

**Minutes of the Local Governing Body  
meeting held on  
Tuesday 9<sup>th</sup> November 2021 at  
6.00 pm by way of a Google meet  
Conference meeting**



**Subject to ratification**

<b>Governors Present</b>	Polly Stanton (PS), Chair Jonathan Russell (JRU), Principal Alan Sutton (ASU) Barrie Ashurst (BA) Sam Abbs (SA) Eleanor Clapp (EC) Huw Thomas (HT) Rachel Kerr (RK) Gloria Reed (GR)
<b>Others Present</b>	Pieter Wallace (PW) Sue Gelder (SG) James Woodcock (JW) Natalie Morris (NM) Celia Harriss (CH) Gareth Johnson (GJ)
<b>Apologies</b>	Colin Sausman (CS)
<b>Quorum</b>	The meeting was quorate throughout.

		<b>OUTCOMES ACTIONS</b>
<b>1.</b>	<b>Welcome and apologies</b>  PS Welcomed everyone to the meeting with a special welcome to Celia Harriss, Natalie Morris and James Woodcock who would be giving presentations to the meeting. Welcome to Gloria Reed in her first meeting as a Governor.	
<b>2.</b>	<b>Declaration of conflicts of interest</b>	
2.1	There were no declarations of interest.	
<b>3.</b>	<b>Chairs business</b>	
3.1	PS We have received an application from Priya Schoenfelder to become a Trust Governor. We will arrange a time to meet Priya, take up references and forward the application to the Trust for approval.	
3.2	PS Reminded Governors, if they have not already done so, to complete the quiz following David Hunts' Safeguarding training at the September	All Governors to do

Local Governing Body Meeting

	meeting. This is our evidence against the SCR that LGB members have been trained and is therefore vital that is completed.	
<b>4.</b>	<b>Minutes of the LGB meetings of the 21<sup>st</sup> September 2021. See Document LGB 04/01</b>	
4.1	The minutes for the meeting had been circulated in advance. They are also available to view in the secure folder on the Google drive.	
4.2	Governors agreed they were a true and accurate record and the minutes will be signed by PS as Chair.	GJ to forward to PS for signing
<b>5.</b>	<b>Matters arising</b>	
5.1	EC Asked about the updated Transgender Policy. JRU This has not yet been picked up by the Trust central team with regard to a Trust wide Policy. It was raised with the Trust central team in the summer term. PS Will contact the Trust to discuss.	PS to talk to Kerrie Jones at the Trust
5.2	BA Asked if there was any news on Trust Governors attending LGB Meeting. PS Confirmed that Kerrie Jones will be arranging for this to happen.	
5.3	PS Confirmed the new Risk Register has been sent to schools.	
<b>6.</b>	<b>Ambition: Reading for All</b>	
	Celia Harriss, Lead Practitioner for English, gave a presentation to the meeting on Reading for All.	
6.1	Reading is integrated into lessons and pupils are being given more opportunity to read.	
6.2	We are trying to establish disciplinary literacy in subject areas.	
6.3	We want to do more around reading for pleasure. This will be the focus for year 2.	
6.4	We had a Staff meeting on the 16 <sup>th</sup> September and we talked about teachers modelling how to read with fluency and expression.	
6.5	We talked about the sorts of text which can be used, the Science department is already using science journals and the geography department have subscriptions to geography journals.	
6.6	We have looked at different activities around text and how pupils can break text down.	
6.7	Natalie Morris has shared with us examples of how pupils with dyslexia could be challenged by text and how we might help them overcome this in the classroom.	
6.8	We have signed up to a 'Words for All' scheme run by a National Body for Reading Literacy promoted via Whole Education. They have had lots of success in taking reading further in schools.	

Local Governing Body Meeting

<p>6.9</p>	<p>Today we have run a session on diversity versus decolonisation to look at our own racial literacy.            RK This sounds great and the link between reading and writing is important. How constrained is the curriculum for introducing the diversity and decolonisation work?            CH We are somewhat constrained by the text in English exams which do not include much diversity for KS4. We do have some space and the will to do this work.</p> <p>BA Asked how you could embed this in maths.            CH Occasionally maths questions are narrative and pupils who struggle with text can get caught out. We are trying to help them decode longer narrative maths questions.</p> <p>EC Feels that this is a fantastic strategy and asked if teachers are going to have to provide differentiated activities for pupils, will it cause extra work?            CH We have done a lot of work on how to make text more accessible for weaker pupils.            JRU This is why we have put this under the ambition umbrella. We want everyone to be ambitious although recognising and being alert to pressure on staff.</p> <p>GR Asked if graphic novels are used.            CH Yes, we have started to do this and pupils like it. The University are very keen on the use of graphic novels.</p> <p>PS Thanked Celia for this stimulating and exciting way to affect what happens at school.</p>	
<p>7.</p> <p>7.1</p> <p>7.2</p> <p>7.3</p> <p>7.4</p> <p>7.5</p>	<p><b>Ambition: SEND</b></p> <p>Natalie Morris SENDCo gave the meeting a slideshow presentation and talk to give some context as to where we are at the moment following the return to school and the impact of Lockdown.</p> <p>We are looking at enhanced training for teachers and teaching assistants and ensuring they get the right support and we are refocusing on the graduated approach.</p> <p>Establishing Dyslexic friendly classrooms across the school and SEND subject champions.</p> <p>Demand for extra support from TA's has increased and there has been a backlog in the waiting list for help from other professionals working with SEND pupils. Last year our Education Psychologist work was postponed.</p> <p>The SEND department is receiving a greater number of reports coming in, increased parental applications and requests for support since the return to school, particularly around ADHD and ASP pupils.</p> <p>We currently have 24 EHCPs, last year it was 16.</p>	

Local Governing Body Meeting

7.6	Numbers for SEND support has stayed roughly the same, 167 this year, last year 160, although the complexity and level of high needs of support has increased. We are higher than the national average, 17% against 12%.	
7.7	A quarter of our SEND students are identified as social, emotional and Mental Health students.	
7.8	We have now started our sensory room and the staff like it as much as the students do. We need to put in a padded floor, projector and blackout den. Students are using it at break, lunchtimes and when they need to exit class. It has been quite successful so far.	
7.9	We have begun to make dyslexic friendly classrooms to make them more accessible for dyslexic pupils.	
7.10	The TA team has been included in more teacher training days and they are planning to work with teachers who they work with regularly to do SEND assessment reviews and how to measure success. We will be doing an audit of training needs for teachers and TA's.	
7.11	There will be Autism Education Training for SEND staff and they will cascade this to the rest of school.	
7.12	We are sharing successes with other SEND teams across the Trust, including our dog mentor.	
7.13	We have introduced more assessments using an online programme which is easier for students to use. They do a different assessment each time. This programme provides a tracking document for teachers who can monitor what additional support pupils need.	
7.14	<p>Of our SEND register 40% of pupils have some form of literacy need. Every classroom now considers how they can support pupils with dyslexic needs. The Senate has done a fantastic job in raising dyslexia awareness.</p> <p>BA Asked how many students are in the Sensory room at a time and whether all the SEND data was electronic or paper.          NM Some students like to be in the room on their own, some like to be with a friend. All data is electronic so all school staff can see it.</p> <p>SA Asked who are the subject champions and will there be audits of the assessment plans.          NM Subject champions are not started yet but will be starting with volunteer teachers. Yes, we will be reviewing and it is in the school calendar as to when reviews will be done.</p> <p>PS What do we do for pupils about the sequencing problems for dyslexia students in organising themselves?          NM This is common in SEND pupils, it is difficult for some students to learn. To help them, we use task planners, daily planners and advise what equipment they need and how to break tasks down. Organisation is a life skill they need to learn.</p>	

Local Governing Body Meeting

	<p>GR Thanked NM for the very impressive presentation. Asked if there were any plans for re-evaluating TA roles?          NM We have been working on specialisation for our TA's so that they are upskilled in their responsible areas.</p> <p>JRU Thanked NM for the outstanding job that she and her team do with the increased workload they now have to deal with. He is trying to support NM and the team financially and in upskilling staff and is looking to the LGB for support to ensure this happens.</p> <p>PS At the recent Chairs forum, the Trust is looking to set up a special unit, like Comberton, for pupils with greater needs to be looked after.</p> <p>PS Thanked Natalie for the stimulating overview of what the SEND team has been doing this term.</p>	
<p><b>8.</b></p> <p>8.1</p> <p>8.2</p> <p>8.3</p> <p>8.4</p> <p>8.5</p> <p>8.6</p> <p>8.7</p> <p>8.8</p>	<p><b>Ambition: Professional Learning</b></p> <p>James Woodcock, in his Sawston capacity, gave the meeting a slideshow presentation on Professional Learning at school.</p> <p>There are 3 main areas we are focusing on</p> <ul style="list-style-type: none"> <li>• Reading for all</li> <li>• Rosenshine's Principles of Instruction</li> <li>• Whole class feedback</li> </ul> <p>These fit in in with the Ambition element of the CIP particularly for Reading for All and Professional Learning for All. They also fit in with the Better Teaching element of the CIP (under Endeavour).</p> <p><b>Reading for all</b></p> <p>We have had training days, staff meetings and Teaching and Learning briefings, which are 10 minute after school briefings.</p> <p><b>Rosenshine's principles of instruction</b></p> <p>For better teaching we are embedding these principles which give some good fundamental principles for the quality of classroom teaching. They are very helpful in getting the basic teaching right.</p> <p>There is a big emphasis in Rosenshine's work on the clarity of the purpose, the explanation and the task being set within the lesson.</p> <p>The Teaching and Learning handbook has been updated to align with these principles.</p> <p>There is a blend of inter and intra departmental work with different groups working on different subjects according to what is important for their department.</p> <p><b>Whole class feedback.</b></p> <p>We have been focusing on an alternative approach to feedback and marking, which is increasingly common practice in many schools. We are</p>	

Local Governing Body Meeting

<p>8.9</p> <p>8.10</p> <p>8.11</p> <p>8.12</p> <p>8.13</p> <p>8.14</p> <p>8.15</p> <p>8.16</p>	<p>now assessing class work to look for common strengths and weaknesses in work and the teachers are giving feedback to the whole class.</p> <p>This is also useful for future teaching as it can help to avoid future misconceptions.</p> <p>The whole class approach complements Rosenshine's principles. This is not the only approach we use and individual feedback remains very important.</p> <p>Thanks were expressed to the volunteer teachers' team chaired by Erika Wagstaff, a lot of what has been mentioned has emerged from their meetings.</p> <p>All of this guidance is captured in the Teaching and Learning Handbook.</p> <p><b>Professional Learning for all</b></p> <p>Training time for TA's is difficult as it is hard for them to leave the classroom with the significant level of support pupils need.</p> <p>Anglian Learning is prioritising to increase what learning is available centrally and how to get around financial and practical barriers. Camilla Saunders from the Trust is working with SENCOs to look at how the Trust can help to improve TA training.</p> <p>We have been looking at ways to improve training for non-teaching staff, unfortunately COVID has delayed this. Katherine Oliver, Trust HR Lead, is looking at buying in some third-party training for non-teaching staff.</p> <p>BA Mentioned we already use Every for training. JW Yes, we do use Every and he would like to see it used more but there are financial costs.</p> <p>PS Ofsted usually come in to do an audit of books on how teachers mark. How does this tie in with the whole class approach? JW The dialogue has changed, they are now interested in looking at books for the implementation and teaching of the curriculum, rather than just for marking.</p> <p>PS Thanked James for his presentation.</p>	
<p>9.</p> <p>9.1</p> <p>9.2</p>	<p><b>Options</b></p> <p>Briefing paper had been distributed by PW. See paper LGB 09 01</p> <p>PW discussed the main points of his report to outline our thinking for year 9 pupils and to mention some of the changes we are making as follows:</p> <p>What we are offering pupils is a selection of options as detailed in his slide from which students can take 4 additional exam courses. We are not proposing anything fundamentally different.</p>	

Local Governing Body Meeting

9.3	One change we are making is that the short course GSCE in Religious Education is being phased out with the introduction of the new National College of Humanities course in Philosophy.	
9.4	<p>We are also exploring the possibilities of a change for the BTEC engineering course, which we feel has limited practical elements in it.</p> <p>Creative Media courses have become more popular and uptake has gone up, as uptake for Computer Science courses has gone down, which has led us to move Creative Media to Block C from Block B.</p> <p>PS Asked if any subjects are under threat for having too few pupils on the course.</p> <p>PW We may need to move some courses from one block to another but none are under threat.</p> <p>PW For the review on engineering, asked Governors if they are happy for us to look for something different and if we do, should we come back to the Governors for approval</p> <p>BA Recommended that when a suitable course is found we should make the change.</p>	
<p><b>10.</b></p> <p>10.1</p> <p>10.2</p> <p>10.3</p> <p>10.4</p> <p>10.5</p> <p>10.6</p> <p>10.7</p> <p>10.8</p> <p>10.9</p>	<p><b>Behaviour, Inclusion and Welfare Report</b></p> <p>Briefing paper had been distributed by SG. See paper LGB 10 01</p> <p>SG highlighted the key points from the report;</p> <p>We have adapted the report to give the LGB more information and have added data on pupils who are on Inclusion packages.</p> <p>We have seen a reduction in Fixed Term Exclusions. Down from 11 to 7. 1 pupil was central to most of last years' exclusions.</p> <p>We have seen an increase in Isolation events. Up to 28 from 20 last year. Quite a few of these related to uniform issues. Since we came back from Lockdown, we have asked staff to enforce the higher expectations that COVID restricted us in applying last year.</p> <p>Coming back from COVID there have been some issues with pupils settling back into school routines.</p> <p>On Isolation events there is a small group of pupils in year 11 and SG is working closely with Jodie Fink, Year 11 Lead, to support this group. Parents have been supportive.</p> <p>Some Year 8 pupils have found it difficult to get into new routines, last year during COVID they were restricted to the Spicer wing.</p> <p>We have 9 Individual Alternative Education Plans of which 5 are welfare related.</p> <p>We have seen 198 concerns logged on MyConcern in 7 weeks, which shows our culture of vigilance from all staff.</p>	

Local Governing Body Meeting

<p>10.10</p>	<p>For high level monitoring we have 4 pupils with a Social Worker, 3 pupils under Section 47 and 1 Child in Care.</p> <p>We are keen to bring in the new housemate scheme this year, buddying pupils who have been flagged with good year 8 role models. We were unable to do this last year because of COVID.</p> <p>BA Asked how pupils got onto the red report? SG Pupils start on a green report, usually because a pupil is persistently making bad choices, with low level disruption. Parents are advised. If they do not improve, they then go onto an amber report for a fixed period and parents are aware. If that is not successful, they go onto red report with more reviews for a specific period of time and parents come in for regular meetings with members of the SLT.</p> <p>PS Asked if we get any warnings from Primary schools. SG AS talks to Heads of Primary schools and Year 6 teachers. AS We do receive lots of data from Primary schools and we use this to try to balance the teaching groups.</p>	
<p>11.</p> <p>11.1</p> <p>11.2</p>	<p><b>Staff Report</b> Comprehensive briefing papers had been distributed by JRU. See papers LGB 11 01 Staff report and LGB 11 02 Staff absence</p> <p>JRU advised:</p> <p>Celia Harriss, Lead Practitioner in English, will be leaving at Christmas, we have 2 leads to fill the vacancy.</p> <p>COVID has had a significant impact on staff absence especially in the first half of term.</p>	
<p>12.</p> <p>12.1</p> <p>12.2</p> <p>12.3</p>	<p><b>Quality Assurance and School Improvement (QASI)</b></p> <p>Briefing paper had been distributed by JRU. See paper LGB 12 01</p> <p>JRU advised:</p> <p>We have gone green on everything except attendance, which continues to be amber. COVID related absence is dragging attendance figures down.</p> <p>Personal Development and Finance which were amber in the summer term are now green.</p> <p>This report will now be submitted to the Trust.</p>	
<p>13.</p> <p>13.1</p>	<p><b>Governance</b></p> <p><b>a.) Anglian Learning Chairs Forum</b></p> <p>PS reported from the meeting:</p>	



Local Governing Body Meeting

13.2	<p>Anglian Learning introduced a new vision paper at the end of last year, which complements our CARE vision.</p>	
13.3	<p>They are aligning schools in terms of finance and IT systems.</p>	
13.4	<p>GR and SA now have Anglian Learning email addresses, all new LGB Governors will get AL email addresses and not school addresses.</p>	
13.5	<p>The Ofsted training video, shared with Governors, was very helpful, particularly on the Curriculum, why and what you are teaching which we have learnt more about today.          EC In the Ofsted video there is mention of deep dive. Is this something we should pre-empt before an Ofsted visit?          JRU As part of Quality Assurance this year we are bringing back a deep dive approach in our subject reviews and we are happy for Governors to be involved in the process.          PS JRU to let LGB know how Governors can be involved in the process.</p>	
	<p>The new model Admission Policy and the existing Policy are in the Drive folder. The Trust is the Admission Authority so it sets the Admissions Policy. PS has asked if we can we put some of the Sawston flavour in ours.</p> <p style="text-align: center;"><b>b.) Finance</b></p>	
13.6	<p>BA Gave a brief report on the current financial position;          From a Financial view point COVID has been positive for us, we have received more funding from the Government and there has been less spending by the college, we have an operational surplus. Finance are sound at the moment.</p>	
13.7	<p>The Trust will take some of our surplus funds but JRU now has some surplus funds to use in the next year although restricted to what he can spend it on.          JRU A plan has been agreed with SLT's and some of these funds will be used for curriculum resources, recruiting a tutor, additional counselling, additional supervision for staff and extra pastoral support. He will be submitting the plan to the Trust for approval.</p>	
13.8	<p>The Sports Centre loss for the year was less than budgeted for due to grants received from the Government.</p> <p style="text-align: center;"><b>c.) Health and Safety</b></p>	
13.9	<p>BA Advised the meeting on current Health and Safety issues.</p>	
13.10	<p>NHS advice is to keep wiping tables and chairs</p>	
13.11	<p>Bus segregation has been re-introduced</p>	
	<p>Classrooms must be well ventilated and pupils will be able to wear additional clothing in class.</p>	

Local Governing Body Meeting

13.12	Accidents seem to be under control, none were due to a site fault.	
13.13	The multi-purpose hall needs a new carpet.	
13.14	The netball courts need resurfacing but in the first instance will be cleaned and treated.	
13.15	When the fire alarm goes off it can be a false alarm which can disrupt the school day. Other schools operate a 6-minute pager linked delay system, before vacating the school. JRU We will be using the delayed system between 8.00 a.m. and 3.15 p.m. After that time there will be no delay system.	
13.16	We do not have very good wheelchair access to the Marven Centre. JRU There is a new gate and disabled access can be made through the fire exit door but there is no disabled access up the steps at the front entrance. This needs to be resolved.	
13.17	JRU Advised that he now has the template for the new Risk Register and training has started. There are 16 areas of risk which are decided by the central team. It is not fundamentally different from before. They are trying to look at risk more positively.	
13.18	JRU Will populate the template and will bring it back to the next LGB meeting in February.	
	<b>d.) Training</b>	
13.19	PS Anglian Learning has Governor's training resources on ALIS, please make use of them.	
13.20	PS There are other areas of national training and we do have a small budget if Governors see training they would like to do.	
<b>14.</b>	<b>Any other business</b>  There was no other business raised	
<b>15.</b>	<b>Date of next Meetings</b>  Meeting dates for the rest of the year are as follows:  Thursday 2nd December 2021 Governors' Day (In College) JRU is keen for Governors to come into school but may need to change the type of activities for Governors to be involved in. A key purpose of the day is the opportunity for Link Governors to meet their Link teachers.  JRU Will put together a suggested programme for the day. If there is anything a Governor would particularly like to see please let PS/JRU know  Future LGB meetings.	All Governors to consider

Local Governing Body Meeting

	Tuesday 1st February 2022 (Virtual) Tuesday 29th March 2022 (Virtual) Tuesday 3rd May 2022 Governors' Day (In College) Tuesday 14th June 2022 (Virtual) Tuesday 19th July 2022 (Virtual)	
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**The meeting closed at 8.20 p.m.**