

**Bassingbourn Village College
Academy**



Minutes of the Full Governing Body held on 10th December 2015

Present:

Duncan Cooper (Principal)	Simon Gair (SG)
Ken Murphy (Chair)	George Lynn (GL)
Alison Butterworth (AB)	Andy Margetts (AM)
Dushy Chetty (DCh)	Steve Morris (SM)
Rachel Dix-Pincott (RD-P)	Chris Roope (CR)
James Dow (JD)	Simon Saggars (SSag)
Kate French (KF)	

Clerk: Hilary Forrester
Also present: Phillip Cranwell

Business Agenda items	<u>ACTION</u>
<p>1. Apologies: Peter Nussey, Sue Speller. Apologies were accepted.</p>	
<p>2. Minutes of the last meeting and matters Arising (02/07/15 and 09/07/15):</p> <p>Accepted and signed.</p> <p><u>Audit of Governing Body effectiveness</u> The Skills audit had been done. This identified a need for training. ACTION: VP to do training on child protection.</p> <p><u>MAT/Sponsor school update</u> JD confirmed that church schools could become part of a MAT and that this does not have to be to church MAT.</p>	VP
<p>3. Termly report</p> <p>DC presented the termly report. The news section had been removed because it has now been put onto the website, twitter, and in the termly newsletter. The Autumn News (for parents and wider community) was circulated at the meeting. Governors commented that the standard of communication had significantly improved.</p> <p>Governors thanked all staff for their efforts, placing BVC in the top 9% of secondary schools nationally in respect of progress and with the 5th best score in the County for the new measure of Progress 8.</p> <p>DC had met with Peter and more work was needed before Jan. ACTION: DC contact Peter to arrange meeting with DC and SSag.</p>	DC
<p>4. Raise On Line data</p> <p>The Raise On Line document had been circulated prior to meeting. DC asked governors to consider pages labelled 'G'. These would form the main item for discussion at the ASC meeting.</p> <p>Q: Are there any issues with 'Closing the Gap' for disadvantaged students? A: The data groups three levels of progress together (4a,4b,4c) but with a small cohort it is difficult to see the detail in these pages. Some children are closing the gap considerably and as a group they are making more progress than the national.</p>	

<p>Q: Does this compare our disadvantaged children with national disadvantaged children. A: No, they are compared with National 'other'. This is because the Government wants PP learners to be doing as well as non-PP children. There is more detail in Phil's tracking sheets, which look at individual pupils.</p> <p>KM asked whether governors were comfortable reading the Raise On Line report and whether there should be some training. DC advised governors that the strengths and weaknesses page was helpful, and to focus on the highlighted key points.</p> <p>Q: Could governors have a training session? A: DC offered to run a training session for Governors on 4th January.</p>	<p>DC</p>
<p>5. Child Protection report</p> <p>A copy of the Child Protection Report was circulated. KM reported that Vickey and her team were apprised of their roles and that staff and pupils felt comfortable to report any issues. It was often difficult to move a child onto an EHC plan and if they were previously on a Statement this meant that schools did not receive additional money. SLT and VP are making sure that the necessary provision is in place. There were no questions.</p>	
<p>6. Non-executive Governors</p> <p>KM reported that BVC had five parent governors at present. As the new model proposed four, it was important to be specific about any skills gaps. There was less control of parent governors as their election is a democratic process and so it is more difficult choose someone with a specific skill. However for community governors it is possible to target individuals to fit a specific profile.</p> <p>At the Strategy meeting it was suggested that two non-executive governors could be appointed with specific skill sets. The non-executive governor role would be for one year and might suit someone who did not want to commit to the full four years. They would be expected to attend FGB meetings, but could opt to be attached to a topic or committee depending on their expertise. KM had drafted a letter to go out to parents asking for expertise in personnel, legal, bid writing and/or education.</p> <p>Q: Would non-executive governor have voting rights on the FGB? A: No, but they could be granted voting rights on any committee to which they were appointed. Some schools call them Associate governors/members. We would need to be clear what the role and commitment was. Q: Should we remove the name 'governor' as this makes it unclear? A: They could be called College Advisor.</p> <p>ACTION: KM to revise letter and circulate to governors for comment before it goes out.</p> <p>AB suggested that a question could be added to the end of the parent questionnaire asking about parents' profession. SSag noted that some parents would prefer to have a phone conversation rather than complete a questionnaire at parents' evening. This could be with a governor. KM suggested that it would need to be standard questions so that the responses could be measured.</p> <p>ACTION: Item for next FGB agenda to discuss how best to capture views of parents.</p> <p>SSag queried whether a governor should attend local parish meetings to enhance links with the community. ACTION: To discuss at the Strategy Meeting.</p>	<p>KM</p> <p>KM</p> <p>KM</p>

Strategic Agenda items	<u>ACTIONS</u>
<p>1. MAT (presentation by Philip Cranwell)</p> <p>Governors received a presentation from Philip Cranwell. This included a summary of work done with DC, KM and the working group. Governors asked the following questions:</p> <p>Q: In a MAT, would there still be local governing body committees? A: They may be needed in some cases, but there could be a shift away from committees to governors with a portfolio of responsibilities.</p> <p>Q: Are Trust members, also members of the Board of Directors. A: No, there are four independent members plus Chair. Initially, as a one school MAT they will mostly be the same governors.</p> <p>Q: Does the structure of the local LGB have to be balanced, ie Trust governors and parent governors. A: Yes. The Trust Board of Directors are appointed by Trust members. Initially there would be five directors with duplication from FGB and Board of Directors until the MAT is established. There would always be one representative from Bassingbourn LGB on the Board of Directors.</p> <p>Q: Could the Bassingbourn director be a staff member? A: Yes. It is important that the Board of Directors includes the right skills set, not just one representative from each school.</p> <p>Q: Could we choose whether a school has a voice on the Board? A: Yes. It depends on the school, they may not have a seat initially. Trust members can be on the governing body, but not on the Board of Directors.</p> <p>Q: At what level does the scrutiny of data in relation to targets take place? A: The Trust Board lets detailed planning take place at the local level but ensures that systems are in place to monitor progress so that they can challenge.</p> <p>Q: Would the pay be equalized across all the MAT Schools? A: Not necessarily, there could be variations between schools. DC noted that the working group had spent time looking at the details of the scheme of delegation. A Trust governance planning calendar would schedule meetings across the Academy and new schools joining would fit in with that to support the scheme of delegation.</p> <p>Q: The structure of delegation is a bottom up process from school to Trust Board level. How does the Trust Board provide direction to the schools under its control? A: The Trust Board includes a professional education specialist. The Trust Board sets the strategic direction and then follows a cycle of 'plan, review, monitor'. The Trust Board are the arbitrator of the targets. These will be unique for each school based on the review carried out when they joined the MAT.</p> <p>KM informed the meeting that the sponsorship form (will form part of MAT application) would be submitted formally in a week's time. This would go to the Education Board in January for approval. BVC could then apply automatically to become a MAT. Solicitors would be engaged and the changes would start to happen.</p> <p>Q: Will the people on the LGB then become Trust members? A: Some will be. Q: Will there be overlap between meetings of Trust members, Board of Directors? A: The scheduling has to be worked out to allow time between the meetings. As the MAT develops we may want to bring in people with specific skills. Trust directors are generally appointed for 4 years, but this could change once other schools are added.</p>	

<p>KM noted that by April next year this structure would be in place. At the next meeting a populated version would be available, but not all the places need to be filled initially.</p> <p>Governors thanked Phillip for his informative presentation.</p>	
<p>2. AOB</p> <p>There was a query about the honorarium paid to 4 members of staff as stated in News letter. Q: Could the names be made transparent and what was the criteria for the honorarium? A: DC responded that the honorarium was for teaching and non-teaching staff and was part of the appraisal process, reflecting those who have gone above and beyond. It was not just in relation to exam results/levels of progress, but also professional conduct and input. The Honorarium was a token, not a large amount of money and there were things in the pipeline to recognize other people's contributions as well.</p>	

Meeting finished: 21.00

Chair

Key :

<p>F&I – Finance and Infrastructure Committee ASC – Achievement, Standards and Curriculum Committee PAC – Pastoral and Community Committee FGB – Full Governing Body T&L – Teaching and Learning PA – Persistent Absence PM – Performance Management CPD – Continuing Professional Development DfE – Department for Education</p>	<p>PiP – Parents in Partnership HoD – Heads of Department CAL – College Achievement Leader AIG Policy – Information Advice and Guidance Policy BVC – Bassingbourn Village College DfE – Department for Education EWO – Education Welfare Officer MAT – Multi Academy Trust CIP – College Improvement Plan</p>
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