

Document 1



Blue Coat
Church of England School
& Music College



Local Governing Committee Minutes

Held on: Tuesday 16 November 2021 at 5.00pm
Place: Blue Coat School

Present:	Mrs Lyn Johnson Mr Josh Boxall Mr Mike Draper Mr James Okore Ombudo Mrs Vicki Shelley Mr Paul Cowie Mrs Anna Stacey Mr Paul Tuffin Ms Emma Griffiths Miss Lou Peet	Chair of the LGC
In attendance:	Mr Mark Gore Ms Lisa Henden Mrs Kelly Goddard	Link Director, IET (part) Deputy Headteacher (part) Clerk to the Local Governing Committee

The meeting opened with a Prayer.

75/21	WELCOME AND APOLOGIES Apologies for absence were received and accepted from Peter Merrylees. Jane Durkin and Lois Whitehouse had tendered their apologies due to a previous commitment for a Director of the Trust who was retiring. Vicki Shelley and Mark Gore would arrive late to the meeting due to attending the same event. It was noted that Deputy Headteacher, Lisa Henden would need to leave the meeting at 6:05pm and Josh Boxall would need to leave at 6:40pm	
76/21	DECLARATION OF BUSINESS INTERESTS There were no interests declared on any items of business on the agenda.	
77/21	BUSINESS OF MEETING There was one item of Any Other Business: School Trip Residential Chaplaincy trip in March 2022. This was a successful previously organised trip that had not occurred in the previous year due to COVID-19. The trip would go ahead COVID-19 permitting. RESOLVED: The Academy Governance Committee approved the trip and agreed that the Chair of the Academy Governance Committee should review the associated paperwork on their behalf. ACTION.	

78/21	ACTIONS TAKEN UNDER POWERS OF URGENCY There were no actions taken under the powers of urgency.																						
79/21	MINUTES OF PREVIOUS MEETING The minutes of the meeting held on 21 September 2021 were confirmed and would be marked as signed by the Clerk on GovernorHub. <table border="1"> <thead> <tr> <th>ACTION LOG</th> <th>WHO</th> <th>COMPLETE</th> </tr> </thead> <tbody> <tr> <td>Autumn 2021</td> <td></td> <td></td> </tr> <tr> <td>Create Monitoring Plan and share with Governors Provide availability</td> <td>Chair Governors</td> <td></td> </tr> <tr> <td>Undertake Safeguarding Training on The Key using provided link</td> <td>Governors</td> <td></td> </tr> <tr> <td>Governor Visits Protocol to be shared with Governors</td> <td>Headteacher Clerk</td> <td></td> </tr> <tr> <td>Complete Declaration of Business Interest via hard copy or on GovernorHub</td> <td>Governors</td> <td></td> </tr> <tr> <td>Complete Ambition Trust Survey</td> <td>Governors</td> <td></td> </tr> </tbody> </table> <p>Minute 57/21 Membership of Local Governing Committee: It was noted that James Okore Ombudo would monitor Pupil Premium and Paul Cowie would monitor Behaviour and Attendance.</p> <p>Minute 67/21 Performance Management Process: It was noted that the Inspire Education Trust (IET) Performance Management Committee met and approved the pay and progressions proposals provided by the Headteacher.</p> <p>Minute 74/21 Dates of future meetings: The Year 7 performance of Joseph could not be opened to the public due to COVID-19 but was filmed and would be presented online so that Governors could view it. The Headteachers PA would make Governors aware when it was available. ACTION.</p>	ACTION LOG	WHO	COMPLETE	Autumn 2021			Create Monitoring Plan and share with Governors Provide availability	Chair Governors		Undertake Safeguarding Training on The Key using provided link	Governors		Governor Visits Protocol to be shared with Governors	Headteacher Clerk		Complete Declaration of Business Interest via hard copy or on GovernorHub	Governors		Complete Ambition Trust Survey	Governors		
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80/21	MEMBERSHIP OF THE LOCAL GOVERNING COMMITTEE There was currently one Co-opted vacancy on the Academy Governing Committee.																						
81/21	GOVERNOR INFORMATION AND TRAINING It was confirmed that Governors had undertaken their safeguarding training. The Chair had attended an ASCL presentation for Governors on changes to Ofsted for 2021/22 inspections and provided a summary document of notes for the Academy Governance Committee. The Chair highlighted the following: <ul style="list-style-type: none"> • Colleagues needed to be aware of Keeping Children Safe in Education (KCSIE) guidance. The Clerk advised that this guidance could be found on GovernorHub and that colleagues could tick to indicate they had read and understood it. • Colleagues should know how the school responds to sexual harassment and actions resulting from that. It was important that Governors know that it happens in every school. • There were some suggested questions for monitoring. 																						

82/21	<p>CHAIR'S UPDATE</p> <p>The Chair continued to have regular meetings with the Headteacher. She has also undertaken a learning walk and reported that school was quiet and the pupils were focused. All the doors were open due to COVID-19 which allowed a fluidity to the school.</p>	
83/21	<p>GOVERNOR MONITORING</p> <p>The Chair thanked colleagues for the paperwork they submitted at the last meeting. The Analysis Review of the Review of Governance was received and noted. Governors had identified that they missed being able to visit the school especially talking to the pupils. Some identified that they would like some more training as newer Governors and some colleagues wanted some support in writing monitoring reports. The Chair therefore provided some model templates for Governors for monitoring which included some suggested questions. Governors also received and noted a monitoring schedule. Each Governor was asked to undertake two monitoring visits over an academic year with a focus on their Governor link area.</p> <p>Governors were reminded that all visits to school should be booked via the Headteacher.</p>	
84/21	<p>COMMITTEE REPORTS</p> <p>Governors received and noted Standards Committee minutes from 29 September 2021. It was noted that the committee had reviewed the data analysis in detail. Governors asked:</p> <p>Were senior leaders worried about 169 in Year 12 which were 11 pupils down from the expected intake?</p> <p>Senior leaders were not concerned as Sixth Form overall was at capacity. There was generally more mobility. There had never been so many children joining Blue Coat from external providers. One of the main reasons for moving to alternative provision was for triple BTECs (performances, film, media) which the school did not currently have the facility for. They had not chosen to attend other Sixth Forms but had attended alternative provision with a niche course. The Local Authority had written to children promoting such establishments to make them aware of the alternatives.</p> <p>Was there, therefore more competition for academic sixth form students?</p> <p>There was more competition including niche engineering units and The BOA (which was production and performance based). There was more competition and more choice. The school was however, attracting from the rest of the city as well as the local area and did hope to provide IT and Performance options as outlined in the new sixth form prospectus.</p> <p>Governors commented on the radio campaign for sixth form and that there was a clear presence in the community.</p> <p>N.B Mark Gore and Vicki Shelley joined the meeting during the above item.</p>	
85/21	<p>HEADTEACHER'S REPORT</p>	

Vicki Shelley introduced her report to Governors. She explained that in the report she had tried to capture as much about the work of the school during term as possible. COVID-19 was still active in school with 240 cases since start of September 2021 and staff were also affected with 13 being the consistent number of absences on a daily basis due to 10 day isolation or staff being signed off with complications due to COVID-19. Staff were praised for their resilience in continuing to provide a level of normality in school.

Governor questions on the report were welcomed:

Governors asked: **Were the numbers of BAME students going to university increasing overtime?**

The Cohorts at Blue Coat had changed over the last five years and this had seen a natural progression of numbers into Sixth Form. It was **agreed** that the Headteacher should look at trends for destinations for BAME pupils. **ACTION.**

There was some discussion regarding 'other faith' admissions and that this had supported the increase in BAME pupils. There were now 50% BAME pupils in school.

Did the school know how many Pupil Premium pupils go onto University?

Pupil Premium changed at Post 16 to a Bursary which had slightly different criteria to Pupil Premium but this would be investigated. **ACTION.**

Governors commented that by understanding what happened at Post 16 and Post 18 demonstrated ambition for the pupils. The schools ambition for students was that background shouldn't be a barrier to where they finish up. Regardless of their background they would receive an excellent education, spiritual development, personal development and live life in all its fulness. The schools vision was to ensure that all children get excellent education regardless of their starting point.

Did the school compare progress of BAME against White British pupils, as it would be hoped that every child would progress equally?

Unfortunately, nationally BAME pupils did not make the same progress as White British pupils and the school was conscious of that. It was important to know the national data and try to understand the reasons behind that and counter it at Blue Coat and raise aspirations and acknowledge misconceptions as teachers. The SLT had introduced a new working group on accountability measures but had not yet had the richness of external data to drill down into specific children to compare progress. **ACTION.**

SEND at Post 16 was also important. 10% were SEND pupils in Year 12 which evidenced that opportunities for SEND pupils were also recognised.

Governors were also minded that staff had not had the opportunity to compare end results and many staff were on M4 and below which meant they had not yet had the rigour of exams.

If the school was serious about addressing aspirations and ambition they needed to look at how pupils were represented in the staff body too?

The school possibly had one of the highest of intake of BAME students in the city and had clear strategies around equality and inclusion including pursuing the Equality, Inclusion and Diversity award which included looking at how staff represented the student body. The school was looking at how it could actively encourage students of different backgrounds to apply to the school by reviewing marketing on the school website and job adverts for staff. The nature of Coventry had changed due to migration

and the school had worked hard to recognise that including making significant changes in the curriculum to reflect the culture and identity of pupils. There was some discussion about the Academy Governance Committee and reflection of the community and how the school also worked with the community to reflect the student body including local pastors.

Black History Month was celebrated as a school but this wasn't a one off event. There was a Social Justice Group and the school had also marked the death of George Floyd by taking the knee. It was noted that two of the school houses were named after BAME figures.

Staff Governors commented that the staff body was more diverse and many young BAME students were going into teaching and medical professions which would naturally increase this.

There was some discussion about parental experience of BAME pupils and expectations of children. It was noted that during Black History Month pupils had shared some compelling stories about their parents. It was explained that pupils saw Blue Coat as their safe space and in the community was where racism was experienced. Changes could only be made by standing alongside the children in these incidences and racist incidents were reported to the police. Examples of incidents were shared with Governors.

N.B Lisa Henden made her apologies and left the meeting at this point.

Are we sure the experience we hope the pupils are getting is the one they are getting?

Governor visits would confirm what leaders had shared. Leaders were confident that the children would say that school is different to how it had been in the past and was on a journey.

Governors congratulated the school on what had been achieved so far during the term and on the quality of the Headteacher Report. They also commented on the good attendance given the implication of COVID-19 and praised the contribution being made toward the City of Culture.

How were staff reacting to the Trauma Informed network and approaches and therapeutic concepts?

There would be a training day in January 2022 where there would be training on trauma informed approaches and adverse childhood experiences. By understanding what pupils had experienced, staff could better inform the environment of where they can learn. Lou Peet was the school Chaplain and mental health trained. She explained that the pandemic has exacerbated life experiences of children already suffering due to adverse childhood experiences. It was important to ensure that there were regular opportunities for staff to talk about practice and change to accommodate pupils.

Lou Peet explained that it was positive to have staff trained in Thrive approaches on site for SEND, LAC, PLAC and vulnerable students. Many pupils had already had Thrive approaches in primary schools.

Governors commented that it was humbling to know what school does with the core of the child at the centre of everything.

Would pupils be able to familiarise themselves with the formula sheet before put

	<p>into practice? Pupils wouldn't have to memorise the formulas as they had to in the past. They could take the sheet into the exam. The school was confident that exams would proceed with adjustments such as this.</p> <p>Boards asked to spread exams 10 days apart, what did that mean? This was a potential suggestion but the provisional timetable was in line with the normal pattern.</p> <p>What were the effects of long COVID-19 and mental health on staff? There were 13 staff absent last week and five on 10-day isolation. There were five signed off sick and unable to return to work.</p> <p>What affect had COVID-19 had on the mental state of staff? Many staff were going through a tough time including bereavements. Absence also negatively impacted on staff in school and rarely Cover had to be used. A cautious approach was being taken to protect staff and pupils including cancelling the annual prize giving event and the Joseph performance was virtual. Governors understood the implications that COVID-19 still brought in schools and for a school to run and function as is was, was a testament to staff and education as a whole. It was noted that during this time there had been six departments that had experienced a 'deep dive' into their subject and staff had been excellent.</p> <p>Staff explained that where colleagues had expressed anxiety, senior leaders were supportive and arrangements were made so that everyone felt safe and able to work. The Deputy Headteacher was said to be great at managing close contacts – 'behind the big spreadsheet was a big heart'.</p> <p>N.B Josh Boxall made his apologies and left the meeting at this point.</p>
86/21	<p>POLICIES</p> <p>RESOLVED: Governors approved the following policies as previously received via email and for the current meeting:</p> <ul style="list-style-type: none"> - Mobile Phone Policy - Remote Learning Policy - Uniform Policy - All Exam Policies (in folder) <p>There were some minor amendments to be made as follows: Uniform Policy – remove reference to Topshop, Blue Coat Academy, outdated definitions and change reference to 'trousers long enough to touch the shoe' to 'full length trouser'. It was also suggested that FAQ should follow after the dress code.</p> <p>Mobile Phone Policy – Add in reference to security of mobile phones in PE Department and refer to Trips Policy for use of school issued mobile phones.</p> <p>Exam policies- Were in line with regulations to be followed by the school.</p> <p>It was agreed that the following policies would be shared on GovernorHub for comment and approval: ACTION.</p> <ul style="list-style-type: none"> - Access Arrangement Policy - Attendance - Collective Worship

	<ul style="list-style-type: none"> - Critical Incident Plan 	
87/21	CEO UPDATE The CEO was not in attendance at the meeting.	
88/21	QUALITY ASSURANCE Governors received and noted reports and an action plan from Richard Sutton. Governors asked: Was there a follow up visit planned? By Christmas a deep dive will have been done in most departments then there would be monitoring support for the school in a quality assurance role including looking at Sixth Form, SEND and safeguarding. Governors were reassured that the school was externally validated. The Standards Committee had reviewed the reports and felt that they were perceptive and had a good validation of the school's own evaluation. The reports were overwhelming positive but highlighted some areas for development where outcomes were identified.	
89/21	ITEMS FOR NEXT AGENDA <ul style="list-style-type: none"> - Standards Committee look at points raised re BAME figures in the meeting. - BAME comparisons data in the Headteacher Report – overview in ensuring fully inclusive. 	
90/21	PUBLICATION OF DOCUMENTS Governors agreed to publish all documents considered at the meeting with the exception of the following: <ul style="list-style-type: none"> - Headteacher Report: Section 4B HE Casework to remain CONFIDENTIAL - Richard Sutton Quality Assurance documents (Documents 10 and 11) to remain CONFIDENTIAL to the Academy Governance Committee until after Easter 2022. 	
91/21	DATES OF FUTURE MEETINGS Governors noted the dates of the next meetings as: 11 January 2022 at 1:00pm - Standards rescheduled to 1 February 2022 25 January 2022 at 4:00pm - Wellbeing 1 March 2022 at 1:00pm - Standards 8 March 2022 at 5:00pm- Local Governing Committee.	

ACTION LOG:

ACTION LOG	WHO	COMPLETE
Autumn 2021 (2)		
Review associated Chaplaincy Trip Paperwork on behalf of LGC	Chair	
Share link to Joseph performance when available	Kelly O'Connor	
BAME comparative figures for Post 18 destinations, comparative progress against White British pupils (Headteacher Report and standards committee)	Headteacher	
- Access Arrangement Policy - Attendance - Collective Worship - Critical Incident Plan	Headteacher Clerk	
Policies to be shared on G'Hub for approval		
Standards meeting date change to be amended on GovernorHub	Clerk	
Well-being meeting date to be circulated	Kelly O 'Connor	Kelly Goddard Updated GovernorHub

Signed:

Date: