



**MINUTES**  
**FROM THE MEETING OF THE**  
**BCA LGB**  
**HELD ON TUESDAY 12 JANUARY 2021**  
**AT 5.30pm**  
**VIA MICROSOFT TEAMS**

**Actions from BCA LGB on 12 January 2021**

<b>Item Reference</b>	<b>Action</b>	<b>Person Responsible</b>	<b>Date Raised</b>
<b>1.4</b>	FD to add pupil/parent survey responses and pupil destinations to the agenda in Sept each year.	FD	10/11/20
<b>1.5</b>	BH and CD submit pen portraits to ZS for placing on BCA website.	BH/CD	12/01/21
<b>1.7</b>	ZS to arrange for typo on page 5 of the appendix to be amended and a note added to the policy advising a risk assessment had been carried out on home visits.	ZS	12/01/21
<b>1.8</b>	Governors to complete skills audit on Trust Governor	LGB	12/01/21
<b>1.9</b>	ZS to forward out summary of the roles, responsibilities and expectations for Lead Governors	ZS	12/01/21
<b>2.1</b>	ZS to look at figures for EHE pupils and advise Governors of the numbers.	ZS	12/01/21
<b>2.1</b>	ZS to approach Sims about the ability to send to more than one email address.	ZS	12/01/21
<b>2.3</b>	PF to forward the video for parents on Knowledge Organisers to Governors.	PF	12/01/21
<b>2.6</b>	ZS to give an update on Covid catch up funding at the next meeting.	ZS	12/01/21



**MINUTES  
FROM THE MEETING OF THE  
BCA LGB  
HELD ON TUESDAY 12 JANUARY 2021  
AT 5:30pm  
VIA MICROSOFT TEAMS**

Members

✓	Mike Hodson	(MH)	(Chair)
✓	Doug Bamsey	(DB)	
✓	Jonathan Cridge	(JC)	
-	Charlotte Dickinson	(CD)	
✓	Ben Hambelton	(BH)	
✓	Sam Lewin	(SL)	
✓	Ali Luckins	(AL)	
✓	Zoe Stucki	(ZS)	(Head Teacher)

In Attendance

✓	Fran Davis	(FD)	(Clerk)
✓	Peter Foster	(PF)	
✓	Jen Jones	(JJ)	

✓ those present

1. **Procedural Matters**

The Chair welcomed everyone to the meeting

**1.1 Apologies for absence and acceptance/non-acceptance**

No apologies received

**1.2 Declarations of Interest.**

None

**1.3 Minutes from last meeting dated 10 November 2020**

There was an adjustment made on page 5 relating to the TAS and the Partnership Panel being open during the pandemic. The minutes were amended and agreed.

Signed.....

1.4 **Matters arising not contained elsewhere on this agenda**

Actions Outstanding:

- FD to invite Jen Jones to the next LGB meeting to give an update on reading – **Completed**.
- BH to share STEM website resources with ZS **Completed**  
STEM resources were shared with the secondary team.
- FD to add pupil/parent survey responses and pupil destinations to the agenda in Sept each year.

**FD**

1.5 Governor Pen Portraits

It was requested pen portraits from new Governors BH and CD be submitted to ZS for placing on BCA website.

**Action** BH and CD submit pen portraits to ZS for placing on BCA website.

**BH/CD**

1.6 **H&S Report – for information**

This has been forwarded to all Governors.

1.7 **Child Protection and Safeguarding Policy**

It was noted there was a typo on page 5 of the Annexe; the word Covid had been spelt incorrectly. ZS would arrange for this to be amended.

It was also asked whether there was a risk assessment for home visits. ZS confirmed there was. It was suggested this be added to the policy.

**Action** ZS to arrange for typo on page 5 of the Appendix to be amended and a note added to the policy advising a risk assessment had been carried out on home visits.

**ZS**

With these amendments made the policy was approved by all Governors.

1.8 **Skills Audit**

Governors were asked to complete the skills audit on Trust Governor by Friday 15 January 2021.

**Action** Governors to complete skills audit on Trust Governor.

**LGB**

1.9 **Lead Governors**

ZS has compiled a summary outlining the roles, responsibilities and expectations for Lead Governors. This will be forwarded out to Governors and it was requested any feedback given to ZS.

**Action** ZS to forward out summary of the roles, responsibilities and expectations for Lead Governors.

**ZS**

## 2 CEO Reporting Requirements

### 2.1 Head Teacher Report

HT report was made available to Governors prior to the meeting.

Highlights from the report were:

- Staffing – 2 roles have been created with catch up funding.
- Increase in student numbers for year 7 but this has been anticipated and staffing meets the growth.
- Mock results Yr 11 – very strong set of results but ZS disappointed that pupils are not now in school to build on this accelerated progress.
- P8 this year -0.03. Last year was -0.43. English, Maths, Ebacc and open subjects all looking very good.
- Period 5 plans were very successful with everyone taking part.
- Year 11 are engaging in online learning. Attendance today (12/1) was 84%. We will follow up on all of the students not engaging.
- Yr 6 – very strong results. Reading 66%, Maths 62% and Grammar, Punctuation and Spelling (GPS) 72%. We are expecting positive outcomes in the summer.
- Yr 2 Phonics data is amazing; results are above national. The boys just missed being at national by 1%.
- Interventions offered for KS4 have been quite extensive and they are continuing on Teams however when allowed we would like to have interventions taking place in school especially for our SEN learners.
- Attendance – we are above the Somerset average which is positive. We have spent some time during the autumn term building up parents' confidence to send their children to school and this will place us in a strong position to get them back when we return. We do have robust mechanisms in place if they do not.
- Update on X code – if a vulnerable child does not come in they are C coded which will affect our attendance.

It was noted there is a Looked After Child (LAC) in Year 11 with only 29.1% attendance and an above average number of elective home educated pupils.

ZS advised there are 6 pupils who were EHE but 2 returned and the figure is quite stable at the moment. There also plans in place supporting the Yr 11 LAC and family.

**Action** ZS to look at figures for EHE pupils and advise Governors of the numbers.

It was asked if you are seeing a rise in attendance from pupils who have parents who are classes as critical workers and is that becoming an issue.

ZS advised there were 138 pupils in school today and this is high compared to the last lockdown. We have put a cap on 15

ZS

pupils per class but there will become a tipping point when we need more staff in school to look after the minority of children but with fewer staff at home maintaining the online learning with the maximum number of pupils.

Would you have to ration places

We are not allowed to do this. However, we do ask parents that if they can keep their child at home to do so.

- FTE – the figure for this autumn term is similar to 19/20. However, the second half of the autumn term was significantly lower. This has been helped by pupils getting use to the new routines and having appropriate provision in place for some pupils’ specific needs.
- Staff survey has shown positive outcomes for BCA.

It was noted that there were three key areas – Leadership and management, clear about my role and trusted to do my job, in the survey that came out with high scores reflecting the hard work that has been put in by ZS.

- Communication report shows marked improvement in parental support for how the school responds to concerns. In Feb 20 parents rated effective communication at 56.6%, in November 20 this has increased to 89%.

It was asked whether the ability to send to more than one email address was possible.

Unfortunately, in Sims it only prioritises the top email address but we need to pressure Sims to ask for this to be changed.

**Action** ZS to approach Sims about the ability to send to more than one email address.

ZS

- Online parents evening had a mixed response. From the feedback received we have three areas to action.

Governors felt that when the initial problems had been smoothed out there were a lot of advantages to the parents and staff with an online system.

It was asked how are Ofsted monitoring schools online provision

ZS advised these will be resuming in the spring term and this will focus on safeguarding and/or remote education.

## 2.2 Reading in the Secondary Phase

JJ gave an overview of the strategies in place to support reading at BCA and an insight into the reading ages of pupils across the academy.

- Data from New Group Reading Tests (NGRT) show only 34% of pupils are at or above their chronological reading age.

- The NGRT will be repeated in the summer to assess progress.
- Actions to support reading catch up for 66% of the school were outlined for primary and secondary.
- Plans to support the development of reading across the academy through the Thinking Reading programme were explained.
- Strategies in place to further promote reading across the academy were discussed.

Governors were very impressed with the clarity of the report and found the glossary very useful.  
 It was asked how reading improvement translates into supporting other subjects  
 JJ advised research tells us that reading improvement and vocabulary increases progress in subjects not just in English but in Maths, Science, history etc.

It was noted that comprehension and the ability to interpretate information would be a positive driver of this  
 JJ advised improved comprehension gives benefits across the whole curriculum. We have also been looking at vocabulary and the ability to decode information and understand it.

Governors were particularly pleased to see this intervention had been so successful and yielded such good results.

### 2.3 Knowledge Organisers

PF gave a presentation on the organisers explaining what they are and why they are being used. The presentation is available on Trust Governor.

It was asked if PF could present to Governors as it looks for parents and students to get more of an overview on how it works.  
 PF offered to send out to Governors the video that had been prepared for parents.  
**Action** PF to forward the video for parents on Knowledge Organisers to Governors.

It was asked how can you ensure knowledge Organisers (KO) do not just become a memory aid but encourage knowledge to be applied.

PF advised it was important KO were used as a starting point. Students need to be able to understand fully what is on the page to be able to move onto more complex tasks.

PF

### 2.4 Remote Learning

PF shared the plans that had been put in place for online learning and the rationale for live teaching.

It was asked how progress is judged compared to what would have been expected in a classroom and how that progress would be assessed to enable you to judge the standards the pupils are achieving

PF advised we will need to assess pupils when they return to school. After the first lockdown we carried out a baseline assessment in September and adapted the curriculum accordingly. However, at the moment we do not have a return date therefore we will need to look at embedding assessment in our remote teaching. When we do return we will have a bigger piece of work to do on assessment.

It was noted that regular communication to parents had been greatly appreciated.

It was asked what the difference is between Oak National Academy and online teaching.

The main use for Oak National Academy is when a student has to isolate for more than 3 days. Our Trust then offers the online learning provision. We are not using this currently as schools are closed.

It was asked how many pupils were accessing this provision when it was active

In the autumn term less than 10 at a time.

Was it successful when used

The biggest impact of this situation is for teachers trying to juggle teaching and online support. The Trust, with this initiative, has freed up teachers' time.

Governors were very impressed by the learning content and live teaching offered.

It was asked how do you balance 2 streams of teaching with in school and online teaching and is this helping inform how we could be using online technology when schools return.

PF advised that if students are in school they are engaging with the online lessons. There are supervising staff there but they do not set online work. ZS added we have spent some time refining and ensuring our online learning is the best bespoke curriculum it can be and therefore we did not want to have students on different curriculums.

With regard to the second question Microsoft teams is a very useful resource and we are seeing how it can be used to supplement and dovetail into both learning situations. We are also using it as a communication platform to reach parents and pupils – via video messages etc.

It was asked what support is being offered for SEN pupils  
ZS advised pupils with EHCP's and SEN and vulnerable pupils have been invited in. However, if they are working from home they are receiving live teaching and interventions are still happening by our trained TA's.

Governors thanked PF for a comprehensive and very interesting report.

2.5 **Mass Testing**

- We have started testing this week with teachers and have a number of staff supporting this process.
- The process is well run and we will start testing pupils who have been given permission by their parents to be tested.
- No positive tests as yet.

2.6 **Covid Catch up funding**

- Total catch-up premium budget: £128,705, amount spent already £76,310. Total amount remaining £52,394.
- We are accountable for the spend and there will be an update given at the next meeting.

**Action** ZS to give an update on Covid catch up funding at the next meeting.

**ZS**

Governors wished to thank ZS and all the staff for their hard work

3 **Date of next meeting – Tuesday 2 March 2021**