

BASSINGBOURN VILLAGE COLLEGE

Minutes of the Local Governing Body meeting held on 1st October 2020 – meeting held virtually via Google Meets

BASSINGBOURN
VILLAGE COLLEGE

Present:

Stephen Morris (SM) – LGB Chair	Rachel Ward (RW)
Peter Bolton (PB)	Vickey Poulter (VP)
Alison Butterworth (AB)	Chris Roope (CR)
Dushy Chetty (DCh)	Mike Urquhart (MU)
Will Clayton (WC)	Laura Sims (LS)
Chris Cornwell (CC)	
Jess Lievesley (JL)	

Chair of Meeting: Stephen Morris
Also in attendance: Vanessa Larkins (VL), Jeremy Brock (JBR) (Associate Members)
Minutes: Sue Smith and Kay Pearce

	ACTION
1. Welcome and Apologies The Chair welcomed Kay Pearce, the new minute taker to the meeting. There were no apologies received. Will Clayton advised that he would be late to the meeting.	
2. Declaration of Interests Following his arrival late to the meeting, Will Clayton advised that he was landlord to Cozy's Bus Company	
3. Minutes of last meeting and matters arising There were 2 actions under Any Other Business. The Personnel committee to be convened to look at pay process and this must be done before the next LGB Meeting. Chris Roope and Dushy Chetty ended in August and both have extended their posts as governors. All paperwork has been completed. The minutes of the meeting held on 2 nd July 2020 were agreed.	SS to arrange
4. Covid 19 Update Term has started well and all bubbles are operating as planned, being kept secure. This is very intensive on staff time especially with staggered breaks and lunches. All staff are pulling together, particularly as school is such a different experience with teachers moving around to the students. Ahead of the meeting, VP circulated the up to date copy of the Anglian Learning Test and Trace document. The document shows a clear protocol on what we would do if there was a positive case in school. The website is being updated on a Monday and Thursday with the number of students who are showing symptoms and awaiting a Covid test as required by the Trust. Latest information received today from the Local Authority has a flow chart of what we would have to do, should positive cases be confirmed with letters to be issued to parents. All	

<p>class seating plans are being stored on Google Drive and there are updated lists of names of students who are travelling to and from school using school buses.</p> <p>Parents are being cautious and keeping their child off school if they are unwell with cold symptoms. Attendance has therefore been impacted with daily attendance currently at around 92%, although this is fluctuating.</p> <p>The Tier 2 planning document was also sent out in advance of the meeting. At the end of the last academic year the Government announced that there would be a tiered system for a lockdown scenario where Local Authorities can decide which tier schools can sit in from 1 – 4. Tier 1 is where we are at present, essentially fully open and only sending home students that need to self-isolate. A Tier 2 would be a system where cases are increasing. Nationally no-one is yet at Tier 2, but we have been asked to plan for this.</p> <p>VP has put a draft paper together for governors to look at detailing the proposed rota system, and the implications for staff for both teaching in school and online</p> <p>Q. Do we know what might trigger this Tier 2 document?</p> <p>Nothing has been mentioned at the moment, other than the number of cases and the R Number increasing, but they have not said by how much this would need to increase by to go into Tier 2.</p> <p>Q. What this the proposal for households whose children span more than one-year group or school?</p> <p>That is a biggest problem and there is no answer for that. The Principal explained that she had looked at the whole cohort to see if year groups could be matched up and it wasn't possible</p> <p>The Governors were asked to look at the draft plan, and if they had any thoughts on any other potential problems to come back to her.</p> <p>Google Classroom (GC) is being used by students for homework and work is being uploaded for anyone self-isolating or absent. Staff are being encouraged to upload their work onto GC and utilise GC for feedback instead of taking home and marking books. Teaching can therefore easily and quickly move across from in-school to virtual out of school learning if necessary.</p> <p>Q. Do all students have access to a laptop for home learning?</p> <p>Due to donations from local businesses, all students who fall within the vulnerable/disadvantaged category have a device that has been updated with Windows 10. All our pupils will be asked whether they now have a device they can use at home. If there are still students who do not have a device at home to work on, there are a number of space computers still available. Internet access was one of the key things within the 20-21 Improvement Planning document, which has been circulated to Governors.</p> <p>With the assistance of Anglian Learning's Director of IT it is hopeful that a parent view of Google Classrooms called Google Guardian will soon be active as parents are wanting to know what homework is being set now that Doodle is withdrawing from the market. Once this is set up, Parents could choose to have reports on a weekly or daily basis of what work has been uploaded and what deadlines have been missed for their child</p> <p>Logistically, students are being kept outside as much as possible as per the government guidance, with doors and windows open for ventilation when in class. Parents have been advised that their child may need to wear more layers and bring in their coats as classrooms are colder than normal due to the extra ventilation needed. Clarification is being sought from the Trust and the LA about the doors and windows being open all the time now that the weather is getting colder.</p> <p>The Wet day plan was put into operation today and students have to come back into their bubble areas/class.</p> <p>The Governors were advised that new stools with backs had been ordered for the science classrooms as concern had been raised by some year 11 parents that the lab stools were not suitable for their child to sit on for the majority of the day, and some year 11 students had</p>	<p>All</p> <p>All</p>
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confirmed that they were uncomfortable. Moving the year 11 bubble from the science block to another area of the school had been discussed by the Leadership Team, but it was agreed that, as the classrooms were large with their own toilet block area, it was the safest place for their bubble.

GCSE 2020-2021

Exam boards have now released changes to the 2020-2021 specifications, there some changes:

English – there is a choice of what does not need to be covered. BVC has chosen not to cover 19th Century novel because this hasn't been taught yet.

Maths, there have been no changes.

Science – practical work will be observed only.

Geography – no field work element.

History – they can drop one unit.

Languages – no speaking assessment.

Various changes to all the GCSEs which will enable more time for the courses. The Principal reminded Governors that this cohort is one that have already been given more time due to the move to a three year KS4 course starting in year 9 and therefore feel whilst there are individuals who need catch up work, the year 11s are in a good place in terms of actual finishing courses. There will be an assessment shortly for year 11 students which will enable students to be identified who might need extra support. Most subjects will be finishing their courses by Christmas therefore, they will then be able to get students to review their learning and revisit any gaps.

The exam process for 20/21 is an unknown and therefore there is a risk that the 2021 results may be lower, however BVC will be in the same position as the rest of the country.

Nationally, there is still discussion on changing the exam dates to later in the year, although this has not been decided or confirmed. The only confirmed information is the reduction of course/exam content but not on timings.

Q. How is staff morale?

Staff morale is good but everyone is working really hard and is finding the extra movement around the school tiring. Staff are rising to the challenge however. The Leadership Team have tried to minimise the duties that staff would normally be expected to do, with the Leadership Team picking up the majority of these duties. This is impacting everybody in different ways and by Christmas everyone will be incredibly tired and needing both the October half term holiday and time off at Christmas to recuperate.

Q. Is this level work working going to be sustainable?

If this is something that is going to be the normal working pattern for the whole of the academic year, then this could be very hard to sustain. In the short-term everyone is rising to the challenge, but it is a big ask of everyone in the long term.

Focus has to be on the teaching and learning in the classroom and also the lessons that are having to be set on GC for those students who are self-isolation.

Staff need to keep looking at work load and think smart as to how they can help each other collaboratively.

Will Clayton joined the meeting at this point.

Q. Is the working in class and online doubling up teacher workload?

No, staff are trying hard not to add additional work, only uploading onto GC the work that has been covered in the lesson.

The National Oaks Academy has done a lot of work and the quality of resources are very good for various subjects. Staff have been asked to use that for online work setting, and also

<p>to use the video and explanation resources within the classroom, in addition to teacher's own lessons.</p> <p>School has purchased GCSE Pod, which is an online platform covering most of our examination subjects using video clips. There are questions attached, so can be set up for students to do revision and activities for homework and in the classroom.</p> <p>This has been bought with the catch-up funding and will be used across the whole school, not just for Year 11.</p> <p>Assessment planning is taking place across all years, as staff may be asked to give some sort of CAG grade along- side exams. This is only preparation in case it becomes a requirement building up through the year.</p> <p>The National Tutoring Programme has only just been launched and BVC have registered their interested. 15 sessions of small groups (3 students) tutoring, paid at a reduced rate. BVC is looking at registering some staff to teach, but there will be more information at the next meeting.</p> <p>Every aspect of school life is being looked at differently including how exams in the hall will be carried out.</p> <p>The Chair thanked all the staff for the work that has been done and is continuing to be done.</p>	
<p>5. Improvement Plan and Priorities</p> <p>Documents were circulated in advance of the meeting.</p> <p>This year it is very much "a coming back and moving forward" plan rather than it being the same style of plan that has been used before. The Education and Endowment Fund (EEF) tiered model has been used and they have done a lot of research into pupil premium/disadvantaged students and how to close gaps in their learning, however this category is now a lot wider and doesn't just feature those traditional students. We now need to be looking at how we move everyone on and address gaps. Priorities must be:</p> <ul style="list-style-type: none"> • Teaching and learning and what we are going to do support that • Targeted academic support for those students who need pastoral support as well as academic support • Wider strategies <p>Supporting School Planning document is the overview and summary of the key strategies and they are targeted for what school needs to do in the current situation, and some aspects that were in the previous 3 year plan have had to be put to one side.</p> <p>Q. Enrichment- real risk that Covid is going to push this backwards, we were starting to talk about a range of events and opportunities which I suspect will now not be possible. Are students becoming less engaged and connected outside of formal lessons?</p> <p>Yes, a lot of the enrichment activities are having to go on hold but we are looking at ways to be able to have some things running virtually, but it is difficult due the nature of not mixing bubbles.</p> <p>The Improvement Plan is a draft document and the Principal would welcome input from governors before the next meeting.</p> <p>Information included is the summary document from the EEF and key strategies that will be focussed on this year which will make a difference. For instance revisiting, re-teaching, retrieval practice, building confidence, knowledge organisers, literacy, questioning and understanding; all this is being developed so there is no 'silent child'. Feedback is also more verbal now within lessons, with less marking which is obviously different from the past. This year we really want to identify students' barriers to learning; this could be an ICT barrier, literacy based or mental health barrier for instance.</p>	<p>Feedback from all governors</p>

<p>That is our focus for coming back to school but also the focus for the coming year. The Leadership Team have been asked to action plan what this would look like from the start of term, rather than RAG rating as in previous years</p> <p>Q. How does the action plan relate to the improvement document?</p> <p>Each item links with an area of the document, and then within a broader area within the summary document.</p> <p>Q. How are we going to be able to have a well-rounded student if we can't offer enrichment, only teaching and learning?</p> <p>We still are able to do this through PSHE learning programme and, during the winter months, we will have some enrichment activities that will be done within year group bubbles. However, at the moment the teaching and learning is a priority but we will then widen to the enrichment. It has not been lost but needs to be thought about how to deliver in the best way during the current climate.</p> <p>Open evening didn't take place in school as normal this year, but there is an open events section on the school's website with video clips from Heads of Departments showcasing their subjects, a tour of the school and key staff talking about the wealth of opportunities and enrichment activities available to inform parents.</p> <p>The Duke of Edinburgh scheme is running remotely. If we were able to launch this for Year 9, it will be a Certificate of Excellence as there will be no expedition. It will be based on skills and volunteering and can be done within the home setting to comply with social distancing. There will also be a reduction in the cost. Years 10 and 11 will also want to be able to add DofE to their college applications too.</p> <p>The 101 things to do during lock down scheme was run by our Co-ordinator of college activities, Mr Beck, and it is hoped that this can be re-introduced in a slightly different format, so it can run through-out the course of the year.</p> <p>The Chair asked governors to feedback their comments on the improvement plan to the Principal within the next two weeks, and by week ending 16th October 2020</p>	<p>All governors by 16.10.20</p>
<p>6. Staffing, Finance and Admissions Update</p> <p><u>Admissions</u></p> <p>Information was sent to governors ahead of the meeting and the following question was raised.</p> <p>Q. There is a drop in numbers for 2020-2021, can we understand reasons/impact?</p> <p>Our numbers are lower than we hoped for this academic year. VP explained the various reasons for this which includes some parents electing home education.</p> <p>Q. Bus prices- due to the increase in cost, this has been an area of major disquiet in Ashwell- is this the case elsewhere?</p> <p>The contract is between Cozy's and parents however, BVC are in the middle of this situation. We are aware that Cozy's have increased their prices significantly due to Covid-19 costs on all their bus routes.</p> <p>The CEO of Anglian Learning has been approached to see if the Trust can support the school with this as we do attract, and wish to continue to attract, a lot of students from out of catchment and the majority of these students rely on the bus service run by Cozy's.</p> <p>Q. What percentage is the increase in charge to parents?</p> <p>We believe this is as much as 40%</p> <p>The Principal gave Governors an update on current pupil numbers, with reasons for students leaving at the end of the previous academic year, and an update on students joining this academic year.</p>	

<p>The Principal further explained that taking into account the numbers who have not joined BVC as planned or have left prior to the start of academic year, the per pupil funding will be reduced by approximately £50,000. The forecast was for a surplus of £113,000 surplus, but this doesn't include any staff pay increases or any additional costs due to Covid-19. There would still be a surplus, but this will be reduced due to the reduction of students on roll.</p> <p><u>Finance</u></p> <p>The Principal explained that the full financial end of year reports will come to the next meeting, however, the indication was that the budget was looking good with some savings being made during Covid-19. Outturn figure is £50-70,000 surplus which will go into our reserves. £17,000 of that is capital spend and the Principal has applied to the Trust to get that carried forward. The high backed stools for the science classrooms and some interactive screens have been purchased out of this capital spend.</p> <p>For this year's budget we will get £52,000 more for catch-up funding, coming in 3 amounts which is not ring-fenced and can therefore be carried forward.</p> <p><u>Staffing</u></p> <p>The Principal provided the Governors with a verbal staffing update.</p> <p>With two Achievement Leaders returning from maternity leave, and with the three currently in the role, the Principal asked governors if they would agree to overstaff this role keeping all 5 in place, which governors were happy with and agreed this would give extra capacity in student support.</p> <p><u>Assessment Planning</u></p> <p>Assessment planning documents were shared so governors could see how the data points and exams were being scheduled this year. Governors were informed that Read & Write software has been purchased, which will reduce the need for physical readers in all exams. Students will be trained in using this so it can be used in exams later in the year. Everything else was for governor information. We want business as normal for both education and exams and the CAGs system would be helped by using the data, which requires assessment to support this.</p> <p>Q. Are data points affected by Centre Assessed grades and what is the impact?</p> <p>Assessments are taking place all the way through the year and therefore we are in a stronger position.</p>	
<p>7. Safeguarding and GDPR</p> <p>The Safeguarding Policy was circulated to governors for ratification.</p> <p>It has been shared with staff, who had safeguard training at the start of the year.</p> <p>Local safeguard training is available for all governors and a link has been sent - All Governors need to complete this.</p> <p>There is also Trust safeguard training and dates have been circulated to governors as well.</p> <p><u>GDPR</u></p> <p>The governors were informed that there has been a subject access request (SAR) which was in the process of being dealt with.</p>	All Govs
<p>8. Appraisals and CPD update</p> <p>The start of the appraisal process has now commenced for all staff. Ms Larkins explained the procedure for target setting and the appraisal process. The deadline for setting objectives was 30th September 2020. There will be a moderation process undertaken to ensure there is an equitable level of challenge, but it is recognised that staff need to feel they are in control of their own learning and development.</p>	

<p><u>CPD</u></p> <p>There is a booklet of professional learning from AL which all staff have been given, and will be circulated to governors as it has some training suitable for governors to assist with their own CPD.</p> <p>Ms Larkins advised governors of the following:</p> <ul style="list-style-type: none"> • All training will be done remotely. New this year are teaching and learning hubs which are being led by colleagues from across the MAT. • There was a survey sent out to all staff to find out what training they wanted and to help all staff to get suitable training they need which staff welcomed. • There was also I-Pad training running to support assessment and development. • Pilot scheme of the national programme of the early career framework. This should help with the recruiting and retaining of NQT's. • Questioning is being looked at as a training opportunity, this is seen as a vital part of the current way of learning. • Opportunity for staff to share good practice of the feedback they have been given. 	VL
<p>9. LGB Succession Planning and rota for Chair of meetings</p> <p>The governors were advised that for the foreseeable future all meetings will continue virtually. Previously there has been a policy of rotating the chair for meetings, but it was agreed that under the current climate it would be best if Steve Morris continued to chair future meetings.</p> <p>Alison Butterworth's (currently Vice Chair) term of office ends later this year and she will be looking to step down. Her position will need to be recruited for.</p> <p>Steve Morris is looking to step down as chair of the LGB, but will carry on being a Local Governor. He asked governors to think about this position and will send an email around detailing what the role involves and time scales involved. He is happy to discuss this further with any individuals who may be interested.</p> <p>Alongside the need to recruit a new chair and vice-chair, SM will also discuss the continuation of H&S link governor with CR and the Safeguarding link governor role with DCH who have both just agreed to extend their term of office.</p>	SM
<p>10. Risk Register</p> <p>The Principal has taken the risk register and made a few comments regarding the impact of Covid-19 and the actions taken to date to mitigate those risks. There are a couple of things that the meeting has brought up which will need to be added to the register:</p> <ul style="list-style-type: none"> • Mitigating for staffing; actively have trainees in school, timing of adverts to secure the inability to recruit and retain. • Numbers on roll and the risk to outcomes for 2020-2021 because of Covid-19. <p>The register will be looked at every meeting and make sure any risks are being mitigated.</p> <p>Q. What is the effect of lower student numbers on our budget?</p> <p>This would affect the budget in one year's time due to the lag in funding</p>	VP
<p>11. Any Other Business</p> <p>Governors were reminded to complete their PI forms which should be returned to Sue Smith and also to familiarise themselves with the LGB code of conduct.</p> <p>Ofsted are running a different style of school visits. HMI comes in for one day, no lesson visits, they will be focusing on attendance, the return to school for staff and students,</p>	All govs

behaviour as well as looking at the risk register. The process will involve senior leaders only, no teaching staff and will have no grading.	
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There has been a pilot scheme that school have been made aware of and a list of questions asked has been sent to the Principal. These will be shared with governors as a way of self-evaluation, but will not be involved in this type of inspection.	
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BVC is in the window for an Ofsted visit during this academic year.	
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The next meeting is scheduled for 5 th November 2020 at 7pm.	
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Meeting closed at 8pm

Chair