Bassingbourn Village College
Local Governing Body
Meeting Minutes

2 October 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)

Others Present: Jeremy Brock (JB)
Heather Lander (HL) Governance Professional

	ITEM	ACTION
1.	**Welcome and Apologies**	
	Simon "Todd" Martin (SM) was due to attend their first LGB meeting. Unfortunately, SM could not attend and had sent their apologies, which were accepted by the Governors.	
2.	**Declarations of Interest**	
	There were no declarations for any item on the agenda.	
3	**Minutes of last meeting (03.07.2025)**	
	All governors had read the previously circulated minutes, and these were accepted as a true record and agreed. A request was made by the Governors to have questions raised and answered prior to the meeting reflected in italics in the minutes rather than in red. HL confirmed the minutes would be amended to reflect this and then used going forwards. **Action: HL to amend the minutes of the meeting.**	HL
4.	**Matters arising from minutes of 03.07.2025 not on this agenda**	
	The Behaviour Policy is a standing agenda item for each LGB meeting. There was nothing new to report on the Policy. Tom Hughes (TH), the new DSL, is updating the Policy which will be provided ahead of the next meeting. **Action: TH to update Behaviour Policy.**	TH
	Update on Governor recruitment – the AL recruitment process had all been completed for SM.	
	The Governors agreed for IS to approach Primary Heads at feeder schools to explore the possibility of recruiting a member of staff with SEND/Safeguarding experience to the LGB. **Action: IS to follow up Governor recruitment with Primary Heads at feeder schools and local feeder schools.**	IS

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	The majority of actions discussed with Jonathan Rockey (JR) at the previous meeting have been actioned regarding the National College Safeguarding training and access for Governors. *A Governor had queried prior to the meeting that an action was to provide an exemplar from another school at which good safeguarding information is provided to the LGB. When will that be actioned.* IS confirmed that TH is working with other Trust DSLs on this and will be able to report back at the next meeting. TH will pick up behaviour and safeguarding strands at the next meeting. **Action: TH to provide a Safeguarding exemplar from another school for the next LGB meeting.**	**TH**
	A Governor asked if SEND will be covered at the next meeting. IS confirmed that it would.	
	A Governor asked for clarification around the new Ofsted framework regarding lived experience of each child. IS confirmed this covered a new category of student in Ofsted where they were previously vulnerable/SEND.	
	IS confirmed that TH would provide the Annual Safeguarding Monitoring Report for the Governors for the next meeting. A Governor commented that the Link Governor would usually look at the report with the DSL. IS confirmed the report could be covered with the Safeguarding Link Governor at an appropriate link visit. **Action: TH to provide the Annual Safeguarding Monitoring Report for the next LGB meeting.**	**TH**
	IS confirmed the list of SLT responsibilities had been provided in advance of the meeting, as requested by Governors at the last meeting.	
	IS confirmed the named member of staff responsible for year 11 strategy and outcome was Jeremy Brock (JB). *A Governor asked a further question prior to the meeting; can the strategy be summarised at some point.* Further discussion took place in the meeting under agenda item 6.	
	Consider a sub-team for strategy – it was confirmed the strategy had already been set up following email exchanges with IS and the Governors. A sub-team would not be required.	
	The change of format for LGB meetings had been implemented and had worked for the first LGB meeting.	
5.	**Vision, Values and strategic objectives**	
	IS thanked the Governors for their feedback on the Strategic Plan for the school. It had taken some time, but all comments and suggestions had been incorporated into the plan. IS confirmed there had been discussions with AM as to whether the language used in the Bassingbourn approach is agreed. IS was happy to look at this further.	

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IS confirmed the objectives have been shared with staff, parents and prospective parents. A parent forum has already been carried out, and feedback (a lot around behaviour and expectations) is being taken on board. The next step will be bringing the plan to life. IS confirmed that momentum is being built but there are still inconsistencies on strategies across the whole school. The SLT are considering what the plan looks like and will not move on to the next phase until there is consistency. A Governor asked if IS had a sense of how long it will take before moving on to the next phase. IS confirmed that, as a percentage they were about 80% on plan but needed to be at 95% by Christmas. The SLT have a plan to address this, and it has been incorporated as part of their performance objectives. By Spring Term, the school should be able to move forwards. IS gave an example of the detailed leadership plan on attendance to the Governors. At the next LGB IS will provide more detail on the Plans progress. A school improvement work planner had been circulated prior to the meeting. This shows how IS is accountable. JR is supporting IS and the school on what strategies look like. Camilla Saunders (CS) is coming into school once every two weeks, working with TH. The school is receiving a lot of support from the Trust. A Governor asked where the Policies are. IS confirmed they are on a staff central drive. Governors asked if they could be given access to see the policies, which IS confirmed they would action. **Action: IS to give Governors access to the school policies.** A similar question had been raised prior to the meeting. *Q. Are there any other school policies other than those available on the website? If so, how can we access these. For example, does BVC have any of the following policies: First Aid and Medical Needs Policy, Assessment and Reporting Policy, Homework Policy, Mobile Devices Policy, Educational Visits Policy?* *A. Yes we do. I would suggest we need to discuss policies as a separate item. Some do not exist as standalone policies, some are laid down by the Trust, some just need to go on the website and some have been taken down because they are significantly out dated or just incorrect.* IS clarified there were less policies specific to Bassingbourn now, a lot are Trust Policies i.e. Staffing, HR, Codes of Conduct. IS said that 80% of policies now were Trust and 20% local adapted for Bassingbourn. The Health & Safety Policy covers a lot of areas where there may have been individual policies previously. A Governor asked if there was an Educational Policy.		**IS**

	IS confirmed there is a local one, but it should be a central policy. A Governor asked if people know which policies to look at. IS confirmed some need to be brought up to date. Staff know where to look for both practical and expectations in policies. IS referred to a Teaching & Learning (T&L) framework and clarified that there is a large policy currently covering T&L, homework etc which needs to be updated. The decision will be made on whether it remains as one policy or separate areas once it has been reviewed. Governors mentioned the paragraph relating to The Bassingbourn Way in the Strategy document should be incorporated into the Strategic goals and priorities to avoid it looking like an add on. A Governor asked about the Leadership action plan that had been circulated prior to the meeting and understanding how it would be completed. IS confirmed the RAG rating for the autumn term would take place in the Spring and the document would be updated. The document will be added to as the priorities progress. It was suggested that it would be helpful to include some table filtering in the document as it is updated to make reviewing it easier. Governors had asked questions, and these had been answered prior to the meeting, as follows: - *Q. In the Leadership document, what does the orange highlight stand for?* *A. That work has begun in this area but has not yet been completed.* A governor asked whether the 'Key' colour coding could be changed to reflect this **Action: IS to change the colours on Objectives document.** *Q. Communication. Other local schools have a communications policy, outlining a minimum requirement (e.g., "we will respond to your email within X days"). Although a non-binding statement ("The staff member will always try to respond as soon as possible, but contact should be made within 2 working days") is rather hidden on the "Our staff" page of the website, I wonder whether this might be formalised and/or given more prominence and/or it made clear who to contact if nothing comes back within two days. Also, the "Our Staff" page is out of date and should be corrected to reflect current staffing.* *A. The parent code of conduct is set by the Trust and includes this communication expectation which is also part of the staff code of conduct. We will look at ways of making this expectation clearer but also when policies are inherited from the Trust that this is the case. Re. The Website. It needs a significant update, and this probably requires further discussion.*	**IS**

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	Q. Communication. More broadly, very few policies are now visible via the website; for example, there is no curriculum policy or teaching and learning policy. These used to be publicly accessible. Why the change? What are the statutory requirements here, and what is best practice? *A. These policies need completely re-writing and that work has begun. Re. Website see comment above.* *Q. Following on from above re the website - many of the policies on the website were meant to be reviewed in 2022/23 and the SEND policy has Draft written through it. It is a statutory requirement to have up to date policies on the website and is often checked at an Ofsted visit. Who will do this and by when? The LGB have asked many times for this to be sorted.* *A. The website is part of the remit of the marketing post. We are currently recruiting for this. In the interim we are exploring internal or Trust capacity to support with this. September is a very admin heavy month, but we are expecting to be able to start to tackle this between now and Christmas.* **Action: IS website policies updated.** *Q. Curriculum. Although it is a work in progress, can you provide any information on what "broadening the curriculum subject offer" might look like? What are the perceived deficiencies at the moment?* *A. A lack of options for certain students at KS4 (a limited vocational offer). The 3 options for 3 years is now very uncommon and should be producing stronger outcomes. As it is not we need to consider the rationale for a 3 year KS4 and 100 minute lessons as well.* *Q. Curriculum. Aside from identifying weaker readers, what targeted interventions and changes to practice will the CATS & reading tests for Year 7 students lead to?* *A. We have a document that outlines this I will put in the curriculum folder so this can be seen.* *Prior to the meeting a document called Literacy Pathway at BVC was added under the meeting curriculum folder in Teams.* *Q. Academy Improvement Work. Why are A-level outcomes mentioned?* *A. This is a Trust wide document so that section is not relevant to us.* *Q. Could a key be provided for Staff initial abbreviations and any acronyms used in the Leadership Action Plan and the Academy Improvement Plan.* *A. Yes we can.* **Action: IS staff initials and acronyms key added to Leadership Action Plan and Academy Improvement Plan.**	**IS** **IS**
6.	**Curriculum**	
	Governors had been provided with achievement outcomes from the 2025 exams.	

Governors had asked questions, and these had been answered prior to the meeting, as follows: - *Q. The recent scheme of delegation depicts that the LGB is accountable for and the Principal is to develop a Teaching, Learning Policy and also a Curriculum Plan. Do these exist? If so, please may we see them and if not should these be on your Leadership objectives?* *A. The position regarding Policies has been covered under agenda item 5 above.* *Q. Have the staffing gaps (ie permanent staff positions being temporarily covered by substitute staff) affected the results in any way?* *A. Yes, to an extent but sometimes the gap was previous in their time in school, so it is not always about where the staffing gaps were in Year 11.* *Q. Following up on the above question, what plans are there - if any - to systematically monitor whether any students have been particularly affected by cover teaching (e.g., since they have long-term cover in multiple subjects, or over multiple years)? At both KS3 and KS4.* *A. We have a report we run through Bromcom our timetable software and this is factored in to timetable and class groupings for the following year. Clearly the ideal is to not have to do this moving forward but this approach is something we will continue until that point.* *Q. Can statistics on amounts of cover teaching be provided for the LGB? And can these distinguish cases in which cover is short term, e.g., an individual lesson is missed because the relevant teacher is ill or otherwise indisposed vs. longer term, e.g., a teacher is unavailable for a timetabled class for greater than - say - two weeks, and so that class has multiple cover teachers.* *A. Yes - this data is part of the staff workforce census completed in October and we could provide for the next meeting if helpful.* ***Action: JB to provide data on cover teaching statistics.*** *Q. When we were originally sent a GCSE results summary in August, there was an error in the A8 statistic reported for 2023. And correcting this meant that the interpretation of the 2025 A8 scores was too positive. A question was "can the figures be checked, and if necessary the trend over the last three years be reinterpreted, as well as a longer-term trend be considered (e.g. going back to well before the change in behaviour policy)?". I see the figure has now been corrected, but can the three-year and longer-term trends be commented on?* *A. A8 – Is the score that Progress 8 is based on established by taking the best English grade and Maths and doubling the grade. The best 3 E-Bacc scores establish the E-Bacc points. The open bucket is made up of the next best 3 scores. If a student has taken four E-Bacc subjects the fourth grade can be used in the open bucket as can the lesser English grade. A student only taking 2 E-Bacc subjects will have at least one zero score and this would bring down the total.*		**JB**

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There will not be an official 2025 A8 score this year as this year group did not sit SATS so there will not be a Progress 8 measure.

APS – is established by taking all grades and dividing by that number.

	A8 Score	APS
2025	47.38	4.70
2024	47.67	4.91
2023	49.94	5.14

As previously reported – the A8 score is affected by the lack of Grade 8's and 9's being achieved.

Q. In the past when target grades as provided to the LGB over the course of a cohort's Year 11 were compared against the grades actually achieved in GCSE exams, it revealed a disconnect. In many subjects the school's internal predictions were too optimistic (and in some cases far too optimistic). Can such an analysis be done for this year's results? And intepreted for the LGB?
A. When the targets were set the LGB were informed that this year the targets set were ambitious and not realistic, and the plan was not to hold subjects accountable against these targets. Going forward and in place for the Year 10 we will be targeting against what we are held accountable for – Progress 8 based on KS2 SATS. Therefore, targeting is being done centrally based on Key Stage 2 targets and the school flightpath. The current Year 10 targets that have been set would give the College a positive Progress 8 score of +0.1. This target will increase year on year depending on the results of the previous cohort.

Q. Since this year there are no P8 scores, it is impossible to understand from the data provided on a subject-by-subject basis whether scores achieved are consistent with each cohort's ability. And in some subjects the cohort will be stronger than others. In the past a request has been made for the average point score across all other subjects taken at GCSE level for each subject's cohort. The idea is that this metric would measure of the strength of each subject's cohort, and so allow relative performance to be put in context. Could this be provided, since this year in lieu of P8 scores it seems particularly useful?
A. This is something we are not currently set up to do and probably would require further discussion in follow up.

Q. Can a summary of the results (i.e., number of students; %ages G7-9, G5-9, G4-9) for the L2 qualification in Further Maths be provided? As well as any other formal qualifications not shown in the table?
A. Further Maths
9 to 7 – 12.50%
9 to 5 – 50.00%
9 to 4 – 62.50%

There was one Year 10 student who took GCSE German and achieved a Grade 9.

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Q. For subjects which retain a distinction between foundation and higher in their examinations, could proportions entering at each tier be provided?
A. Theoretically yes. However, we have never done this as it would be difficult to track as the decision as to what level to enter at could be left quite late. We also report these subjects as one whole subject and not effectively as two separate subjects. Possibly again for follow up discussion.

Q. In the past few years BVC has, I believe, moved from a system of loosely streaming students in Year 7 and 8 in two distinct populations to instead teaching all subjects in mixed ability classes. This includes mathematics, for which truly mixed ability classes are, I think, quite unusual across the country at secondary level. The rationale for this was never explained to the LGB; could it be? And for mathematics, how is the impact of this change on student attainment being assessed? And were the relevant teaching staff consulted about the change, and what do they think? It seems particularly important to monitor this in the BVC context given the available evidence - in either direction - from EEF is "very weak" (since it is based on old and/or international studies, or studies with poor design, e.g., lacking controls) and in the case of higher attainers suggests mixed-ability teaching groups is likely to be deleterious.
A. I think this is linked to the curriculum work and is part of a much larger discussion. One of our issues is size and therefore practical capacity to set effectively but subject leads are setting where they can and feel it is appropriate still.

Q. Aside from the three subjects (Latin, Drama, Computing) highlighted in the summary, percentages of 4-9 passes appear to have declined in some other subjects over the last 3 years, perhaps particularly in humanities (e.g. History from 78.2% -> 68.5%; Geography from 86.2% to 68.8%; RE from 80.0% to 59.1%). What does this mean? What interventions are put in place for students on the Grade 4 border in subjects aside from English and Maths?
A. Due to Covid and OFQUALs attempts to make transitions between years fair the number of students passing these subjects nationally has fallen as grade boundaries have increased. The humanities subjects as highlighted were all above national averages last year. All 3 subjects this year were above national averages at Grades 9 to 7 and History and Geography were above national averages at Grade 9 to 4.
Intervention sessions were put in place weekly and attendance tracked. Both History and Geography increased the number of Grades 9 to 7 achieved this year. This was a school target and lots of the intervention provided for these subjects was targeted at this group. For every 3 subjects who took History or Geography 1 gained a Grade 7 to 9.

Q. Is there an explanation for the downward trend in the results for English literature over the last three years?

A. Combination of factors – Timings of teaching texts – Inspector Calls was done in Year 9 and re-visited in Year 11 – this has changed. There was more emphasis on Language skills nearer the exam. Revision/Recall lessons will be starting much earlier in the year as will the identification of target students. Students' choice – English Language Papers 1 and 2 were sat before any Literature papers were taken. These papers went well and some students we believe were happy they believed that they had got what was needed so did not need literature and thus did not do the work required to gain the grade they could have achieved.

Q. I appreciate that there is a new Latin teacher but the scale of the decrease in results achieved seems worrying. Latin always used to be one of the highest achieving subjects and the rate of decline seems concerning. Are any measures being implemented to ensure this doesn't happen for the current cohort?
A. Latin is mainly taught in Private schools. It has a 9-4 pass rate of over 90% - only separate Sciences have a similar pass rate. Traditionally we have had very small groups, and they have been our top entry students. They have competed ably with their Private and Grammar school peers as they are at least equal in ability to these students and have achieved very good results. This year the group was the biggest it has been and included students who had we had entry data would have been in the mid and lower entry bands. These students may be in the 50th-60th percentile for English and Maths and would thus get a Grade 5. In Latin, with it pre-dominantly being taken by high entry students and not by any of the 40% below them would put them for Latin in the bottom 10% and they would not then gain a Grade 4. The exam report has noted that practice of Literature will start earlier, that there will be weekly vocab tests and that the teacher will observe an English Literature lesson for exam technique. The head of subject is undergoing a training course in Latin.

JB provided a summary to the Governors of the data.
There were 122 students in the year group. 6 of these students did not sit any exams.
The whole school statistics, and those for English and Maths include these 6 students in the calculation.

The Grades 9 to 7 improved by 2.5%. The number of students passing English and Maths at Grade 9-5 also improved. Students passing English and Maths at Grade 9-4 fell slightly when using all 122 students but would rise if only those who sat exams were included.

English results were slightly down on last year with the exception of those students passing at Grades 9 to 5. If the calculation was only for those students who sat the exam all the results would be raised. In addition, 8 students missed gaining a Grade 4 in English by 1 mark. Each student is worth 0.82% and 8 students represent 6.55%.

Maths results were improved in all barometers.

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In both English and Maths results improved when compared to last year. This is against the national trend where the average grades fell.

As part of the intervention programme, they targeted students who were achieving required grades in one of English or Maths but were not getting the required result in the other to allow them to be included in passing both at 9 to 4 and 9 to 5. Both subjects had 20 (different) students in this target group.
In Maths all the students achieved the grade required and 17 of them exceeded this grade.
In English 19 of the 20 students achieved the grade needed with 16 of them exceeding the grade required.

The gap between Pupil Premium Students and Non Pupil Premium students increased (12.38 v 9.32). There were 20 PP students, and these include two of the students who did not sit any exams representing 10% of the cohort against 4.91% for the whole cohort. If the 2 PP students are not included and the 4 no PP students are not included in the whole school measure in the calculation the PP gap would be 10.73).

The SEN gap narrowed considerably (15.09 v 28.06).

A Governor asked if the gap was due to the numbers.
It was confirmed yes.

The Gender gap narrowed (6.74 v 9.14).

JB confirmed they are looking at what has been learned from these results by asking various questions of staff.
There will be a change of timings to cover those subjects where the results were lower than expected.
Staff are building on the plan from last year to form the basis of the current year plan. Staff will meet and have an October half term deadline for the plan.

There was discussion around the trends related to Covid and JB has further comparatives to look at.

JB confirmed the school has not got back to its pre-Covid position yet.
A Governor asked why JB thought that was.
JB confirmed that Bassingbourn had not recovered from their pre pandemic performance and are working on a clear plan to get beyond that. Not as many students are achieving high 9 scores.

A Governor stated the intervention strategy for 9-4 students worked well and asked how the school would target all students.
JB confirmed they were already targeting those students, they had started that last year.

A Governor asked if interventions would target any student on the grade 4 boundary.

	JB confirmed they had been having discussions with JR on this matter. Teaching and Learning is a challenge as all students should receive interventions as the norm. Any student not attending will be targeted.	
	A Governor asked what the strategy was for level 9 students. JB confirmed to focus on exam skills.	
	A Governor asked if that was not something that they already teach.	
	JB clarified it was teacher and subject specific. JB would like to expand on this area through a launch night for parents and students.	
	IS clarified that they had made the decision previously to divert attention away from a broad range of subjects based on previous year results and focus on English and Maths. There is a need to become stronger on a wider range of subjects.	
	A Governor asked if this strategy could be put in place for Year 10s now.	
	It was confirmed this is starting in Year 9s and conversations are being had now.	
	A Governor asked what the timescale was for shaping the curriculum plans.	
	IS confirmed plans are being prepared for and would like to change for next year, subject to finances.	
	JB briefly went through what had been learnt from the English and Maths results. English language results were higher than literature. The school is looking at literature skills to build on this.	
	Ten topics in Maths are not doing so well. The school is changing the scheme of learning to take the time to teach the students those subjects.	
	A Governor referred to the decision made by the school not to stream in relation to Maths.	
	It was confirmed this decision was based on feedback from the maths team.	
	There are practical aspects to this, although the school is fully staffed in Maths only one teacher is full time in the subject.	
	A Governor asked why the school would need five Maths teachers. It was confirmed as there were five forms, each form would need a Maths teacher.	
	A Governor asked if it could be combined with another subject. It can but it would be challenging.	
	Heads of years 10 and 11 have control over the grouping of students. They consider academic ability but take into account other factors.	
	There was a discussion regarding the consideration of streaming.	

	A Governor asked if streaming took place in lower years across the Trust. IS confirmed they would find out. **Action: IS/JB to enquire about streaming in lower years across the Trust.** It was decided the discussion would be taken outside of the meeting to allow NC to investigate more fully with JB and to report back to the LGB. **Action: NC to meet with JB to discuss streaming and any additional curriculum questions and report back to the LGB.**	**IS/JB** **NC/JB**
7.	**Safeguarding**	
	The Safeguarding and Child Protection Policy was circulated prior to the meeting. IS confirmed that this was a Trust Policy, not a local Policy. All drafting comments on the Policy from staff and governors had been fed back to the Trust. A Governor asked if the changes to the Policy were in a different colour. IS confirmed they would find out. **Action: establish whether changes in the Safeguarding Policy are in a different colour.** IS confirmed once the Policy had been approved it will be uploaded to the school website. The Governors agreed to adopt the Policy. TH will be at the next LGB meeting and will adopt a process for the Governors around Safeguarding going forwards. A Governor asked prior to and at the meeting why the number of safeguarding concerns in 2024/25 are much higher than those in 2023/24. IS confirmed the drivers behind the increase in numbers were:- • A greater staff awareness resulting in larger volumes of reporting. In some cases, the same concern is being notified by several staff members. • An increase in certain forms of safeguarding concerns nationally including mental health, wellbeing and right wing extremism. These are challenging areas to deal with. The PSHE programme is changed and adapted to address these areas. A Governor asked how many of the concerns on the Safeguarding data report were for the same student. IS confirmed a small percentage account for a large proportion of students. The school is able to see how the concerns relate to each student. IS confirmed that TH will be able to provide more data on this. **Action: TH to supply number of students data at next meeting**	**IS** **TH**

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A Governor asked what support can be offered to the students. IS explained there is access to a councillor one day a week which is part funded. There is a demand for more councillor time each week. There are also two non-teaching full time staff able to provide more internal support. The school is looking more widely at offers for AP due to the increase in need.

Governors had asked questions, and these had been answered prior to the meeting, as follows: -

Q. Have all staff completed their Safeguarding training for the year?
A. There are a very small number who have not (not attending at the start of term) but they have a deadline of the end of September to complete, and this is being followed up by the DSL.

Q. Has the government issued the new Ofsted Framework for Safeguarding impact to schools? Are these changes reflected in the updated SG Policy?
A. The safeguarding policy is made centrally by the Trust and has taken this into consideration.

Q. Have fire drills been carried out this term?
A. Yes - we have now had 2. Both unplanned and a significant amount of learning and evaluation has now taken place and we will issue updated guidance before half-term to then run again in November.

Q. How do students know about who to go to for first aid? Are first aiders up to date in their training.
A. Yes they are up to date. We have changed this system slightly so they must alert the closest member of staff who will ensure they are supported.

Q. How will you be embedding SG into the school ethos?
A. It is an essential part of everyday practice. Regular staff training, quizzes, scenarios and ongoing messaging with students about how to access support if they need it.

Q. Policy 4.5; Who is the mental health lead?
A. Theresa Turner.

Q. In the past, associated with the reporting of MyConcern, a report on behaviour was provided. It was particularly helpful to be able to assess trends by year group, gender, ... Will these data continue to be reported to us, and if so how often and in what form?
A. Yes - we probably just need to discuss what would be most helpful and how frequently but it all exists and I can show you in the meeting to give a flavour of what is possible.
Action: consider the format of the report on behaviour for the Governors.

IS

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		The annual Safeguarding Training for Governors was not provided at the LGB meeting. It had been agreed that Governors would complete the training through the National College and details of the specific training had been provided to Governors in an email from HL dated 25 September. (As a reminder the training is Annual Certificate in Safeguarding Refresher (52 mins long)). All Governors to notify HL when they have completed the training and to provide a copy of their completion certificate. **Action: All Governors to undertake annual Safeguarding Training via the National College and notify HL of completion.**	**All Governors**
8.	**People & Leadership**		
		The staffing structure had been provided prior to the meeting. A Governor asked if acronyms could be provided for the staffing structure as had also been requested for the Leadership Action Plan and the Academy Improvement Plan.

A Governor asked if an up-to-date staff list could be provided. IS confirmed they would organise. **Action: IS to provide an up-to-date staff list for Governors.**

A Governor asked about the SLT that was now in place for the new academic year. IS confirmed there is a strong, diverse team in place to deliver on the strategy. It is a new team and is still forming but they have mostly achieved what was set out to be done. Uniform is much nearer to 95% of the plan. Work that Debs Warwick had done on the uniform policy and communications with parents before the summer was a credit to them towards the success.

A Governor asked about the roles and responsibilities of the SLT and will the Governors be able to meet them at the Governor Day in November, It was confirmed that nothing had been set for the day, but the hope was to see staff, students and look at the site. The intention was to align the Governor Day with the Trust Core Standards. It was very important the Governor Day is taken seriously as an opportunity for Governors to look at specific areas that they want to see.

LS and SA offered to help arrange the Governor Day to assist AM. HL will provide a template spreadsheet that can be used and IS confirmed they could share the programme/framework that had been used in a previous school. **Action: HL to provide Governor Day template spreadsheet and IS to share programme/framework.**

Governors had asked questions, and these had been answered prior to the meeting, as follows: -

Q. Please could you let us know the subjects the school is still recruiting permanent staff for? What is the action plan for this? | **IS**

HL/IS |

A. Science and Computing. We currently have stable, long-term supply who are part of all our staff training and have been since the September 1st. We are treating them like any other member of staff to improve their practice as much as possible whilst they are with us. We have 2 maternity covers. One who returned this week and one who is back in November.

Q. RH will be leading on personal development of who? Students or staff?
A. Leading on personal development of students. Staff is picked up through appraisal and training responsibilities.

Q. Please would you elaborate on what the staff and middle leadership forum and development group is?
A. An opportunity for middle leaders to meet to discuss complex challenges that are shared and do not have simple solutions. For example, marking or homework policy so they have shared ownership and buy in of the implementation of these when they are updated moving forward.

Q. (From minutes of last meeting) "the subject of broader experiences, trips etc will have an allocated senior member of staff who will report to the LGB on this area going forwards". Is this Rebecca Hields? What form will the report take, and when will it be?
A. Yes - we can discuss what this should look like to be most helpful.
Action: form of report to be considered.

		IS
9.	**Risk**	
	IS confirmed the significant risks identified previously had not changed. Most concern was the school site where improvement work is being undertaken. The works are expensive but necessary. Reception has been moved, and a new bell system has been installed which has a lock down facility which staff can activate. The Trust are updating the Lock Down Policy which, when available will be adapted for the local site at Bassingbourn. The fencing project has begun which stops unsupervised walking around the site. Recruitment and retention are a constant risk. The appraisal system has been changed to focus on the growth of staff to help address this. Finance continues to be a risk. IS briefly talked through finance areas and admissions.	
10.	**Governance & Central Team Matters**	
	A link to the Governance Training Opportunities for 2025/26 had been included in the agenda. Governors were asked to consider areas of training need for the year including suspension and exclusion panel reviews.	

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	Any training that Governors undertake should be notified to HL, with completion certificates if possible. **Action: all Governors to notify HL of any training undertaken.**	**All Governors**
11.	**AOB**	
	AM confirmed that her term as a parent governor runs out on 12 December 2025. To continue AM involvement as Chair of Governors, a recommendation to become a Trust Appointed Governor will be made to the Trust Board. An election for a parent Governor will be needed to replace AM. IS agreed that HL could organise a suitable notification with the office manager at Bassingbourn for the newsletter and then manage the election/appointment process. **Action: HL to liaise with the office manager at Bassingbourn to facilitate a Parent Governor election.** IS advised that there had been two complaints made through Ofsted. One was a former complaint that had been redirected. The second was a non-parent complaint. Both have been actioned as appropriate. The meeting ended at 8:05pm.	**HL**
12.	**Date, time and venue of next LGB meeting**	
	Thursday 13 November 2025 – Governance Day 1 – all day Thursday 27 November 2025 – LGB 2 – 6-8pm Both held at Bassingbourn VC.	

Items for Future Meetings	
Meeting	**Item**
2025/26 Academic Year	Behaviour Policy as a standing agenda item

Action Log			
ITEM	**ACTION**	**DEADLINE**	**RESPONSIBILITY**
3	Amend minutes from 03/07/25 meeting	ASAP	HL
4	Update Behaviour Policy	13/11/25	TH
4	Follow up Governor recruitment with Primary Heads at feeder schools and local feeder schools.	ASAP	IS
4	Provide a Safeguarding exemplar from another school.	27/11/25	TH

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4	Provide the Annual Safeguarding Monitoring Report.	27/11/25	TH
5	Provide Governor access to school policies not uploaded to the website	ASAP	IS
5	Change the colour on the Objectives document	ASAP	IS
5	Website policies to be updated	ASAP	IS
5	Staff initials and acronyms key to be added to Leadership Action Plan and Academy Improvement Plan.	ASAP	IS
6	Provide data on cover teaching statistics.	27/11/25	JB
6	Enquire about streaming in lower years across the Trust.	ASAP	IS/JB
6	NC to meet with JB to discuss streaming and any additional curriculum questions and report back to the LGB.	On an ongoing basis	NC/JB
7	Establish whether changes in the Safeguarding Policy are in a different colour.	ASAP	IS
7	Supply number of students data.	27/11/25	TH
7	Consider the format of the report on behaviour for the Governors.	ASAP	IS
7	Governors to complete annual Safeguarding Training via National College and notify HL of completion.	27/11/25	All Governors
8	Provide an up-to-date staff list	ASAP	IS
8	HL to provide Governor Day template spreadsheet and IS to share programme/framework.	31/10/25	HL/IS
8	Form of report on experiences and trips to be considered for the Governors.	ASAP	IS
10	Notify HL of any Governor training undertaken.	Ongoing	All Governors
11	HL to liaise with the office manager at Bassingbourn to facilitate a Parent Governor election.	End of Autumn Term	HL

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