

Beamont Collegiate Academy

Local Governing Body with C&L focus

Monday 27 April 2026 4.30-6.30pm at the academy



C&L MINUTES – PART I

Present: L Perks (Chairperson), P Greenhalgh (Principal), L McGee, T Faulkner, C Heesom (clerk)

In attendance: S Mullen (VP), M McMillan (AVP)

1	WELCOME AND INTRODUCTIONS – CHAIR The Chairperson welcomed all governors and staff to the meeting.																
2	APOLOGIES FOR ABSENCE – CLERK Apologies for absence were received from - E Blackburn – Work commitments. Approved. - D Coyne – Work commitments. Approved - H Jones – Work commitments. Approved. - S Whatmore – Holiday. Approved.																
3	DECLARATION OF INTEREST – CLERK There were no declarations of interest. Noted.																
4	MINUTES OF THE PREVIOUS LGB MEETING – CHAIR The Chairperson proposed that the Part I minutes of the Autumn Term LGCB meeting held on 23/03/2026 were a true and accurate record and be accepted as read. The minutes were seconded by T Faulkner. Minutes approved. MATTERS ARISING - Refer to action log below. <table><tr><th>Agenda Item</th><th></th><th>Lead</th><th>Action Taken</th></tr><tr><td>6</td><td>• Co-opted governor Andy Brown</td><td>Clerk</td><td>Await return of application form. Invite to next governors meeting 22/06/26</td></tr><tr><td>10</td><td>• ICT capital spend</td><td>AVR</td><td>Confirm tendered amount during BPF meeting 22/06.</td></tr><tr><td>11</td><td>• Increase PAN • Budget 2026-27 reforecast</td><td>PGR PGR</td><td>Discuss with Trust. Agenda item for 22/06.</td></tr></table>	Agenda Item		Lead	Action Taken	6	• Co-opted governor Andy Brown	Clerk	Await return of application form. Invite to next governors meeting 22/06/26	10	• ICT capital spend	AVR	Confirm tendered amount during BPF meeting 22/06.	11	• Increase PAN • Budget 2026-27 reforecast	PGR PGR	Discuss with Trust. Agenda item for 22/06.
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5	MEMBERSHIP Update on current membership and vacancies. - Staff governor Lisa-Marie McGee was welcomed onto the governing body - Community governor Andy Brown. Awaiting application form. Action: clerk to invite to next meeting.																
6	SKILLS AUDIT UPDATE PG reminded governors to complete the relevant task within <u>GovernorHub</u> , as this would help identify any gaps in skills and knowledge and support the development of a targeted governor training plan. Areas identified were noted and discussed. Governors were advised that, moving forward, the Principal would provide a training session at each governing body meeting based on the areas identified. It was also noted that complaints are no longer matters for governors to manage directly (now TCAT) and, as such, this section is no longer considered relevant. Action: Agenda a Finance and Budget training session for 22/06/2026.																
7	LGCB MONITORING REPORTS The Principal reiterated the rationale behind the Senior Leadership Team (SLT)/Link Governor structure and explained how this approach would support governors in providing effective challenge																

	to senior leaders. The Principal also thanked those governors who had already agreed to support the academy by attending events circulated by the Clerk. Governors were asked to provide a written monitoring or academy experience report outlining what they had observed and experienced during these visits. It was agreed that governor feedback would become an agenda item at future meetings to support discussion and the identification of next steps.
8	PRINCIPAL'S REPORT. The Principal asked for the report to be taken as read and gave a brief overall summary of the key points below. Summary • 887 students on roll (capacity 900); oversubscribed and popular locally. • High levels of need: 44% FSM, above-average EHCPs, high deprivation, significant safeguarding involvement. • Diverse community (13+ ethnic backgrounds); 83% White British. • Prior attainment slightly below national average. • Attendance improving; behaviour generally good; safeguarding effective. • Outcomes improving, though some remain below national averages. • Small attainment gap between disadvantaged and non-disadvantaged students. • Strong curriculum and teaching overall, but inconsistency remains. • Strong focus on belonging, wellbeing, enrichment and personal development. 6.1 School Improvement Priorities • Improve behaviour through consistent practice and positive culture. • Raise attendance to 93%+ and above national average. • Improve outcomes through rigorous progress tracking. • Increase consistency in curriculum implementation. 6.2 Admissions & Admissions arrangements for 2027-28. Off roll information. • 887 students on roll across Years 7-11. • Years 7-9 full/above PAN; Years 10-11 have spare places. • 11 new admissions and 12 leavers in 2025/26. Governors noted the explanation of reason behind unenrolment destination school. • Strong demand for Year 7 places: - 329 preferences for 180 places. - 36 applications refused. • Oversubscription remains high. 6.3 Attendance • Attendance: 91.4% YTD (slightly below national 91.6%). • 1.5% improvement compared to last year. • Strongest improvements among SEND and disadvantaged students. • Key issues: - Friday attendance. - Late arrivals. - Year 11 post-mock attendance decline. - Year 9 attendance concerns. • Persistent Absence (PA): 24.5%, in line with national average. • Extensive intervention, monitoring and reward systems in place. 6.4 Safeguarding • 16 students under Child in Need plans. • 15 students receiving Early Help support. • 4 students subject to Child Protection Plans. • Staff safeguarding training fully compliant. • Strong multi-agency working and external engagement. • Positive safeguarding peer review by Trust. 6.5 SEN/CiC • 44 students with EHCPs (4.96% of school population). • 146 students identified with SEN (16.46% of school population). • 21 additional students under assessment/monitoring. • 10 Looked-After Children.

6.5 Behaviour including suspensions/PEX, new behaviour procedure

- 61 suspensions (slightly lower than previous year).
- 3 permanent exclusions (up from 2 last year).
- New behaviour systems introduced:
 - Retrack Room (behaviour reset).
 - Resolve Room (isolation provision).
- Internal truancy procedures strengthened with positive early impact.

6.6 Pupil Premium Grant (PPG)

- 388 disadvantaged pupils.
- Funding allocation: £417,100.
- Disadvantaged attendance matches national average (89.1%).
- Persistent absence lower than national average for disadvantaged pupils.
- Interventions showing positive impact.

6.7 School Performance and Standards – refer to SM report below.

6.8 Review of PM outcomes

- 100% of staff meeting expected performance standards.

6.9 Evaluation of Schools CPD

- Focus on:
 - Student engagement.
 - Checking understanding.
 - Effective modelling and scaffolding.
- Five Teaching & Learning Leads appointed.
- Support provided through:
 - Coaching.
 - QA.
 - CPD delivery.
 - Pedagogical support.
 - Impact monitored through data, observations, pupil voice and staff feedback

6.10 Parental/Community Engagement

- Continued consultation with parents and students.
- Recent focus:
 - School dining facilities.
 - School culture and inclusivity.
 - Friday timetable changes.
 - Future student consultation focused on careers and readiness for adulthood.

6.11 Well-being and work force review

- Wellbeing strategy linked to DfE Wellbeing Charter and Trust policy.
- Support includes:
 - Wellbeing time.
 - Counselling.
 - Recognition awards.
 - Staff support funding.
- Ongoing consultation regarding wellbeing provision and academy day changes

6.12 Curriculum 2026-7 – Refer to MC report below.

6.13 Off site Direction – KS3/KS4 off site provision update.

Presentation on the following focus areas of the report:

Outcomes. S Mullen provided governors with a verbal summary of her report.

Headlines:

- Attainment 8 is projected to rise slightly from 45.85 in 2025 to 46.2, indicating an expected increase in overall attainment.
- At the top end, outcomes are predicted to improve, particularly in English, where grade 7+ rises from 24% to 30%.
- English shows slight dip at grade 5+ (61% to 58%) remaining stable at grade 4+
- Maths is expected to improve notably from 42% to 45% at grade 5+ and from 62% to 66% at grade 4+.

- Combined English and Maths measures (4+ and 5+) are also projected to increase
- Science is expected to continue its upward trajectory (70% to 71%)
- EBacc outcomes are predicted to recover from a dip in 2025, with 4+ rising from 31% to 40% and 5+ from 16% to 24%

Disadvantaged:

- Attainment 8 is predicted to be slightly lower than 2025
- Outcomes at grade 4+ 5+ in BASICS are expected to improve,
- English shows a mixed picture, with improvement at the highest grades but some decline in middle and lower attainment.
- Maths remains static with no significant uplift for disadvantaged students and a drop at 7+
- Science expected to be slightly up on last year

SEND

- Overall attainment 8 is predicted to improve slightly compared to 2025,
- SEND increases expected in students achieving grade 4+ in English and Maths
- Stronger passes (grade 5+) are also projected to rise,
- English shows continued improvement over time, particularly at grade 4+, with steady gains also expected at higher grades
- Maths outcomes are improving from 2025 at the Basics level,
- Science shows a positive upward trend, with continued improvement expected for SEND

High Prior Attainers

Summary

- 2-3 students in the cohort are having the impact on why most benchmarks are red (FP, CM, MW) none of which have presented as HPAs in their time at BCA. Work on those where we can make marginal gains is now in place.
- Subject leads have been asked to look at predictions below grade 5 and focus on these as potential marginal gains between now and the summer series
- Whilst the comparison to last year isn't in line or better, it does compare well with results in 2023 and 2024.

Actions moving forward

- Subject leaders to review students who are amber at present (those not yet secure at the prediction that has been made) and ensure plans are in place to move them to green by the start of exam season. The main focus this year is to secure results as closely to the predictions made.
- Senior Leadership Team (SLT) focused parents evening for key students who are not yet secure grade 4 in maths and/or English
- Saturday revision sessions across Core – maths, english and science in place
- Pre-exam 1 hour booster revision classes in place for all exams in the summer
- Key vulnerable cohort has been identified (pastoral concerns re: attendance, mental health) and work with students and families in place to support a smooth exam season
- Comprehensive Access Arrangement package now in place (extra time, readers, scribes – considerably higher than previous years) to ensure every student is given the best possible chance to succeed.

Governor Challenge and Discussion

Governors asked what measures are in place to address and improve poor attendance? SM explained a priority challenge is trying to re-engaging vulnerable Pupil Premium (PP) students, noting that the volume of students requiring support makes it difficult to prioritise interventions with this cohort. However, it should also be noted that where students have successfully been re-engaged with school, attendance data has shown positive improvements.

SM also reported that SEND attendance figures are improving, although attendance continues to be a concern within this cohort. Despite this, SEND students are doing well in terms of achievement. Governors noted that a significant number of students currently hold an Education, Health and Care Plan (EHCP), which is impacting overall outcomes data.

SM further advised a number of Higher Prior Attainers are proving challenging this year, with 2 to 3 students significantly affecting performance data as they are currently not achieving their higher attainer levels. A clear improvement plan is now in place moving forward, with 3 key priorities underpinning core practice. Predictions for this cohort remain cautious.

LP asked how confident leaders were regarding the current predictions and requested that national comparison figures be included as a separate column in future reports? SM responded that robust measures are in place and leaders are confident that predictions are broadly accurate. Significant work has been undertaken to strengthen the RAG-rating process through BASICS, which has improved staff awareness of students requiring targeted intervention.

LP asked which 2 subject areas would currently be considered most vulnerable in the event of an Ofsted inspection? SM identified areas of concern within 2-3 subjects however, governors were advised that the quality of teaching and learning remained strong overall. SM confirmed that external support from TCAT is in place for Languages, and that Maths is subject to regular spot-check reviews every 6–8 weeks.

TF queried whet

her the IDSR position was in line with or below national figures. SM confirmed that it was above.

Governors discussed the ongoing challenges associated with improving attendance and acknowledged that this is not solely an issue for BCA, recognising that many schools are currently facing similar challenges in this area.

IDSR REPORT: SM asked for the report to be taken as read and provided governors with a verbal summary of the report giving context to the report reminding governors that the IDSR is one of Ofsted's key pre-inspection tools. It does not make judgements on its own; instead, it helps inspectors identify lines of enquiry to explore during inspection. It will be used in conjunction with learning walks and case sampling. There have been recent changes to the IDSR to ensure there is a greater focus on individual pupil groups and enhanced contextual information.

Ofsted will use the IDSR to gain a picture of the points raised within the report ensuring inspectors interpret performance data fairly and in context, not in isolation.

In the lead up to an inspection SM summarised the key preparation points emphasised within the report and stressed how clear signposting to supporting *evidence* is needed. SM contextualised the likely lines of enquiry and provided governors with an overview of the overall report card.

Action Point: SM to add IDSR to Governorhub.

Curriculum Model 2026-27. M McMillan asked for the report to be taken as read and provided governors with a verbal summary of her report and the cohort overview figures were noted.

Year	Cohort size	SEND	Disadvantaged
7	179	43 (24%)	103 (57%)
8	182	33 (18%)	92 (50.5%)
9	179	36 (20%)	86 (48%)
10	175	44 (25%)	72 (41%)
11	172	34 (19%)	74 (43%)

The rationale behind the allocation of lesson time by subject at Key Stage 3 was explained. Governors were advised that, in response to the Government's Curriculum Review (2025), BCA has rebalanced the allocation of Languages lessons to reflect the removal of the EBacc performance measure. This has resulted in a reduction in Languages provision in Year 9 from 5 hours to 3 hours per fortnight. The additional 2 hours have been reallocated to Maths to support a stronger transition into Key Stage 4.

Also, to reflect the Government's curriculum review (2025) BCA has redressed the balance of History and Geography lessons to reflect the removal of the Ebacc performance measure and to bring these subjects in line with other option subjects of 5 hours. The additional hour previously allocated to these subjects has been allocated to Maths for September 2026.

Year 10 Option numbers were noted and discussed. Points of note were;

	• 2 business groups (previously always 1) • 2 Hospitality groups (previously always 1) • 1 geography group (surplus hours in Geography) • 2 IT groups (no CS group – 8 students opted) • 1 small RS group (KS4 requirement) • 2 Spanish groups (from 5 – surplus hours in MFL) Governors were advised of the staffing implications within History due to high student numbers in comparison to lower uptake in Geography, together with the implications of some teachers being required to teach outside of their specialist subject area. Governors were assured that affected staff had been consulted and that the rationale behind these decisions had been clearly explained. Discussions also took place regarding subjects that are no longer considered financially viable to offer, and governors agreed with the decision to discontinue these subjects from the curriculum offer.
9	Ofsted Preparations i) Scorecard & SEF - Principal presented academy performance overview. - Reviewed priorities, supporting evidence, and evaluation processes. ii) IDSR - Discussed under Item 8. iii) PAP Review & LGCB Objectives - Governors reviewed progress against the PAP. - Discussed key priorities, areas for development, and next steps. - Considered progress towards LGCB objectives. iv) PAP Targets 2026/27 - Future improvement targets reviewed. - Governors discussed and noted priorities for the next academic year.
10	COMMUNITY ENGAGEMENT • Governors discussed strengthening community and stakeholder engagement as a potential priority for next year's PAP. • Consideration given to how the academy can improve engagement with key stakeholders, including parents, students, staff, and the wider community. • Agreed that further evaluation of current engagement activity is required to identify strengths and areas for development. Action • AVR to undertake an audit of current community engagement and stakeholder involvement activities to inform future PAP targets.
11	STAFFING UPDATE: To be delivered and discussed during Part II.
12	POLICIES: Professional Development – No Changes. Noted.
12	AoB