

# BASSINGBOURN VILLAGE COLLEGE

## Minutes of the Local Governing Body meeting held on 8<sup>th</sup> March 2018

<b>Present:</b>	Alison Butterworth (AB) (Chair)	George Lynn (GL)
	Peter Bolton (PB)	Ken Murphy (KM)
	Dushy Chetty (CDh)	Vickey Poulter (VP)
	Duncan Cooper (DC)	Chris Roope (CR)
	Rachel Dix-Pincott (RD-P)	Simon Sagers (SSag)
	Jess Lievesley (JL)	Sue Speller (SSp)
<b>In attendance:</b>	Jeremy Brock (JB)	
<b>Minutes:</b>	Hilary Forrester (Clerk)	

	ACTION
<p><b>1. Apologies and declaration of interests</b></p> <p>Apologies were received and accepted from Stephen Morris. There were no declarations of interests.</p>	
<p><b>2. Minutes of last meeting/matters arising and staff questionnaire</b></p> <p>The Minutes of the meeting on 25<sup>th</sup> January 2018 were approved and signed.</p> <p><u>Staff questionnaire</u>: DC confirmed that there was money available in budget for the pupil questionnaire.</p> <p><u>Parental communication</u>: FAQ questions were being drafted to go onto the school website.</p> <p><u>ECDL course</u>: VP confirmed that there were no alternatives with the equivalent number of hours and the short courses had been discontinued. There were very few full GCSE courses with just computer skills. The college would continue to look for suitable courses in the future.</p> <p><b>Q</b>: What IT studies do the pupils get? <b>A</b>: KS3 have 100 minutes of computing time over the fortnightly timetable. This prepares for GCSE computing and includes word processing and spreadsheets.</p> <p><u>Single Central record check</u>: SSag had completed the SCRC and there was only one action point which had been done by Sue Smith. JL would check in the summer term.</p> <p><u>Information about visitors in attendance</u>: SS would include information about visitors to LGB meetings on future agendas.</p> <p><u>Link governor reports</u>: Governors were reminded that these need to be completed before the next meeting.</p> <p><u>ASP Report</u>: This would be available in April.</p>	
<p><b>3. KPI – DP3 yr 11, Behaviour/Attendance report</b></p> <p>JB introduced the circulated documents. The Progress 8 and average point score had come down slightly because the projections had been adjusted in light of the results from the practise exam. The number of students passing English and Maths at 4 and 5 had increased slightly and these grades were rising steadily. JB outlined the breakdown by subjects. The most significant decrease was for history. Previous projections had been based on the old GCSE</p>	

grade boundaries, but the history department were now using the new grade boundaries for English Literature from last year and these were giving more accurate projections. **Q:** Why did only history use the old grade boundaries? **A:** Every subject has approached the dilemma in a different way. **Q:** How confident are we with the other projections? **A:** The marking is more accurate now using Doodle. For all the subjects it is the 3D question (worth most marks) where there is most uncertainty about how that is levelled. Mark has been working closely with Phil, using the PiXL History Conference and conversing with other heads of history. This work is now starting to have an impact on the assessments.

JB noted that Science was also below target. VP explained that the test paper came out before Christmas and the students had only recently sat the exam. **Q:** Did you look at the areas that everyone found difficult? **A:** Yes we identified the areas where more work is needed and these are being addressed in class. JB informed governors that there were no grade boundaries available for science, but the Department had collaborated with schools in the area to produce estimates. The Science Department were being conservative in their forecasting, so that interventions could be put in place. **Q:** Are we confident that all the practicals have been done? **A:** Y9 have done them, but are now revising them using the new books. Some practicals were done in Year 7 and 8.

JB drew governors attention to the drop from data point 2. For most subjects, only one or two students were involved. In PE, four students were still waiting to complete their practicals. The V-groups had been set up. Each subject in the EBAC had identified priority students eg Pupil Premium (PP) and SEN, and support strategies were in place. It was noted that the PP Progress 8 was above rest of school but for SEN it was the lower. Overall, 66% students had already achieved Grade 4 in English.

**Q:** Is there any tracking on those resitting English literature. **A:** JB showed the tracking data for Year 10 and 11 English and English Literature, this included a RAG rating for each student for individual questions. Students from Year 10 who had been identified for interventions, would be included in the Year 11 intervention sessions. **Q:** Is the tracking for PP cross-checked with the PP Strategy for the school? **A:** Yes. The strategies used are those identified in the PP Strategy Statement. **Q:** What difference is there between the Year 10 and 11 target? **A:** We would not expect year 10 to be achieving the Y11 target. **Q:** Were there particular areas that everyone found difficult? **A:** The lower ability students found the later questions harder and this is the same in both year groups. There are similar patterns across the country. **Q:** How are the interventions communicated to the parents? **A:** For English, letters were sent via parent mail. If the student does not attend the interventions, this would be followed up with parents and sanctions put in place. **Q:** What is Bedrock? **A:** It is an online line platform for developing reading skills. **Q:** How are we measuring the emotional impact? **A:** Through all the support systems we have in school, eg relationship with tutors, achievement leaders, student support/pastoral care, through to the leadership team. One of the benefits of being a small school is that we see individual students on a regular basis and get to know them. We are doing work about resilience in school and will be monitoring how students respond to the four week exam period.

#### Behaviour and Attendance

VP introduced the behaviour and attendance report previously circulated. Last term there was a spike in the number of Negatives, but this had now settled down to the previous level. Year 9 were still the year group with the highest number of Negatives, but this had reduced. An intervention group was in place. Attendance had dropped slightly from last half term, and was slightly below target. FSM pupil attendance was lower than for the whole school, but as there were only three FSM students. The same pupils had impacted the PP and SEN attendance figure, and VP explained the reasons for this. Phil and Heather were working on a motivation project to get pupils into school and this had had an impact of 1% so far. There were no questions and governors thanked VP for the data.

#### **4. PSHE and Careers report**

VP introduced the PSHE and Careers report, previously circulated. The College had good provision as measured against the New Statutory guidance. This included a careers strategy

<p>and visits from the Enterprise advisor and Form the Future. Departments had been asked to consider careers in their curriculum planning. Every student should have an encounter with employers each year and that contact was being mapped. Students had good access to encounters with Further and Higher Education on taster days. Personal guidance was an area for further development (highlighted red). Although guidance is provided through Form the Future, the College does not have a qualified career advisor. Provider Access Statement would be placed on the website to summarise the access students have to career programmes and arrangements for people to come into school to talk to students about careers. <b>Q:</b> Do you have to employ someone or bring someone into the school to give careers guidance? <b>A:</b> Yes, but there are very few students who need that level of input.</p> <p><b>Action:</b> Send Provider Access Statement to governors for approval.</p>	VP
<p><b>5. Risk Register</b></p> <p>DC introduced the first draft of the Risk Register. Governors were asked to provide feedback on the definition of risk and to consider responses to two questions: a) Are these the main risk areas that the College should focus on? b) Are governors getting the information needed to monitor risk?</p> <p>Governors felt that recruiting and retaining staff was a big risk. GL observed that in a risk register you would have mitigated and unmitigated risk. Mitigation should be directed around the high risks. KM suggested having a high risk register consisting of ten main headings, behind which there would be more detail.</p> <p><b>Action:</b> Governors to consider the Risk Register and feedback at next meeting.</p>	All/SS
<p><b>6. Admissions update</b></p> <p>VP reported that 140 parents had put BVC as their first choice and 59 as second choice. There were 41 pupils on the waiting list for next year. One hundred and twenty six places had been allocated based on the admissions criteria. None of those places related to the Barracks as there was still no further information about this.</p> <p><b>Q:</b> Will you take more than 126? <b>A:</b> We would like to go up to 130 which is over PAN, but we are confident that we could accommodate that. There was discussion about funding for the Barracks children and DC confirmed that he was in discussions with the LA. <b>Q:</b> Does that PAN increase if we take the Barracks children? <b>A:</b> No, that intake would be above the PAN. <b>Q:</b> What criteria would we use for the additional four? <b>A:</b> The intake from the waiting list would be in order based on distance. All other criteria have been done. <b>Q:</b> What is the best case scenario for the Barracks? <b>A:</b> There could be 25-30 pupils spread across all year groups. <b>Q:</b> If we increase the PAN and then take in the Barracks children, what is the worst case scenario? <b>Q:</b> DC explained that there would be some reorganisation and change to the budget due to the new National Funding Formula.</p> <p>Governors approved the proposal to take 130 pupils (ie four above PAN).</p>	
<p><b>7. Curriculum and staffing (staffing &amp; cover report)</b></p> <p>DC provided the staffing update. A teacher of maths and a part time finance manager had been appointed. There had been no applications for the science teacher positions.</p> <p><u>Absence:</u> Monitoring of staff absence revealed 125 lessons missed from illness last half term for which cover was used 39 times. There were 34 lessons missed with cover for 10 lessons this term.</p> <p><u>Policy updates:</u> All HR Trust Policies had been updated and were now on the website.</p> <p><u>Curriculum planning:</u> VP informed governors about the work she had done on the ideal curriculum plan for next year. Year 8 and 9 pupils completed a questionnaire to identify their</p>	

<p>top subjects. The options groups were then organised, based on 6 subjects per option block. The blocks were compiled to minimise clashes between popular subjects and taking into account part time staff and teachers who covered more than one subject. This process determined how many lessons would be needed in each subject area and across the school for a week. There was a difference of -24 between the curriculum demand for the ideal model and actual teaching time available.</p> <p>It was noted that the proposed model would have a Head of Maths and Science, as well as deputy heads for these departments. An external advert had been placed for Head of Science to attract a TLR. <b>Q:</b> Will the TLR take away from teaching time? <b>A:</b> It would be reduced in order to run the department, but we have adjusted for that. Head of Maths it is a leadership role and the deputy would have the detailed subject knowledge.</p> <p>DC proposed putting an advert out for Deputy Head of Science with a TLR before Easter with a deadline of the Monday after Easter. Another advert could get out soon after that depending on the level of interest. <b>Q:</b> You would still be one teacher short if that doesn't work. <b>A:</b> We have had to reduce the number of groups across the years because the ideal curriculum model is not achievable with six groups. We may have to have larger groups further down the school. JL commented that it was up to the SLT to decide the best way to deliver the outcomes and the governors would hold them accountable. There was discussion about whether the ideal model would be achievable with an additional maths teacher. SSag suggested using some of the money from the sale of the asset to finance the ideal model in the short term.</p> <p><b>Action:</b> Governors approved spending £1,000 on advertising for a maths teacher to see if this would provide flexibility of options.</p>	DC
<p><b>8. Trust Update</b></p> <p>KM reported that the CEO recruitment process was going well. Shortlisted applicants would be invited to a two day interview process on 26-27 March with the aim to make an appointment before Easter.</p> <p>English, Maths and Science groups had been working across the MAT. Another Trust from Oxfordshire had visited to share their experience. As a result, work was underway to clarify responsibilities between the LGB and Trust. Three primary schools had joined on 1 March and a press release would be sent out soon.</p>	
<p><b>9. H&amp;S update (standing item)</b></p> <p>A Health and Safety Audit was carried out in November, as instigated by the MAT. This had identified lots of tasks and CR had been supporting Barbara with these. The MAT-wide Health and Safety Policy had been finalised and the appendices would be tailored to individual schools, ie setting out who was accountable for various processes.</p> <p>Barbara was working on producing a H&amp;S report from the new system which would come to the LGB on a regular basis.</p>	
<p><b>10. Finance update on Energy Project</b></p> <p>DC reported that the Energy Project information was provided for monitoring purposes. It was difficult to compare with last year but the project was within the financial buffer. Further reports throughout the year would give a better picture of the credit being generated.</p>	
<p><b>11. Safeguarding update</b></p> <p>VP reported that the college had signed up to "My Concern" which the MAT was introducing to all schools. This is an online safeguarding logging system where all staff can log a concern. It keeps a chronology of actions and documents can be uploaded. The software would enable the MAT to look at trends and reporting across all the schools. The MAT primary schools were also using the system, and it would be able to show the picture for a family across schools, with information following the child at transition. <b>Q:</b> If a member of staff from Bassingbourn logs an</p>	

<p>issue, who does it notify? <b>A:</b> When someone makes a referral, it sends an email to the Bassingbourn Safeguarding Leads. The system would be introduced in the new academic year after all staff had been trained to use it.</p>	
<p><b>12. GDPR update (DC) (new data protection regulations)</b></p> <p>DC updated governors about the new Regulations coming into place in May 2018. The MAT ICT and HR Leads were setting up systems to ensure compliance and embedding these across the schools. <b>Q:</b> Is there a data protection officer for the MAT? <b>A:</b> Not a specific role, but that is being investigated.</p>	
<p><b>13. Parent Governor election</b></p> <p>DC informed governors that Simon Sagger's term of office would finish at the end of term. A parent election would take place. George Lynn would be standing down as Trust Governor at the end of the academic year. Governors thanked George and Simon for their valuable contributions and commitment over the past years.</p>	
<p><b>14. AOB</b></p> <p><u>Chinese students:</u> DC informed governors that the College had been approached by CCSC (an Independent Sixth Form) who had been contacted by school in China that was interested in sending some students on a one way exchange for 2 weeks. The students would be accommodated with local families and would come from all year groups (10-15 per year group, total 60 students). Some of the students could go to the other colleges in the MAT. RD-P noted that the Spanish exchange was going very well and the French exchange was also successful. Students got a lot out of meeting the exchange students and wanted to engage with them. Governors noted that this would be a one-way arrangement, but there would be financial benefits.</p> <p><b>Action:</b> Governors agreed that DC should investigate the legalities and implications of the Chinese students' visit and report back.</p> <p><u>Vulnerable Children Group:</u> SM and SSp recently attended a Vulnerable Children's Group meeting at which the MAT was praised for having a PP strategy statement in place. SSp agreed to circulate a summary from the meeting.</p>	DC

Meeting closed at 21:00

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