

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



27 March 2025 at 6pm at the college

Governors Present: Alison Maley (AM) Chair
 Ian Stoneham (IS)
 Laura Sims (LS)
 Jo Lambert (JL)
 Sarah Anderson (SA)
 Elizabeth Lock (EL)
 Nicholas Cunniffe (NC)
 Kim Caldwell (KC) (Newly appointed governor, observing)

Others Present: Ken Murphy (Visiting Trustee)
 Heather Lander (HL) Governance Professional

	ITEM	ACTION
1.	Apologies for Absence	
	<p>All Governors attended the meeting. There were no apologies.</p> <p>Ken Murphy attended the meeting as a visiting member of the Trust Board. KM provided the LGB with a brief introduction about themselves.</p> <p>AM introduced Kim Caldwell to the LGB. KC is a newly appointed Trust Governor and was attending the meeting to observe.</p>	
2.	Declarations of Interest	
	There were no declarations for any item on the agenda.	
3	Minutes of last meeting (13.02.2025)	
	All governors had read the previously circulated minutes, and these were accepted as a true record and agreed.	
4.	Matters arising from minutes of 13.02.2025 not on this agenda	
	<p>The slides from the data training carried out with the LGB on 11 Feb 2025 have been uploaded to the Teams training folder. The recording of the session had not worked properly and was therefore not available to upload to Teams.</p> <p>IS confirmed they had reached out to Bassingbourn Barracks for a possible new Governor recruit to the LGB. There had been no response at the time of the meeting and IS will try again after the Easter break.</p> <p>Action: IS to contact Bassingbourn Barracks.</p> <p>HL had dealt with the recruitment process for the new Governor to the LGB.</p>	IS

	<p>HL will ensure the Behaviour Policy is a standing item on the agenda for each LGB meeting.</p> <p>IS has shared the staff priorities which are contained within the 100-day plan within the Principal's report provided for the meeting.</p> <p>The substantial report on the Curriculum teaching and learning plan has been shared in the Principal's report.</p> <p>A report on the correlation between PP and SEND is to be provided for the LGB, tracked as widely as possible. Action: report to be provided on the PP and SEND correlation.</p> <p>LS has been included as the Link Governor for PP. LS will be able to hold regular Link Governor meetings to consider in depth the PP progress against the Strategy Statement.</p>	<p>IS</p>
<p>5.</p>	<p>School Strategy Plan</p>	
	<p>IS presented the recent 100-day plan as part of the Principal's report. IS explained that there are very few actions that are currently rated as green for two reasons: -</p> <ol style="list-style-type: none"> 1. Several of the actions are ongoing processes which will roll in to the summer term. 2. A lot of the actions are rated orange, meaning they are in progress but are covered under the long-term strategy for BAS. Some actions are not driving forwards at the speed envisaged when they were set. <p>IS explained looking at the bigger picture what had been set out at Christmas and where BAS was at Easter. Taking each of the three focus areas IS commented as follows:-</p> <ol style="list-style-type: none"> 1. Empowering staff to be at the centre of leading change. Some of the actions were in progress but others were only part way through being implemented. The Hive is being developed but has not yet been finished. Strength of the teams is not where IS envisaged to support the systems that have been started. 2. Supporting students to achieve their academic potential with a sharp focus on Year 11. Year 11 actions are not finished as they will be ongoing until those students leave. IS confirmed that information was being sent out to parents about the information evening for Year 11s. This was currently a red action. 3. Improving consistency in our classroom practice and implementation of our behaviour policy. This area has more red actions and gives a realistic characterisation of where BAS currently are. The Behaviour Policy and culture shift has not yet been embedded. An example given by IS was the use of orange cards for immediate behaviour issues but limited staff availability to follow through on action required, particularly around 	

	<p>detention time. Students presented with detention are not always attending detention and there is no capacity for following up non-attendance.</p> <p>In order to shift student behaviour, there has to be follow up when the behaviour is not at the level expected.</p> <p>There have been delays and inconsistencies in implementing this policy across BAS.</p> <p>A governor asked who should be following up on the student behaviour?</p> <p>IS confirmed it should be the achievement leaders/senior team, but the team is too small to follow up on behaviour. IS has tried increasing the team size but this is not moving due to a lack of capacity for staff.</p> <p>A governor suggested that it could be an incorrect system to deal with the behaviour/incorrect staff members.</p> <p>IS agreed with this suggestion. Considering other staff that could be utilised, IS clarified that the middle leaders have no flex in their daily capacity to take on additional behaviour tasks.</p> <p>There is not a strong enough system currently to put a plan in place. IS had thought they would be further ahead with implementing behaviour change.</p> <p>A governor asked how do other schools manage; do they have 3-year plans?</p> <p>IS confirmed it is not unusual for schools to have a 100-day or termly cycle plan, but they do have to have a 3 / 4 year strategic plan. The 100-day plan currently covers more operational activity but there must be a longer term (3 / 4 year) strategic plan.</p> <p>A strategic plan needs to be in place for the next academic year.</p> <p>AM confirmed that the Trust Board are in full knowledge of the plan and the climate has to be right to build/implement the strategic plan.</p> <p>IS confirmed they have been thinking about the strategic priorities for medium to longer term planning. One focus is about what is happening in the classroom, particularly around behaviour.</p> <p>There is a need to return to upskilling of staff and James Woodcock (director of educational professional learning in Anglian Learning) is about to start an 18-month piece of work with BAS around what does BAS want children to leave looking like.</p> <p>IS also confirmed BAS are using the Kotter's 8-Step Change Model to aid with their medium/long term planning. This is in the early stages with BAS having identified the position (Step 1) and now implementing Step 2 to build a strong team.</p> <p>To support this, the current round of advertising for an assistant Principal produced 40 applicants.</p> <p>A governor asked how many applicants there had been in the first round?</p>	
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<p>IS confirmed there had been 8 applicants.</p> <p>A governor asked what did BAS do differently for the second round? IS confirmed they changed the approach for the second round of advertising incorporating key descriptions of the role. It was also being advertised slightly later in the academic year.</p> <p>A governor asked if this would be an additional or new role? IS confirmed the person would replace a SENCo but as an assistant principal.</p> <p>A governor asked if this was to change the structure? IS confirmed that it would. Structures/roles/responsibilities would all be reviewed as it is an expensive leadership model currently (as referred to under item number 9 below).</p> <p>IS suggested in future the different leaders could come to LGB meetings to clarify their areas of school life.</p> <p>IS referred to the “Why change fails” diagram included in the Principal’s report and explained that he had been expecting changes to start taking effect by now. The main focus of conversations with staff and parents has been around anxiety and frustration. There have been other areas such as a lack of skills/knowledge on how to deal with tricky situations and upskilling staff.</p> <p>A governor asked what the plan will look like by May with only 3 school weeks from this meeting? IS confirmed they will have Step 2 of the Kotter model clarified by then. Conversations will take place with the Trust for support. The LGB will have clarity of what the summer term and September will look like.</p> <p>A governor asked what is driving the anxiety? Is it a few or lots of people affected? IS confirmed the vast majority is due to being able to deal with challenging behaviour. The root cause and extremity of behaviour is significant and requires a lot of skill to deescalate situations. IS confirmed it is not large numbers but the extremity of the behaviour.</p> <p>A governor asked if it was an issue that will sort itself? IS confirmed not. There are other considerations such as how to integrate difficult behaviour into the classroom. Only a few staff members are able to deal with dangerous behaviour. IS clarified that this is not BAS specific, it is typical in other schools, but BAS do not have enough staff who consistently engage with the students in the classroom.</p> <p>It was mentioned that there is very little CPD about how to deescalate behaviour situations.</p> <p>A governor asked how often this behaviour occurs?</p>	
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	<p>IS confirmed difficult behaviour, almost daily. Dangerous behaviour, less frequent.</p> <p>IS clarified there were 3 priorities in the Principal's report. They must not lose sight of the brilliant teaching that BAS can deliver. Recruitment is to be geared around the priorities to make change. Investment in the site needs to be continued and included in the strategic plan.</p> <p>A governor came back to the question of what does the plan look like and asked if there was anything the LGB could do to help? IS confirmed that they may be at a place where the LGB could meet to look at the strategic plan.</p> <p>Suggestions were made that the LGB could have a facilitated discussion i.e. a "strategy day" for 3 / 4 hours one morning that would be beneficial to consider the plan. The suggestion was sometime after Easter, during May.</p> <p>IS confirmed that he had someone in mind to facilitate the meeting. There was also a suggestion to switch the LGB 5 agenda to the LGB 6 agenda in July.</p> <p>The LGB were in agreement with this and suggested that dates be considered for May to put this into action.</p> <p>Action: HL to organise suitable dates for a "Strategy Day" meeting.</p>	<p>HL</p>
<p>6.</p>	<p>Curriculum</p>	
	<p>IS provided details in the Principal's report. Broader experiences have not really changed since the last report.</p> <p>IS focussed on celebration and achievement in the report and the award system in place for students.</p> <p>About 3 – 4 students will achieve the Gold Award which is handed out by IS in assemblies.</p> <p>Approximately 85% of students are doing the right thing in school towards the award system.</p> <p>There is a massive ratio of positive points to negative points but the points system is too complicated.</p> <p>Tariffs have been set towards milestones in the award system and achievement is celebrated as a positive.</p> <p>IS confirmed they need to look at end of year/annual awards which is a really important part of the positive celebrations but which is not happening. IS will come back to this.</p> <p>Action: IS to revisit end of year/annual awards and report to LGB.</p> <p>IS confirmed there had been some really good art work/poems from Year 7.</p> <p>A governor asked if there had been any feedback from students on the award system?</p> <p>IS confirmed not but they will be asking students/staff for feedback.</p> <p>A governor suggested whether awards could be issued at other times as celebrations rather than just 1 day at the end of year.</p>	<p>IS</p>

	<p>IS confirmed the Teaching & Learning plan was in the Principal's report. If any of the LGB had queries they could go back direct to IS.</p> <p>Action: LGB to raise queries on the Teaching & Learning plan with IS direct.</p> <p>IS confirmed there are two formal observations of staff in the classroom. The first observation in the early part of the academic year provides the basis for monitoring going forwards with the second observation to have taken place by May half term. IS confirmed it is difficult to report back on some areas of teaching observations as there is only 1 member of staff and they are mindful to present outcomes without flagging staff.</p> <p>A governor asked who does the observations/assessments? IS confirmed that the senior team carry them out but there were more joint observations this time.</p> <p>IS confirmed that oracy/pedagogy are not being shown in the report.</p> <p>A governor asked why these are not being shown in all lessons? IS confirmed they would expect them to be seen for the majority of the time.</p> <p>A governor asked how do you see these? IS confirmed over time. If data remains the same the staff member requires greater support.</p> <p>IS confirmed that scores are not given. Judgements are made on the observations and fed back to the staff member in their appraisal.</p> <p>A governor stated that the values on the website (for parents) for the points system are not correct. IS confirmed the points are dealt with digitally.</p>	<p>LGB</p>
7.	Safeguarding	
	<p>EL provided a Link Governor report together with a Safeguarding Executive Report for Spring 2025 prepared by Vanessa Larkins (VL).</p> <p>There had been availability issues to get a meeting in the diary for the Link Governor visit.</p> <p>IS confirmed if the dates for the Link Governor meeting are given to them, they will put them in the diary.</p> <p>EL briefed the LGB on the visit and the recommendations including: -</p> <ul style="list-style-type: none"> • Provide safeguarding figures of who has completed training as a percentage. The information should be on the SCR and can be extracted. • Resource limitation for safeguarding is a challenge. • EL had been named as the Attendance Governor and included in the Attendance Policy. No attendance officer 	

	<p>has yet been appointed by BAS but the recruitment process continues.</p> <ul style="list-style-type: none"> • BromCom is sending automatic emails to non-authorized attenders. The ideal would be a telephone call, but staff are at capacity. • Issues around students not showing as attending due to music lesson attendance. Are there ways to deal with this. • A safeguarding report has been carried out by Camilla Saunders. IS will go through the report with VL and then report to the LGB. IS will come back to this in May. <p>Action: Safeguarding report from Camilla Saunders to be reported to LGB in May.</p>	IS
8.	Inclusion	
	<p>Inclusion (attendance and suspension data) was included in the Principal's report. EL has been included as the Attendance Link governor (as confirmed under item 7 above).</p> <p>A governor asked if a student had a genuine reason for not being at a particular lesson can the system be changed? IS confirmed that it could.</p> <p>Attendance data had been included in the Principal's report. Overall attendance at 26/03/2025 was 91.6%. Comparisons with other schools were included in the report. Although the attendance figure had fallen it was in line with other schools. Attendance is stable but is not currently improving, due to lack of capacity to address attendance. The proposed attendance officer would address this as part of their role.</p> <p>IS confirmed that BAS should have aspirations to improve their numbers, but the national picture of attendance is a challenge and will be many years before attendance is back to pre-Covid levels. There are some schools who have better figures.</p> <p>A governor stated that the Attendance Policy states BAS will be fining for non-authorized absence and asked if they were? IS confirmed they were but needed to tackle the root causes of absence.</p> <p>Suspension data was included in the Principal's report. There had been a significant increase since December 2024, 6% of the total student population over a year. BAS had gone up but quicker than other schools. Suspensions correlate to SEND needs. IS reconfirmed the need to set up provisions during the transitional period and have earlier primary school interventions. There are some circumstances with very complex issues.</p> <p>There are no provisions for students in these circumstances to go to, even alternative provision are not always able to cope.</p>	

	<p>A governor asked if there was support in place for students who witness behaviour displays in classroom? IS confirmed there was some support available, especially if students were showing signs of distress but BAS need to develop a strategy for not missing any of these students.</p> <p>A governor asked if it was possible to see how the 17 suspension events in Year 7 were constituted? IS confirmed they could provide this information and suggested they could provide anonymised case studies to help highlight the position.</p> <p>Transition is a very important part of the process and leaders are working on how to deal with the transition to BAS.</p> <p>A governor highlighted from a SEND perspective that issues are not being picked up at primary level but subsequently come to light in secondary settings. EHCP Plans are not put in place quickly enough to deal with this once identified.</p> <p>KM confirmed that the council have a lack of staff to deal with the plans and different strategies are being put in place.</p> <p>The Link Governor report for SEND had been uploaded to the Teams folder. LS talked through the report. LS also confirmed that they had attended the Inclusion Link Governor forum earlier in March which had been helpful. A recommendation coming out of the Link Governor meeting was the LGB need to be aware of how the ordinary provision budget has been spent and its impact. IS confirmed they would look at how to demonstrate the funding/budget to the LGB.</p> <p>Action: provide funding/budget impact re SEND for the LGB.</p>	IS
9.	People & Leadership	
	<p>As confirmed at the last LGB meeting, IS presented a detailed review of the ICFP (Integrated Curriculum Financial Planning). This is a review covering planning for the school's finance. The process involves the planned curriculum being mapped against staff required/available.</p> <p>The headline is that nationally schools' budgets are being squeezed for the next academic year.</p> <p>BAS has 3 areas that are presenting challenges to balance their budget:-</p> <ol style="list-style-type: none"> 1. An inefficient leadership model with little economies of scale due to our size. Need to fund more teachers to cover the 3-year key stage 4 plan. 2. There is a small staffing profile as a large number of staff are post holders. 	

	<p>The plan is being modelled to manage staffing for 791 lessons across a fortnight. The budget will only cover 750 of lessons.</p> <p>It is an evolving picture as staff leave or are recruited. IS is reasonably confident that the planning can be covered but it will require having to reduce core subject class groups in Yr 10.</p> <p>There is no room to move the planning/budget any further.</p> <p>IS clarified another challenge is possible staff changes which involve specialist staff and recruiting for a replacement with the specialism will be hard.</p> <p>IS is waiting on news of some EHCP plans and the funding that supports them to feed in to the review.</p> <p>IS will revisit the ICFP in May.</p> <p>A governor asked whether there was an option for BAS to expand?</p> <p>IS confirmed there was a wait list for places for the next academic year. Admission numbers were going up to 150 but there was no physical space for any more above that.</p>	
10.	Governance and Central Team matters	
	<p>AM provided feedback from the last AGF meeting held on 10 February:-</p> <ul style="list-style-type: none"> • All Governors should ensure they only use their Anglian Learning email address for LGB communications. Also ensure that any WhatsApp groups do not share Governance information. • National College Training is available to Governors. AM will have a look at any relevant training but also requested the LGB to let them know of any training they feel would be helpful. <p>Action: LGB to inform AM of any possible training required.</p> <ul style="list-style-type: none"> • AM will put together a newsletter for the LGB to update them on plans. Jonathan Culpin will be advising Chairs on the Anglian Learning 3 year plan. 	LGB
11.	AOB	
	<p>A histogram had been provided as requested from previous LGB meetings and uploaded to the Teams folder. NC confirmed that they would sketch out a new version of the histograms that had been provided for the LGB and send to IS to arrange preparation for a later LGB meeting.</p> <p>Action: NC to provide information for the histogram version that would be helpful for the LGB. (Since the LGB meeting, NC has sent a detailed email request to IS of information to be provided. IS to provide a new version of the histogram).</p> <p>The meeting ended at 8:32pm</p>	IS

13.	Date and time of next LGB meeting	
	8 May 2025 – 6pm to 8pm (possibly replaced with a Strategy Planning meeting on another date/time)	

Items for Future Meetings	
Meeting	Item
8 May 2025	Behaviour Policy as a standing agenda item

Action Log			
ITEM	ACTION	DEADLINE	RESPONSIBILITY
4	Follow up possible new governor recruit	ASAP	IS
4	Provide an analysis tracking the correlation between PP and SEND students,	ASAP	IS
5	Organise suitable dates in May for a Strategy Planning Day	31/05/2025	HL
6	Consider end of year/annual awards	ASAP	IS
6	Raise any queries on Teaching & Learning plan with IS	ASAP	LGB
7	Provide comments from the Safeguarding report prepared by Camilla Saunders	31/05/2025	IS
8	Provide funding/budget impact re SEND	ASAP	IS
10	Provide Chair with any training needs	ASAP	LGB
11	Provide an updated version of the histogram	ASAP	IS

Approved at the LGB meeting on 8 May 2025

Rolling Action Log			
ACTION	DEADLINE	RESPONSIBILITY	UPDATE