



**DRAFT MINUTES
FROM THE MEETING OF THE
BCA LGB
HELD ON TUESDAY 11 MAY 2021
AT 5.30pm
VIA MICROSOFT TEAMS**

Actions from BCA LGB on 11 May 2021

Item Reference	Action	Person Responsible	Date Raised
1.4	FD to add pupil/parent survey responses and pupil destinations to the agenda in Sept each year	FD	Ongoing
1.4	Update on Gatsby Benchmarks to be added to the agenda in Nov, Mar and June of each academic year.	FD	Ongoing
1.8	FD to forward yearly review checklist of academy website to BH.	FD	11/05/21
2.3	ZS to provide more detail at the next meeting on the interventions that are being put in place	ZS	11/05/21
4.0	The Chair and ZS consider the structure of meetings and look at what key focuses need to be addressed as well as ensuring sufficient time is given to cover the detail and content of the reports.	MH/ZS	11/05/21



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Members

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

In Attendance

✓	Fran Davis	(FD)	(Clerk)
✓	Kate Nicholls	(KN)	Arrived 6.15pm
✓	Emily Harris	(EH)	Arrived 6.00pm

✓ those present

1. Procedural Matters

The Chair welcomed everyone to the meeting

1.1 Apologies for absence and acceptance/non-acceptance

All Governors were present

1.2 Declarations of Interest.

None

1.3 Minutes from last meeting dated 2 March 2021

The Minutes were agreed as accurate

1.4 Matters arising not contained elsewhere on this agenda

- FD to add pupil/parent survey responses and pupil destinations to the agenda in Sept each year

FD

Signed.....

- Update on Gatsby Benchmarks to be added to the agenda in Nov, Mar and June of each academic year.
- BH submit to a pen portrait to ZS for placing on BCA website – **Completed**
- TN to supply DB with contact details for Dan Morris, Enterprise Advisor - **Completed**.

FD

1.5 Update on Reducing avoidable school exclusions webinar

AL shared a presentation on training recently undertaken on Reducing Avoidable School Exclusions.

Governors found the presentation very thought-provoking and felt it was encapsulated in a very informative way.

It was pointed out that schools are not able to solve all family issues and it was asked what support is available from outside agencies and how is this picked up.

Schools do have TAS (teams around the school) and there are three different formats available to access multi agency support for families.

ZS highlighted a large piece of work currently being undertaken which is looking at our SEN and Inclusion provision and how undiagnosed SEN can affect behaviour and exclusions.

A Governor raised a concern about pupils dropping out of education and asked if there was a sense of the size of the issue locally.
AL advised Somerset does have high numbers and they are aware of the issue. ZS confirmed BCA have 7 pupils now who are home schooling. However, we do inform the LA that we have advised families this is not in the best interest of the child.

1.6 Feedback on Governor forums

All reports are on the agenda this evening.

A Governor noted the safeguarding report was well written and just wanted to highlight an area of concern – Online safety. JC agreed to support the safeguarding team on this matter.

1.7 Feedback on Governor skills audit

Document was shared with the LGB

1.8 Identify Governor to undertake yearly review of academy website

BH agreed to undertake this review

Action – FD to forward yearly review checklist of academy website to BH.

BH

2 **CEO Reporting Requirements**

2.1 Head Teacher Report

ZS highlighted aspect from the report

- Staffing changes and new roles pending
- Underspend on sports premium funding. We are therefore looking at Inspired playgrounds and if we decide to proceed with this we would need someone in primary to lead on this.
- Student numbers – Reception 81 and Yr 7 226. Total for academy 1417.
- Curriculum – 3 year KS3 curriculum and a 2 year KS4 curriculum. This will start in September 2021.
- Reading is a priority across the academy. We are increasing reading time in secondary by making small reductions in transition times and other areas
- Personal development curriculum will also have a regular timetabled session on a Friday from 8.40am-9.05am.
- Attendance – online teaching sessions were extremely well attended and were always recorded at over 90%.
- Primary and Secondary attendance was above national
- Behaviour and exclusions – biggest concern is defiance and physical assault.
- There has been some quite challenging behaviour from pupils who did not engage in online teaching and are now finding it difficult to re-engage in school.
- Attachments issues are a concern but we have strategies and plans in place to support pupils

A Governor asked for more information on the attachment work that is being carried out in school.
ZS advised training in this had been undertaken and shared the plans that had been put in place.

- Alternative Provision (AP) – we have a high number of pupils in AP and SEND sits at the heart of this.
- Transition times for pupils going from Nursery to school and KS2 to KS3 can be challenging especially for pupils who join us from feeder schools.
- The Apex centre will be opening in September in Minehead. Trust Schools will be able access this for three days a week but we will still need to consider how to fill the remaining two days. This could be work experience or online learning.
- Feedback from parents and students on Covid measures that could be retained was discussed.

It was asked if face masks were being worn from Monday 17 May 2021.

ZS advised the new guidance states students do not have to wear masks in lessons or communal areas, staff will be required to wear them in communal areas but not in lessons. We can also do non-residential UK trips as long as risk assessments have been carried out. Also taster and open days can go ahead again as long as guidance is followed and a comprehensive risk assessment has been undertaken.

- Strengths and areas for development have been incorporated in the ADP and these centre on:
 1. Development of leadership
 2. Catch up
 3. Curriculum and development of reading

It was asked what is the engagement for after school catch up sessions

ZS advised it was very good.

A parent governor noted that for year 9 the online learning has been seamless. Communication has also greatly improved from the school to the parents especially with letters being backed up with videos.

ZS was pleased to have such positive feedback.

2.2 Setting Teacher Assessed Grades for GCSE

- Gathering evidence for centre assessed grades. One set of mocks has been undertaken and from next week targeted assessments will begin.
- Rigorous process in place for identifying which grades will be submitted.
- Quality assurance will be carried out by departments and across the Trust.
- Appeals process will go through the school and having an additional level of quality assurance is reassuring for us.

2.3 Data predictions

- KS4 has had a year on year improvement but this year group has had a lot of intervention to ensure they would be still on track. This has been reflected in the data and we are therefore confident the outcomes for these pupils are accurate and does exceed the outcomes for 2019.
- P8 +0.31
- Photography are negative at the moment but they have not yet submitted their full data.
- A couple of areas are causing concern, both with historical underperformance but we are putting plans in place.

Governors were pleased to see the rigour that has been put in place to assess pupils and feel it is robust, transparent and substantial to prove the assessments are as good as they would have been.

- Yr 6 – just above results for 2019, again intensive work across KS2 has been carried out. GPS and Maths are our strongest subjects.
- Phonics screening check – 90% of pupils who did resits achieved the standard.
- Yr 1 are currently at 15% however these were the group that missed out on a lot of school time and had the most challenge with online learning. However, by the time the phonics screening takes place we hope to be at 90%.

It was asked what support is going into the current year 10s for next year.

ZS advised period 5 lessons have begun. We have identified our lowest 20% of students who will receive individual bespoke support around reading and English intervention. We have some pupils with behaviour and SEMH concerns and we are looking at curriculum and what individual changes we can make.

Governors felt these plans were very comprehensive.

- KS1 outcomes are going to need a lot of work in order for them to achieve ARE. For each phase there is a range of interventions in place to support those pupils not at ARE.

Action ZS to provide more detail at the next meeting on the interventions that are being put in place.

ZS

3 **BCA Statutory Reports**

3.1 Safeguarding

KN shared a PowerPoint presentation highlighting:

- Data is not comparable due to past lockdowns
- Strengths
 - training undertaken
 - policies and procedures developed
 - professional relationships
 - reporting, recording and review of data
 - intervention and support
 - wider safeguarding in the curriculum/information
 - safer recruitment
 - Somerset Education Safeguarding Audit
- Areas to develop and Actions
- Evaluation and Review – Sexual Violence and harassment
- Monitoring data
- Highest concern categories
- IT expertise is required to support the team

Governors were very pleased with the level of detail contained in the report and found the content very informative.

3.2 SEN

EH shared the report with Governors highlighting:

- 101 primary pupils on SEN register as at November but this has increased to 174 now.
- Secondary was 140 in November and now at 270
- This represents a whole school increase from 17.5% to 32%
- Although these figures may look concerning we were fully aware the numbers would increase and have put in place a very robust programme to help identify and support pupils.
- Progress is measured in six week blocks with a start and end point.
- Drop in attendance noted and we will need to identify why this happened.

It was noted the attendance had dropped to 89% and it was asked how much of this is outside of the school's control. EH advised we are very reliant on parents encouraging their children into school and trusting us to send their children back home if they were unwell.

It was asked if there were any consequences for schools regarding funding etc. if attendance is low and how it is viewed by outside agencies.

EH shared that when a SEN pupil, with an EHCP, joins the school there is a formula the LA uses which dictates how much the school will receive for pupils. We are very clear that whatever the sum is it is dedicated to that child. ZS also advised that Ofsted would look at the reports and speak to EH about what procedures and plans are in place for supporting these pupils.

- SEND Current profile of need was looked at
- We welcomed some external support this year from the LA. SEMH numbers were noted to be high compared to Cognition and Learning (C&L) as at Nov 20 however currently this now shows C&L in primary to be higher than SEMH but in secondary SEMH is still higher.
- Data results for EYFS and KS1 have not gone as well. Actions that have been put into place was discussed but it was recognised Covid has impacted on learning.

It was asked if pupils remain on the SEN register as the statistics do not show whether these are the same pupils or new ones.

EH shared the process of how pupils are identified and monitored over time and then assessed whether they have reached Age Related Expectations (ARE). If they have reached this point they come off the register but some stay and may have different strategies put in place. However, some pupils may join the register having been assessed and identified as

requiring extra support. We have monthly meetings to review the SEN register.

It was asked if this work was being set out through provision maps
Yes, it is.

- KS2 shows a more positive set of results
- P8 for Yr. 11 - Prior Lower Attainers shows +0.59. Attainment is 33.2
- AV1 robots are used across the Trust to support pupils who are not able to attend school due to ill health.

It was asked if the 14-16 college provision at Cannington was still used

ZS shared 3 pupils are at Cannington, we also have outreach work at the Bridge and in-reach work from them. We also have the new Apex centre, which is the Trust initiative, which will offer a more bespoke out reach and in reach work. This will enhance but not replace the work done at Cannington and the Bridge.

Governors were very impressed with EH's enthusiasm and dedication.

4 **SSQ Assessment**

The Chair wished to check sufficient information was being given to Governors since the SSQ sub committee had been dropped.

As long as sufficient time is given at meetings to unpick the detail in the reports Governors were happy to formally relinquish the SSQ meeting. ZS advised she is happy to amend/adapt reports to ensure Governors have access to the information they want.

Action The Chair and ZS to consider the structure of meetings to look at what key focuses need to be addressed as well as ensuring sufficient time is given to cover the detail and content of the reports.

MH/ZS

5 **Date of next meeting** – Tuesday 8 June but this was amended to 29 June 2021