

BASSINGBOURN VILLAGE COLLEGE

Minutes of the Local Governing Body meeting held on 12th May 2022

Present:	Will Clayton (WC) – LGB Chair Dushy Chetty (DCh) Sarah Anderson (SA) Nik Cunniffe (NC) Alison Maley (AM)	Rachel Ward (RW) Vickey Poulter (VP) Chris Roope (CR) Mike Urquhart (MU) Laura Sims (LS)
Chair of Meeting:	Dushy Chetty	
Also in attendance:	Jeremy Brock (JB), Vanessa Larkins (VL) (Associate Members) Rebecca Hields (Assistant Principal)	
Minutes:	Sue Smith (SS)	

	ACTION
<p>1. Apologies</p> <p>There were no apologies. Rebecca Hields was welcomed to the meeting, and introductions made.</p>	
<p>2. Declaration of Interests</p> <p>There were no declarations of interest.</p>	
<p>3. Minutes of last meeting and matters arising</p> <p>The minutes of the meeting held on 17th March 2022 were agreed and are an accurate account.</p> <p>The Health and Safety report was circulated after the last meeting. Q: Gas taps in science which need to be replaced – what is the timescale? A: These will go into next year's budget.</p>	
<p>4. Curriculum overview and Rationale</p> <p>RH shared a presentation with key features of the school's curriculum, explaining the school's particular context compared to the national average, the curriculum aims, intent and impact. RH walked the governors through the Year 8 options process, the 3 different pathways (Ebbac, vocational or combination) and the rationale behind the 3 year KS4 curriculum.</p> <p>Q: (looking at the year 8 option choices) – half of the students seem to choose MFL, is this the same every year? A: Yes it is more or less the same each year, but choosing French or Spanish does depend on what the students study in year 7 and 8.</p> <p>Q: Will a subject go ahead if there are not enough students who have chosen to take it? A: We do try to keep subjects in the curriculum where possible.</p> <p>Q: What are the subjects that all students do? A: English, Maths, Science as core subjects, together with PSHE and PE.</p> <p>RH further explained that the 3 year KS4 curriculum benefits students by being able to revisit topics in different ways which strengthens their understanding and deepens their knowledge.</p> <p>Q: Is there any downside to this curriculum plan and are they getting enough breadth within the curriculum? A: We have had 2 years of Covid so it's difficult to assess, but we have been</p>	

able to revisit topics, and gaps in learning have been filled. We are able to give students the extra breathe and enrichment during curriculum days, for instance focussing on creative arts, languages and cultural activities for example.

RH outlined the PSHE curriculum including careers and personal development opportunities for all year groups.

RH also explained to the LGB the personal development structure for all teaching staff, including personalised CPD with subject focus, department curriculum and teaching meetings, teaching and learning meetings, and all non-specialists are supported by the Heads of Departments. To ensure we are delivering a quality curriculum, line management meetings take place with Heads of Departments to talk through their curriculum structures, we have student surveys, department meetings where curriculum is a focus, curriculum planning reviews, Trust peer review days.

Q: Has anyone done a skills mapping exercise, thinking back to the curriculum rationale, where they look at a year group and map the levels/skills and where gaps are arising?

A: SMSC, RSHE, PSHE maps are in place, but not individual skills.

Q: Thinking about the Trust Peer review days – if I was in another Trust school meeting, what would I be hearing differently in that meeting? Is there cross pollination of good ideas/best practices?

A: We do talk to a lot of other Trust schools. We are all individual schools though and we are all able to look at our own context. There is some cross pollination of curriculum and collaboration. We have recently had another Trust school come to visit our maths department to see our best practices.

Q: Why are other schools within the Trust not doing a 3 year KS4?

A: Looking at our own context, we started work early on with metacognition and interleaving and our curriculum is based on this.

Risk Register: There were no changes to be made

5. Uniform review

VP explained the new DfE statutory guidance for uniform from September 2022, which aims to ensure that there are not too many branded items. A briefing paper from the Trust was circulated to governors. Bassingbourn VC currently has 2 items with a logo – the blazer and tie. The school’s uniform was compared to M&S and Asda and in terms of comparisons, the Governors noted there wasn’t a huge difference in cost especially if the badge needs to be purchased and sewn on. The school’s PE kit would need some consideration, however the SLA for Total Clothing, our currently uniform supplier, is a year’s contract, therefore we would need to let them know this September if there were to be any changes for the following year.

The Trust are looking at one uniform contract for the mandatory items which will prove more cost effective for parents. The second-hand/pre-loved provision is also to be available to all parents, and we will be asking for donations from parents.

Q: What happens about uniform in warm weather? **A:** There are concessions depending on the heat. If very warm weather, students are allowed to take their blazers off. **Q:** Will ties be phased out? **A:** Not for Bassingbourn. It is still part of the school’s uniform.

Q: Is the hardship fund available for school to support parents with purchasing uniform?

A: Yes, it is still available to help support the purchase of the blazer for instance.

Risk Register: There were no changes to be made

6. Behaviour and attendance

Data was circulated prior to the meeting and Governors were thanked for their questions in advance. VP highlighted that, looking at trends, the numbers on roll from 2018 is significantly lower than current numbers and in 2020 we had the Covid pandemic.

Providing the Governors with context to the behaviour report, VP explained that there has been 336 lessons covered by supply teachers due to staff absences and illness leading to a lack of continuity and impacting on low level behaviour seen. Since Easter however staffing has improved and therefore continuity is back.

The Expectations for Behaviour Learning Policy is being reviewed and will include "STEPS" approach which is a therapeutic programme. Staff will be trained on this programme with a view to it being implemented in school from September.

VP explained the school's current behaviour levels (1-5), sharing the behaviour for learning chart that staff use for logging incidents.

Questions received in advance included asking why year 8 incidents was higher compared to other year groups. VP shared the context behind this spike in behaviour with Governors.

VP shared BVC's attendance comparing with national figures. Daily attendance is currently increasing.

Q - For FSM is there a big overlap with the PP students, and is alternative provision the explanation for 83.2%, or could there be other drivers (and if so what)?

A - Yes the explanation – 92.32% without PP/ FSM students included in the AP figure.

Q - Attendance. How large is the impact in "SEND figures are impacted by 3 students who are on full-time AP" (it is unclear whether the different phrasing here vis-a-vis statement above for PP is meaningful)? What would be the %age if these 3 students were discounted from the analysis?

A - Without including 3 student with SEND figure is 93.31% Ditto for the PP students (excluding the 5 students on alternative provision)? As above

Q - The pattern at BVC in 2021 was actually very positive compared to the 2021 national comparator. But apart from "punitive" actions (e.g. send letter, impose penalty) what are senior leaders thoughts on how BVC might encourage parents/pupils back to the previous strong culture of very high attendance?

A - We continue to reiterate the importance of good school attendance and its correlation with achievement and improved life chances – referenced in weekly mailing (parents), reiterated in weekly PowerPoint (students), specific letters sent annually identifying importance and benefits of good school attendance record. Good attendance recognised and rewarded – termly certificates. Fortnightly meetings held to identify support individual students and families require to improve attendance. Please note – at this point our attendance is still significantly impacted by COVID (accounts for 2.4% of whole school absence), although in reality this figure would be higher if all related COVID absence had been recorded as COVID.

Q: Going back to behaviour – there has been a lot of talk in the media that since the pandemic people are more aggressive and impatient. Is this noticed in school? **A:** I don't think that this is shown in school against teachers, but some students struggle with their interactions and friendships, at lunchtime especially. Working on students being kind together and anti-bullying. RW confirmed that this isn't shown in the classroom, but some students are not listening properly or understanding other people's point of view when debating in class for instance.

Q: What about the "gift of listening" in PSHE? **A:** This is certainly something that we do in PSHE and in mentor time.

Regarding the safeguarding data, VP advised that there are some very complex cases being reported, plus there are new requirements from the DfE to report all peer on peer abuse, sexual harassment and sexualised behaviour.

Q - What is driving the increase in My Concern? And what does it mean for the same student to have multiple my concern logs, which seems increasingly to be the pattern?

A - Multi-faceted - Increased school roll, amendments in government and KCSIE guidance that requires things to be recorded that previously would not have e.g. peer on peer abuse, national rise reflective of societal issues.

<p>Q - Who does "school based counselling"; does this mean by the inclusion team, or by external agencies? If by the inclusion team, what training/support are the inclusion team accessing to help with this role (which I think is probably extremely demanding)?</p> <p>A – YMCA counsellor – 2 days per week</p> <p>The draft Attendance Policy was circulated prior to the meeting, however since it was sent out, there has been new statutory guidance received that will now supersede this document, and will be further shared with governors.</p> <p>Risk Register: There were no changes to be made</p>	
<p>7. Complaints</p> <p>No Stage 2 complaints have been received, however VP had asked the Chair of Governors and Safeguarding Link governor (WC/MU) to review the process and procedures following one incident that had occurred recently of a safeguarding nature.</p> <p>Risk Register: There were no changes to be made</p>	
<p>8. Staffing update</p> <p>Staff governors and RH left for this agenda item.</p> <p>VP shared a general staffing update with Governors, including sickness absence update, flexible working requests and resignations received, currently vacancies as well as the recent recruitment of 2 English teachers and a Premises Manager.</p> <p>There have been 4 flexible working requests received from teaching staff. VP explained that staff are looking for a better work/life balance and is a way to retain staff. One request is from the Head of Maths to reduce down to 80%. This will mean that his TLR associated with his HoD role will reduce, therefore allowing a small TLR to be offered for a lead practitioner in Maths which is good for retention within the department. This structure can also be replicated for science as the HoD is also part time on 80%.</p> <p>VP walked Governors through the staffing structure.</p> <p>Subject to sufficient funds within the staffing budget, VP proposed changes as follows:</p> <p>TRL2.1 in English, maths and science for Lead Practitioners to ensure capacity and retention.</p> <p>Q: Do teacher’s salaries go up each year? A: M1-M6 go up each year, and then a teacher goes over the threshold. U1-U3 is very 2 years.</p> <p>Q: Why do you think recruitment and retention is so difficult?</p> <p>A: Teachers are leaving the profession, and support staff are leaving due to financial pressures as their salaries are not necessarily keeping up with other jobs nationally. After Covid, people are re-evaluating their work/life balance, plus we are not getting the overseas teachers coming to the UK. This is a national picture seen all over the UK. The starting salary for teachers will be going up from 2023 to encourage people into the profession.</p> <p>Q: How easy would it be to recruit for Latin, or someone willing to train in Latin?</p> <p>A: I am confident we would. We have a very successful Latin department, and have had trainees come into the department.</p> <p>Risk Register: The discussion during this meeting is mitigating the risk (point 8)</p>	
<p>9. LGB recruitment, training and Ofsted planning.</p> <p>Ofsted planning : proposal for Duncan Cooper to meet governors on 5th July. WC will be meeting Duncan Cooper to discuss this on 8th June. WC, SA, LS volunteered for this working party.</p> <p>Recruitment: Application received for a Trust appointed governor. As DC and CR leaving at the end of this academic year, there will still be one Trust appointed governor vacancy.</p>	

Governor training: Reminder that governors should continue to look at the training opportunities available on the ALIS website, and also circulated periodically to ensure their knowledge is kept up to date.

Link Governor meetings : A reminder that these need to take place, and is an opportunity for Governors to tour with their link SLT.

Risk Register: There were no changes to be made

Meeting closed at 9:05pm

Next meeting: 16.06.22

Chair

Action Log			
ITEM	ACTION	DEADLINE	RESPONSIBILITY
9	Link Governor meetings to take place	End of term	All
9	Osted planning meeting	End of term	WC, SA, LS
	Governor get together and farewells	16.06.22	SS/WC/VP

Rolling Action Log			
ACTION	DEADLINE	RESPONSIBILITY	UPDATE
Anti-Bullying Alliance – to report back to Governors	16.06.22	HED	
Trust Governor recruitment			