

BASSINGBOURN VILLAGE COLLEGE

Minutes of the Local Governing Body meeting held on 2nd November 2017

Present:

Dushy Chetty (DCh) (Chair)	Stephen Morris (SM)
Peter Bolton (PB)	Ken Murphy (KM)
Alison Butterworth (AB)	Vickey Poulter (VP)
Duncan Cooper (DC)	Chris Roope (CR)
Rachel Dix-Pincott (RD-P)	Sue Speller (SSp)

In attendance: Phil Church (PC)
Minutes: Hilary Forrester (Clerk)

Meeting closed at 20:45

	ACTION
<p>1. Apologies and welcome</p> <p>Apologies were received and accepted from George Lynn and Simon Sagers.</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 5th October 2017 were approved and signed.</p> <p>The quote from Quick Print was not done because the resources had been produced internally. Action: To consider getting Quick Print to quote for producing the cards next year.</p> <p>Q: Do we tell parents about governors stepping down and change of Chair? A: There will be a call for nominations in the next week. Action: Put a notice in the Heron about changes to the governing body to coincide with call for nominations.</p> <p>AOB: DC to give a verbal report on staff appraisal process.</p>	SS
<p>4. Pupil Premium Presentation (PCH)</p> <p>PC circulated pupil premium information which included information for the website. Some changes had been made in response to the Ofsted report, such as pupils making accelerated progress and improving attendance. PC outlined the new strategies which included sharing Green Cards with all staff and ongoing work scrutiny where PC would visit lessons to look for evidence in the books. PC would be going on a PP course which would cover detailed reviews, and a chance to look at different PP strategies used by other schools.</p> <p>Q: Have you met with the PP coordinators at the Anglia Learning schools? A: Yes, Bottisham, Netherhall and Sawston. They all have different approaches. Q: What is the picture across other schools? A: It changes every year as the cohort changes. Currently the BVC cohort is making good progress and there is no gap. Q: Do the teaching staff know who the PP students are? A: Yes. We are using a new observation form which gives a clearer picture of what is happening, and staff are actively planning, differentiating and giving feedback to the students. We have been doing some work to identify specific barriers for lower ability PP students and we plan to focus on aspirations in meetings with PP students and parents throughout the year.</p>	

Q: What support do they get with their aspirations? **A:** We have PP champions who will meet with the students to talk about their aspirations such as applying to college. The CALS are also involved in discussions with PP students and there has been some training where tutors identified actions they would like to take for PP students, eg support for exams and taking part in trips. This year each year group will have a specific trip that is PP-related, eg Anglia Ruskin University visit will link with the aspirational side. Middle leader training has focussed on how the data should be presented to help them identify interventions and understand the gaps.

Q: What is the level of parental engagement like for PP pupils? **A:** Usually it is high (80-90%), but it depends on the year group. We try to build positive relationships with the parents in a variety of different ways.

The attendance figure for PP students is 91% overall, but Governors noted that this amounted to all PP students having one day off every two weeks. There was some discussion about how PP attendance could be improved.

DC asked whether governors could see what was being done differently this year and how this would impact on achievement. Governors agreed that they could see what measures were being put in place, but it was important to have good attendance in order to engage with the students. DC noted that there was more capacity because PC was not line-managing as many subjects this year and could put more time into the PP strategy. In addition, the leadership team had added capacity and there were more CALS.

There was some discussion about whether the College should pay for PP students to go on trips if their attendance was low. DC noted that their attendance may be low due to a number of factors including illness. Students may be less motivated to come into school if they are excluded from activities, and trips can help to boost their self confidence. At Netherall, the headteacher talks to everyone who is late or not in when expected. It takes a lot of time, but pupils are less frequently late. At Bassingbourn there is someone on duty at the front and back of the school and those students who are late on a regular basis are followed up, although these are not necessarily the PP students.

Governors thanked PC for his work.

5. Exams update 2017 (VP)

VP updated governors on the exams.

Art: The Art remark report showed that 36 out of 38 students improved their marks, 5 students moved from one grade to the next. Two students who were on the C/D boarder moved up and this increased the A*-C by 10%. **Q:** Why was there such a big difference? **A:** The exam board did not explain. The College is more comfortable with the results now, but there is still more to be done with to improve the Arts curriculum. **Q:** Who paid for remark? **A:** If your appeal is successful you do not have to pay.

Drama: Following the Drama remark, none of the grades changed. The College is escalating the appeal for the whole cohort to be remarked, because the students should have been marked individually, not in their groups. Other schools have also expressed concerns about the Drama marking. **Q:** What happens when you escalate the appeal? **A:** The exam board will look at the videos and remark it again.

English Language: DC had written to the exam board to request a remark and the College was awaiting a response for a Centre review. **Q:** How many were resubmitted? **A:** About 50% were carefully selected.

6. Target setting 2017/18, year 11 targets (VP)

VP took governors through the targets for Y11 (documents circulated prior to the meeting). This year group would be taking the new GCSEs for all subjects except sociology. Maths was shown as an example to illustrate how the targets are obtained. These are compared with the

<p>national subject matrices to give a guide in relation to the current BVC cohort. The subject matrices are converted into numbers to create a table showing what staff from each department should be targeting at specific grade bands. Q: Why don't we go up to grade 6? A: The grade 6 students are targeted at 5a, ie they should get 6-9 grades, because there is not enough national data. Q: Why is physics, chemistry and biology the same on the right hand graph where as they are not the same for the national matrices? A: We have analysed the English and Maths, but there is a degree of uncertainty for the new GCSEs because for other subjects we can only base our judgement on what can be extrapolated. We have compared the data against headline figures on FFT20 and for English and Maths at 5+ our targets are consistent with FFT20 predictions. DC confirmed that a variety of different measures had been used to double check the figures, including the P8 score.</p> <p>Q: Are staff taking into account that the exams are going to get harder? A: The targets are aspirational and have been checked so that they are more in line with the matrices. The cohorts are different for the various subjects. There was further discussion about target setting. DC noted that in some cohorts, a very small number of borderline students could make a difference, in which case, staff had aimed for the higher grade.</p> <p>Q: What will the GCSE numbers look like next year? A: 5+ English and Maths will be the main measure of success. Colleges are still accepting grade 4 at present, but that will change.</p> <p>Q: Why is there no target for Latin? A: There is no national matrix for Latin, therefore the targets have been set based on KS2 data and knowledge of the students.</p> <p>Action: To present the Year 10 datapoint and target setting at the next meeting.</p> <p>VP showed governors a powerpoint of the "Flight-path" model for year 7 students which was mapped against their SATS scores. The model illustrated what pupils would be working towards, and the grades they should achieve in each year. Governors discussed the information and felt that it was a valuable tool to help identify problems early so that interventions could be put in place. Q: Is there one Flight-path map for each subject? A: No There is only one for all subjects because the students only enter the College with grades for English and Maths. KM requested progress on the "Flight-path" model to be shared with governors in six months time.</p> <p>Action: To share progress on the Flight-path model in six months time.</p>	<p>VP/JBr</p> <p>DC</p>
<p>7. CIP feedback and sign off</p> <p>The front page summary of the CIP was circulated prior to the meeting. DC explained that more work had been done since the last LGB meetings and he was now happy with the content. Q: What happens to the Maths CIP? A: The subject CIPs sit behind the main one. Maths was provided as an example but governors would not be required to consider these individually. VP had edited the Achievement Section and would circulate the revised wording. Governors felt that the Leadership and Management section needed some rewording, and the Risk Management needed a tighter definition. DC informed governors that following discussions around teaching and learning, this area would be reported as strengths/weaknesses, rather than as a figure in future.</p> <p>Action: Circulate the revised Achievement Section wording and DC/KM to discuss changes to the Leadership and Management, and Risk Management sections.</p>	<p>VP/DC/ KM</p>
<p>8. Maths CIP (VP)</p> <p>The draft Maths CIP was circulated prior to the meeting for information. VP explained that this draft would be discussed with the Maths team and the numbers still needed to be added. The work with Sawston Head of Maths was not currently reflected, but this was going well. The department had developed schemes of learning and brought in new ideas and practical strategies which could be embedded across both schools. One member of staff would be visiting Sawston to observe lessons and this highlighted the strong working relationship between the schools. VP responded to governors questions about the Maths CIP graph.</p>	

<p>Q: Who is in charge of this maths plan? A: Vanessa is taking the overall lead, but individuals in the team have specific responsibilities. DC informed governors about the maths staffing arrangements going forward. VP outlined some of the ideas involving other members of staff teaching maths and working creatively with the timetable to facilitate this. Q: Do we pay for the support from the Head of Maths from Sawston? A: No it is a benefit of belonging to the MAT.</p>	
<p>9. Staff questionnaire update and link governor update (SM)</p> <p><u>Staff questionnaire:</u> SM reported that the questionnaire data had only just come in and was currently being analysed. There were 22 respondents, which was just under a third of what was expected.</p> <p>Action: To bring the results of the Staff questionnaire to the next meeting.</p> <p><u>Link governor visits:</u> Governors were reminded that visits should be carried out this half term so that reports could be signed off and presented at the meeting on 13th December.</p> <p>Action: To remove Peter Nussey’s name from the list of termly briefings.</p>	<p>SM</p> <p>SS</p>
<p>10. Parent Governor elections (SM)</p> <p>DC reported that the call for nominations would be sent out shortly and governors would be involved in meeting potential candidates.</p> <p>Action: To review the governor pre-induction pack and put a summary in the Heron about the role of a parent governor.</p> <p>Action: On the agenda, add the name of the Chair person for each meeting under the heading “Forthcoming meetings”.</p>	<p>DC/SS</p> <p>SS</p>
<p>11. Admissions Policy</p> <p>The Admissions Policy was circulated prior to the meeting. VP noted that governors had commented on the draft and the suggested changes had been made, including adding a paragraph about the Barracks. Q: Is the LGB the authority for the admissions? A: Yes.</p> <p>Action: The following amendments were agreed: Appendix 1 second para, “they should name Bassingbourn as a school...” change to “Bassingbourn Village College”. “The Trust will not refuse a place for a Barracks...” change to the “College will not refuse...”</p> <p>Policy was ratified subject to the above changes.</p>	<p>SS</p>
<p>12. Health & Safety Policy sign off by Principal and Chair</p> <p>The Health and Safety Policy was not available. This would be circulated after the meeting.</p>	
<p>13. AOB</p> <p>DC gave a verbal report on the staff appraisal process.</p>	

Next meeting: 23rd November 2017 at 6pm

Chair