

BASSINGBOURN VILLAGE COLLEGE

Minutes of the Local Governing Body meeting held on 12th July 2017

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| Present: | Peter Nussey (PN) (Chair) | George Lynn (GL) |
| | Peter Bolton (PB) | Stephen Morris (SM) |
| | Alison Butterworth (AB) | Ken Murphy (KM) |
| | Dushy Chetty (DCh) | Vickey Poulter (VP) |
| | Duncan Cooper (DC) | Chris Roope (CR) |
| | Rachel Dix-Pincott (RD-P) | Simon Saggars (SSag) |
| | James Dow (JD) | Sue Speller (SSp) |
| | Kate French (KF) | |
| Minutes: | Hilary Forrester (Clerk) | |

| | ACTION |
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| <p>1. Apologies and welcome.</p> <p>There were no apologies.</p> | |
| <p>2. Declaration of Interests</p> <p>There were no declarations of interests.</p> | |
| <p>3. Minutes of last meeting/matters arising</p> <p>The Minutes of the meeting on 18th May 2017 and 6th July 2017 were approved and signed.</p> <p>18th May: All actions had been completed and there were no matters arising.</p> <p>6th July: The finalised budget had been circulated to governors and approved. DC confirmed that the proceeds from the Caretakers House were included as an estimation. There were no significant variances other than those forecast in the Variances Report.</p> | |
| <p>4. KPIs - Behaviour and Attendance data, Yr 10 data point</p> <p><u>Behaviour and Attendance</u>: data was circulated prior to the meeting. VP invited questions. Q: Ofsted queried the attendance figures for PP students. Are we changing our approach going forward? A: Yes. We can explain our PP attendance figures but there will be a different PP strategy next year. We have very few PP students, so each student makes a 1% difference to the figures.</p> <p><u>Y10 data point</u>: JBr introduced the report (previously circulated). The headline figures had increased since data point 3. The new exam specifications and grading system meant that it was difficult to predict 9s. It was possible to say which students were in the top 12% to get an A, but unclear whether they would be in the top 1-2% to get 8 or 9. The current Progress 8 score for Year 10s is -0.41. This compares to -0.45, for the current year 11s at the same time last year. Scoring for science is a general single grade, but next year there will be individual grades for the three sciences.</p> <p>Q: Both Science and Synergy Science seem to have fallen significantly or be considerably under-target. What is the likely cause and what plans are in place to improve this? A: Science shows a 15% drop in DP3. This is because the science team used the PiXL Wave exam, and took the raw scores and applied them to last years' grade boundaries to create the current predicted grades. The Wave paper was then moderated (12,000 students were used for</p> | |

ranking). As a result the grade boundaries for 5,6,7,8 were considerably lower than the grade boundaries from last year. PiXL are currently working on this, but it is important to note that the grade boundaries we used were considerably higher than the grade boundaries identified by PiXL Wave. VP noted that the Wave paper was a specimen AQA paper, (the only one available at the time) and the structure was very different to previous papers. **Q:** Is the exam getting harder, but to compensate they are moving the threshold? **A:** Yes, the top 2% will get 9. Top 50% for that paper scored 8 out of 30 which is a 6. BVC had two students in the top 1% and they would get a 9 if they achieved that result next year.

DC reminded governors that at this stage, the sample sizes were still small which lead to more variance in some of the data. It is important to focus on getting the teaching and learning right and this would be supported through sharing expertise. **Q:** Is there a problem identifying difficulties with the teaching if the boundaries move? **A:** The focus must be improvement in knowledge by identifying and filling the gaps in the students' learning, rather than the grade boundaries. **Q:** How helpful is Doodle for this? **A:** It is very helpful for Science, Engineering and Maths, because there is more test material available which gives feedback on the gaps in knowledge. This same depth of testing is not available in other subjects and so we are having to add the data. For example, the tests for languages on Doodle are very good at present. We have done our own tests and produced resources which are linked in with Doodle and this is starting to work well and will be better going forward. For the new GCSEs we will have to adapt and modify what is available on Doodle over the next 2-3 years. This continues to be a key area in our School Improvement Plan.

VP noted that the benefit of using PiXL papers was that schools would receive feedback on the top 15 things that students struggled with. PiXL plans to produce material to support learning which will be available next year, together with the examiner's report.

Q: As it is a harder exam does it require different skills, eg reading and understanding the question? **A:** Yes it is the amount of knowledge required and interpretation of the questions. We will prepare students for the new style of working.

Q: Can the data that is below target be attributed to any group of students, cohort or teaching? **A:** For the maths data last year we picked out cohorts based on teaching. In the subject review form that follows the data point, we looked at the whole cohort and individual groups. The top 20 student and bottom 20 students were identified and the subject leader had discussions with the Head. We take progress score across all subjects by student and if any make less progress than expected, the names go to the CALS to be investigated.

Q: How is this communicated to the parents? **A:** The CAL would talk to the student and may inform the parent depending on reasons behind it. The parent may also contact school in response to the report. Letters have gone home to students who made the most progress.

5. Ofsted feedback and Triad report

Ofsted: DC reported that the draft Ofsted report was received on Monday for factual checking and the final report should be available next week. This would be circulated to governors. There were many positives, including the school ethos, behaviour, leadership and governance. English and maths were very good. One key area identified for improvement was 'disadvantaged students making accelerated progress across the curriculum and improve attendance'. Ofsted were very impressed with PC's work, but it is everyone's responsibility across the school to ensure they are making more progress. **Q:** Is there something specific they wanted in terms of outcomes? **A:** No it was quite vague in the debrief. We identified the need to improve attendance for PP pupils and presented the reasons for this in the briefing. There is still room for improvement for PP pupils in terms of progress and attendance, even though we know that in comparison with other schools we do a very good job.

Triad visit: DC reported that the Principal from Swavesey visited on Tuesday and reviewed different subject areas. There were conversations with team leaders and middle leaders about school priorities. Art, PE, MFL, drama and music have been reviewed so far. We have taken away some points about the timing of the process and conducting it over a longer period to allow for preparation. Other reviews will follow later. RD-P told governors about her experience of the review. She felt it was good to have discussions with someone outside the school; the

process was intense, but it made the department re-evaluate what they do; the changes have made a difference and the process was very valuable. **Q:** Is there a written report? **A:** Yes, a copy is available on request.

6. Safeguarding update (SCR check update), Annual Safeguarding Report, Safeguarding Policy

SCR check: VP confirmed that GL had done the SCR check and no problems were found.

Annual Safeguarding Report: VP introduced the LSCB report (circulated at meeting). There was no longer a requirement for the DSL to be trained every two years, but they must refresh their knowledge every year. VP identified what courses had been done. When both DSL and deputy DSL were not on site, cover was available via mobile phones and an arrangement whereby the primary school DSL or someone from the MAT could be contacted if necessary. Ofsted were very impressed with the safeguarding arrangements. **Q:** What if a child missing from education? **A:** A child who is missing for two weeks and we do not know where they are. There is a procedure to check where they have gone before they are taken off role and/or referred to the Education Welfare Officer. **Q:** Is cyberbullying a problem in this school? **A:** No, but we deal with incidents that have happened with phones on a daily basis. It is not necessarily cyberbullying. We track and monitor all types of bullying and incidents are dealt with very quickly. We held a National Anti-cyberbullying Day recently and pupils did some work in tutor time about that.

Safeguarding policy: VP outlined the changes to the policy which were linked to operational changes at County level. Other changes included 'sexting' and a revised definition for child sexual exploitation. **Q:** Section 2.4.16 page 5 says 'this policy is available publically ... through the school website'. It should also be available through school reception.

Action: To add that the policy was also available through school reception.

The policy was ratified.

SS

7. Lesson observation report and work scrutiny feedback

VP introduced the report (circulated at meeting) which showed end of term tracking. The figures for %Good and better had increased across all areas. %Outstanding had gone down slightly since Spring. The timing of the formal observations after the GCSEs and during very hot weather may be a factor. The target for differentiation was exceeded.

Q: How does filling the gap, match with what we heard about Doddle earlier? **A:** Observation process is about getting a whole picture of what is happening in the classroom. Doddle identifies gaps in student learning rather than how good the teaching is. As things improve and Doddle is refined next year there should be a closer correlation.

Q: Do staff know they are going to have an observation? **A:** Yes, they know in advance.

Q: Is there a plan to transfer observers within the MAT? **A:** Yes there is a Trust quality assurance programme which is doing learning walks. Previously this was done via the Triad. VP noted that there would be more informal learning walks next year, to capture more information, in addition to work scrutiny.

8. Staffing update

DC provided the staffing update. There would be three new members of staff in September. Two teachers and one TA were leaving. Two agency (temporary) staff were interviewed and appointed to cover Maths. DC circulated a document setting out the challenges and how the maths team would be reorganised and broadened. One TA had received training to support maths and the Head of Maths at Sawston would be supporting teaching and learning.

DC outlined the proposals going forward which included not offering the Statistics course for Y10 next year. Governors asked a number of questions about the staffing arrangements and the points were clarified. **Q:** Are we giving students more maths tuition? **A:** Yes, single lessons and more time. We will monitor this and report in the summer. **Q:** Will we still have Y10 data points even though they are not doing Statistics? **A:** Yes. **Q:** Will you send out notification to

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| <p>parents about staffing changes and Y10 Statistics? A: Yes, and there is a Y10 meeting early in the Autumn term.</p> <p>Actions : Send two messages, firstly to all parents with a round up of general staff turnover and a separate communication to Y10 regarding the Statistics course. Include an agenda item on staffing update in September.</p> <p>The staffing proposals were approved.</p> | DC/SS |
| <p>9. Policies: Expectations for Learning policy for ratification</p> <p>VP outlined the changes to the policy which was a merger of five earlier policies. The policy would go on the website and parents would be informed at the end of term. There was discussion about Section 1.7 on the use of mobile phones which was still under review (as stated in the policy). The suggestion will be to move to a process where students hand their phones in at the start of lessons. Following feedback from staff, this will be trialled next term. If this does not work, we will consider a complete ban. DC noted that the College was considering the use of Tablets and IPads in lessons and liaising with Chesterton, where phones were banned, but other devices permitted. Governors discussed the changes to the section on confiscated items and procedures for reporting bullying.</p> <p>The policy was ratified subject to the following amendments:</p> <p>Actions: Add a specific email address for reporting bullying; change Rugby Shirt (boys only) to Rugby Shirt (not compulsory for girls).</p> | SS |
| <p>10. First reading of Assessment for Learning policy (JBR), Sex and Relationships (VP), ESafety Policy</p> <p>The first draft of each policy was circulated. VP asked governors to feedback to her before the end of term and comments would be reviewed later.</p> <p>Q: There is new Data Protection regulation coming in to force in May – do need to start looking at that now? A: Yes, the new Chief Operating officer has that on the list to priorities because it will be a significant change.</p> <p>Governors discussed the changes to the Assessment for Learning Policy (summary circulated at meeting). The appendices were not available at the meeting.</p> <p>Action: To send the appendices out electronically together with a reminder that governor feedback to VP is required by September.</p> <p>AB asked about signing off the ten risks identified on the risk register. DC informed governors that the Trust Leadership Team, committees and boards had all been working on the risk registers.</p> <p>Action: To add item to next agenda to sign off the risk register.</p> | SS/All |
| <p>11. AOB</p> <p>KM reported that KF would be standing down. Governors thanked Kate for her input and efforts, which were greatly appreciated.</p> | |

Chair

Meeting closed at 21:00