suggested interventions trialled. This will now be used as an efficient and effective way of screening students for additional needs in order to support in house through adaptations and interventions or to seek external support
 - SALT programme in place and reviewed
 - Graduated response for wellbeing and mental health tracked and monitored
 - Met with parents of EHCP students at Parents' Evenings
 - Successful placement moves undertaken
 - Access arrangements in place for Years 7 – 10
 - Access arrangements in place for Year 11 external exams
 - TA roles – 2 permanent members of staff now on roll
 - Positive feedback received from 'parent voice'

iv) **Behaviour (including annotated summary of PEX) S Coley. Action: Due to illness, this item to be C/F to 23/06/25.**

SW asked for an update on current behaviour at the academy. The Principal reported that the school is making significant efforts to engage a small number of students who are reluctant to attend lessons. While the situation is being well managed but staff, supporting this group remains challenging, and the school is beginning to exhaust all available options for inclusion, however the Principal emphasised that the majority of students are behaving well. To strengthen the Pastoral provision, the school plans to build additional capacity from September. This includes the introduction of a new role within the Senior Leadership Team (SLT) focusing on behaviour and attendance. **Action: The Principal to present the finalised SLT restructure at the next meeting.**

Suspensions remain below the national average but continue to be a work-in progress.

9 OUTCOMES. S Mullen asked for the report to be taken and read. SM provided governors with a verbal summary of the PPE series 2 v 2025 projected outcomes, including performance of key groups: PP, boys, SEND.

The DP2 data for BCA is currently looking positive at this stage of the academic year. The target is to secure an Attainment 8 (A8) score above 46 in 2025, with the current figure standing at 46.66. Improvements are also being seen in BASICS measures at both Grade 4+ and 5+, compared to last year. However, there remains some vulnerability around Grade 4 for approximately 12 students in English and Maths. Individual support plans have been developed for each of these students. In addition, parents were invited to attend an additional parents' evening to ensure full commitment to the agreed intervention strategies was agreed by all.

2 sciences prediction is slightly down on what we achieved in 2024 but there is confidence that this is a cautious prediction and that 68% 2 sciences is achievable and would be an improvement on 2024.

Our entry for EBACC this year is currently 64% which is slightly higher than last year. We are predicting higher achievement at both benchmarks and have identified some key students to look to push on at grade 5+ with an aspirational target of 30% and 45% at grade 4+.

The best of English is looking strong with a significant uplift in performance across English Literature. Maths is looking to make some significant improvement at the grade 5+ this year which is also impacting positively on our BASICS 5+ prediction. As with last year, caution around the grade 4 and the impact of erratic attendance of some key students is where the challenge lies for maths and English.

- **Performance in BASICS:** Current predictions are: 62% 4+ and 44% 5+
Currently working with cohorts that would make up: 66% 4+ and 45% 5+
- **Performance across Ebacc:** Current predictions are: 4+ = 41% and 5+ = 25%
- **Performance at 3+ 7-9:** Current predictions are 20% of students to secure 3+ 7-9 which is slightly lower than what was achieved in 2024. Our target this year is 25%

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| | <p>SM summarised individual subject performance figures, highlighted areas of concern and outlined support measures currently in place to address these issues. Most subjects are looking to meet or exceed FFT50 (maths is a more cautious prediction this year due to the result vs prediction in 2024 for those on the grade 3-4 borderline). A cohort for targeted intervention has been identified to support 70%+. In terms of FFT20 and FFT5 estimates, most subjects are on track.</p> <p>Most subjects are looking to hit FFT50 at grade 7/Distinction. Given the nature of this course, this is unlikely to change. In terms of FFT20 targets, performance across the core is looking strong. Some uplifts in History/Spanish at grade 7 would support improved A8 and bring in line with FFT20.</p> <p>Attainment 8 – based on predicted grades. The attainment of boys and our key groups (HPA and Disadvantaged) is looking strong for 2025. Girls is an area of focus for the RAP meeting where marginal gains across vocational subjects will be discussed alongside the core subjects.</p> <p>SEND students: we are looking to improve on last year. Extensive planning around our AA strategy is ongoing to ensure all our SEND learners have the right conditions in place for success. Further discussion at RAP for marginal gains will focus on those who are K code and attending well.</p> <p>SM outlined the next steps and informed governors that BCA is currently the most successful school within TCAT in terms of student engagement.</p> <p>Governors thanked SM for providing a very useful and informative report.</p> |
| <p>10</p> | <p>2025-26 CURRICULUM MODEL – M McMILLAN Including Year 10 option numbers and PSHE/PD model. Delivered under agenda item 8.</p> |
| <p>11</p> | <p>STUDENTS LEAVING THE SCHOOL ROLL. Mr Harris provided governors with an update on the current figures relating to students leaving the school roll, confirming a total of 23 students. He outlined the reasons for each student's departure and confirmed their destination schools or alternative provisions, including any relevant changes for students with an EHCP. Governors noted the destination and reason for leaving for each student. Mr Harris also informed governors that no Year 11 students have left the school roll since September 2024.</p> <p>Additionally, Mr Harris raised concerns with the Local Authority regarding a recent request from a BCA parent to electively home educate their child.</p> <p>Governor challenge GP asked how confident the school is regarding the onward education of students who have been permanently excluded (PEX), and whether the Fair Access Protocol (FAP) process takes into account the reason for the exclusion, particularly in cases involving persistent disruptive behaviour? GH said that when PEX is due to persistent, habitual disruptive behaviour, there is generally little improvement in behaviour at the receiving school. However, in cases where the exclusion results from a one-off behavioural incident, students tend to demonstrate better behaviour in their new school. Mr Harris confirmed that this is a view held by all Warrington Heads and has been communicated to the LA.</p> |
| <p>12</p> | <p>RECRUITMENT AND STAFFING UPDATE. Mr Harris provided governors with a recruitment and staffing update confirming a new maths teacher will come on roll with effect from September. Mr Harris also confirmed student numbers remain good/stable with all places filled for September 2025.</p> <p>Governor challenge GP asked whether the school has the capacity to accommodate an increase in student numbers? GH confirmed that there is capacity to increase class sizes, but not the number of classes.</p> <p>GP also questioned whether there are any strategies in place to mitigate supply teacher costs? GH responded that the school is currently exploring whether School Mutual insurance is a cost-effective option. AV will provide an update on this at the next meeting.</p> |

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| | <p>ME asked if the Trust is considering the creation of its own bank of supply teachers? GH explained that due to logistical challenges, such as the need to split staff timetables across multiple school sites, this would prove difficult to implement effectively.</p> |
| <p>13</p> | <p>POLICIES & PROTOCOLS No updates</p> |
| <p>14</p> | <p>AoB School Effectiveness Audit Toolkit. Outcomes. The clerk thanked governors for completing the exercise on governorhub.</p> <p>GH said he will provide a timeline of training for governors to ensure they are 'inspection' ready once the new inspection framework is confirmed. He added that the Trust will supplement this training to address any skills gaps identified through the School Effectiveness Audit Toolkit on GovernorHub.</p> |