

**Bassingbourn Village College
Local Governing Body
Meeting Minutes**



17 October 2024 at 6pm at the college

Governors Present: Alison Maley (AM) Chair
 Ian Stoneham (IS)
 Laura Sims (LS)
 Will Clayton (WC)
 Nik Cunniffe (NC)
 Sarah Anderson (SA)
 Jo Lambert (JL)

Others Present: Deborah Warwick (DW)
 Vanessa Larkins (VL)
 Jeremy Brock (JB)
 Heather Lander (HL) Governance Professional

	ITEM	ACTION
1.	Acceptance of Apologies for Absence and Introduction	
	Apologies were received from Liz Lock (EL) which were accepted by the governors. AM formally welcomed and introduced IS and DW to the LGB. HL was also introduced as the new Governance Professional (formally known as the Clerk to Governors).	
2.	Declarations of Interest	
	There were no declarations for any item on the agenda. A separate document titled "Register of Business Interests 2024/25" was distributed prior to the meeting for completion. Action: Outstanding governors to complete and return Register of Business Interests 2024/25 to HL.	WC/SA
3	Agree minutes of last meeting (16.05.24)	
	All governors had read the previously circulated minutes, and these were accepted as a true record and agreed.	
4.	Matters arising from minutes of 16.05.24 not on this agenda	
	Item 6 – Skills audit. This had been distributed by AM and responses are being collated to consider the gaps. Item 7 – Yr 11 data has been distributed. Item 9 – IS and AM to check if additional risk around staffing on the register has been considered. Item 10 – re link visits. AM confirmed that SEND and Safeguarding visits will continue. EL will continue as the Safeguarding link governor and LS as the SEND link governor.	AM/HL IS/AM

	<p>(Q) A question was raised by a governor. There is only 1 safeguarding governor, should there be more? (A) Answer. This will be addressed. Action: consider number of safeguarding governors</p> <p>Item 10 – AM confirmed they had raised governor training sessions at the AGF. AM also confirmed they had a contact in another school to share best practice.</p> <p>There were various questions or comments raised by the governors prior to the meeting on the minutes of the 16 May 2024, which are listed below. Answers were provided to some of the questions during the meeting.</p> <ul style="list-style-type: none"> • What are the final numbers for the admission of year 7, and what are the class sizes? • To take a Ukrainian child into the school, would you flex admission numbers for this if necessary? • Why is the section on authorised absences in red? Does this need reviewing? • Vertical tutoring: The naming is not intuitive and class names are very difficult to remember. When completing forms parents do not remember the names of their children's forms. Is there a better way of naming the forms? • (For AM). What has become of the skills audit we filled in? As referred to above under matters arising from the previous meeting, the responses are being collated to consider the gaps. <p>Action: some questions remain unanswered.</p>	<p style="text-align: center;">AM</p> <p style="text-align: center;">AM/IS</p>
5.	Governor Safeguarding Training	
	<p>VL delivered the annual Safeguarding training for the governors. After the meeting, both the KCSIE document and a link to the Safeguarding Quiz were uploaded to the governor's folder in Teams. The slides from the Safeguarding Update Training have also been uploaded.</p> <p>The following questions were raised by governors during the training and answered by VL:-</p> <p>Q. Do we just read part 1 of KCSIE? A. Yes, just part 1.</p> <p>Q. The definition of British Values could create difficulties? A. PSHE would cover this, but VL agreed there could be confusion when looking at the definitions online.</p> <p>Q. What are Community Safety Incidents? A. VL gave examples: - Unknown adults loitering. Effects from outside of the school. Local challenges.</p> <p>Q. Are all the categories shown on the slide? A. Anglian Learning defined categories are shown but there is a much longer list. Each concern is logged separately.</p> <p>Safeguarding and Child Protection Policy</p>	

<p>It was noted there are still yellow highlights on the policy to be considered. LS offered to help on any relevant sections.</p> <p>There were various questions or comments raised by the governors prior to the meeting about the Safeguarding and Child Protection Policy which are listed below. Answers in red were provided by VL during the meeting.</p> <ul style="list-style-type: none"> • Missing names on page 32. DW and IS are the only people trained for Safer Recruitment. No recent governors have been trained but it makes sense for a governor to be trained. WC has Safer Recruitment training still in date. SA and EL will be put forward to do the training via the National College. • Assuming it is a standard policy produced by the MAT and we make adaptations for our school? This is evident in places and slight lack of consistency. Yes it is a MAT policy. • The names are listed at the front, which is the easiest way to achieve consistency, but then sometimes names are mentioned through the document but not always. e.g. P8 safeguarding gov 'insert name' - although safeguarding gov name is at the front so could probably just delete this or write see front of document or page... 2. EL has now been included. • P23 Attendance champion (who is this?, currently implies this is V L, and that she is not DSL) liaises with DSL. If this is a current position, perhaps this should be added at the list of names at the front. Attendance and DSL is VL. VL confirmed this position works. A governor suggested it may be worth clarifying this in the policy. • P23 Who is responsible for training staff? It could be Anglian Learning or school specific. • P31 The academy's DSL should be aware of local policies for making prevent referral. (Is this academy or BVC?) It is a county policy. • P5 Role of LGB safeguarding governor. Ensure governors and trustees are aware of their obligations under the Human Rights Act 1998 21, the Equality Act 2010, the Public Sector Equality Duty, and the local multi-agency safeguarding arrangements. Is this covered in the annual training? Will the safeguarding governor receive a copy of the presentation to confirm this? Safeguarding and Child Protection Update Training documents have been uploaded to the governor folder in Teams. <p>Action: LS to help on the Safeguarding and Child Protection policy, as required.</p> <p>SA and EL to do Safer Recruitment training via National College. HL to arrange. (Since the meeting HL has arranged for the National College link to be set up).</p>	<p>LS</p> <p>SA/EL/HL</p>
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	<p>EL was absent for Safeguarding training. Training via the National College to be arranged separately. (Since the meeting, HL has arranged for EL's link to the National College training).</p>	<p>EL/HL</p>
<p>6.</p>	<p>Curriculum Y11 data and Blueprint</p>	
	<p>Curriculum Y11 data – JB gave a comprehensive verbal report on the results, having previously provided LGB with an exam outcomes document (in Teams). NC had also prepared a comprehensive grade Distribution document (in Teams) for LGB prior to the meeting.</p> <p>JB confirmed that 2019 was the last year where exams had not been Covid affected.</p> <p>28 students out of 128 are identified as having attained English/Maths at 9/5. No intervention group had been set up/put in place for various reasons. JB confirmed that groups had been set up for 2024/25.</p> <p>Q. What about grade 3s, no intervention? A. JB confirmed there was no push there. There are fortnightly meetings to challenge and keep a constant watch. There has to be a really clear plan and staff have to have a good handle on the situation.</p> <p>Q. New V5 group set up for Maths/English highflyers identified at the top of the entry. Has that been based just on entry or on other information? Is there intervention and is that the right thing to do? A. Based on entry scores to decide where students are. Internal tests as there were no SATS.</p> <p>Q. Will the V5 group be extended to others? A. Not at the moment but likely to be considered.</p> <p>Q. National Average for grade 9, Bassingbourn VC is below but other grades are above. What is being done? A. Decisions on certain subjects (other than Maths/English) are being left to staff at the moment.</p> <p>Q. Should staff allow students to take a subject if they know they are not likely to succeed? A. Staff provide a curriculum that allow students to do their best.</p> <p>JB confirmed they are not able to address all the issues in one year and have to focus on current year 11s. Conversations are taking place across all subjects to sort issues and challenge staff.</p> <p>There will be an enhanced line management strategy to address those subjects that are not performing as well as others. This will include support from other specialist teachers across the MAT, modifying the curriculum, and staff mentoring practices.</p> <p>JB explained the process for new staff covered induction, line management and observations to ensure they know what is required. Ensuring quality assurance of staff.</p> <p>There were various questions or comments raised by the governors prior to the meeting about Curriculum Y11 data which</p>	

are listed below. Answers in red were provided by JB during the meeting.

- The LGB would like to have a report as to what strategies will be put in place to improve results of the underperforming subjects ie Art, Music, English Literature and Computing. The latter has been underperforming for a number of years now and Governance has raised the flag on this a great number of times. **Art – observation skills need to be addressed. Music – no national average and no U grades. Very low numbers of students for the subject. New specialist subject leader is very aware of position on Computing. Revision/interventions/past papers all being utilised as strategies. English is short staffed at the moment.**
- There is inaccuracy in target versus actual data for the higher gradings. Why is that? Are staff clear as to what the quality of higher grades looks like for their subjects? **There needs to be work with staff to know what a higher grade looks like.**
- What are the teaching pedagogies used in the stronger departments (MFL and Science) that could be used in other departments. **They have experienced teachers.**
- For each of the six observations below, the associated question is "could you explain why, and what is being done?"
 - Results. Significant gender difference, with boys doing poorly in English A8, A8 overall and proportions of 7-9.
 - Results. SEN progress 8 score is poor, suggesting even normalising for a (perhaps) lower baseline, outcomes are not good.
 - Results. PP Maths for middle prior ability pupils weak.
 - Results. Pass rate in English down.
 - Results. Very very few 8 and 9 grades across the board, even in subjects like single science where only the top ability student take them.
 - Results. Art and Design has now been weak two years on trot.
- More general questions
 - What is the current plan for computing? (We have asked about this every year for the past 4). **A new member of staff is in place. Unknown outcome at the moment but they are a specialist in the subject.**
 - Are target grades supposed to be motivational/ambitious/supportive, or a realistic prediction of what students "should" get? **Should be aspirational not predictions.**
 - Does the peak on the results histograms at grade 5 in maths, spanish and combined science suggest a lack of ambition in terms of foundation vs. higher, or a good strategic decision by relevant leader?

	<p>○ Would it be possible to see a histogram showing distribution of A8 grade by pupil, to understand more about outcomes at the top end?</p> <p>Action: some questions remain unanswered.</p> <p>Blueprint – Transition phase. IS had discussed with staff to determine what are clear strengths. (C4) Progression – need to go back and look at some areas. (C5) Transition – cultural and pastoral transition being done well. There are questions around when it is successful as there is not a clear enough plan. (C9) Safe & Happy – data through safeguarding/pastoral. Happens alongside PSHE. Areas of focus – (C11, 13 and 14) expert Co construction, specialism in teachers. Need to make sure of the highest quality provision in classrooms. A lot has been done but a lot still to be done to empower subject leaders which will help to make rapid progress. Being a smaller school will be advantageous. Blueprint to be submitted to Trust Central Team on 4 Nov. Will be accessible in Teams. Action: IS to add Blueprint to Teams folder.</p> <p>Q. When is the blueprint reviewed? A. Every quarter.</p> <p>A request was made to add the LGB planner to Teams for all governors to see requirements for each meeting. Action: LGB planner to be added to Teams folder. (HL has added this to Teams since the meeting).</p>	<p>AM/IS</p> <p>IS</p> <p>HL</p>
7.	SIP recap – 100 days	
	<p>IS gave a recap. The 21/24 plan is coming to an end and a new plan will be available at the next LGB meeting. 3 areas of focus from the SIP are set out in the 100-day plan. IS needs to put in place considerations to bridge the gap from the old plan to the new. In order to achieve this there will be 2 plans, one from Oct 24 to Dec 24 and the other from Jan 25 to Apr 25. Then a new 4-year plan.</p> <p>IS confirmed the priorities are not new. The school is condensing what can be done between now and December.</p> <p>IS has had consultations with the community to bridge the gap as parents are the most important.</p> <p>Focus will shift to staff after Autumn half term including 1:1s. Staff need to feel they belong.</p> <p>Feedback to date has been positive from parents.</p> <p>AM explained the delegated responsibilities of the LGB, according to the Scheme of Delegation, are to determine, in collaboration with the Principal, the educational character, mission or ethos of the school, consistent with that of the Trust. The LGB is also responsible for the School Strategic Plan which ensures the school has a medium to long term vision for its future and one that it is robust in achieving its vision. It is the Principals responsibility to</p>	

implement this strategy and develop the School Improvement Plan. The LGB, at this initial stage of the process in forming the next strategy, felt that the three values of the school, Respect, Resilience and Responsibility should be applied to this with the main strategic priorities being 'Confident and Successful Citizens', 'Aspirational Learning' and 'Accountable and Reliable Citizens'...' The Purpose of the strategy and therefore its mission would be to 'enable excellence through inclusive and aspirational learning , empowerment of leaders, and inspirational opportunities for our learners.'

There were various questions or comments raised by the governors prior to the meeting on the 100-day plan which are listed below. Answers in red were provided by IS during the meeting.

- How is this linking into the existing 2021 to 2024 Strategic Plan? **As confirmed above.**
- Add author to the document and date. **AM picking up separately with IS.**
- **Inclusion, behaviour and Safeguarding:** why the focus on uniform? Is it really one of your top priorities, and if so, why? **The school has to start somewhere, and uniform is a good place to start. Ensuring correct uniform for the initial basics and not trying to deal with all aspects at once.**
- **Curriculum and assessment:** teaching and learning action plan: how is this going to address the subjects that are not performing well and those students who are potentially the higher-grade attainment students. **Need to shift line management and focus on to teaching and learning via senior management.**
- Target groups mentioned, which should help with, e.g., English pass rates. But what are you doing to help potential grade 7-9 pupils achieve? **Answer as above.**
- Why especially session 2&3? **Students are getting tired with 100-minute lessons. Need really engaging lessons to provide a highly effective way.**
- **Assessment policy:** will this also include formative assessment as well as quantitative assessment? Is so a student understands 'why' they have or more crucially why they have not answered a question correctly rather than just that they have a right or wrong answer. There would be a greater learning potential if this were promoted. **Yes, the policy will focus on formative assessment.**
- **People and culture:** when will the website be launched? **Website will land after the Autumn half term. Quality & Assurance is being carried out by the Trust before release.** The LGB are concerned that policies etc are not up to date on the present site and that the school is therefore not adhering to statutory requirements. Is it possible that a page could be placed on the existing site to inform users that a new site is being launched and that up-to-date policies etc can be obtained by contacting the school? **IS confirmed there should be a banner to confirm the new website is under construction.**

	<ul style="list-style-type: none"> Can you specify the stakeholders? Governors, Parents, Students – anyone who has an interest in the community. 	
8.	Key Risk Review	
	<p>IS had discussed key risks with Vickey Poulter during the summer term.</p> <ol style="list-style-type: none"> Finance is always a risk area. IS inherited a strong budget and a healthy capital balance for the school which helps to cover costs for recruitment and retention of staff. Staffing. Currently in a much healthier position. There are not enough English teachers. Maternity cover is a challenge. Need to retain the staff the school has. Day to day safety of the school site is a challenge. Capital spend on site does not improve teaching. <p>Q. Has the magnitude changed? A. IS could not specifically answer. It is not as hard for students to be accessed with projects on external doors, panic alarms and CCTV coverage increased. Options are being looked into regarding the footpath crossing the school site.</p> <p>Q. Can the school apply for the footpath to be rerouted? A. Legal process to do this was started but not progressed. Conversations taking place with the Trust specifically about what can be done to make the site safe. A governor suggested it would be worth engaging early with the Parish Council regarding any Section 106 funding.</p> <p>NC left the meeting after this (8.14pm)</p>	
9.	Staff concerns	
	<p>AM clarified that there had been a previous LGB extraordinary meeting to address concerns from staff. There had been various comments raised in exit interviews and emails/messages received by governors from staff that needed to be addressed. This included clarity of the school structures and systems and student behaviour.</p> <p>There were various questions or comments raised by the governors prior to the meeting which are listed below. Answers in red were provided by IS during the meeting.</p> <ul style="list-style-type: none"> What processes are being put in place by the school to improve communication channels, trust, follow through, and consultation between the SLT and the staff team? Weekly bulletin sent to staff. When making decisions, especially around staff/students, feeding back to the staff involved on a daily basis. This will be a work in progress. What is being done to improve the operational side of school systems and structures and sharing of good practice. DW has done a lot of work on structures. How will the school be making a positive impression for the recruitment of new staff and what follow through support is being put in place for present and future new staff? Updating the website. Growing opportunities as the school develops 	

	<p>to enable staff to grow and develop. Looking at progression routes for staff. For future staff, continuing to show a high quality of learning, creating a warm environment and an inclusive culture.</p> <p>Governors asked if they would be able to see the weekly communications to staff or, if that was not possible to at least see the weekly communications with parents. IS will include LGB members on the Mail out of Principal communications with parents.</p> <p>IS confirmed the school website was being relaunched and communications with the parents will also be available for governors to access. IS also confirmed that all policies on the website would be updated.</p>	IS
10.	Policy Review – Behaviour, Anti-Bullying, Uniform & Equipment	
	<p>Behaviour and Anti-Bullying – DW explained the policy needed clear clarity for staff/carers/parents/students. Celebrating success but guidelines on how to deal with behaviour. A brief explanation for governors regarding “behind the scenes” re escalation which is not in the policy. Regular training with staff on escalation and a whole school assembly at the start of each half term to remind students/staff.</p> <p>Q. Will they all fit in the assembly? A. It will be delivered on Teams in classrooms.</p> <p>There were various questions or comments raised by the governors prior to the meeting about the Behaviour Policy which are listed below. Answers in red were provided by DW/IS during the meeting.</p> <ul style="list-style-type: none"> • What type of tasks are set in reflect that allows the student to learn from their behaviour? New tasks and workbooks to monitor. • Have staff had appropriate training on how to deal with Physical intervention? Training for this is being reviewed. • How will the SLT be ensuring staff fully understand this policy, are clear on how to act with both good and unacceptable student behaviour and are consistent in their approach. Regular training with staff. • What is a shadow timetable? Where behaviour of a student has been escalated but they remain in school and go to a shadow class. • The system of positive points sounds excellent, but the risk is staff do not apply uniformly. What monitoring of this will be done? Regular training. • Are merit marks for 100% attendance not old-fashioned/discriminatory/no longer the done thing? Merits are considered important. • Does the policy need a blanket statement somewhat that the points are not value judgements, otherwise you might 	

	<p>infer (say) that an incident of racism is 3x worse than using a mobile phone but the same as vaping (or whatever)</p> <ul style="list-style-type: none"> • Policy is quiet on how escalating behaviour is monitored, but one benefit of this type of "points win prizes" approach is that you can check and see in quantitative terms how students' trajectories are altered. How will this be monitored? Regular training with staff and "RAG" approach to the policy. • Typos to be corrected before being placed in the public domain. Section 8: bullet point 1 – 'explore' should be 'explored'; bullet point 3 – 'that a student' is repeated twice. The behaviour stages are in Table 6, not Table 4 (p11) <p>A governor confirmed the policies looked good but raised the point about loading on to Bromcom as there were less categories. Bromcom can show positives/negatives and staff input for conversations. The policies were agreed by the LGB and final documents will be presented for approval at the next LGB meeting. Action: final Behaviour and Anti-Bullying policies to LGB meeting on 12 December for approval.</p> <p>Uniform policy –</p> <p>Governors raised questions on the Policy.</p> <p>Q. Is there a staff policy for dressing? A. Yes.</p> <p>Q. How will the policy be implemented? A. There will have to be a consultation with parents etc before implementing. Policy is scheduled to be implemented in September 2025.</p> <p>Q. If parents do not follow the policy the school will be unable to escalate with them. How will they escalate with the child? A. The school has to draw the line on this.</p> <p>IS confirmed the school cannot bring in a policy that increases costs for parents/carers. There has to be clarity, proper consultation and then bring back to the LGB afterwards. The school has to be clear about the language that should be used.</p> <p>There was a question raised by the governors prior to the meeting about the Uniform Policy which is listed below. The answer in red was provided by IS during the meeting.</p> <p>How will the SLT team ensure staff are clear on this policy? There have been uniform policies in the past and staff had different understandings of what was acceptable creating issues for parents who were trying to instil the policy with their child. It is important all staff are clear on the policy through communications.</p>	<p>DW/IS</p>
<p>11.</p>	<p>Link Governor Reports</p>	

	<p>A question was raised prior to the LGB meeting on the SEND report asking where PP funding is being spent this year. The question was not answered. Action: IS to provide a summary of where PP funding is being spent this year, at the LGB meeting in December 2024</p> <p>There were no other comments on the reports. On the Inclusion and SEND report on 14 June 2024, governors were asked to consider whether they have any connections within the local community which could provide an alternative activity. Action: all governors to consider and provide any connections.</p> <p>LS and EL to set up regular Link Governor visits. These should be arranged via Keeley Burgess (office manager).</p>	<p>IS</p> <p>ALL</p> <p>LS/EL</p>
12.	AOB	
	<p>WC confirmed that they will be stepping down from the LGB after the December meeting. Action: ensure any admin for resigning is completed</p> <p>A governor suggested that data training would be helpful. NC had previously offered to run a session. Action: training to be arranged</p> <p>A governor raised a question that had come up in exit interviews about knowing which staff had first aid qualifications, training etc within the school. It was confirmed this was on next half terms meetings in school to be addressed.</p> <p>The meeting ended at 8:51pm</p>	<p>AM/HL</p> <p>AM/HL</p>
13.	Date and time of next meeting	
	12 December 2024 – 6pm to 8pm	

Items for Future Meetings	
Meeting	Item

Action Log

ITEM	ACTION	DEADLINE	RESPONSIBILITY
2	Complete and return declaration of interest form	12/12/2024	WC/SA
4	Skills audit / training / gaps	Ongoing	AM/HL
5	Safeguarding Policy to be finalised and adopted by BAS/LGB	12/12/2024	BAS
9	LGB to be added to Mail out of Principal communications with parents.	ASAP	IS
10	Finalise Behaviour and Anti Bullying Policies	12/12/2024	DW/IS
11	Set up regular Link Governor visits	Ongoing	LS/EL

Rolling Action Log			
ACTION	DEADLINE	RESPONSIBILITY	UPDATE