



Local Governing Committee Minutes

Held on: Tuesday 28 June 2022 at 5.00pm
Place: Blue Coat School

Present: Mrs Lyn Johnson Chair of the LGC
Mr James Okore Ombudo
Mrs Vicki Shelley
Mrs Anna Stacey
Mr Paul Tuffin
Ms Emma Griffiths
Miss Lou Peet
Mr Peter Merrylees
Mr Mike Draper
Mr Richard Hibbert
Ms Charlotte Marten

In attendance: Mrs Lois Whitehouse CEO, Inspire Education Trust
Mr David Bermingham Chair of the Trust Committee
Mrs Kelly Goddard Clerk to the Local Governing Committee

The meeting opened with a Prayer.

18/22	<p>WELCOME AND APOLOGIES</p> <p>Apologies were received and accepted from Alex Tomlinson and Josh Boxall.</p> <p>It was clarified that there was no other business, Introductions were made for the benefit of new colleagues around the table;</p> <ul style="list-style-type: none"> • Emma Griffiths was thanked by the chair for standing in as the Ex Officio church representative. • David Bermingham Chair of The Trust Committee was also welcomed. • The chair made note to the virtual attendees on the call, Charlotte and Emma who introduced themselves. Was confirmed that Lisa Henden would join remotely later in the meeting. • Richard Hibbert introduced himself and talked about his previous experience as a Governor, which he had done previously for 4 years. He confirmed he had already visited the school and was trying to get onto Governor Induction training. • No apologies were received from Paul Cowie. 	
19/22	<p>DECLARATION OF BUSINESS INTERESTS</p> <p>There were no interests declared on any items of business on the agenda.</p>	
20/22	<p>ACTIONS TAKEN UNDER POWERS OF URGENCY</p>	

	There were no actions taken under the powers of urgency.																															
21/22	<p>MINUTES OF PREVIOUS MEETING</p> <p>The minutes of the meeting held on 8th March 2022 were confirmed and would be marked as signed by the Clerk on GovernorHub.</p>																															
22/22	<p>MATTERS ARISING/ REVIEW OF ACTIONS LOG</p> <table border="1"> <thead> <tr> <th>ACTION LOG</th> <th>WHO</th> <th>COMPLETE</th> </tr> </thead> <tbody> <tr> <td colspan="3">Autumn 2021 (2)</td> </tr> <tr> <td>Review associated Chaplaincy Trip Paperwork on behalf of LGC</td> <td>Chair</td> <td>The paperwork would be shared with the Chair for review</td> </tr> <tr> <td>BAME comparative figures for Post 18 destinations, comparative progress against White British pupils (Headteacher Report and standards committee)</td> <td>Headteacher</td> <td>A report regarding BAME comparative figures had been produced and would be shared with all Governors.</td> </tr> <tr> <td colspan="3">Spring 2022</td> </tr> <tr> <td>Trust Scheme of Delegation – amend reference to SIP and SDP to one or the other.</td> <td>CEO</td> <td>Complete.</td> </tr> <tr> <td>New date for Well-being Committee to be circulated</td> <td>Headteacher, Chair and Headteacher PA</td> <td>Complete.</td> </tr> <tr> <td>EBACC decision to be communicated to staff</td> <td>Headteacher</td> <td>Complete.</td> </tr> <tr> <td>Undertake SIAMS monitoring</td> <td>Peter Merrylees</td> <td>Complete.</td> </tr> <tr> <td>Add a table of contents to the SEND Policy</td> <td>Headteacher PA</td> <td>Complete.</td> </tr> </tbody> </table> <p>The Governance training event- scheme of delegation was mentioned it was noted that the event was popular and well received. Due to the success of the event, the organisers have offered to provide the training again, Governors from Bluecoat were welcomed to attend.</p>	ACTION LOG	WHO	COMPLETE	Autumn 2021 (2)			Review associated Chaplaincy Trip Paperwork on behalf of LGC	Chair	The paperwork would be shared with the Chair for review	BAME comparative figures for Post 18 destinations, comparative progress against White British pupils (Headteacher Report and standards committee)	Headteacher	A report regarding BAME comparative figures had been produced and would be shared with all Governors.	Spring 2022			Trust Scheme of Delegation – amend reference to SIP and SDP to one or the other.	CEO	Complete.	New date for Well-being Committee to be circulated	Headteacher, Chair and Headteacher PA	Complete.	EBACC decision to be communicated to staff	Headteacher	Complete.	Undertake SIAMS monitoring	Peter Merrylees	Complete.	Add a table of contents to the SEND Policy	Headteacher PA	Complete.	
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23/22	<p>MEMBERSHIP OF THE LOCAL GOVERNING COMMITTEE</p> <p>Discussed earlier in the meeting.</p>																															
24/22	<p>CHAIR'S VERBAL UPDATE</p> <p>The following updates were provided;</p> <ul style="list-style-type: none"> The school Attended Easter service. It was noted that the behaviour of students at the service was commendable. There was a SEND visit with pupil voice. The SIAMs Outcomes was rated as outstanding. 																															

	<ul style="list-style-type: none"> • Trust Training that was provided was noted to be helpful to those who attended. • The chair attended the Chairs Development Committee which she said was interesting, she drew attention to the white paper that was issued by the government. She asked if it was possible to have a governor briefing session in the next academic year about the white paper for future meetings so that Governors can be made aware of the impact of the White Paper and how it may affect the schools within the trust. • The CEO mentioned that the schools bill doesn't mirror the white paper. She suggested that the Trustees and the Governors meet together to ensure that all stakeholders receive the same message at the same time. It was speculated that there may be more information available by September 2022. 	
25/22	<p>GOVERNOR VISITS AND TRAINING</p> <p>Training regarding scheme of delegation was provided.</p> <p>Governors visits were conducted by Charlotte.</p> <p>The subjects of the visit entailed;</p> <p><u>Curriculum planning</u> Issues around curriculum planning were explored; including the steps that are being taken by staff to meet the needs of the students. The visit took the governors on a tour of each of the departments which looked at looked at the detailed planning in departments at individual teacher level. Governors were invited to view the books/plans, and were particularly impressed with the history department, they praised the ever-increasing detail of the planning and mentioned that it was interesting to see how it all continues to play out. They also commended the big drive to deliver chronology and could see in the lessons how this was improving.</p> <p>It was noted that opportunities for face-to-face collaboration exist now that the school is fully operational for heads of department to review their subjects and scope the current provision. On the whole there appeared to a be a lot of positive changes going on including the embedding of ensuring great practice was consistent across whole school. There were significant improvements made to SEND provision and it was a positive session. It was brought to the attention of the attendees that the report had been uploaded onto Governorhub.</p> <p><u>SIAMS Monitoring</u> Peter Merrylees and Emma Griffiths undertook SIAMS monitoring visit to ensure the schools policies and procedures were up to date. The paperwork was reviewed and was felt to be up to date. A Learning walk was conducted and it appeared that everything appeared to be going correctly.</p> <p>Paul Cowie was due to visit on the Friday previously.</p> <p><u>Stakeholders</u> James ran a session regarding stakeholders which was then going to be discussed later on within the meeting.</p> <p>The chair thanked the Committee for all their efforts towards creating better oversight.</p>	

26/22	<p>TRUST SCHEME OF DELEGATION</p> <p>Discussed. The Key document is present on Governorhub, roles and responsibilities are reviewed on an annual basis along with further comments and areas for improvement. It will be Presented to the Committee in the academic year.</p> <p>Amendments to be made noted as;</p> <ul style="list-style-type: none"> • Still mentions Malcom Tyler. Change. • Glossary still says school development plan rather than School Improvement Plan - SIP. 	
27/22	<p>HEADTEACHER'S REPORT</p> <p>Vicki Shelley introduced her report to Governors and drew attention to the following;</p> <p>Section A – Whole School Performance Review</p> <ul style="list-style-type: none"> • Context Report / staff update / CPD / Quality of Teaching • Summer 2022 Draft SEF • Academy Development Plan – End Year Review/ Priorities for 2022-23 • 3 key school priorities were made from the last OFSTED inspection which are; Curriculum, SEND and Low-Level Disruption. • The priorities will feature heavily in the academy improvement plan. Significant progress had been made however it was still not at the level where it needed to be. The strongest progress had been made to the curriculum and SEND, unfortunately work still remained on improving progress around behaviour/disruption. It was noted however that the issues around behaviour were also due to the lack of staff when there was an Increase in COVID-19 cases. At one point, 10 staff were absent due to COVID. • A Successful bid was made for the school to be part of the behaviour hub programme run by the DfE (£9k funding). The programme involves training senior leaders across the school and the Trust of which it is then rolled out across the school. Bluecoats would be matched with a Trust/school within a two-hour radius recognised as exemplary for behaviour and attitudes. The programme would work with the school for an academic year. The first term would include intense training and action planning and mutual school visits as well as an action plan of key areas. The headteacher said she was excited to be part of the programme but shared her concerns around staff absence which has often in the past lead to behavioural inconsistencies. • Adam Boddison Report Completed (SEND Expect). It covered the Cost of the school day regarding combating poverty in schools. An action plan from the report is to be produced. • SIAMs Report - positive outcome. Thanks were given to the governors who supported it. • Report from Coventry Monitoring Officer (CMO) from May 2022. Commissioned 	

to undertake behaviour and attitudes review (learning walks and social time).

Section B – Learners

- **SEND Report**
- **Safeguarding Rolling Report**
- **Suspensions/ Fixed-term Exclusions report**
- **Pupil Premium Strategy**
- **School Led Tutoring**

Highlights:

- Student numbers; decreased due to a mix of transient children in the city and losing some children to WMG and BOA. There are 24 places to offer across the school for September. There are waiting lists across all year groups. Some students are leaving due to the school not offering engineering to Year 10 students. The school could not secure effective recruitment to run engineering.
- Attendance; at 92.5% which is better than the Coventry and national average. Persistent Absence is 19.2% whilst the local average is 28% meaning the school is ranked as the Fourth best in Coventry. The school still works with the local authority to improve the figures.
- Behaviour and attitudes; an overall decline in suspensions, of the suspensions carried out, they related to hands on behaviour and vaping issues. The headteacher did note that the school is very active on tackling Vaping and work is ongoing to continue to reduce hands on physical behaviour. Both show a reduction.
- Safeguarding Report; a pro forma summarising safeguarding was presented. There was an EFSA complaint re; safeguarding raised. The Chair of Committee and CEO were contacted. The complaint was dealt with, the response provided was satisfactory and required no further action. It is to note that the Safeguarding director for the trust can view across all schools to show accountability from director level to LGC level.
- Safeguarding; the school has appointed a third full-time designated safeguarding lead.
- Safeguarding; Child on child abuse policy going to annual approval and will sit alongside the child protection policy.
- Safeguarding; Staff consultative committee at Trust in place is working well and works alongside Union reps to approve policies.
- Staffing; New lead for PSHE & RE has been recruited to, integrated post will enhance provision.

Governors asked;

Why was Engineering for year 10 students withdrawn? Was It due to lack of interest?

The headteacher confirmed the reason for engineering being removed was not due to lack of interest, rather that it was very difficult to staff and recruit to, in the long run it would not be cost effective for the school and outcomes would be impacted.

In relation to the Covid Recovery Funds, governors asked;

Is the covid recovery money making any material effect on the 19.2%?

The headteacher visited another school that used covid recovery money for pastoral support which included recruiting a mentor post. She confirmed that she was exploring how the funds could be used at Bluecoats.

Further to this, Governors asked;

Who were the demographic of the Persistently Absent, how would the covid recovery support funds help them?

The headteacher confirmed the majority of the PA students were those who had FSM and were from disadvantaged backgrounds, recruiting high-level mentors with the funds would help to support these students.

In relation to improving attendance, governors asked;

Does the school have any incentives out there to encourage pupil attendance?

The headteacher confirmed that there used to be lots of awards and prizes handed out to those with 100% attendance, however this became contentious due to the reality of students who didn't reach 100% feeling desponded and this would then negatively impact how they viewed going to school. It also stopped in part due to COVID-19. Positive/Incentives are being pushed in other ways.

In reference to the ESFA Complaint, the governors asked;

Despite the complaint being addressed and dealt with, does it still get referred to OFSTED? It was confirmed that OFSTED keep all qualifying complaints on file, however, the headteacher was unsure how long they are held on file for.

In reference to the figures listed within the report, the governors asked;

Are the figures listed within the report annualised?

No, they're not, they're done by term.

In relation to the suspensions and overall methods of dealing with behaviour, Governors asked a number of questions regarding the 'crossroads' model, these included;

Is Crossroads relatively new?

The headteacher confirmed it was a strategy in place for 18 months for Intervention outside of lessons. The model addresses breaches of the behaviour policy e.g. social media offending/issues such as cyber bullying. Students would be enrolled onto this intervention out of lessons for part of the day, but would still have online access to lessons.

Is the Crossroads an Effective Provision?

The headteacher mentioned that the provision had varied levels of effectiveness, highlighting that where it did work, it worked really well for some students but less well for others, citing that the impact could not be seen quickly in highly complex cases. The provision highlighted that a lot of issues between students did involve the use of social media. The headteacher did mention that if a high-level pastoral mentor was to be employed this could be more effective as they could work with students on preventative measures rather than remedial measures.

Is the Crossroads used as an alternative to suspension?

The headteacher said that it is used as another layer to avoid suspension, rather than as alternative. The Crossroads is in place to address behaviour before it gets to a suspension level, it serves as a way to address what needs to be done to improve student behaviour before getting a suspension. It has varied levels of success as

previously mentioned dependent upon the needs of the student.

In relation to the number of sickness related staff absence, governors asked; With regards to mental illness related absence, what work is being undertaken to help reduce/prevent this, particularly in relation to stress & anxiety, and is there anything the committee ought to be made aware of?

The headteacher responded with the following points regarding reasons for staff related absence before going on to explain some of the work being undertaken to address it;

- [REDACTED]
- Other teachers felt that COVID-19 was a significant concern for them.
 - The ramifications of the COVID-19 pandemic were felt across the whole school, because extra stress and pressure was placed on staff, due to other staff being unwell with covid and having to self-isolate, this in turn meant that existing staff had more classes that needed covering, which increased the pressure.
 - There were points throughout the previous term where the school faced a move to remote learning due to the lack of staffing, and this created further anxieties, it was the hardest term ever for the majority of staff.
- [REDACTED]

Work undertaken;

- A wellbeing survey for staff was completed in easter, the school is in the process of reviewing the results and creating an action plan from this.
- A wellbeing sub-committee was pulled together for the school, which will serve as a way to take forward concerns and for staff to support each other where possible.
- Staff are supported and continue to be commended for pulling together over the past and continuing strenuous months. The SIAMs inspection picked up and commended the loyalty and commitment of staff and their relationships with students in terms of providing quality teaching despite the difficult times.

Governors were happy with the response provided and also acknowledged that the challenges of sickness related absence due to covid is a nationwide issue for the majority of schools.

ACTION; An action was identified for the headteacher to explain the acronyms listed within the report.

Section C – Resources

- **Finance report**

The report was viewed by the governors, attention was brought towards the following;

- Pupil Premium money – forecasting as a positive outcome. Centre assessed grades had led nationally (due to algorithm) to inflated grades but the current year 13s had better grades due to the algorithm as compared to current year 11s which would give impression current year 13s had done better but that isn't necessarily true. It was decided that it would be explored/reviewed.
- How money has been spent.

- Context and summary of the Adam Boddison & Cost of the school day report, significant progress made. SEND continues to be a priority; cost of living in SDP.

Questions from the chair & governors;

How is the school feeling the about the gaps between year 11 pp and non-pp?

The gap was getting narrower, however the school acknowledged that it was not currently where it needed to be and this continues to be a priority.

What about those not in school?

Two students, one joined school in lockdown with additional pastoral difficulties and the other child was on alternative provision. School was proud that the students did take the exams but weren't happy with the gap. It was noted that the most affected were disadvantaged and SEND children.

The Chair acknowledged that covid had brought about a lot of negatives and added complexities to the school but felt that it would be appropriate to balance out the negatives with some positives, she asked the following the question;

Where is the ambition for the academically gifted students? Where is the balance?

The headteacher did say that she works with all students to support them to be the best that they can be, including offering support and targeted intervention to students who need it by using a range of data, rather than just working with the bottom end. Good behaviour and practise are celebrated. Interventions are also in place for under performing high prior attainers.

The chair made an observation around the impact of COVID that there appears to be a lot of focus on the negativities/inequalities and that positive reports are coming from negative places and asked about the balance of aspirations; the chair asked the headteacher to include a bit more balance including aspirations for further reports.

The following points were mentioned for the purpose of being raised;

- SEND Review. Work carried out for SEND children was brilliant and realistic.
- To review the previous things the school used to do with the purpose of bringing it back such as aspirational and university visits as well as the recommencing of school trips.
- To contribute towards a redefinition of culture for the school, to create a culture that empowers students to want to be in school and helps to build a community.
- Including the data from newsletters which highlight the positive things that are happening in the school.

Questions from the governors;

In relation to the Year 11 gender gap; governors asked; could there be a chart that also looks at the racial background of students (BAME)? The headteacher mentioned that when reports are made by a department, they do look at different ethnic groups and historically BAME children were overpredicted. The current report has not been tracked by ethnicity but has been tracked by underperformance. The school uses 4matrix to track all students.

	<p>Thanks from the LGC was provided to the headteacher for her comprehensive report.</p>	
<p>28/22</p>	<p>ACADEMY SPECIFIC</p> <ul style="list-style-type: none"> • Committee Reports – received and noted. • Curriculum and standards • Governor Monitoring Reports • External Reports – received and noted. <p>Adam Boddison report mentioned to use a governor review (recommended) of SEND, chair went onto the website accessed the document, with heads permission she will come up with small action plan. ACTION.</p> <ul style="list-style-type: none"> • Finance Termly Report - Review of finance and operations activity within the academy – <p>The end of year is broadly in line with budget, its going through the detailed budget setting process. It is due to be presented to the Committee and will be shared in the autumn term. The expectation is that bluecoat will break even with the yearly budget. The budget for Next academic year is to be reviewed in July. The chair did state that the viewing perspective of the finance is about whether or not things are value for money which is measured through the student outcomes.</p> <p>It was noted that Finance will be centralised, with it being critical that the LGC have oversight and are provided with the information to be made aware of the financial state of the school and to hold the headteacher to account. Historically, finance has been an area of challenge for the Trust. The Committee was made aware that A CFO has been appointed to the Trust.</p> <p>It was noted that the Inspire Trust is evolving and mirrors MATs all across the country and sector. It was also commented on by the trust about making sure that the lines of communication between the Trust and the LGC are open around quality of provision and that they are clear on the agenda of the Trust.</p> <ul style="list-style-type: none"> • Review Academy Risk Register – no changes since the last meeting. • SIAMS – Received and noted. School is very proud of its excellent rating and governors noted this was achieved by only a few schools. 	
<p>29/22</p>	<p>COMMUNITY AND STAKEHOLDER ENGAGEMENT</p> <p>James Ombudo presented the item. The presentation went over who the stakeholders for the school are and how they can be effectively engaged. The presentation included the Use of a matrix tool which covers the influence and interest of stakeholders. The tool was highlighted to be useful as it will prioritise key stakeholders (teachers, parents, students and support staff) in its first wave of strategy.</p> <p>The item then highlighted the next steps leading from the matrix, the first action is to reform a PTA, Parents and Supporters Association. James attended the transition meeting and hoped to recruit some participants. Lou Peet agreed that she would create a skills bank to understand the makeup of parents.</p>	

	<p>Action 4 of the report drew attention to need of being aware of stakeholders and how to refocus on those that matter most, being more strategic about how they are reengaged. There would be Surveys conducted with time for a termly review for staff, parents and pupils.</p> <p>The CEO commended the report and how far the school had gone and said the approach was fantastic. She asked if it could be shared with the boards.</p> <p>Questions from the governors; In relation to Relationship matrixing, does it have any relations to the churches? The headteacher stated that it was something that could be captured with a RAG system internally for who key people are and to plot who they would view as key people in the sector.</p> <p>What about the schools relation to churches? It was commented that the matrix may have missed individual relationships such as the strong relationship between the school and the Holy Trinity/Richard Hibbert. As the school uses the Churches for yearly communions.</p> <p>The Chair asked the Committee for their views on how they would like to go forward with oversight on the actions at the LGA? It was agreed that it needed be played out, having it driven through leadership so that it can then be monitored.</p> <p>James was thanked by the Governing Committee for his efforts with the report.</p>	
30/22	<p>POLICIES AND COMPLIANCE</p> <ul style="list-style-type: none"> - Review compliance with Trust-wide policies. - Review academy complaints activity <p>To be noted as reviewed by the Trust:</p> <ul style="list-style-type: none"> • ICT Acceptable Use (Staff) • Child on Child Abuse- trust version • Complaints • Equality and Diversity • First Aid • Whistleblowing- amendments to be completed by directors. 	
31/22	<p>COMMUNICATION</p> <p>There were no key issues to communicate.</p>	
32/22	<p>ANY OTHER BUSINESS</p> <p>There was no other business.</p>	

33/22	<p>ITEMS FOR NEXT AGENDA</p> <ul style="list-style-type: none"> • Data • Finance 	
34/22	<p>PUBLICATION OF DOCUMENTS</p> <p>Governors agreed to publish all documents considered at the meeting with the exception of the following;</p> <ul style="list-style-type: none"> • Staff Absence; concerns around potential identifiable information. 	
35/22	<p>DATES OF FUTURE MEETINGS</p> <p>Governors noted the dates of the next meetings as: 20 September (The chair has given her apologies), 22 November, 7 March, 27 June.</p> <p>Staff were thanked for their hard work and effort. Governors and the trust were thanked for their good relationships. There was offer open for primary governors to attend further meetings.</p>	

ACTION LOG:

Signed:

Date:



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