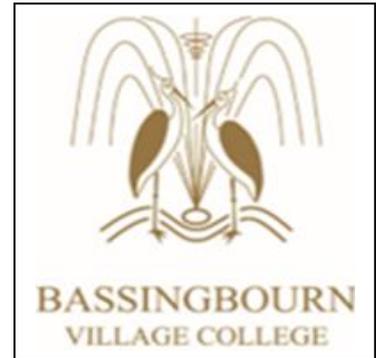


**Bassingbourn Village College  
Local Governing Body  
Meeting Minutes**



8 May 2025 at 6pm at the college

**Governors Present:** Alison Maley (AM) Chair  
 Ian Stoneham (IS)  
 Jo Lambert (JL)  
 Sarah Anderson (SA)  
 Elizabeth Lock (EL)  
 Nicholas Cunniffe (NC)  
 Kim Caldwell (KC)

**Others Present:** Heather Lander (HL) Governance Professional

	ITEM	ACTION
<b>1.</b>	<b>Apologies for Absence</b>	
	Apologies were received from LS and accepted by the LGB.	
<b>2.</b>	<b>Declarations of Interest</b>	
	There were no declarations for any item on the agenda.	
<b>3</b>	<b>Minutes of last meeting (27.03.2025)</b>	
	All governors had read the previously circulated minutes, and these were accepted as a true record and agreed.	
<b>4.</b>	<b>Matters arising from minutes of 27.03.2025 not on this agenda</b>	
	<p>IS had passed contact details for Bassingbourn Barracks on to AM to follow up for a possible new Governor recruit to the LGB. HL has sent an email to the Barracks on behalf of AM. Since the LGB meeting, a response has been received and a meeting with the Barracks is being arranged.</p> <p>A report on the correlation between PP and SEND had been provided for the LGB.</p> <p>IS clarified that headline data had been provided in the report. SEND gives raw numbers of those pupils who are both PP and SEND. There is an increase of SEND and PP in Years 7 and 8 but IS confirmed this is not a concern. Attendance and suspension data had also been provided in the report to understand the impact on this group of pupils. Both attendance and suspension have an increased outcome.</p> <p>A Governor suggested that a driver behind the data provided might be SEND and the other is SEND/PP. Can the data be looked at without PP figures?</p> <p>IS confirmed the most vulnerable SEND/PP pupils are most likely to be suspended.</p>	

Approved at the LGB meeting on 3 July 2025

<p>A Governor asked if there are any action plans or trials to correct this?  IS confirmed the approach is as set out in the Behaviour Policy but where it is not being followed completely or consistently the result is a deterioration in pupil behaviour. The school is aiming for a coherent philosophy around behaviour for all staff to follow. The school looks at other viable alternatives around behaviour, especially when a SEND/PP group are involved. In some cases, where suspension would be considered, it is not always appropriate as the pupil may not be attending school regularly. There have been successes where pupils reengage with their learning and attendance. The school is avoiding external suspension where possible. AM offered as to whether members of the LGB team could help IS in certain cases where an informal indication to the student of an elevation of serious consequence of students actions may be beneficial. IS confirmed he would liaise with AM if they felt there was a circumstance where it would be helpful. IS asked if there was any other data the LGB needed to let them know.</p> <p><b>Action: LGB to let IS know of any other data to be provided regarding SEND/PP.</b></p> <p>IS gave two caveats to the data provided.</p> <ol style="list-style-type: none"> <li>1. PP data is not the most helpful metric as the numbers also include both service and free school meal pupils. IS could distinguish between the two going forwards when providing data but there is a challenge where service pupils are highly mobile.</li> <li>2. There are significant amounts of unknown or undiagnosed SEND pupils. They would not be picked up in the data. The school is working to address this through collating sufficient evidence to have those pupils added to the SEND register.</li> </ol> <p>A Governor asked if the school involves the parents?  IS confirmed conversations are had with the parents, the majority of who are pleased with this involvement. Once a pupil is added to the SEND register the parents are involved in all discussions about appropriate plans etc.</p> <p>IS explained that looking at needs for possible SEND pupils should ideally take place in an early time period with resource available at the start of Year 7.</p> <p>It is a national challenge to address SEND needs but that is the benefit of being part of a wider Trust.</p> <p>A Governor asked what is the national challenge?  IS clarified that there is nationally an increase in SEND provision required but a lack of funds to be able to address this need.</p>	<p><b>LGB</b></p>
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<p>The benefit of being part of the wider Trust is to be able to use approaches adopted by other schools within the Trust.</p> <p>A Governor asked why there was a national challenge? IS confirmed that there are more children with SEND needs and less money available to be able to fund help. This is providing opportunities to come up with new approaches.</p> <p>Dates for a half day Strategy meeting have been suggested for either 25 May or 3 July, subject to the availability of the facilitator. <b>Action: IS to agree a date with the facilitator.</b></p> <p>The end of year/annual awards will be considered for the operational plan for next academic year.</p> <p>There had been no direct queries from the LGB to IS on the Teaching &amp; Learning plan included in the Principal's report provided at the last LGB meeting.</p> <p>A funding/budget was provided as requested at the last LGB meeting to demonstrate spending of the ordinary budget in relation to SEND.</p> <p>A Governor asked why has there been such a deficit on repairs and maintenance? Is this not covered by Anglian Learning? IS clarified that repairs are running expenses for small scale items such as mending broken doors etc on an ongoing basis. These are funded from the school's annual budget. There has been an overspend in that area as the school estate is older and is constantly needing to be repaired. The school would need to spend a large amount to put the school estate right, a lot of which has not been touched for a long time. Larger scale items are funded out of capital from the Trust plus there have been additional funds from the sale of the caretaker's cottage. Capital funded the library wall.</p> <p>A Governor asked should the school be allocated more money? IS confirmed that the Trust has a large pot of funds which they share across all the school estates, most of which are in the same position. There is a challenge as funding has to be prioritised around Safeguarding.</p> <p>A Governor asked why was there no budget for Cover supervisors? IS confirmed the budget for cover supervisors had been included in the teaching category.</p> <p>A Governor asked why the bought in supply cover was so large compared to the budget figure? IS confirmed this was due to the costs for buying in staff to cover maternity and other staff absences.</p> <p>A Governor asked what was the large spend on Education supplies?</p>	<p><b>IS</b></p>
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<p>IS confirmed the spend for education supplies also included the costs for Alternative Provisions (AP). AP is very expensive. Pupils that, through medical or SEND needs are unable to attend the school are provided with AP at various external places. IS is carrying out a review of AP, looking at whether any of the AP could be returned to the school and ways to make AP cheaper. AP provision could be brought back in house but that would require the appropriate training of staff. The local authority (LA) could provide support, but they have limited funds to do so.</p> <p>A Governor asked if parents could claim support through the benefits system. IS confirmed not.</p> <p>A Governor asked if the pupils were all going to the same place? IS confirmed not. Some pupils were having to travel up to 40 minutes away. There are places in nearer counties, but BVC is unable to access the AP.</p> <p>A Governor asked what is AP? IS confirmed that any pupil who was not attending their registered provider. This covered a wide range from provisions in school through to a provider outside of school and for some pupils they were not in school for 5 days a week.</p> <p>A Governor asked if the school paid for the transport for the pupil to attend their AP? IS confirmed it depended on the position of any EHCP plan.</p> <p>IS gave examples of what offsite AP looked like: -</p> <ol style="list-style-type: none"><li>1. Registered specialists where provision was highly targeted.</li><li>2. Unregistered provider but limited on what AP can be provided.</li><li>3. Tutoring often as a virtual provision. This is a cheaper option as no transport is required but usually inappropriate.</li><li>4. Very ad hoc provision.</li></ol> <p>IS confirmed that they are making sure the school is being included in any discussions about SEND provision. IS had shown 2 of the Trust Board trustees around the school recently who were interested in further discussions about SEND provisions.</p> <p>AM previously requested the LGB to let them know of any training they felt would be helpful. AM reconfirmed to the LGB to let them know if any member had a training need over and above the standard Anglian Learning training that is required.</p> <p>A revised histogram had been provided, as requested. Slight changes to the reporting of the data were required which NC prepared for the LGB. The information provided the answer to the questions previously raised.</p>	
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	<p>The Behaviour Policy is a standing item on the agenda for each LGB meeting. IS confirmed there was nothing new to report at this meeting. The school is revisiting the Policy regularly to ensure the required direction of travel continues and also looking to see what the Policy will look like for September.</p> <p>IS confirmed that currently the school is going through a consultation period for the Uniform Policy.</p>	
<b>5.</b>	<b>Vision, values and strategic objectives</b>	
	<p>IS had provided the LGB with a “Bassingbourn at 75: Vision” strategic draft plan for consideration and discussion.</p> <p>The school has been running 100-day plans which have now been extended to cover up to May half term.</p> <p>A Strategic plan needs to be in place by September 2025 to cover the 2025/26 academic year and beyond.</p> <p>IS has been considering a draft plan and in conjunction with what does success look like at the end of the plan. IS has carried out consultations with staff to be clear at this stage of what is happening before a final version of the “Bassingbourn at 75: Vision” document will be prepared. IS has collated feedback from the staff consultations.</p> <p>IS talked the LGB through the draft document and requested feedback. IS offered explanations of the content to help the LGB be in a position to consider the following questions: -</p> <ol style="list-style-type: none"> <li>1. Are the areas listed in the draft plan clear enough? If not, what is unclear about them?</li> <li>2. Is there anything included in the draft plan that is not in accordance with the values of the LGB or does anything suggest a direction that anyone would not be morally happy with?</li> <li>3. What is missing from the draft plan?</li> </ol> <p>A Governor asked what the rationale was behind the areas that had been included in the current draft plan which would give the LGB insight to consider the questions raised and to provide feedback?</p> <p>IS provided the LGB with a detailed explanation of their rationale in arriving at the draft version and confirmed they had looked at areas that could be actioned to make immediate impact in the short term. Other areas needed a longer, more structured focus to embed the changes over a number of years.</p> <p>IS also confirmed that a school wide capital investment was needed to improve the facilities and enforce the value of everyone connected with BVC.</p> <p>A Governor asked why IS had focussed on particular areas of the school in the draft document?</p> <p>IS clarified that some areas have inadequate facilities and best use of the spaces is not being made to enhance the links with the Community.</p>	

	<p>A Governor asked if the school could borrow funds to help improve the various spaces? IS confirmed there are no funds available to borrow. There are other options that could be considered through alternative links with the school but those are not immediate priorities and would be considered as plans on a timescale of 3 to 4 years plus.</p> <p>IS confirmed the plan also gave consideration to the use of space to meet the needs of SEND students both throughout the school and specifically in classrooms.</p> <p>A Governor asked if areas of the draft plan were achievable? IS confirmed that they were through specific training.</p> <p>A Governor stated that clear descriptions had been given about the areas that have been included on the draft plan but asked IS what was not included there? IS confirmed that due to the size of the school and the limit of resources, there are restrictions on being able to include all aspects they would like to in the draft plan and gave the LGB an example. Other areas have a greater priority first.</p> <p>A Governor suggested some changes to wording included in the draft plan. IS made a note.</p> <p>IS confirmed that the version of the draft plan provided to the LGB had been updated since being made available following his consultation meetings with staff members. IS will send out the revised version for the LGB to see and is happy to take feedback outside of the LGB meeting once Governors have had a chance to read through the updated draft version of the plan. IS was also happy to have a one-to-one conversation with any Governor that wanted to do that.</p> <p><b>Action: IS to send to the LGB the updated draft version of “Bassingbourn at 75:Vision”</b></p> <p>There were further questions raised by the Governors prior to the meeting about the draft plan which will need to be considered as part of the LGB feedback. A separate list of those questions was provided to IS.</p>	IS
<b>6.</b>	<b>Curriculum</b>	
	<p>Achievement tracking was briefly discussed. IS asked the LGB for clarification on what they would like to see. The LGB confirmed at this stage they would usually see tracking for Year 11s, looking at data points.</p> <p>IS confirmed that they have this information and will follow up with a data overview for the LGB.</p> <p>IS confirmed that the data looks broadly in line with what is expected.</p>	

	<b>Action: IS to provide a data tracking overview of Year 11s.</b>	<b>IS</b>
<b>7.</b>	<b>Safeguarding</b>	
	<p>IS confirmed that the Safeguarding report from Camilla Saunders had been shared with AM as Chair of Governors.</p> <p>Due to changes in the staffing structure, IS is chairing the Safeguarding team in school with Camilla Saunders to provide support.</p> <p>At the next Safeguarding link governor visit more details of the schools Safeguarding provisions will be shared.</p> <p>Interviews to appoint new staff members who will also have a Safeguarding role are ongoing.</p>	
<b>8.</b>	<b>People &amp; Leadership</b>	
	<p>IS confirmed the Professional Learning Review is ongoing. The People &amp; Leadership Executive summary is subject to staff changes and is difficult to finalise until those changes are all complete.</p> <p>The Staff Survey Feedback is now prepared every two years and is not due this year.</p> <p>KC left the meeting at 20.02</p>	
<b>9.</b>	<b>Risk</b>	
	<p>IS confirmed that there have been no changes to the key risks since the LGB meeting of 13 February 2025 when risk was an agenda item.</p> <p>More internal and external CCTV is being installed, and installation of an intruder alert will be completed after the exam season has finished.</p> <p>More consideration is needed to manage the right of way across the school before any challenge to remove it can be made.</p>	
<b>10.</b>	<b>AOB</b>	
	<p>There was a discussion about school buses.</p> <p>The meeting ended at 20.23.</p>	
<b>11.</b>	<b>Date and time of next LGB meeting</b>	
	<b>3 July 2025 – 6pm to 8pm</b>	

<b>Items for Future Meetings</b>	
<b>Meeting</b>	<b>Item</b>

<b>3 July 2025</b>	Behaviour Policy as a standing agenda item

<b>Action Log</b>			
<b>ITEM</b>	<b>ACTION</b>	<b>DEADLINE</b>	<b>RESPONSIBILITY</b>
4	Ask IS for any further data required in relation to SEND/PP.	ASAP	LGB
4	Agree a date with the facilitator for a Strategy Day with the LGB	Prior to 25 May	IS
5	Provide revised version of Bassingbourn at 75:Vision draft plan	Mid-May	IS
6	Provide data tracking overview of Year 11s	ASAP	IS

<b>Rolling Action Log</b>			
<b>ACTION</b>	<b>DEADLINE</b>	<b>RESPONSIBILITY</b>	<b>UPDATE</b>