



**MINUTES
FROM THE MEETING OF THE
BCA LGB
HELD ON
TUESDAY 8 NOVEMBER 2022
AT 5.30pm at the ACADEMY**

Actions from BCA LGB on 8 November 2022

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
3.1	Governors to look at proposals on homework programme and feedback thoughts to the Chair.	LGB	16/11/2022
3.4	ZS to report back at next meeting on the actions, from the pupil/parent survey, and the appropriate follow ups had been put in place	ZS	16/11/2022



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Members

✓	Sam Reilly	(SR)	(Chair)
-	Doug Bamsey	(DB)	
✓	Jonathan Cridge	(JC)	
-	Ben Hambelton	(BH)	
✓	Sam Lewin	(SL)	Arrived 5.36pm
✓	Zoe Stucki	(ZS)	(Head Teacher)

In Attendance

✓	Fran Davis	(FD)	(Clerk)
✓	April Lee	(AL)	Observer
✓	Leighton Smart	(LS)	Observer arrived at 5.38pm
✓	Simon Bone	(SB)	Observer
✓	Sarah-Jane Mees	(SJM)	Observer
✓	Chris Wilkin	(CW)	Observer
✓	Kate Nicholls	(KN)	
✓	Pete Foster	(PF)	
✓	Lindsay Hull	(LH)	

✓ those present

1. Procedural Matters

The Chair welcomed everyone to the meeting and suggested introductions be given for the benefit of the potential new governors.

1.1 Apologies for absence and acceptance/non-acceptance

DB sent apologies - work commitments.

BH has not been in touch to advise if he is continuing on the LGB

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 20 September 2022

Minutes were agreed as accurate

1.5 Matters arising not contained elsewhere on this agenda

Actions Outstanding

- FD to ask BH if he wishes to continue with the SEND Link Governor role – **Completed** FD has not been able to contact BH as no forwarding contact details. Therefore, GJ will review the situation.
- **Action** - ZS and BH to catch up about SEN vacancy.
- FD to arrange for Ofsted training session to be added to agenda for next meeting – **Completed**.
- Standing item - FD to add pupil/parent survey responses and pupil destinations to the agenda in the autumn term each year
- Standing item - Update on Gatsby Benchmarks to be added to the agenda in Nov, and June of each academic year
- FD to remind PLE of request for Governors to view APEX west and south – 7 December
- ZS to pull all relevant Ofsted information together and report back to Governors in November – **Completed**
- ZS to arrange for a reminder of the Carefirst telephone number to be sent to all staff - **Completed**.
- ZS to provide Governors with details of the new homework/behaviour/Reward programme in November - **Completed**.
- ZS to email parents about Governor vacancies
- FD to enquire about having two staff governors on the LGB - **Completed** It is perfectly acceptable to have two staff governors.
- ZS to arrange for persistent absenteeism year on year to be shown in the report.

1.5 Matters arising not contained elsewhere on this agenda.

None

2 **Ofsted Training**

A presentation was given by PF.

PF gave highlights from The Education Inspection Framework (EIF) which sets out how Ofsted will inspect schools:

- Context – Ofsted was keen to understand how curriculum works in a school. Focus is on middle leaders.
- Judgement and grading
- Quality of Education is judged under three headings - what we intend to teach, how we implement it and the impact.
- Explained different judgements and highlighted governance responsibilities

- PF reviewed a variety of Ofsted reports and ascertained what are schools being asked to improve upon. The most common areas for development in each category was explained.
- The Role of Governors in the Inspection process was discussed.

It was asked if the school has anyone who can come in to act as an Ofsted inspector.

ZS advised Growing Great Schools is a Trust initiative which provides a supportive quality assurance visit with specific areas to focus on. A feedback report is provided to the school. We have also had an external governance review and the feedback reports back were strong.

It was asked if there was an inspection imminent

Yes, we had a section 8 inspection in Feb 2020 and remained good but we are awaiting inspection 5.

Is it completely unannounced

We get a phone call advising us it will be the following day. We then have a more detailed call later which provides them with an understanding of the school. They will also scrutinise the website very carefully.

It was noted that confidence of teachers is often commented on, but it can be a difficult thing to cultivate.

PF agreed and advised we have subject leads at this school and have a dedicated team to support and train our teachers.

3 **CEO Reporting Requirements**

3.1 Details on new homework programme

- Homework working better with KS4 than KS3. Over complicated system for homework.
- Surveys went out to students/parents and staff

Summary of results were shared.

- 70% of students think they are set too much homework
- Staff, students and parents broadly agree on the subjects that students should receive homework in KS3 – the core (English, Maths, Science), followed by EBAC subjects (MFL, History Geography)
- Issues with logins, access to platforms, and consequences came up with students, staff, and parents. Seneca is generally received well whereas the Spanish platform has not been.

JC raised the way industry is going for digital platforms the Trust would benefit from a Capability and User Centre Designer to capture the problems that are being experienced

using IT systems, i.e the layout, the small niggly tings that impede use and engagement of the systems. This is more effective than surveys.

- Actions moving forwards
- Long term proposals

Action Governors to look at proposals on homework programme and feedback thoughts to the Chair.

LGB

It was noted that although 70% of students do not want too much homework, we want to set high aspirations for our students.

It was asked if students are given technology to use if not available at home.
ZS we are still working on this for our year 7's but we are not in a position to provide IT for every student however other support is available and homework sessions are available after school.

The Governors felt the report was very interesting.

3.2 Safeguarding

KN gave highlights from the report:

- Training – nearly all staff have been trained. Outstanding are Midday Supervisors but they require face to face delivery rather than online.
- Policies and procedures – new policies have been put in place. 300 concerns across the academy.
- Increase of 47% in numbers of children being allocated a social worker. 6 children are on a CP plan level, 12 children are Looked After, 10 are on Child in Need plans
- Emotional health is our highest area of need.
- Have access to Trust Counsellors
- Following the Ofsted review of sexual harassment and violence in schools, the Trust decided to take a consistent approach to how incidents were categorised. Each time an incident occurs of this nature, it is recorded and actioned appropriately
- Whisper self referring system is working well
- Wider use of charities as FIS has 10 week list for awaiting allocation.
- High quality referrals via EHAs etc. ensures timely and appropriate intervention and support for children and families.

A Governor noted the 300 concerns were worrying and asked if this equates to each concern is a separate child or can a child have multiple concerns.
KN advised one child can have more than one concern. We run a chronology to support evidence gathering.

It was asked how we compare to other schools in the area. We do not have access to that data but we are comparable to RBSC and CT as we have similar demographics.

A Governor noted that the level of concerns shows how good a school is capturing concerns.

KN advised that 95% of the pupils referred to a social worker have been school instigated however 58 do not have access to social worker.

It was acknowledged that it shows pupils are aware who their trusted adults are.

The Chair felt the breakdown on Sexual Violence and Sexual Harm was very detailed and clear. It was asked if KN could elaborate on preventive measures.

KN highlighted a couple of the initiatives undertaken but a full list was contained in the accompanying report.

The Chair noted that in a report County Lines were lessening in some areas but is expanding in Bridgwater. What are we doing to support students.

There are various initiatives being developed across Bridgwater with external agencies and the police. We have been involved with Exploitation week and a mapping activity across all Bridgwater schools with their DSL's

It was asked if any education has been aimed at parents especially with younger students

Information has gone out in our newsletter and a safeguarding evening was run for parents.

Thanks was given to KN and the team for all their hard work in supporting the most vulnerable pupils.

3.3 Head Teacher Report

ZS gave highlights from the report on:

- Staffing.
- Student numbers
- Priorities and values
- Data – we are in line or above national for reading, writing and mathematics. However reading progress is not in line for KS2
- Attainment needs to be increased but our students are starting below national starting points.

There was a query on why attainment had dropped back in KS2

We have transformed the EYFS curriculum which we have to grow through the school however the KS2 pupils did not have that. Also it is worth noting that KS1 assessments are more flexible than KS2 assessments. We can see the fundamentals are now in place and should see improvement but need to realise National data is not based on an all through schools.

Governors felt this has been a massive achievement. Well done.

Behaviour and Suspension Report

- 251 suspensions last year. Worked very hard to lower this number. We are offering STOP provision which is online tutoring offered during the day for pupils out of lessons but at school.
- STOP Provision has prevented a total of 22 suspensions totalling 27 days in the 1st half of the autumn term.

Does this take more time and resources from staff
No but you are limited in supporting other elements of the school but it is definitely worth it.

Is there some correlation between STOP and SEN pupils
Yes 72% of students have SEN.

Is there much reduction in children being suspended
Yes in respect of the number of children and we are seeing a reduction in repeat suspensions.

Are there clear and consistent targets across the school as it was noted primary only have 1 suspension.

No but we have set a KPI but not specified a set number.

- Attendance – 92.1% with National at 94.6%. We are carrying out a piece of work across over the school to address this.

It was noted that attendance was better than last year but are there issues with any particular groups

Yes, we have a high number of Persistent Absentees. SEND pupils are not accessing school as we would like. ZS explained the measures that have been put in place.
It was asked if attendance from those pupils was celebrated in the same way

Yes definitely but not publicly it is just with the pupil and parents.

It was noted that as the pupils move up the data improves which also reflects the good work that has been carried out.
It was also raised that the current Yr 9 are the pandemic Year 6's and they are the most effected.

It was felt that the Cost-of-living crisis is likely to impact on attendance

Yes but it will impact on everything – safeguarding, absenteeism and mental health. We have family support workers and Trust ones all of whom will be able to sign post parents to appropriate charities and support available.

The Chair felt as an LGB we need to actively support the school.

Alternative Provision Review

- The report showed the profile of students, where they are accessing support and a breakdown of numbers accessing alternative provision. It was to be noted that the numbers only represent 3% of our entire secondary cohort. This is not a significant portion of BCA.

It was asked if it was a bad thing that only a small number were able to access this.

No as ultimately it must only be accessed if need can be justified and it is in the best interests of the student. The Chair will look at case studies and review the situation with ZS.

We do not exclude anyone unnecessarily.

It was asked what the impact on others and the teachers is if students are disruptive.

We do have to consider this but we always factor in the impact of student. They have three chances – C1, C2 and C3 then removed to a shadow classroom. This means others are not disrupted by others.

3.4 Update on pupil/parent survey responses – Yr 7

ZS gave some highlights from the survey and what actions they will be putting them in place.

The Chair felt it had been a worthwhile exercise but would like to ensure actions are followed up.

Action ZS to report back at next meeting on the actions, from the pupil/parent survey, and the appropriate follow ups had been put in place

ZS

Actions listed below:

- All years- student report and accompanying letter to signpost parents to our curriculum page on the BCA Website – all years. Parent evening presentation for all years to be delivered.
- information coffee morning to be arranged for Y 7 parents/carers in September.
- We have identified and have spoken with the parents who have disagreed with the statements:
- We will deliver a series of bullying infographics for parents in the newsletter and for Year 7 tutors

3.5 Gatsby Benchmarks Update

Governors noted the report and ZS highlighted the reasons why one area was at 90%

3.6 ADP

ZS advised in future actions would be reported on, rag ratings and KPI's.

4 **Statutory Reports**

4.1 SEN

LH gave a verbal update

- SEND structure – 2 main structures Trust and Academy
- SF – secondary SENCO and AS primary SENCO. New team but has very experienced TA support.
- CG – progress teacher for students at BCA secondary. Some struggle accessing all lessons because of SEN or short term needs.
- TA run interventions across the school.
- EHCP provide the correct support for students.
- LH explained the Trust support available.
- 31% across the school have SEND Nationally 12.6%. SEMH highest need in school. 4% nationally have an EHCP we have 3% this is a target for us to improve on.

It was asked are we dependent on county for EHCP's and is there a back log?

Yes but County are bound to complete process within a set period of time. However we have to gather supporting evidence which is time consuming.

How successful are we

Six approvals so far only one did not get an EHCP.

It was asked if money is attached to EHCP's

EHCP's can come with or without funding attached however if any is allocated it has to be accounted for.

New somerset approach is well thought out.

Governors thanked LH for a great update and welcomed her to the BCA team.

5 **Policies**

5.1 Admissions Policy

SR proposed acceptance of the policy and JC seconded it.

6 **Date of next meeting** – Thursday 2 March 2022 via teams