

# BASSINGBOURN VILLAGE COLLEGE

## Minutes of the Local Governing Body meeting held on 16<sup>th</sup> June 2022

<b>Present:</b>	Will Clayton (WC) – LGB Chair Dushy Chetty (DCh) Sarah Anderson (SA) Nik Cuniffe (NC)	Rachel Ward (RW) Vickey Poulter (VP) Chris Roope (CR) Mike Urquhart (MU) Laura Sims (LS)
<b>Chair of Meeting:</b>	Chris Roope	
<b>Also in attendance:</b>	Jeremy Brock (JB), Vanessa Larkins (VL) (Associate Members) Philip Church (PCH) Heather Edwards (HED) Assistant Principals	
<b>Minutes:</b>	Sue Smith (SS)	

	ACTION
<b>1. Apologies</b> Alison Maley did not attend the meeting and apologies were not received. Philip Church and Heather Edwards were welcomed to the meeting.	
<b>2. Declaration of Interests</b> There were no declarations of interest.	
<b>3. Minutes of last meeting and matters arising</b> The minutes of the meeting held on 12 <sup>th</sup> May 2022 were agreed and are an accurate account.  Matters arising: Link Governor meetings are to be organised within the next few weeks. Ofsted planning meeting has been arranged with Duncan Cooper for 5 <sup>th</sup> July. Timing/schedule to be circulated	All VP/SS
<b>4. Pupil premium (PP)/SEND end of year review</b> Philip Church shared the pupil premium end of year review document which will be uploaded onto the school's website, and walked the Governors through the 8 challenges and corresponding actions and strategies. PCH also shared the results of a recent survey that had been undertaken with PP students in years 7 through to 10, looking at how many students eat breakfast regularly, their ICT provision at home, whether there was anyone at home who could help with homework, whether they had a student role within school (subject leader for instance), and how many had been on a trip or visit whilst at BVC. <b>Q:</b> We know how many PP students in school have a student role which appears to be fairly low, but how does this compare with the rest of the school cohort? <b>A:</b> We don't have full statistics, but we do need to build confidence in our students who have PP status so they can confidently apply for student roles. Self-efficacy needs to be built into the curriculum and worked on next year. VP explained that the purpose of the survey was to identify what challenges our PP students are being faced with, so plans can be made next year to try to overcome these barriers.	

**Q:** There is quite a bit of extra funding not in the allocation £15.5K, have you used all this?

**A:** There is still some money left, and orders will be placed - money spent on resources, trip and visits, music lessons etc.

VP explained that there has been a lot of investment in ICT to support learning in school and at home.

### **SEND report**

HED shared and walked the governors through the SEND report. 8 students are receiving Literacy intervention which is being delivered weekly for 50 minutes. Gains are marginal, however all students have felt happier in lessons and are enjoying school more. Lessons are more accessible and there is a decrease in behaviour incidents logged. Due to investment in ICT, students are able to access laptops more regularly and there is a referral system in place should teaching staff identify that a student needs the additional support of a laptop. HED explained the read/write package being used by students which can also be used in exams if it's shown that this is the student's normal practice and is used in place of a reader and scribe. Governors were also advised of the mentoring programme, homework club, study skills programme and STEPS training which will be disseminated to all staff in September.

HED advised Governors that there has been a focus on SEND in CPD sessions for staff which included the importance of early identification of students' needs. HED explained the assessment programmes currently being used, including GL assessments, STAR, CAT4 testing, and Sandwell numeracy testing.

Similarly to the overall pupil premium attendance percentage, there are a couple of SEND students who have exceptional needs that are impacting the school's attendance figures.

HED finally talked through the concerns for next year regarding provision for pupils with SEND, including the continued diminishing support from the Educational Psychologist, the increase in students joining with EHCPs and the impact that this has on staffing, along with priorities for next year including "plan do reviews", CPD, and embedding interventions.

**Q:** What changes have you made to the year 8 option process for the students with EHCPs? **A:** They will choose 2 options, and then will take a study skills course which will give them skills to access their other subjects. There will be additional English support in September, and this will allow the Deputy SENCO to deliver this study skills programme.

VP explained that she had met with some of the Primary Heads to talk through the challenges being faced currently with primary school students who have a learning need but have not been granted an EHCP, as these are harder to get.

**Q:** The information on the SEN register, and staffing training is terrific, but how do you monitor that staff are following this through? **A:** SENCO and Deputy SENCO need to get into lessons to see if the strategies in place are being followed in practice, seating plans reflect students with PP and SEND, and more learning walks need to happen. Teachers will be asked to show that they are identifying specific strategies which are in place to support specific students with specific needs, and this needs to be built into our normal quality assurance process.

**Q:** Are you seeing these discussions in departmental meetings? **A:** VL explained that staff have been asked to do a self-evaluation review. Following this, triads of staff will be working with other members of staff, not in departmental groups, to try to spread practice and development. There have been teaching and learning meetings within departments this year, and we have been looking at specific strategies to support learning and to support students with SEND.

**Q:** There are positives clearly with the literature intervention and star reading but it sounds like gain is not as much as would be liked. Are there other steps that can be taken?

**A:** Intervention needs to be regular. There are implications however with students being taken away from lessons and peers, and the impact that this has on relations with the student's teachers and friends for instance.

The Governors thanked PCH and HED for their reports.

<p><b><i>Risk Register: There were no changes to be made</i></b></p>	
<p><b>5. Behaviour and Attendance reports, Preventing bullying review</b></p> <p>Reports were circulated in advance, and questions were received beforehand. HED felt that these questions had already been answered in previous meetings, and reminded governors of the impacts of Covid, namely staff absence, which has had an impact on behaviour, and this has also had an impact on recording merits.</p> <p><b>Q:</b> What is a PSP? <b>A:</b> Pastoral Support Plan – it's in place to try to prevent a student being at risk of permanent exclusion.</p> <p><b>Q:</b> The distribution of behaviours across the year shows downward trends for 3 x year groups and upwards for 2. Is there any rationale for this? <b>A:</b> We will need to look further into this.</p> <p><b>Q:</b> MyConcern logs are high – which is this? <b>A:</b> Staff are needing to report a lot more concerns i.e. child on child abuse and lower level of concerns. Referral numbers are still steady. There is also an increase in students telling staff and parents of concerns, and we are also picking up more ICT searches that have been blocked by our firewall that are of a safe guarding nature as students are using ICT more now that devices are more available.</p> <p><b>Preventing Bullying Policy/strategy review :</b> Further to the LGB meeting on 27<sup>th</sup> January 2022, HED provided governors with an update of the audit that had been started in January.</p> <p>HED reported that MU visited on 10<sup>th</sup> June to speak to students about safeguarding and anti-bullying procedures in school, and shared with governors the outcome of this visit and reported the findings of the recent base-line audit that had taken place.</p> <p>HED advised that as part of this strategy review, we have been working hard with students and parents to ensure they understand what bullying, child on child abuse and unkindness is and how to identify these, and utilising our Policy which has been active for 1 month to ensure our students understand the processes we would take to support them with regards to an allegation. The school-based anti-bullying charter is being prepared to sit alongside the Preventing Bullying Policy. There are 18 anti-bullying ambassadors who have created their own action plan, including weekly drop in sessions and assemblies that they will deliver.</p> <p>It was noted that as Safeguarding link governor, MU would also take on the role of anti-bullying link governor. A further safeguarding visit will be arranged nearer to the end of term.</p> <p><b><i>Risk Register: There were no changes to be made</i></b></p> <p>PCH/HED leave</p>	<p>MU/HED</p>
<p><b>6. Budget recommendation</b></p> <p>SA reported back to governors following her meeting with VP and the Finance Manager. The budget shows a surplus of £15K and therefore recommended the budget be approved and submitted to the Trust. Pupil numbers are a risk for us in future, however for next year numbers are healthy.</p> <p><b><i>Risk Register: There were no changes to be made</i></b></p>	<p>Budget recommended</p>
<p><b>7. Link Governor visits</b></p> <p>These need to be arranged, which should also include a tour of the school with the link SLT. SCR check has been undertaken by MU on 10<sup>th</sup> June.</p>	<p>All</p>

Health and Safety visit needs to be arranged also between CR and the premises manager	CR
<b>8. Provider Access Statement</b> The updated Provider Access Statement was circulated to governors in advance for their approval. Governors approved this Statement with the exception to make the sentence after the chart explicit as to whether it relates to the student or provider.	RH/SS
<b>9. Complaints</b> There have been no Stage 2 complaints lodged.	
<b>Staff governors leave @ 7.30pm</b>	
<b>10. Staffing update</b> This agenda item is subject to a confidential minute.	
<b>11. LGB/Trust updates including goodbyes</b> Policies: The Curriculum, Assessment and Teaching (CAT), Expectations for Learning (EfL) and Attendance Policies will be circulated and agreed via email. WCI advised governors that there had been application received via Governors for Schools, who has a specialism in SEND so will take on the SEND link role once formally appointed. There is a new training platform, NGA, and this will be shared with governors shortly. Currently, BVC subscribes to The Key for Leadership and Governors. Goodbyes : The governors said a formal goodbye to DCh who has resigned from office from 16 <sup>th</sup> June 2022. CR has also resigned from the end of this academic year. The governors thanked both DC and CR for their support during their time of office.	SS

Meeting closed at 8.20pm

Next meeting: Strategy meeting: 14.07.22 6pm

Chair .....

<b>Action Log</b>			
<b>ITEM</b>	<b>ACTION</b>	<b>DEADLINE</b>	<b>RESPONSIBILITY</b>
5	Record MU as Anti-Bullying Governor		SS
5	Safeguarding final visit to be arranged		MU
6	Budget recommendation		VP
7	Link Governor meetings, H&S meeting, safeguarding final meeting		All, CR, MU
8	Change wording in Provider Access Statement		RH/SS
11	Remove DCH from email/GIAS		SS