



**MINUTES
FROM THE MEETING OF THE
BCA LGB
HELD ON
TUESDAY 23 NOVEMBER 2021
AT 5.30pm Via TEAMS**

Actions from BCA LGB on 23 November 2021

Item Reference	Action	Person Responsible	Date Raised
1.4	FD to add pupil/parent survey responses and pupil destinations to the agenda in Nov 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
1.7	The Chair will contact PLE in the Spring to request a visit to the APex centre.	MH	Ongoing
2.1	ZS to invite PF to the next LGB meeting to discuss parent responses from communication survey.	ZS	23/11/2021
3.2	EH to look to amend SEN data and send out information to LGB. EH to include pupil numbers leaving the SEN register on future reports. EH to forward out benchmarking tool to Governors	EH	23/11/2021



**MINUTES
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Members

✓	Mike Hodson	(MH)	(Chair)
✓	Doug Bamsey	(DB)	
✓	Jonathan Cridge	(JC)	
✓	Ben Hambelton	(BH)	
✓	Sam Lewin	(SL)	Arrived 5.36pm
✓	Ali Luckins	(AL)	Arrived 5.45pm
✓	Zoe Stucki	(ZS)	(Head Teacher)

In Attendance

✓	Fran Davis	(FD)	(Clerk)
✓	Sarita Alagha	(SA)	Observer
✓	Emily Harris	(EH)	
✓	Kate Nicholls	(KN)	
✓	Chloe Doble	(CD)	Observer

✓ those present

1. **Procedural Matters**

The Chair welcomed everyone to the meeting

1.1 Apologies for absence and acceptance/non-acceptance

No apologies received

AL and SL arrived late and gave apologies

SA and CD were welcomed to the meeting

1.2 Declarations of Interest.

None

1.3 Code of Conduct

All Governors agreed to abide by the Code of Conduct

Signed.....

- 1.4 Minutes from the last meeting on 21 September 2021
Minutes were agreed as accurate
- 1.5 Matters arising not contained elsewhere on this agenda
- Actions Outstanding
ZS to arrange for BH to have a dongle - **Completed**.
- DB and BH to confirm by email to FD whether there were any changes to their Declaration of Interest forms - **Completed**.
- DM and BH to confirm by email they have read and understood the KCSiE - **Completed**
- FD to add pupil/parent survey responses and pupil destinations to the agenda in Nov each year – **Ongoing** FD
- Update on Gatsby Benchmarks to be added to the agenda in Nov, Mar and June of each academic year - **Ongoing**. FD
- MH to raise, by email, with PLE the need to recruit another Governor externally **Completed**.
- ZS to arrange a face to face meeting with the potential new Governor AL provided details for – **Completed**
- The Chair would contact PLE to request a visit to the APEX centre - **Ongoing** Having spoken to PLE, it has been agreed to wait until next year to visit the APEX centre as it is a very busy time for the centre MH
- ZS would bring information to the LGB meeting showing the PAN for each individual year group - **Completed**
- FD to add ADP to the November agenda - **Completed**
- FD to add the primary and secondary peer reviews to the November agenda - **Completed**.
- 1.5 Matters arising not contained elsewhere on this agenda.
None

2 **CEO Reporting Requirements**

- 2.1 Head Teacher Update
- ZS gave highlights from the report covering:
- Staffing – NS, from WSC, has expressed a desire to come to BCA to extend her CPD.
 - Student totals and PAN for 2022
 - Admission policy - PAN has reduced from 175 to 120.

It was asked if the removal of EHCP's in the admissions policy and the decrease in PAN, will mean extra appeals being lodged.

ZS advised there will not be any appeals this year as it does not apply until 23/24. However, we will need an appeals process put in place.

It was asked if more appeals fall into the over subscription criteria and that children not having an EHCP but requiring one has been taken out should the over subscription criteria be reviewed.

ZS advised EHCP's are not part of the DfE national criteria for admissions. If a child has an EHCP the parent can name the school. The school is then consulted to see if they can meet those requirements. Unfortunately, it does not help those children without EHCP's but in our school this does not happen as an all through school and we are working with our partner primaries.

- Attendance report – Covid cases stand at 5 across the academy.
- Attendance is above national but have concerns about pupils with EHCP's and ones not attending. Our target year groups are 2, 5, 8 and 11.

It was asked if the parents from year groups 2 and 5 are still covid reticent on sending their children to school. ZS felt this was not applicable so much now and the picture is improving.

- Behaviour and Suspensions – (suspension has replaced the term FTE).
- Total suspensions have dropped from 54 last year to 46 this year and we are seeing an improving picture. However, one of the actions is to look at persistent and repeat offenders.
- Have seen a real spike in challenging behaviour since half term. We also have a high level of staff absence that can be unsettling for pupils with high needs.

A Governor commented that what is being experienced at BCA is being backed up by data from County.

- Destination data – BTC taster day was cancelled which was disappointing.
- We do have a very structured and effective careers and post 16 tutorials being provided. However, we need to do a little catching up with pupils who have not had careers interviews although these are ones who are off roll or at an alternative provision.

It was felt to be important that information is gathered on where students go and what success they have when they

leave BCA as this will feed into the curriculum and future planning.

2.2 Update on pupil/parent survey responses

ZS gave some background information about why the survey had been commissioned.

- Feedback confirmed students were worried and needed support.
- Series of actions were put into place as a result of the outcomes in order to reassure students.
- We will run this survey again to see if the actions put in place have been successful.

A Governor felt it was right to be focussing on year groups that have been affected by past events.

- Parent communication survey – disappointed to see there is still work to do in this area after such a successful response to the last one. However, we have a list of possible actions to address the concerns raised. One area will be issuing a miscommunication letter so that parents can see that we have attempted to contact them.

It was raised whether the last positive results had anything to do with parents being largely at home, due to Covid, and able to devote more time to communications being sent out whereas life is getting back to normal and busier for parents.

It was asked if communication made with parents was logged ZS advised we use Sims to record conversations, but it depends if there is a related action to come out of it. If it is resolved quite likely it is not recorded. ZS advised there are various different forms of communication which makes it a complex piece of work.

It was queried whether three areas of communication were needed as it is not always clear what channel is used for what. There are also some frustrations with the Sims parent apps and that some of the hyperlinks in correspondence don't work. ZS welcomed the feedback and would ensure more thoroughness moving forwards. With regard to the Sims Parent app we are looking into this.

Governors had a brief discussion about understanding touch points in digital technology and whether you know it is effective.

It was suggested that JC speak with PF to develop a more granular approach to the survey in order to uncover difficulties parents/pupils are experiencing.

Action ZS to invite PF to the next LGB meeting to discuss communication responses.

ZS

2.3 Update on Pupil destinations

Covered in Head teacher report

2.4 Update on Primary and Secondary Reviews

ZS outlined the background on Growing Great Schools and the feedback from the reviews carried out.

The focus for primary was 'How well does quality first teaching and the catch-up plan support our lowest 20% of readers'.

- The feedback rated the leadership of phonics as exceptional. Consistency with an approach to reading and shared planning was also praised.
- There were some options given for moving forwards.

For secondary the focus was 'To what extent is the curriculum intent being implemented across KS3'

- Again very positive feedback was received and ways to move forward were given.

2.5 ADP

MH advised this is a very large, detailed document and has been reviewed by myself, PLE and ZS twice.

- Two areas that need further work
 - 1) Develop a programme for leadership coaching for ALT
 - 2) Question level analysis not produced for assessment of our pre stage key children.
- Other areas are amber, but where we've made real impact is coloured green.

Governors felt ZS' verbal summary of where they sit within the ADP very useful.

ZS offered to provide a narrative from the ADP to help Governors to focus on the key elements. The ADP would also be provided for checking how ZS was progressing. Governors agreed this would be helpful

3 **Statutory Reports**

3.1 Safeguarding

ZS advised it has been a very challenging time for the safeguarding team and wanted to acknowledge the fantastic job KN and the team have done in very demanding and complex circumstances.

KN gave highlights from the report:

- Staff training
- Policies and procedures have been updated.
- Professional relationships continue to grow from strength to strength

- Term 1 shows greater stability of concerns and accredit this to the graduated response now used.
- Emotional Health remains a high concern as is Self-injury.
- PP students are 58% of all concerns
- Cohort with highest concerns is now Years 7 & 8 standing at 17%, normally this is year 11.

It was asked why the change from year 11 to years 7 and 8 KN felt it was due to Covid, these years have been badly hit with this as they were years 6 and 7 during the pandemic and away from school for a significant time.

It was asked how concerns manifests itself
Pupils will tell a member of staff or some with show through behaviour.

- Mental health teams (NHS) are widely used by the academy to support the emotional well-being of the students. Practitioners see the young people in school and offer guidance to staff.
- Key focuses are on sexual harassment and violence, online safety and mental health. KN outlined the actions and plans that have been put in place.

It was asked how this manifests itself – is it person to person or through social media
KN advised a combination of both, but person to person are more historic concerns, whereas now the most concerning issues are online although from our findings there are less reported online incidents than actually occur. When we are able, we want to grow the online safety and look at apps whereby students can report online issues 24/7.

Governors felt it was a very comprehensive report and pleased to see very proactive work being undertaken. KN is doing a fantastic job.

It was asked if any online incidents are reported on platforms that the academy have control over.
Most concerns come over Snapchat and Instagram which we cannot control. If it is through the laptops that have been taken home, there is a message that flashes up to tell us about inappropriate use.
JC confirmed he would be happy to help with any IT queries concerning safeguarding.

It was asked if there would be any opportunities to offer training for parents on how to keep their child safe.
Yes, workshops would be a useful idea. We do send out termly newsletters which has proved to be a good form of support for parents.

3.2 SEN

EH gave highlights from the report

- A comparison of data between 2020 and 2021 was shared. 2020 showed pupils with SEN in primary being 90/582 and secondary with 140/793. In comparison 2021 shows primary at 163/572 and Secondary 323/900.

A Governor queried the data figures for primary and EH will look at them again and send out revised information to Governors.

Action EH to look to amend SEN data and send out information to LGB.

EH

- Boys represent 67% in primary and 59% in secondary and these figures are reflected nationally.

It was asked if the gender imbalance is a result of girls hiding their need better than boys.
EH confirmed this was true however girls tend to be diagnosed later as the criteria originally was formed with boys in mind.

It was asked how many of the pupils were identified professionally as having SEN needs
EH explained the process from identification at either home or school onto instigating referrals to involving outside professionals to creating their pathway document.

- Significant increase in identification and acquiring of EHCP's. The reason the numbers are high now is because SEND is an area we needed to improve upon and we now have very clear systems to capture pupils who should have been identified earlier.

It was asked how do these statistics compare to similar demographics in the country.
ZS advised very much in line. At Hamp it is roughly 50%. It is worth remembering that being on the SEND register is not necessarily for ever it is just an identification and numbers on the register will fluctuate as pupils came in and go off the register.

EH shared the process for pupils to be added to the register.

It was felt it would be useful for Governors to see the number of pupils coming off the register as well.

It was noted that obtaining an EHCP can be a long and difficult process, was this still the case and are there children still waiting to get an EHCP
It is a mixed picture – we are currently working on 8 children, 3 have been sent off already and waiting on 5 to go. It is a 20 week process. However, we are surprised at applications that

are being turned down. We are trying to see if there is a pattern in the applications that are turned down.

It was raised perhaps early applications do better as when funding runs applications are refused.

A Governor was thrilled the academy is getting close to national level despite demographics and asked what benchmarking system are you using.

EH offered to forward out the benchmarking tool to Governors.

Action EH to include pupil numbers leaving the SEN register on future reports.

EH

Action EH to forward out benchmarking tool to Governors

EH

- SEND attendance is at 86% primary and 89% secondary
- SEND current profile of need was broken down into categories
- SEF EYFS GLD 2021 EOY results and actions

It was asked what information and support do parents receive

EH outlined the support and help given to parents and advised the new software tool EduKey, which is used to store information on interventions etc, is available for parents to access.

- Phonics screening data
- KS2 SATs for year 6 – achieving very impressive results compared to national
- KS2 strengths and areas of development
- Year 10 data – lower than we would like. Attendance data at 81.87%. Actions to help improve results was shared.
- Year 11 data. Attendance is at 68.12%

It was asked if online learning or any other methods could be offered to help improve pupils' attendance

EH advised there are options available such as AV1 robots and online tutoring however students who are refusing to attend school do not always want to take up the opportunities offered.

Governors felt it was a very comprehensive and detailed report and thanked EH

4 **Policies**

The policies were all approved by Governors.

5 Update on H&S

The H&S Governor advised an independent audit had been carried out. Feedback has been that we are handling H&S very well at BCA. There are also some actions that are being followed up. The two actions for Governors are

- 1) A Governor has access to risk assessments and involvement in the process. JC now has this access.
- 2) Governors need to delegate responsibility to ZS or senior leader for category A school visits. There is a link to a template on how we delegate this and we will need to agree how this is done.

6 **Date of next meeting** – 8 March 2022

The Chair advised the LGB will be subject to an external review and at the spring meeting we will observed. In the new year we should receive guidance on how this will be managed.