

BASSINGBOURN VILLAGE COLLEGE

Minutes of the Local Governing Body meeting held on 4th November 2021 (Virtual meeting)

Present:	Will Clayton (WC) – LGB Chair Jess Lievesley (JL) Sarah Anderson (SA) Nik Cunniffe (NC)	Rachel Ward (RW) Vickey Poulter (VP) Chris Roope (CR) Mike Urquhart (MU) Laura Sims (LS)
Chair of Meeting:	Jess Lievesley (JL)	
Also in attendance:	Jeremy Brock (JB), Vanessa Larkins (VL) (Associate Members) Heather Edwards (HED) and Phillip Church (PCH), Senior Assistant Principals	
Minutes:	Sue Smith (SS)	

	ACTION
<p>1. Apologies</p> <p>Apologies were received and accepted from Dushy Chetty.</p>	
<p>2. Declaration of Interests</p> <p>There were no declarations of interest.</p>	
<p>3. Minutes of last meeting and matters arising</p> <p>The minutes of the meeting held on 30th September 2021 were agreed and are an accurate account.</p> <p>Governor hardship fund - £250 in the fund, with around £45 spent on helping parents with school uniform.</p> <p>CIP reports – whilst the link governor meetings took place prior to this meeting, two link governor reports are still to be circulated (the PP/SEND, Personalised Curriculum reports having already been circulated).</p> <p>Section 12 on the Safeguarding Report – wording on the answer to this section has been amended.</p> <p>Governors' Safeguard training –Some training still outstanding due to issues with accessing the Google training platform. WC fed back to the Clerk to the Trust that the number of platforms being used is causing issues and frustration for Governors. The Clerk to the Board will speak to the Director of IT to express concerns on behalf of the LGB.</p>	<p>WC JL/SA</p> <p>SS</p>
<p>4. Covid update</p> <p>VP confirmed that the cases within the school community remain low compared to the cases within the Cambridgeshire Local Authority. Cambridgeshire is now within an enhanced response area due to the increase of cases of 10-15 year olds. Measures put in place since before the half term break are mask wearing in all communal areas, social distancing, all</p>	

meetings on line, visitors to school are limited and all need to wear masks. Social time is ring fenced for all year groups, limiting the mixing of year groups where possible. Student vaccinations have taken place which were carried out by the NHS immunisation team. The school's Covid Risk Assessment has been reviewed. The biggest risk is if a member of the student's family tests positive, whilst the student should have a PCR they should still attend school while waiting for the result. However in these circumstances, we are recommending students do lateral flow tests daily as an extra precaution, which is over and above the national guidance.

Q: How did the immunisation day go? A: The day went very smoothly, and thanks to the Admin team for their organisation, despite the fact that very little information was received up until the afternoon before the immunisations were due to take place.

5. Pupil Premium Plan (presented by PCH)

PCH shared the Pupil Premium strategy statement with Governors, which was also circulated to Governors prior to the meeting, and walked them through the school and funding overviews. It was noted that there are more students eligible for pupil premium (PP) funding than the school has ever had.

The main challenges PP students face and the strategies in place were explained. PCH advised Governors that rather than focussing on just PP students, there is now a focus on whole school strategies which all students can benefit from but disadvantage students benefit as well.

Q: What is the situation regarding aspirational trips (referring to challenge 1)? If these trips are not available, how else can students be inspired? Are there other opportunities if there is an emerging gap in these types of aspiration activities?

A: There is a gap. There was the year 7 trip recently, and we can also include Duke of Edinburgh for instance in this section. We don't currently run the trip to Anglian Ruskin that we used to for PP students. However, regarding advice and guidance, I (PCH) will shortly be speaking to parents and students regarding their post 16 options. Whilst we can't currently do the university trips, we are hopeful that this will change in the New Year. We have previously had trip to Cambridge and Oxford University, and it will be good to be able to get back to doing these trips.

VP advised that she was hopeful that trips would be able to start again, especially to do with careers and aspirations. Pixl Futures are running some on line careers guidance.

Q: Does the offer of help extend to broadband?

A: Last year, there were BT wifi codes available for parents, but nothing this year. There are also some more offers for Chromebooks, which we can take advantage of.

Q: Are the Chromebooks wifi enabled?

A: Yes, there are.

Q: One thing's that implicit in the document is the whole school strategies will have a particular effect on the PP students, and the evidence you give is for whole school strategies, can you expand on that?

A: A good example is looking at the EEF studies - if you work on parental engagement, parents are involved with the school through parents' evening and good relationships with staff, and that this has an effect on all students, but a higher impact on PP students, thus targeting PP students indirectly.

Q: Can you be more specific in the document to show the evidence of the impact directly on PP students?

A: Yes, I can dive back into the studies

PCH will also look at re-wording the first section of intent regarding all students going onto suitable post 16 destinations and also the aspiration trips section where again the document mentions post 16 destinations.

PCH

PCH

<p>The Pupil Premium Strategy document sits on our website. It needs to be finalised by December, so the document shared with Governors is currently in draft. Governors are invited to share their feedback within the next couple of weeks.</p> <p>Q: Of the 8 challenges, if more money was to become available, which strategies would you wish to focus on?</p> <p>A: Literacy and attendance strategies. The attendance strategy isn't necessarily expensive, but it is a difficult one to deal with, and literacy because it has so much impact across the board – during lockdown there has been an impact on literacy therefore the more literacy and vocabulary work you can do the better.</p> <p>Q: As you have indicated that the intended outcomes should be incredibly stretching, should these be refined slightly so they are more achievable?</p> <p>A: Yes, we can look again at these outcomes and refine them.</p> <p>VP advised that there is some money available in the carry forward which can be used for some of these projects which is additional to the funding for SEND/PP.</p>	<p>All</p> <p>PCH</p>
<p>6. SEND information report (presented by HED)</p> <p>This is a statutory document that sits on the school's website and was shared with Governors prior to the meeting. There are no significant changes to the document this year. CAT4 tests are being undertaken for year 7 students, to identify students who may have SEND. The governors were advised that the current year 7 cohort have not had a full year in school since they were in year 4. School has moved across from using Doodle to Google Classrooms and G Suite, and this is referenced in the information report. The current link Governor role for SEND is shared between MU/DCH, but due to their other link governor commitments, a volunteer for this role was requested at the previously meeting. There needs to be a termly visit, which MU/DCH will do this term.</p> <p>HED walked governors through the SEND report for Governors, which had been shared prior to the meeting. The specific focus this year is early identification of students with SEND and using diagnostic testing students to identify students' specific needs and pinpoint provision and interventions to support those needs. All year 7 and 8 students have undergone reading age assessments which has allowed us to identify students who are in need of urgent and specific intervention around their reading which enables them to access all areas of the curriculum.</p> <p>VP advised governors that the Local Authority is in significant deficit for their high needs provision which is a national picture for a lot of local authorities. There are around 400 students waiting for special school placements in the Cambridgeshire Local Authority area, and therefore schools are seeing more profound needs in mainstream education.</p> <p>Q: You mention ASD/ADHD - what is the need within the school?</p> <p>A: We have a number of students with ASD/ADHD which is not their primary need and for the majority of students across the country, ASD/ADHD is the most common reason for a student to have an EHCP (Education, Health Care Plan) but this is not the case with our own context, but we do have a small number students with ASD or ADHD or a combination of both that do have needs that mean that they need very bespoke provision within school.</p> <p>Q: Do you have any training identified?</p> <p>A: STEPS training is a possibility. We can have staff trained, or one member of staff can become a trainer. Teaching Assistants are employed term-time only, and they don't work on teacher training days, therefore we are looking at ways to fund this training.</p> <p>JL advised he would link VP/HED with the Head Teacher at his work after the meeting as there may be something that they can offer informally to help with this.</p> <p>HED shared the interventions listed in the report including Year 8 literacy, accelerated reader programme, social skills, mentoring, homework club, weekly study skills groups, 1:1 sessions for students with Read and Write, and maths intervention.</p>	<p>MU/DCH</p> <p>JL</p>

Q: One of the interventions is at breaktime; are students happy to do this during this time?

A: We utilise room 46 at break and lunchtimes, and around 20 or 30 students use this informal facility on a daily basis. In collaboration with parents and teaching assistants, we are working together to ensure students want to attend the intervention on a Thursday during break time which also runs into mentor time. Ofsted talk about not narrowing the curriculum for students with SEND therefore we don't want to take them out of lessons, therefore we do need to have these interventions at these times.

Q: If you were given more money, which area would you target to have the most impact for these students?

A: Whole school training to raise the high quality teaching in all lessons so that staff really understand their role in supporting individual students, as this will have widest reaching impact across the whole of the school for all our students. This will be a long term impact.

HED shared concerns regarding the provision for pupils with SEND with the diminishing Educational Psychologist (EP) support over the last year especially as noted in the report. Again, this is an issue across the whole of the local authority. VP has raised this concern with the Trust to propose that all schools in the Trust collaborating together to collectively provide more EP hours.

7. Behaviour, Inclusion and Welfare Report (presented by HED)

This report was shared with governors prior to the meeting. HED walked governors through the report, highlighting that exclusions remained low, isolations remain consistent with previous years, and negative behaviour logs are higher than previous years due to a whole school focus on setting the right culture post Covid, plus we have more students on roll.

Q: Regarding the behaviour by subject numbers, what is the percentage of lessons that students have for maths as opposed to other subjects?

A: We do need to drill down into these figures as maths for instance has a larger number of teaching time that other subjects. Maths also have more Early Career Teachers (ECTs), and they will be utilising the behaviour system well, which is quite common for new teachers to do. This behaviour information identifies to us what lessons we should be going into, what subject teachers we should be talking to for instance.

Q: What does B & G stand for in the report?

A: Boys and Girls – it's not been broken down like this before, but have this time due to the vast contrast in the negative behaviour numbers between the two cohorts.

Q: 11 isolations which were followed by reflection duties – has there been any visual improvement in the students?

A: 7 are first-time offences; in these instances, there has been an incident which has resulted in an isolation and we would like to think that the restorative work and reflections that have taken place has contributed to them not being in isolation again. There are 4 students who have gone back into isolation, and there is further work needed for 2 of those individuals in terms of engagement of external support and further parental support.

Q: MyConcern logs – is there any specific trends from the safeguarding logs?

A: 2/3rds are still mental health and wellbeing

Q: The difference of negative behaviour logs between boys and girls – this is quite dramatic. Is this a new trend, and can you advise what SLT are discussing specifically regarding this?

A: The report was only available this week, therefore SLT haven't had a lot of time to discuss this specifically. This will be on the agenda for the next SLT meeting. Boys have always had more negative behaviour logs, but not to this degree. There are 2 specific students who are

<p>skewing the results however, and if they weren't included, the figures would be where we would normally expect to see them.</p> <p>VP added that the report has been developed, and will continue to be developed, to give Governors more information - for instance the report now includes admission information. VP also flagged up that whilst attendance looks low and is lower than it was 3 years' ago, it is higher than that of the Local Authority/National average, and has been skewed by the Covid situation.</p> <p>Q: Is there a cross reference between behaviour and either SEND or PP?</p> <p>A: Yes, 342 of the negatives are for SEND pupils, 201 for PP.</p> <p>Q: As a percentage, is this what you would expect?</p> <p>A: Yes, it's higher than we would want it to be, but is where we would expect it to be. The negative behaviour of students with SEND is high, but if we are getting the support right as highlighted in the SEND report, and are making sure that staff feel supported in getting the strategies right, then we would expect those figures to go down.</p> <p>Q: Are we certain it's the children generating the negative behaviour, rather than our ability to respond to their needs that is causing the negative behaviour.</p> <p>A: There is work to be done around how we are managing their behaviour, as detailed in the SEND report.</p>	
<p>8. Feedback from the AGF, DoE (presented by Will Clayton)</p> <p>AGF (Academy Governance Forum) – consists of Chairs of Governing Bodies in the Trust, who meet termly. The Trust wants LGBs to focus more on strategy and incorporating the MAT's visions and principles rather than the working practices they have previously undertaken. As there are a lot of changes being made to the responsibilities of the LGBs, WC will invite a member of the Trust to come to the next meeting to talk through these changes.</p> <p>Q: Does the Trust have its own Governors? What is the line of Governance, and who is accountable?</p> <p>A: Individual LGBs will be assessed in an Ofsted Inspection, but overall the Trust is accountable. This is noted in the Scheme of Delegation (in the Governance handbook). The LGB is responsible for the School Improvement Plan, SEND plan, PP strategy, making the school accountable for the spending for those lines of expenditure, and accountability for exam results, behaviour, inclusion, in fact all the areas we have been looking at tonight.</p> <p>WC advised that there is a real emphasis towards this new strategy which is defined as "setting out the priorities needed if the school is to achieve its vision". There will a real focus on priorities linked to the new risk management report, which will be explained further at the next meeting.</p>	WC
<p>9. Feedback from Trust Facilitated and Academy lead QASI (presented by VP)</p> <p>VP shared the quality assurance document and explained that this is compiled by the Principal and Chair of Governors and is reviewed termly by them both. This document links to the risk register. VP explained that there is the need to assess and RAG rate ourselves against a list of criteria within the document, which then feeds into the risk register (RR). There is a new format for the RR which will come into effect during the year.</p> <p>Governors noted the challenge in drawing in students from out of catchment. As numbers within the feeder primary schools are falling, it is important to continue to attract students from out of catchment to ensure that year 7 intake is around 140 for budgeting purposes. They also noted the challenge of lack of transport links to Bassingbourn from the surrounding area if students are out of catchment.</p> <p>The QASI document will be circulated to Governors.</p> <p>WC advised it was difficult, perhaps due to Covid, to get students engagement in terms of developing policies and driving the school forward. VP confirmed that there has recently been</p>	VP

<p>a student questionnaire undertaken with 475 out of 680 students responding. The focus was on behaviour, bullying, pupils' perception of school, their own individual wellbeing, all of which will be fed back into our own school improvement. The student leadership group has been re-established and VP will be meeting with them to share and discuss aspects of the questionnaire.</p>	
<p>10. Risk Register (RR)</p> <p>No questions had been submitted prior to the meeting. VP had made the amendments discussed at the previous meeting.</p> <p>Q: Is there anything that needed to be added or amended?</p> <p>A: The lack of mental health support is clearly one that needs to continue to be noted in the RR</p>	
<p>11. Governing Body Membership</p> <p>The 4 year term of office of JL expires on 6th December, which is before the next scheduled LGB meeting. As JL is a parent governor, an election needs to be held.</p>	SS/WC
<p>12. Pay awards</p> <p>This agenda item is subject to a confidential minute.</p> <p>Staff governors leave at 8:15pm</p>	

Meeting closed at 8:32pm
 Next meeting: 9th December 2021 6pm

Chair

Action Log			
ITEM	ACTION	DEADLINE	RESPONSIBILITY
3	Outstanding Governors' safeguard training. Outstanding CIP reports to be shared	Next meeting	SS WC/ JL/SA
4	PP report – change/amend evidence of impact directly on PP students. Re-word first section of intent re: post 16 destinations. Refine stretching outcomes.	Next meeting	PCH
4	Governors to feedback on the PP strategy report. SEND/PP termly visit	By end of November By 17.12.21	All Governors MU/DCH
5	JL to introduce VP/HED to a contact he has re: STEPS training	End of the week	JL
8	WC to invite a member of the Trust Board to the next meeting	End of the week	WC
9	VP to share the QASI document	End of the week	VP/SS
11	Parent governor elections	6 th December 2021	SS/WC

Rolling Action Log			
ACTION	DEADLINE	RESPONSIBILITY	UPDATE