

# BASSINGBOURN VILLAGE COLLEGE

## Minutes of the Local Governing Body meeting held on 25<sup>th</sup> January 2018

<b>Present:</b>	Stephen Morris (SM) (Chair) Peter Bolton (PB) from item 4 Alison Butterworth (AB) Rachel Dix-Pincott (RD-P) from item 4	Jess Lievesley (JL) Vickey Poulter (VP) Sue Speller (SSp)
<b>In attendance:</b>	Jeremy Brock (JB) from item 7	
<b>Minutes:</b>	Hilary Forrester (Clerk)	

	ACTION
<p><b>1. Apologies and declaration of interests</b></p> <p>Apologies were received from Dushy Chetty, Chris Roope, Ken Murphy, Simon Saggars and George Lynn. There were no declarations of interests.</p>	
<p><b>2. Minutes of last meeting/matters arising and staff questionnaire</b></p> <p>The Minutes of the meeting on 13<sup>th</sup> December 2017 were approved and signed.</p> <p><u>Staff questionnaire:</u> As requested at the last LGB meeting, the response rate had been added to the report and staff were given the full anonymised information. VP reported that a staff meeting would be held on the first Monday after half term to discuss the findings (support staff would send a representative). The next stakeholder questionnaire would be the whole school pupil survey later in the year using the same questionnaire and format as before. This would allow comparison with the previous survey and other schools in the country. <b>Action:</b> Check that money is in budget for the pupil survey and start planning process.</p> <p><u>Parental communication:</u> DC had spoken to Ann Lynn (AL) about putting an FAQ section on the website so that parents could see responses to previous queries. Governors noted that FAQs were usually designed to provide generic information relevant to all users rather than responses to individual queries from parents, and the information would have to be well structured with good content in order to justify the time taken to set up and maintain the section. <b>Action:</b> c/f to next meeting when feedback from AL would be available.</p> <p><u>GCSE options:</u> A letter had been sent out to parents about the proposed changes.</p> <p><u>ECDL course:</u> VP reported that the exam board were discontinuing the course after 2019 and it was no longer possible to buy new registrations. The College would finish running the course with the current group of Year 10 and 11 and would look into alternatives for the future, eg the Microsoft Suite of qualifications. <b>Action:</b> c/f to March agenda for VP to report back on courses to replace the ECDL.</p> <p><u>Single Central record check:</u> SSag and JL were the only governors who had not yet done a SCR check. <b>Action:</b> SM to ask SSag to do the SCR check this term and JL for the summer term and produce a rota for governor SCR checks for the next academic year.</p> <p><u>Information about visitors in attendance:</u> SS would include information about visitors to LGB meetings on future agendas.</p>	<p>SS</p> <p>SS/AL</p> <p>SS/VP</p> <p>SM/SS</p>

### 3. KPI – attendance and behaviour

VP introduced the second half termly report on attendance and behaviour for the Autumn term (previously circulated).

Behaviour: There had been 9 exclusions this term, compared with 3 this time last year. There were 16 incidents of isolation which was similar to the figure last year. The numbers of students in isolation and for exclusion has been maintained at low numbers in comparison with national levels. It was noted that two thirds of the negative points were given to 10 boys in Year 9. One of the College Achievement Leaders was working with these students. Half of the negative points were for failure to hand in homework. Some students appeared not to be investing in subjects that they were not intending to take at GCSE. It was noted that this period had historically seen a 'spike' in negative points. This had been discussed with staff in relation to seating plans and Year 9 classes had been flagged up on the EBOC rota. **Q**: Could we take students out of the lessons that were not intending to take at GCSE? **A**: That would cause problems with staffing. We give rewards for positive behaviour. **Q**: Do we have discussions early enough about students needing to participate in all lessons until the end of the year? **A**: It is necessary to target the conversations in order to manage the behaviour, because the majority are participating in all lessons.

There was discussion about the exclusions and low level behaviour incidents. Governors noted the number of positive points and asked if this was a good figure across the school. VP confirmed that it was good, but could always be higher. She explained that teachers had a list of behaviours for which they could give positive points, but this list would benefit from review.

Attendance: VP reported that this was very positive for the whole school at 95.82% which was higher than the same time last year and 0.02 above the target. The persistent absence (PA) figure of 8.8% (including all medical needs students) was lower than the same time last year and was on target. There was some concern about Pupil Premium (PP) and Free School Meals (FSM) pupil attendance of 90.49% and 87.17% respectively. These figures were lower than last year and had been skewed by one Year 7 pupil who was still on role, but not attending school. However, the project run by 2 of our Assistant Principals had improved the attendance by 2% since the time of writing the report. **Q**: To what extent are unauthorised holidays a problem? **A**: This is more of a problem at the beginning of the term. The Local Authority are issuing fines for more than 3 consecutive day's unauthorised leave. Governors thanked VP for the data.

### 4. Staffing update

VP reported on staffing. The advertisement for Head of Maths had not attracted any applicants. There were two applications for the CAL position, neither of which offered Maths or Science. The applicants had been thanked but would not be taken to interview. The teacher of Maths post had attracted one internal applicant so far (31<sup>st</sup> Jan deadline). There had been one application for the Science teacher position so far (31<sup>st</sup> Jan deadline) and other expressions of interest. Four candidates were being interviewed tomorrow for the Finance manager position.

Two individuals had resigned their CAL positions from the end of the academic year. The roles would be advertised internally. **Q**: Do we know why the CAL position is not popular? **A**: We are looking at restructuring, but the current resignations are not solely related to the role itself. **Q**: How are the CALs supporting students, and how do the other schools in the MAT provide this type of pastoral support? **A**: VP gave more information about the CAL support. The equivalent role as Sawston is done by non-teaching staff who have other responsibilities.

For the Head of Maths position, two options were being considered: 1. Creating an Assistant Principal role with Head of Maths responsibilities. This might attract people who wanted to go on the leadership scale. 2. Creating a lower level TLR to attract someone who wanted experience, but did not want to take on the full Head of Maths role. There was discussion about maths department staffing and the importance of retaining existing staff.

<p><b>Action:</b> To put together a proposal with costings for the TLR/Maths post and send out via email to governors for consideration.</p> <p>One member of staff had returned from sick leave on light duties and VP would be meeting with them on a fortnightly basis. <b>Q:</b> Do we still use the Bradford Indicator Scores to monitor staff attendance? <b>A:</b> No, the ALT Management of Sickness Absence policy is now used.</p>	VP
<p><b>5. Health &amp; Safety report</b></p> <p>The Health and Safety report was circulated at the meeting. VP explained that a number of actions were identified at the Health and Safety review. The premises manager had RAG rated these and added a note on actions taken to date. Governors were informed that the overall rating given to the College by the Health and Safety review company is amber/yellow. CR had been working the premises manager on the action plan. A Trust-wide Health and Safety policy would be implemented and a more strategic plan was needed for reporting at governor level.</p> <p><b>Action:</b> CR to prepare a schedule for the next meeting to show how progress and monitoring of the Health and Safety Report would be reported to governors.</p>	CR/SS
<p><b>6. Link governor reports</b></p> <p>SM encouraged governors to meet with their relevant link member of staff to talk about the College Improvement Plan and circulate reports electronically by Easter.</p>	All
<p><b>7. Curriculum review</b></p> <p>The Development of the Bassingbourn VC curriculum 2018 summary was circulated prior to the meeting setting out the current position and the proposal, as follows:</p> <p style="padding-left: 40px;">“to move to a three year Key stage four model where students will choose from three option blocks. Start from September 2018 – current year nine will have a two year model, current year eight will start the three year model. This decision will be reviewed on an annual basis for the next three years.”</p> <p>Governors noted that in the majority of new GCSEs there was a 30% increase in the amount of content. The proposed changes would reduce the number of GCSEs being taken, but increase the amount of time available for them, including revision and consolidation of learning. This proposal would promote the best outcomes holistically and academically. BVC students would take 8 or 9 GCSEs and there may be one group that could do 10 with twilight sessions. A meeting would take place next week to discuss curriculum across the MAT.</p> <p>VP reported that a lot of schools were reducing the number of options available. The new GCSE Science counts as three separate courses and the proposed changes would increase Science curriculum time slightly. VP explained the amount of time available for other options and how the extra time would be spread among the subjects.</p> <p>JB noted that having a longer period to study the courses should enhance opportunities for success and for students to achieve the highest grades under the new system. AB suggested that the information about choosing options should be introduced at Year 8. Staff governors reported that staff understood the rationale for change, but were wary of the impact on particular subject areas. The gain of time would be valuable for preparation, marking and less time spent running intervention sessions. JB explained that most subjects now had three exam papers and learning how to answer the questions was as important as knowing the content. There was further discussion about the pros and cons of the proposals.</p> <p>Governors specifically discussed the rationale for dropping one GCSE option given that the three-year model would increase the amount of time that could be devoted to each subject. As well as being able to devote more time to fewer subjects, one rationale discussed was the increase in the number of exams for each subject, meaning that students would now be required to take more exams during the exam period.</p>	

<p>There was concern about some subjects being dropped. VP clarified that students are asked for their preferences every year and courses such as Art, Music and Drama would still be available if there was a demand. Sociology may not be run next year and the member of staff would take RE. The new Media GCSE required a higher level of technical kit. For the year 10s and 11s, the college was borrowing the kit, but this would not be viable going forwards and so the course would be discontinued. Governors acknowledge concerns about the timing of the decision. Subjects that received less exposure at Primary school would have less time to ‘sell’ their subject. The arrangements would be reviewed over the next three years.</p> <p>Governors voted on the proposal as stated above, to move to a three year KS4 model with three option blocks. The proposal was carried by the majority.</p>	
<p><b>8. Data points for all year groups</b></p> <p>VP introduced the reports. Students making least progress (from point of entry) had been identified and referred to the CALs. For English and Maths, both scores were added together. If the poor progress was related to English and Maths there would be a meeting with the Head of those departments, but if the issue was about behaviour, there would be a meeting with parents and report cards would be used. Last year the tracking was target driven, this year it is entry point driven. <b>Q:</b> Will parents know if their children were being supported? <b>A:</b> If it is just in one subject area the support will be part of teacher planning and the parents will be informed a parents’ evening. If it is more than one subject, behaviour or attendance related then parents would be involved in discussions. The highest achieving students in each subject are also followed up with parents.</p> <p>VP informed governors that there was more triangulation of the data, e.g. attendance, behaviour, academic performance and the findings were reported termly on Progress Checker. <b>Q:</b> Is there any feedback from the mocks? <b>A:</b> Apart from Science where mocks have not yet been done, all the results are compared against data point 2 to identify any discrepancies and this is discussed at line manager meetings. Some subjects are finishing the course content at Easter, and others have already finished and are starting revision.</p> <p>JB noted that in addition to identifying gaps in learning it was now possible to pinpoint themes where students have difficulties. With the exception of English and Maths, all courses have new grade boundaries. Specimen papers vary in quality, eg in history, the college have been provided with two papers, but for science there has only been one specimen paper for each subject. There are no subjects where there is a big difference between actual and expected progress at this stage. The focus is on identifying what the students still need to do and working with them to achieve this.</p>	
<p><b>9. ASP report</b></p> <p>VP introduced the ASP report which showed the still-unvalidated data. The College had not been informed whether the medical needs student would be removed and this, together with the seventeen remarks, would have an impact on Progress 8 score – taking it from negative to positive. The quantile ranges should not be used as a trend because the ranges change each year. The College was striving to be significantly above national averages. Governors noted that at first glance the disadvantaged student data did not appear to be particularly good, but it was noted that these metrics compared disadvantaged students with all students, and that BVC disadvantaged students perform at least as well as other disadvantaged students in the country. JB clarified what was included in the disadvantaged student group.</p> <p><b>Action:</b> Governors to receive short report on the validated data, ideally in time for the next LGB meeting, if available.</p>	JB/SS
<p><b>10. AOB</b></p> <p>There was no other business.</p>	

Meeting closed at 21:00

Chair .....