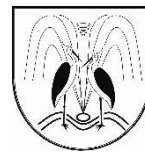


**Bassingbourn Village College  
Academy**



**Minutes of the Full Governing Body held on 12<sup>th</sup> May 2016**

**Present:** Ken Murphy (KM) (in the Chair)      Kate French (KF)  
                  Alison Butterworth (AB)                Stephen Morris (SM)  
                  Duncan Cooper (DC)                                Simon Saggars (SSag)  
                  Rachel Dix-Pincott (RD-P)                            Sue Speller (SSp)

**Minutes:** Hilary Forrester (Clerk)

Date of next scheduled meeting: 7<sup>th</sup> June 2016

<b>Business</b>	<b>ACTION</b>
<p><b>1. Apologies</b> C Roope, J Dow, P Nussey. Apologies were accepted.</p>	
<p><b>2. Minutes of last meeting/ matters arising</b> The Minutes of the meeting on 3<sup>rd</sup> March 2016 were approved and signed.  All actions had been done. The annual standing agenda item on Safer Recruitment was noted.</p>	c/f
<p><b>3. Safeguarding: SCR review date, MAT due diligence (also reviewing policies and procedures)</b>  DC reported that the safeguarding policies were being reviewed as part of the due diligence and that findings would be reported to the FGB. The MAT would have a central safeguarding policy.  <b>Action:</b> SSp and CR to set a date before the end of the academic year to review the single central record.</p>	SSp/CR
<p><b>4. Feedback from Parish Council meetings</b> Governors reported on the Parish Council meetings they had attended.  <b>Action:</b> SSp to liaise with Ann Lynn about Parish Council meeting dates and guidance about material to present at the meetings.  SM and DC attended the Litlington annual meeting on 25<sup>th</sup> May where there was discussion about road safety and plans for traffic calming measures. The Minutes had been shared and BVC was contacted about the proposals. Councillors asked about adult education classes at BVC. These are not run at present as there had been little interest locally in the past, although rooms were available for hire.  <b>Q:</b> Is adult education something the MAT could do? <b>A:</b> Yes, it could be organized centrally.</p>	SSp
<p><b>5. Feedback from Link Governor CIP meetings</b> Some reports were still outstanding eg, Curriculum, leadership and management, student support.  Other findings of note included: Recruitment and selection was in good order and everything on the check list had been covered. Communication and publicity was improving and now included the use of Facebook, LinkedIn, and Twitter. Governors noted that it was difficult to monitor the impact of social media, although it had been successfully used with the alumni meeting. Other publicity included the Crow, local newsletters. Governors felt that the branding of the College had improved.</p>	

<p><b>Q:</b> Will the publicity function stay with the College or move to the MAT? <b>A:</b> Plans are that Ann would pick up some of the PR from the MAT and support other schools. The college would get paid by the MAT for her services.</p> <p><b>Q:</b> The RAG status seems to be different to how it is used in business. <b>A:</b> It is used in the CIP to indicate where deadlines have not been met or things are behind target. If an item is red, that is where attention is needed. The main focus is on actions.</p> <p>SSp attended the Governor Briefing meeting on 11 May. It was noted at the meeting that the focus for student support should be wider than PP, to include Looked-After Children, travellers and FSM. DC confirmed that all these groups featured in the College tracking and outcomes were reported to ASC on a regular basis.</p> <p><b>Q:</b> How do you deal with the fact that lots of Gypsy, Roma, Travellers do not identify themselves? <b>A:</b> By working closely with the primary schools and families.</p> <p><b>Q:</b> Do we have any pupils new to English. <b>A:</b> There are two. We do not get an allowance for them.</p> <p>Achievement report (sent out previously) was good. Phil Church helps JBr with the data. Teachers are becoming more comfortable using the data. We will be using Doodle to extract data to inform teaching and learning and support targeting of interventions. We now have much more individualized data and can focus on adding value across all the children, rather than focussing on the C/D boundary.</p>	
<p><b>6. Policies: Admissions 2017/18, Complaints</b></p> <p>SSp and KF had sent in comments on the Complaints Policy. Governors queried whether a complaint should first be dealt with by the school, rather than the Governing Board. A concern would be raised with the Head. After the school has dealt with it, it may become a complaint, which then goes to Chair of Governors, (who is at that time independent). It would then go to the Appeal Board followed by the DfE.</p> <p>SSp had attended a course on complaints and reported that a new draft policy would be issued shortly.</p> <p>SSp noted that one recommendation was to reduce the amount of written records. However, governors felt that it was important to keep good written records.</p> <p>KF noted that the complaint process needed to clearly identify the subject of the investigation. At Stage 3 the appeal could only be made against the evidence or the process, not the outcome. Governors agreed that there should be more than one person carrying out an investigation, and that the Chair may choose to involve other governors at that stage. There should be a coordinator who could keep track of the process to ensure that deadlines are met.</p> <p><b>Action:</b> KF to send her comments to Sue Smith.</p> <p><b>Action:</b> SSp to contact Paul Walker, and circulate a copy of the draft Complaints Policy.</p> <p>The Admissions Policy was approved.</p>	<p>KF</p> <p>SSp</p>
<p><b>7. Appraisal of Chair</b></p> <p>KM informed governors that he would like an appraisal process for the Chair of Governors to be introduced by the end of the academic year. The Chair is considered as a member of SLT by Ofsted and there should be some feedback on performance. Some other schools have 360 appraisal arrangements for governors and staff.</p> <p>DC suggested that the appraisal should be around governance as a whole, with a focus on the Chair, taking account of Minutes, reports, activities, communication and leadership. Another school could be involved to add an independent view.</p>	

<b>Action:</b> KM to prepare a document and circulate to governors for comments.	KM
<b>8. AOB</b> SSp circulated information from meetings that she had attended: <ul style="list-style-type: none"> <li>• Cambridgeshire Race Equality and Diversity – for Academies</li> <li>• Governing matters</li> <li>• Framework for Governance – flexible guide to strategic planning.</li> </ul>	

Meeting closed at 20:25

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Chair .....