

Beamont Collegiate Academy

Extra-Ordinary Local Governing Body

Monday 08 September 2025 4.30-6.30pm at the Academy



MINUTES – PART I

Present: E Blackburn, M Eccleston, P Greenhalgh (Principal), C Heesom (Clerk), L Perks (VC), G Porters.

In attendance: S Mullen, Vice Principal

1.	<p>WELCOME AND INTRODUCTIONS – CLERK The Clerk welcomed everyone to today’s meeting.</p>
2.	<p>APOLOGIES FOR ABSENCE – CLERK Apologies for absence were received from: S Whatmore. Holiday. Noted and approved. D Coyne. Work commitments. Noted and approved. H Jones. Holiday. Noted and approved.</p> <p>In the absence of the Chairperson, L Perks (VC) chaired today’s meeting.</p>
3.	<p>DECLARATION OF INTEREST – CLERK There were no declarations of interest.</p>
4.	<p>MEMBERSHIP</p> <ul style="list-style-type: none"> • Election of Chairperson. Self-nomination received from S Whatmore 15/09/25 to 25/01/26. Noted and approved. • Election of Chairperson. Self-nomination received from L Perks wef 26/01/26 (1 year term of office). Clerk to add to 26/01/26 agenda. Noted and approved. • Election of Vice Chairperson for further discussion. Action: Clerk to add to agenda 06/10/25. • For noting. Result of staff governor election. Shona Crossan. Action: Clerk to add to agenda 06/10/25. • Appointment of Co-opted governor Tina Patel-Hamilton. For consideration/discussion. Résumé attached for information. Action: Clerk to add to agenda 06/10/25.
4.	<p>OVERVIEW OF 2025 RESULTS – S MULLEN Including performance of key/vulnerable groups. Including BCA in Warrington Context. S Mullen asked for her report to be taken as read and provided governors with a verbal summary of her report.</p> <p>Introduction: The report contains direct comparisons to the 2023 and 2024 performance to contextualise the achievement in 2025 and RAG rate performance in comparison to 2024 for those departments with more than 25 students. The cohort was the first year where progress 8 was not measured due to the students not sitting SATS in year 6. The data contained within the report was based on CATS testing in Year 7.</p> <p>SM advised governors that the Class of 2025 has a broadly similar profile to previous year groups in terms of cohort size and the proportion of boys, girls, Pupil Premium (PP), English as an Additional Language (EAL), and SEND students. However, there is a notable decrease in the number of students with an Education, Health and Care Plan (EHCP), with only 6 in 2025 compared to 12 in 2024. Although SATs data is not available for this cohort, CAT scores indicate a significantly smaller proportion of High Prior Attainers—only 15 students, compared to 41 in 2024. This shift in prior attainment may partly explain differences in outcomes across subjects.</p> <p>As in previous years, persistent absence has remained a key challenge and has clearly impacted</p>

performance, particularly at the grade 4 / Level 2 threshold in several subjects. Tackling attendance continues to be a priority, especially in light of DfE evidence showing that students who miss 10 or more days in Year 11 are 50% less likely to achieve a grade 5 in English and Maths (BASICS measure). A number of students who narrowly missed a grade 4 or 5 in Maths and English Literature had attendance below 90%.

In addition, 10 students in the cohort were educated solely in the GCSE Support Centre or within BCA's alternative provision. These students sat between two and six GCSEs. We are very proud that for the fourth consecutive year all students on roll sat at least two GCSEs and graded despite 3 students not having attending school since year 9; one of which secured grade 5s in maths and science based on the support of a bespoke tutoring program we implemented. The 4 students at our AP were able to secure grades in the core subjects ranging from grade 2 to 4 and those who accessed the support centre for the core offer passed with grades ranging from 2 to 6.

SM summarised the Headline figures which show that the academic performances of BCA from 2023 reflects a mixed picture, with some areas of stability and improvement, while others show a need for targeted intervention. This three-year span presents a generally consistent performance across most headline measures, although some metrics, like BASICS, show signs of decline at Grade 4+. The data also highlights variation in subject-specific attainment and wider performance measures such as (Ebacc) though this is largely due to the unexpected dip in results this year in Spanish. Science performance stands out as a strong area, with 2 GCSE Science results improving from 64.74% in 2023 to 70% in 2025. The proportion of students achieving three or more grades at 9-7 is generally on an upward trend 16.57% in 2023, rising to 21.76% in 2024, then falling slightly to 19.21% in 2025 (though this is due to the lower HPA cohort). We fully expect this to rise in 2025/2026 and we are generally pleased with the performance at this benchmark across many subjects this year. Due to the decline in performance at Grade 4 BASICS and EBACC this year, more frequent meetings involving the HODs of these subjects will take place next year to ensure any underperformance from the target cohorts is acted on swiftly and patterns of erratic attendance are challenged with both student and parent.

At the time of writing this report, 60 review of marking requests have gone into the exam board. This is likely to rise to 80 over the coming weeks. 5 have moved up (from a possible 30 so far) and are reflected in the headline figures/subject breakdowns

English Language

At grade 9-7, performance has improved significantly from 10% in 2023 to 21% in 2024, reaching 22% in 2025, showing a steady upward trend in high achievement. Grade 9-5 has remained stable at 53% in 2023 and 2024, with a slight increase to 55% in 2025. Grade 4-9 is consistently strong, holding at 70-71% across 3 years. The results this year are in line with the national average.

English Literature:

At grade 9-7 there was a slight decrease from 11% in 2023 to 10% in 2024, returning to 11% in 2025 — the performance remains relatively static and improving the pass rate at this benchmark will be a priority next year for this subject. At 9-5 performance dropped notably from 48% in 2023 to 38% in 2024, then recovered sharply to 49% in 2025 after a very targeted support package from myself as the TCAT English lead. At grade 9-4, there was a decline from 73% in 2023 to 63% in 2024, with partial recovery to 65% in 2025. This benchmark still remains an area of focus for the department as it is under the national average of 70%.

Maths

At grade 7-9, we have seen an increase from 10% in 2023 to 13% in 2024, followed by a slight decline to 12% in 2025. Overall, this benchmark is quite static and further work is needed on how to convert more grade 6s to 7s in set 1 next year. At grade 5-9, it rose significantly from 35% in 2023 to 44% in 2024, then decreased slightly to 42% in 2025. The department are confident there are more students now who are in the position to sit the higher paper and therefore support a continued uplift in attainment at this benchmark. At grade 4-9, it has decreased steadily from 71% in 2023 to 68% in 2024, and further to 62% in 2025 suggesting a growing gap at the mid to lower prior attainment end. This will be a high priority focus area for the department in 2025/2026 as the performance at each benchmark this year is below national average.

Governor challenge

Governors noted the decrease in performance at the mid to lower benchmarks and asked what support measures are in place to secure improvement next year. SM informed governors that a highly experienced new member of staff (2i/c) has been appointed and that another highly experience teacher will return from maternity leave in November. It was reported that the strengthening of the team, alongside increased scrutiny of teaching and learning within the department, is expected to deliver improved outcomes next year.

2 GCSE Science

The data shows a clear and consistent upward trend in student performance across all grade thresholds over the three-year period. There has been a steady increase in high attainment at grade 7-9 rising from 9% in 2023 to 10% in 2024, and then making a more significant jump to 14% in 2025. Performance at the 9-5 level has shown strong improvement, increasing from 31% in 2023 to 40% in 2024, and reaching 47% in 2025. The proportion of students achieving at least a basic pass has grown from 53% in 2023 to 64% in 2024, and further to 70% in 2025, indicating that more students are meeting the minimum benchmark for success. The leadership of this department and the strength of the teaching, learning, interventions and the curriculum are all integral to the year on year improvement.

Governors were pleased to acknowledge a strong performance in this department.

GCSE Modern Foreign Language

While performance in French (2024) showed strong outcomes, particularly in the 9-4 and 9-5 bands, Spanish performance declined significantly in 2025 compared to 2023. This is most evident in the drop in top grades (9-7) and the reduction in pass rates overall, particularly at the basic pass level. Whilst it is clear that there has been some inconsistent and inaccurate marking of the writing/speaking component and we are still awaiting some remarks, there is still too marked a drop for this to be the sole reason for the underperformance. With a new specification for 2025/2026 and the study of French for 2025-2026, we will be monitoring the progress of the cohort very closely to ensure any drops in performance in the PPEs are acted swifly upon and there is a higher level of scrutiny and quality assurance of the teaching and curriculum coverage throughout the year.

Governor challenge

Governors noted the underperformance in Spanish and asked for reasons behind this. SM explained that recent changes to teaching models had impacted results and that the timing of the Spanish exam, which fell at the end of the exam timetable when students were already fatigued, may have contributed to the weaker outcomes. The setting of students and what is best for them in terms of options also needs to be given more consideration.

GCSE History

While high-level attainment (grades 9–7) has remained stable, both standard (9–5) and basic (9–4) pass rates declined in 2025, following improvements in 2024. This dip is largely attributed to the absence of the Head of History, who was on maternity leave and typically teaches the mid- to low-prior-attaining students. With the full teaching team expected to return next year, these outcomes are will improve. History continues to be one of our strongest performing subjects within the Ebacc suite.

GCSE Geography

Over the three-year period, there has been progress in the proportion of students achieving basic and strong passes, although some of the 2024 gains were not fully maintained in 2025. However, the consistent decline in high attainment (9-7) is a concern and this will be a key priority for the team this academic year.

Governor challenge

Governors expressed disappointment that no improvement had been seen this year. In response, SM outlined that a clear achievement plan for Year 11 is being implemented to stabilise recent improvements in overall pass rates and to secure further progress this year.

Art & Textiles

Between 2023 and 2025, both Art and Textiles show overall improvement in student performance. In Art, there is consistent year-on-year growth across all grade ranges. High attainment (grades 9-7) remained stable at 26% in 2023 and 2024, before rising to 35% in 2025. Similarly, strong passes (grades 9-5) improved from 63% in 2023 to 70% in 2025, and standard passes (grades 9-4) increased steadily from 88% to 95%, indicating ongoing progress and strengthening outcomes across the board. Textiles shows slight fluctuation. High attainment dropped from 14% in 2023 to 0% in 2024, then recovered to 12% in 2025 but given the size of the cohort, this variance is to be expected. Strong passes climbed steadily from 71% to 88%, and standard passes, while dipping slightly to 88% in 2024, returned to 100% in 2025. A department that consistently produces very strong outcomes at BCA.

Governors were please to acknowledge a continued strong performance in this department (top 5% FFT).

Religious Studies

The data for Religious Studies from 2023 to 2025 shows a clear upward trend in overall student attainment, particularly in the middle and lower grade ranges, though there is a notable drop in the highest grades which can happen year on year given the relatively small sized cohort. In contrast, strong passes (grades 9-5) improved steadily rising from 21% in 2023 to 34% in 2024, and reaching 48% in 2025. Similarly, standard passes (grades 9-4) more than doubled from 33% in 2023 to 57% in 2025. This suggests that, although fewer students are achieving the top grades, a growing number are securing solid and basic passes.

Computer Science

The data for Computer Science from 2023 to 2025 shows improvement in student performance overall, particularly between 2023 and 2024, with a slight dip in 2025 which can happen given the small cohort size. High attainment (grades 9-7) rose from 8% in 2023 to 25% in 2024, before decreasing to 19% in 2025. Strong passes (grades 9-5) saw the most significant increase - from 8% in 2023 to 67% in 2024 - followed by a slight decline to 56% in 2025. Standard passes (grades 9-4) has improved consistently, rising from 33% in 2023 to 67% in 2024, and then slightly up again to 69% in 2025. Overall, while there was a small drop in the highest and mid-range grades in 2025, the subject shows marked progress compared to 2023.

Performing Arts

The Performing Arts faculty data from 2023 to 2025 reflects consistently high pass rates across all subjects, with some variability in higher-level achievements. L2P+ in Drama and Dance remain strong, with Drama maintaining a perfect 100% across all three years, and Dance achieving 100% in 2023 and 2025, with a slight dip to 95% in 2024. Music also maintained 100% in 2023 and 2024, before dropping to 87% in 2025. L2M+ in Drama improved from 53% in 2023 to 71% in 2024 and stayed consistent in 2025, while Dance showed a decline from 64% in 2023 to just 35% in 2025. With the head of faculty on maternity leave through 2025-2026 and the experienced Dance teacher leaving at the end of 2024, we were expecting lower results this year. Music saw a sharp increase from 57% to 100% between 2023 and 2024 but fell to 33% in 2025. Again, this was expected due to the changes in personel within the team and a relatively new member of staff to teaching this music course. L2D+ were more varied: Drama rose to 29% in 2024 but declined to 14% in 2025; Dance dropped from 18% in 2023 to 5% in 2024 and 6% in 2025; Music saw an increase from 14% to 43% in 2024, then fell to 13% in 2025. Overall, while pass rates remain consistently high, the data suggests a decline in higher-level performance, particularly in Dance and Music highlighting potential issues around the cohort ability when choosing this course in year 9 and the subject knowledge and expertise of the newly appointed staff in the delivery of this course at the top end.

Governors were pleased to acknowledge a strong performance in this department.

ICT/BUSINESS STUDIES

Creative iMedia has experienced a decline in pass rates (L2P+) fell from 100% in 2023 to 71% in 2025, while merit (L2M+) has fell to 29%. This was a particularly challenging cohort in terms of persistent absence and engagement though a detailed review of the the terminal exam results and

the coursework component is needed to address any changes that might need to be made in the approach to course delivery for 2025/2026. Business Studies demonstrated overall improvement, particularly at the pass level, with L2P+ increasing from 88% in 2023 to 100% in 2025. Merit-level grades rose in 2024 (58%) before a slight decline to 50% in 2025. A focus area for 2025-2026 now needs to be on those securing a D2+ grade as this has fell to 23% in 2025.

PE/HEALTH & SOCIAL CARE

The data for PE and Health & Social Care (HSC) from 2023 to 2025 shows some fluctuations in performance, particularly at higher grade levels. PE maintained a 100% pass rate (L2P+) in 2023 and 2024 but saw a drop to 79% in 2025. L2M+ declined from 70% in 2023 to 43% in 2024, then recovered slightly to 50% in 2025. L2D+ followed a similar pattern, falling from 43% in 2023 to 14% in 2024, before improving to 26% in 2025. Health & Social Care also began with strong outcomes, maintaining near-perfect pass rates (L2P+) across the three years. Merit outcomes dipped in 2024 (55%) but returned to 70% in 2025, matching 2023 levels. Distinction grades dropped from 35% in 2023 to 12% in 2024, then rose again to 32% in 2025. Ensuring the L2 pass measure improves to previous years in PE is a focus for next year.

HOSPITALITY/ENGINEERING

The data for Engineering and Hospitality from 2023 to 2025 reveals mixed trends, with some improvements at the merit level but overall declines in pass rates and distinction outcomes. Engineering shows a gradual decrease in overall pass rates (L2P+), falling from 92% in 2023 to 72% in 2025 although the cohort size of the group is significantly larger than in 2023 and staffing has changed on the team. Merit-level performance (L2M+) slightly improved in 2025 to 57%, up from 46% in 2024, though still below the 2023 level of 50%. Distinction outcomes (L2D+) peaked at 19% in 2024 but dropped again to 11% in 2025. Hospitality follows a similar pattern, with pass rates declining from 78% in 2023 to 69% in 2025 although the cohort size is small so difficult to make meaningful year on year comparisons. Distinction-level performance, however, is a concern—from 28% in 2023 to 0% by 2025. Overall, while there are encouraging signs of improvement at the merit level in both subjects by 2025, the consistent drop in pass and distinction outcomes highlights the need for a medium priority focus next year and more consideration to how the students are prepared for the terminal exam as several students have performed strongly on the coursework element but not on the terminal exam paper.

SM told governors that concerns within this department requires exploration.

Key groups

A key positive from the 2025 outcomes is the strong performance of our key student groups. As anticipated, boys' attainment has been a particular strength this year, with boys outperforming girls for the first time. Encouragingly, all key groups have shown improvement compared to 2024. However, girls' outcomes will be a priority focus for next year, along with efforts to return to the higher attainment levels achieved by disadvantaged students in 2023.

Looking ahead to 2025-2026

In order to address some of the underperformance in 2025 and historic fluctuations in others, the subjects have been split into 3 for 2025-2026. SM outlined the varying levels of support and scrutiny that will be put into place depending on the priority need that have been RAG rated. SM highlighted the importance of attendance and outlined the academy's commitment to improving attendance moving forward.

The Principal informed governors of his intention to invite Subject Leaders to attend appropriate governors' meetings. He explained that this would provide Subject Leaders with the opportunity to speak directly with governors about performance, which in turn would add an additional layer of quality assurance. Governors agreed that this proposal would be beneficial in strengthening accountability for Subject Leaders.

5. AoBf: Departure of Gail Porter.

Governors and staff offered a fond farewell to Gail Porter, expressing their gratitude for her many years of dedicated support to the school, staff, students, and all stakeholders. Her contribution has been invaluable, and she will be greatly missed. In recognition of her service as a governor, Gail was presented with gifts and flowers.