BASSINGBOURN VILLAGE COLLEGE

Minutes of the Local Governing Body meeting held on 27th January 2022 (virtual)

Present:	Will Clayton (WC) – LGB Chair	Rachel Ward (RW)
	Dushy Chetty (DCh)	Vickey Poulter (VP)
	Sarah Anderson (SA)	Chris Roope (CR)
	Nik Cunniffe (NC)	Mike Urquhart (MU)
	Alison Maley (AM)	Laura Sims (LS)

Chair of Meeting: Laura Sims

Also in attendance: Jeremy Brock (JB), Vanessa Larkins (VL) (Associate Members)
Heather Edwards (HED), Assistant Principal

Minutes: Sue Smith (SS)

	ACTION
1. Apologies There were none	
2. Introductions Alison Maley, new Parent Governor, was introduced to the governing body, and welcomed by all.	
3. Declaration of Interests There were no declarations of interest.	
4. Minutes of last meeting and matters arising The minutes of the meeting held on 9th December 2021 were agreed and are an accurate account. • Laura Sims' appointment of Vice Chair has been agreed by the Trust Board • The staffing section on Risk Register has been increased to medium, and includes additions that were discussed at the last meeting.	
5. Recovery Plan The recovery plan was circulated prior to the meeting. VP explained that due to reasons arising from Covid where in-year savings had been made, there was a surplus at the end of the last academic year. The surplus should have gone into reserves, however the Trust had agreed that schools in the Trust would be offered the opportunity to put together a Covid recovery plan to show how this money would be used. Alongside this, there is also some curriculum budget funding, pupil premium funding and development budgets that have been allowed to roll forward. This plan is aligned to our school improvement priorities; removing barriers to learning that have been created due to Covid, focussing on literacy, numeracy and ICT, ensuring there are sufficient resources for students both at home and in the classroom, ensuring quality first teaching, and making sure teaching in the classroom is the best it possibly can be. The four overriding categories of the plan focuses on developing emotional readiness for learning, literacy, numeracy and	

technology.   This plan has been agreed by the Trust, but there is flexibility if different needs arise and money needs to be spent in other areas.   VP will report back to the governors throughout the year on how this money is being spent, and how it aligns with the school improvement plan (SIP).

Q: With the time pressures on staff, and a vacancy for a TA, all these outcomes achievable?
A: They are all achievable at the moment, although literacy interventions for instance may be dependent on securing another teaching assistant. We still have a teaching assistant advert running, and we have recently secured a temporary TA on a supply basis.   YMCA counselling in place and STEPS training for the TAs will be provided through the Trust. Literacy/numeracy – will be delivered through mentor time. Numeracy, literacy and Science temporary TLR3s will also be advertised internally to build in capacity in the 3 subject areas (English/Maths/Science).
Q: £93K and £58K in the recovery plan – the £58K is rolling. Is the justification for this included in the plan, if not what is the plan for this £58K?
A: The £58K is department budget roll forward, as underspent from last year. This will be used for resources for their departments.   Equally, there is some money from the development fund which we didn't spend at a whole school level. The SIP is focussing on barriers and access to learning.   We are also looking at curriculum enrichment activities after half term.

6. Staff and student questionnaire feedback

Reports had been previously circulated. VP explained that this was the first time the questionnaires have been done to this degree for both staff and students. These cannot therefore be compared to previous questionnaires pre-Covid, however they will be done again year on year so that they can be compared moving forward.   Some follow up actions had already been taken.

Questions had been received beforehand by NC as follows:

Q: "Staff consistently manage the behaviour of pupils well" is *a priori* a harder statement to agree with than those preceding it (due to "consistently"). Is this why the results here appear more marked?
A: Yes, some of our SEN students have been displaying some challenging behaviour and we have had to make reasonable adjustments for these students, hence it is not always consistent.

Q: The various questions around "Leaders do", "Leaders have", "Leaders use" suggest around a third of staff do not feel very strongly, and a small rump is disengaged. I found this a bit surprising given the very positive answers to the later question on "This school is well led and managed", but do leaders have any comments?
A: Some of the answers were given by support staff, hence they skewed the responses as the question wasn't really appropriate for non-teaching staff.
Q: What percentage of staff responded to the staff questionnaire?
A: About 2/3rds replied.
Q: A proportion of staff generally felt unsupported – was this an anonymous survey? If it was, how would you find out who these members of staff were?
A: This was anonymous as we wanted staff to feel they could respond honestly. (VP) I have had subsequent conversations with staff so confident I know who some of them area.

VP advised that she would like to run this staff questionnaire at the beginning and end of every academic year, plus the Trust will issue an annual wellbeing survey after the February half term. We need to celebrate the number of staff who are proud to work at BVC and enjoyed working at the school; lots of positivity.

The student questionnaire was more extensive, looking at the national agenda tackling peer on peer abuse and looking at the current situation at BVC, giving a base line to look at peer on peer abuse, and bullying in school. **Q:** The student survey indicates that some students didn't read at all/less than once a month, and some didn't read for pleasure; student responses indicated that the second highest location of bullying was in the classroom; and 27% of students felt that behaviour in lessons wasn't good, whereas most staff thought it was good. **A:** There is some discrepancy within staff, and the answers given by parents. Bullying – we need to work on the students' definition of bullying as our definition is different to students/parents, and we are needing to come together to reach to a collective definition. Because this is the first time we've done this questionnaire, we haven't had this information before, and therefore, we will need a follow-up questionnaire. Literacy and reading is included in our SIP this year. HED has run a focus group with students looking at bullying, and it is low-level, and students' perceptions which teachers may not be picking up on. Useful now for us to use this information and move forward positively. **Q:** Why are students not reporting bullying (32%), and 27% didn't know what action school took. Is there no feedback given? **A:** We will come back to this in the next agenda item. **Q:** Concerns about learning – maths and science is high. **A:** Generally they are the subjects students find more difficult. They are knowledge rich, and they haven't been able to do the practical part of the curriculum in science for instance. Students are aware that they are core subjects and are facilitators for 6th form colleges, so not a surprise. It is being monitored through our data points, and working with students in lesson time. In maths and science, if you feel you have lack of knowledge, it's more visual as answers are either right or wrong, whereas in English it can be less visible as it's more subjective. **Q:** Some students answered that they wouldn't know who to turn to if they had a problem. **A:** This is being talked about in assemblies and being followed up with mentors. Reintroducing Spirals of Education, which was started pre-Covid, where mentors ask their mentees who they would go to if they had a problem. There are posters in all toilet areas showing students where they can get advice, help and support and reminding them who the safeguarding leads area. Relationship building has been lost in schools over the last couple of years, and fostering good relationships is difficult. We are very aware of this and working hard to rectify this.	
7. Behaviour and attendance reports, anti-bullying policy and plan Behaviour and attendance reports had previously been circulated. HED explained that whilst 9% of students indicated they didn't feel safe which was initially alarming, on speaking to students it was clear that they were misinterpreting the word and related it to Covid. Therefore there is some work to do on rewording this question so the answer isn't so open, and students understand what is actually being asked in respect of them feeling safe in school. HED presented a preventing bullying presentation to Governors (to be shared electronically after the meeting), with aims and objectives to make sure all the work being done in respect to anti-bullying is underpinned by these, and that we all have a shared and clear understanding of what bullying is. HED walked the governors through the strategy timeline including the Tranquiliti app which is being launched (BVC is a pilot school and has worked with Tranquiliti to devise this app), the anti-bullying alliance, and recruitment of anti-bullying ambassadors who will be creating an anti-bullying school charter. The Anti-Bullying Policy will be shared with governors after the meeting for feedback and comments to be given prior to the next meeting on 17th March 2022, with a view to it being ratified at that meeting.	HED/SS HED/SS

Q: The Tranquiliti app sounds very positive. How will we know when changes will start to work? What are your views on timescales and monitoring? **A:** This is a real focus for us; we acknowledge that if students are not happy in school they won't be learning to the best of their ability so recognise this needs to be high on our agenda and are putting everything in place quickly. Wellbeing and anti-bullying is a focus for curriculum days, assemblies, getting the message across in mentor time so that students are clear about expectations and what actions we are taking, also the work being done through the student body with anti-bullying ambassadors getting into classrooms, having conversations with students, and challenging students to do the right thing. **Q:** How will you monitor the effect of this? **A:** There will be 2 further surveys through the Anti-bullying alliance HED will report back to the governing body in the summer term. **Q:** What can be learn from other schools, and what we can pass on to other schools as real success criteria implemented at BVC? **A:** Will be interested to see about the app – especially as we are a pilot school. Due to Covid with us not being able to be in school for various times over the last 2 years, we are hoping that we will be coming together again as a cohesive school. A lot of schools are experiencing these issues, and we are not alone in seeing these issues. Students haven't been socialising, or being part of a group in a school society. This is anecdotal as there is no data, but is frequently being discussed across the Trust. In order to be able to track and record bullying more accurately, incidents will be reported on MyConcern so that this can then be reported back to Governors. HED walked the governors through the behaviour and attendance reports which had been provided prior to the meeting. HED explained the reasons behind the seemingly high exclusion numbers, negative behaviour reports and internal isolation figures, and confirmed that the exclusion hotline had been contacted to ensure that the exclusions were completely appropriate. HED advised that the learning environment was calm. Attendance was low mainly due to Covid, but still above national and local averages. Attendance meetings with parents are continuing where appropriate. There is a significant rise in students/families receiving early help, and there is a correlation with the students on alternative provide and attendance. This is the highest it's been for a number of years. **Q:** Thinking back to the Improvement Plan and the extended 3 year plan as the focus was re-establish behaviours – do you think we are on course to achieve that goal? **A:** We are still very challenged by staffing, and the day to day operational issues with covering staff is still there. We do need to get back to a level of pre-Covid, and hopefully we'll be able to review to see whether we have achieved this, however we may need to extend this again, but the context is still very challenging. Looking at our SEN/vulnerable students, their behaviour is affected and they need consistency – they are reliant on consistent teaching staff, rooms, support staff and we are really struggling to deliver this at the moment. The Chair thanked the staff for this, and appreciated that there is a lot of effort going into this at the moment.	HED
8. Year 7 and 10 Data Point JBR walked governors through the reports which had been circulated prior to the meeting. Questions had been asked in advance prior to the meeting, and answers had been shared.	

Q: Progress of -2.49 for the year 10 data – if students make up 1 point per year, will students have a final progress of -1.5 at the end of year 11? **A:** It's not an exact science. We wouldn't normally report figures for year 10 DP1 but they were run to prove that the PP students were doing well, if not better than the rest of the year group. Some subjects, ie Latin where they are "new" subjects/skills for students, can only report a 3 or 4 for instance as they have only done the course for just over a year, and whilst they are doing well and may ultimately get a 9, their points progress will be higher in this subject. It is the same for construction. -2 is not something to be unduly worried out. We are expected to get 0 and the DfE will say that our students have made expected progress; anything with a + is good, and adds value. **Q:** Computing – why is there a drop in the datapoint? **A:** The teacher for computing has been off unwell and therefore wasn't able to meet as planned previous to the meeting. VL has now met with him today and a summary will be shared with governors, and VL gave a verbal update to governors, explaining that year 9 was a foundation introduction to the course, and the subject matter was more challenging in year 10. JBR advised governors that year 9 was a foundation year, especially for option subjects, with students practicing skills, technique and concepts, therefore the assessments in year 10 will be on a narrow knowledge base.	VL to share computing report summary
9. Staffing update VP shared a confidential staffing update with governors.	
10. Safeguarding/complaints/GDPR update There have been not complaints or GDPR breaches. A Single Central Record check has taken place, and there will be a safeguarding audit by the Trust taking place after the half term break. A Link Governor safeguarding meeting will be organised. HED/JBR/VL leave	
11. Link governor roles/governor training/trust updates/exit interviews/risk register **Trust Updates:** the catering contract is up for renewal for Sept 2022. Health Assured Wellbeing Service has been launched. This is a 24 hour helpline, with legal, financial, health and a counselling service offered free of charge which includes 6 free sessions. The Trust's Assistant Director of Education; SENDV & Safeguarding is providing support for our Inclusion Department. **Exit Interviews:** one took place at the end of the autumn term **Link Governor roles and training changes:** King & Caring – SA/WC Rapid & Sustained - AM/NC Link Governor meetings should take place in school once a term, and this term's meetings need to take place by the next LGB meeting. Governors' terms of office– governors were asked if they wanted to consider extending their term of office if it is due to expire soon, and if so, they should contact the Chair directly.	SS to co-ordinate prior to 17.03.22

Governor training: WCI reminded Governors that the Trust platform should be accessed as there is some excellent training available. The Key for Governors is also a great platform for information/training.

Thank you to everyone who sent questions in advance.

There were no changes to the risk register noted.

Meeting closed at 8.40
Next meeting: 17th March 2022 (6pm) in person

Chair ……..……..……………………….

Action Log

ITEM	ACTION	DEADLINE	RESPONSIBILITY
7	Safeguarding presentation to be shared electronically	By 04.02.22	HED/SS. (complete)
7	Anti-bullying Policy to be circulated for feedback/comments prior to next meeting	By 04.02.22	HED/SS
7	Feedback from HED in the summer term	16.06.22	HED
8	Computing summary to be shared	By 28.01.22	VL/SS
11	Link Governors – meetings to be organised	17.03.22	SS

Rolling Action Log

ACTION	DEADLINE	RESPONSIBILITY	UPDATE