

BASSINGBOURN VILLAGE COLLEGE

Minutes of the Local Governing Body meeting held on 1st March 2017

Present:	Stephen Morris (SM) (in the Chair)	George Lynn (GL)
	Peter Bolton (PB)	Ken Murphy (KM)
	Alison Butterworth (AB)	Peter Nussey (PN)
	Dushy Chetty (DCh)	Vicky Poulter (VP)
	Duncan Cooper (DC)	Chris Roope (CR)
	Rachel Dix-Pincott (RD-P)	Simon Saggars (SSag) (from item 3)
	James Dow (JD)	Sue Speller (SSp)
	Kate French (KF)	
In attendance:	Jeremy Brock (JBr) (Deputy Principal)	
Minutes:	Hilary Forrester (Clerk)	

	ACTION
<p>1. Apologies and welcome.</p> <p>There were no apologies. Governors welcomed Peter Bolton as the new staff governor.</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 25th January 2017 were approved and signed.</p> <p><u>Catering:</u> Governors noted that work had been done on the menus and although the catering is outstanding, it was felt that the uptake could be better.</p> <p><u>Reserves:</u> KM reported that they were still awaiting advice from the EFA about the split between fixed and free reserves. Action c/f</p> <p><u>Governor training:</u> SSp (training governor) reminded governors about training courses. Information had been circulated to all governors. KM noted that as there were no sub-committees, all governors needed to understand at least the basics of spreadsheets and yearly accounts. The internal auditors were doing training at MAT level for Board members. If LGB governors felt this training would be useful for them, they could attend the session. KM noted that the scheme of delegation setting out MAT/LGB responsibility would form part of the training session.</p> <p>Action: KM to email governors to ask if they would like to attend the finance training.</p> <p>SSp attended the termly briefings to date and it was agreed to rotate attendance among other governors. SSp recommended that governors should sign up to the training hub.</p> <p>Action: SSp to prepare and circulate a governor rota for the termly meetings.</p> <p><u>Energy project:</u> The Energy Project Summary was circulated prior to the meeting. DC reported on the figures. A £25,000 buffer had been set aside as this was the first year of operation.</p> <p>Q: Do we expect the costs of the remaining 7 months to be lower than the 5 months so far?</p> <p>A: The details of the cost/savings are not yet known, and predictions are complicated by the</p>	<p>c/f</p> <p>KM</p> <p>SSp</p>

irregularity of incoming credits. Savings from current budget and credits showed the difference to be positive at present. The half year position would be known in time for the next governor meeting.

Q: Although we are making savings vs budget we don't seem to be saving money against last years actual costs. Last year we spent £52,000 and budgeted £62,000 and this year the spend is £33,000 so far. Why was the budget increased if we thought we expected to spend less?

A: Last year we had other things to fund, eg solar and the biomass. We are monitoring the costs/savings and are due to get more money back over the next few months. These figures will be reported to the next LGB meeting.

Fairer funding: Action done, information was sent out a few weeks ago.

Link governor reports: The Curriculum link governors' report was circulated prior to the meeting. One report is outstanding. KF had carried out a link visit recently and would write up the report. KM reminded governors to make sure they kept up to date with visits and that the reports were submitted in good time.

Maths: The Maths Department Improvement Plan was circulated prior to the meeting. This had been updated with the targets following discussions with Vanessa and Marnie. This is a working document which would be added to during the year.

Q: Of the activities listed in the improvement plan, how many are new this year? **A:** The purpose of the document is for the department to plan out the work they are doing. A lot of activities are new, including Pixl and AQA work and the work Marnie is doing across the MAT.

Q: Would it be possible to put an asterisk against the new items and things that have worked?

A: New activities are reflected in the development plan. There are regular conversations about what activities are included and how they are used. **Q:** Will the improvement plan be reviewed?

A: Yes, they are tracked and reviewed through the management system, and will come back to the governing body at the end of the year.

Statistics: VP reported that the details of the exam entries had been sent to parents and this would clarify which students were taking statistics.

4. Staffing update

DC reported on the staffing update. Miss Harris had been appointed to the CAL post from June. Miss Read had been appointed for maths/PE and the CAL position. MrTaylor, science specialist (appointed after the process) would also be taking up a CAL position. The Science NQT left at the end of half term by mutual agreement and the replacement would start on 5th June. An MLF teacher had been appointed to start in September. There is a vacancy in maths, but a teacher is on trial at present. The invigilator interviews will take place on 5th March.

Q: What is happening with the Duke of Edinburgh Award Scheme? **A:** An email was sent out today to tutors.

Safeguarding: The single central record was checked by SM and revised MAT policies are in a period of negotiation. DC listed the centralised policies that had been published to staff.

Q: Are they based on the policies we adopted? **A:** They are mainly the same.

5. Finance Planning 2017-18

The 1st Draft Budget 2017-18 was circulated prior to the meeting together with the new forecasting tool. DC reported that final confirmation of income was due to come through in the next couple of weeks and the staffing changes were not reflected in the draft budget as yet. The budget assumes a 1% pay rise for staff and that they will all achieve automatic pay rises. The shortfall this year is £35,000 with an additional £70,000 next year. Governor had already discussed some of the options for this, eg increase in pupil numbers, although this is offset by

a decrease in the payment per pupil going forward. Pupil numbers were the best forecast and the number of Barrack children was a conservative estimate. At the next governing body meeting there would be more information about plans to reduce the shortfall. Fairer Funding had not given the uplift anticipated. The College must get to a stage where we have a balanced budget each year.

Q: What is the ESG? **A:** The Education Services Grant was the money received for being an Academy but this has decreased over time.

Q: Where does the house sale fit in? **A:** It will be in the surplus, not in the balanced budget.

Q: We seem to have a staff vacancy at any given time, have you factored that savings in terms of salary? **A:** The position is filled by supply staff.

Q: Do these figures include any savings from the MAT? **A:** Yes, catering and ICT contracts are included. More accurate figures would be available at the next meeting.

6. KPI (Key Performance Indicators) monitoring – behaviour and attendance report, year 11 DP3

The following reports were circulated prior to the meeting: Y11 DP3 and Data Point report for Governors.

Y11 DP3:

JBr reported on the Data Point Report which included data point 1 and 2 to show progress. 'V' groups for English and Maths had been focussing on the borderline level 4s, but there was a shortfall in the 5-9 areas and so the focus had now moved to a different set of 10 students.

Q: Are all the students engaging in the process? **A:** Yes, they are engaging in lessons and moving forward. VP explained that the interventions were targeted on specific areas.

The DP3 is on an upward trend. With the old A-G subjects, the EBAC and the Open, teachers are more confident and better able to predict the grades. There is still uncertainty about the grade boundaries for Maths and English which makes predictions difficult.

Q: Will you use the data you are capturing now to evaluate your assessments for next year?

A: Yes, we can still look at an individual student and see where they would be in relation to the rest of the country and make an assessment of where they need to be. Grade 9 will be 2-3% in the country, but that does not guarantee pupils a 9 because it will depend on performance in the actual exam. Final results would be compared with the predictions.

Governors discussed individual subject areas. Art, showed a 3 student shortfall (not at C grade) and interventions were in place. History – a couple of students had gone up to As who were not expected to. Computing – two of students had dropped from A to a B due to initial assessment of the project being more narrative – this can be corrected. Resistant materials – two students dropped from A to B and were attending lunchtime sessions to bring their folders up to date. Graphics – a number of students need to make improvements in their folders and have interventions in place. PE – the situation was a continuation of what was reported at the last governing body meeting, eg delays due to needing time to film pupils with 'obscure sports'. The PE team were reluctant to give a projected mark on something they had no evidence of.

Q: When does evidence of the 'obscure sports' have to be in by? **A:** The internal deadline is end March. There is a backup to do a lifesaving session as part of the course if necessary.

Q: Could we have tracking data for Y10 early entry GCSE subjects? **A:** There has not been a Data Point for Y10. The most current Y10 data was reported at the last ASC meeting. This will be reviewed later in the year. Next year we may put another data point in February. **Q:** Are Y10 doing the same English Literature and Statistics exams as Y11s and if so, why are they not assessed and reported in the same way? **A:** They started the courses at different times. For English Literature there are two different delivery models and the timing of the new qualifications means they are on different schemes of work. **Q:** Are Y10 and Y11 finding it as difficult/easy as each other? **A:** We will find out in the summer but the Y11 should be further along. The results will help identify which students we need to focus on in Y11 next year to get higher grades. If they do not resit English they will do a language. **Q:** How do you identify the V

<p>groups in Y10? A: They do assessments so that we can identify what difficulties they have with certain questions. If the Y10s do not get the grade they need, they can resit. We identify under-performing students and review with the leadership team but the focus is on Y11.</p> <p>Q: What is the priority for Y10, eg 6-9 for high achievers? A: The priority is for them to all do the best they can against their targets. Q: Where will the interventions be targeted? A: For the College it is the 3-4 boundary.</p> <p><u>Behaviour and attendance report</u></p> <p>VP reported on behaviour and attendance. Governors asked questions.</p> <p>Q: Are there any targets for behaviour? A: One target is to maintain the level we are at for isolation and exclusions. This is below the national average for exclusions. We use isolation rather than exclusion. Q: Should we be looking to reduce exclusions and isolations rather than keep the same? A: The trend data shows a marked reduction and we are now at a low level and we want to maintain that. Q: Are there any different approaches being taken to support improvements in behaviour and absence that could usefully be highlighted in the report? A: Our Behaviour policy sets out the staged behaviour management programme that we use. The policy is reviewed annually by governors. Q: Is there any obvious link between the behaviour of some pupils and the levels of absence of other pupils that governors should be aware of? A: There is no identifiable pattern.</p> <p>VP noted that overall the behaviour negatives were similar to last year and last half term. The Y9 spike (previously reported) had reduced to expected levels. In Y9 and 10 only a small number of students accumulated a high number of negative scores, and interventions were in place in accordance with the behaviour plan. Attendance is currently below target at 95.07% for this year, due to illness and a number of medical need students on reduced timetable. FSM, PP and SEN attendance is all improving. Q: Can we also know what the positives are, eg number of children with 100% attendance.? A: It is on the excel spreadsheet and can be reported next time.</p> <p>Action: VP to report positive attendance data next half term.</p>	<p>VP</p>
<p>7. Land Development</p> <p>SSag updated governors on actions since the last meeting. He had had conversations with the County Council who were taking the matter forward and were supposed to have submitted a proposal this evening based on a development of 30 houses. There are a number of options to consider. Unfortunately, the proposal was not available this evening and would be submitted for discussion at the next LGB meeting.</p>	
<p>8. MAT – Curriculum/Assessment</p> <p><i>Anglian Learning Curriculum</i> document was circulated prior to the meeting. VP and DC attended a meeting at which schools were starting to compare curriculum models across the MAT. VP outlined some of the differences between schools and DC invited questions.</p> <p>Q: PHSE: Are other schools doing this, because the document only shows BVC in Y10? A: This is an initial summary, so they may be but it was not written down. The MAT Secondary Leadership Group met on 1 March for further discussions. Q: How is strength measured? A: It was based on the recent Raise data. KM noted that it was important to retain the individuality of each school by demonstrating how each model worked and it was not about standardising the curriculum across the MAT. It is a good benchmarking activity, enabling schools to network and benefit from each others' experience.</p> <p>Q: ECDL: Are Y10s taking it this year? A: Yes, Y11s are taking it at the moment.</p>	
<p>9. MAT update – Sports Centre review, catering, cleaning</p> <p><u>Sports Centre review:</u> ALT had received a report from the consultants who were employed to look at the sports centres across the MAT. The report concluded that there was no real value in out-sourcing and may even involve a cost. The recommendation was to stay as is, but with a centralised management system involving a lead manager in charge of local managers. They recommended the Sawston manager, who was impressive in terms of management and</p>	

improving income streams. Bottisham's manager was also very good. The CEO will look at this project next. **Q:** Do we have a vacancy for sports center manager? **A:** Yes, we have invited the other applicant back to do a trial but we may need to advertise again.

Catering: DC reported that the MAT had appointed a CEO to lead the process. Advertisements would go out nationally via PQQ and would not exclude local companies. Companies can bid for different combinations of catering and/or cleaning in whichever schools they want. The weighting of success criteria and other data will be finalised at a meeting tomorrow.

Q: How will you ensure quality? **A:** Via references, experiences, and a presentation day where bidders will present to staff and students, including sample meals.

Primary Hub: DC informed governors that there had been three formal written applications to join the Primary Hub of the MAT from Bottisham, Fen Ditton and Stapleton. DC had spoken to the Head of Bassingborn Primary School and they are currently exploring various options. There are talks about allowing CofE schools to join MATs other than DMAT. The tender process for appointing auditors for the MAT and each individual school had started and interviews would take place after Easter. The Board of Trustees will meet on 2nd March.

10. Any other business

Lockdown procedure: **Q:** Following the 'Lockdown' incident at BVC and Bassingbourn recently, what is the SLT overview of how this was managed, lessons learnt and whether the lockdown procedure (discussed at previous FGB meetings) needs revision?

DC responded that the SLT had reflected on the event and the lockdown procedure would need to be revised, ideally to consider a staged approach and improved communication between BVC and the primary school. Mr Cook, who is a golden leader for civil emergencies, was working with Barbara on the revisions and this would come to governors in due course..

Q: Do the other MAT schools have a lockdown procedure? **A:** Yes, one of the MAT schools has a two stage procedure. The initial stage is to get the children into the building, so that they are secure in a small area.

Link governor update: SSag reported that he had discussions with Anne about communications. One idea was to strengthen governor-PTA links. The PTA will be changing their name to the Parents and Friends Association (PFA) in order to broaden their remit and this could include involving parents in specific roles. For example, at open evenings and parents evening there could be a governor and parent drop in session to answer questions and chat without it being too formal. CR is the current link PTA governor, do we need a change?

Action: Add item on next agenda about links between PFA and governors.

Sue Smith

Meeting closed at 20:50

Date of next meeting: 30.03.17 at 6pm

Chair