

**Minutes of the Local Governing Body
meeting held on
Tuesday 1st February 2022 at
6.00 pm by way of a Google meet
Conference meeting**



Subject to ratification

Governors Present	Polly Stanton (PS), Chair Jonathan Russell (JRU), Principal Alan Sutton (ASU) Barrie Ashurst (BA) Eleanor Clapp (EC) Huw Thomas (HT) Gloria Reed (GR) Colin Sausman (CS) Priya Schoenfelder (PSC)
Others Present	Pieter Wallace (PW) Sue Gelder (SG) James Woodcock (JW) Dan Burgess (DB) Helen Abrahams (HA) Erika Wagstaff (EW) Gareth Johnson (GJ)
Apologies	Sam Abbs (SA) Rachel Kerr (RK)
Quorum	The meeting was quorate throughout.

		OUTCOMES ACTIONS
1.	Welcome and apologies PS Welcomed everyone to the meeting with a special welcome to Helen Abrahams, Trustee of Anglian Learning. PS Warm welcome to Priya Schoenfelder to her first meeting since being appointed as a Trust Governor on the 1 st January.	
2.	Declaration of conflicts of interest	
2.1	There were no declarations of interest.	
3.	Chairs business	
3.1	PS Advised that a list of the Extended Schools Programme had been placed in the meeting folder on the Drive. It is a very impressive list of activities being offered to pupils. PS Would like JRU to thank all the staff who are running the extended programme.	

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3.2	PS There have been some difficulties in communication between Governors who have Sawston email addresses and those who now have Anglian Learning email addresses. Stephen Timms is aware and is working on resolving this.	
4.	Minutes of the LGB meeting of the 9th November 2021. See Document LGB 04/01	
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.	GJ to forward to PS for signing
4.2	Governors agreed they were a true and accurate record and the minutes will be signed by PS as Chair.	
5.	Matters arising	
5.1	Natalie Morris had advised the LGB of the new Sensory room in the Student's Centre. Some Governors went to see this on Governors Day and they felt it was an inspiration.	Agenda item for March meeting
5.2	JW Had discussed Whole Class feedback and it was good for Governors to see this in action on Governors Day.	
5.3	JRU The Transgender Policy has been sent to the Trust but has not yet been ratified by the Trustees as a Trust wide Policy. He suggests we ratify it for Sawston at the next meeting. The Trust are likely to adopt our policy.	
6.	Review of the Governor Day, 2nd December 2021 See Document LGB 06/01 Link Governors report.	
6.1	PS Wanted to thank all the staff for offering their time to meet with the Governors during the day.	
6.2	PS The Senate are amazing, they were impressive, articulate and very responsive throughout the discussion. It was so encouraging to see them	
6.3	PSC The energy of the staff shone through the day. She could follow the strands of CIP clearly through the day and how the programme was set up. A very inviting and safe environment and for her it was a very impressive introduction to Sawston Village College.	
6.4	GR Fully endorsed Priya's comments. She was glad to catch up with Lesley Morgan to discuss Arts. She was impressed with the whole Safeguarding set up. The amount of extra work to do with all the new policies is extraordinary. Complexity now is stunning and she applauds all staff for what they do. It feels very safe and makes her pleased to be a Governor.	
6.5	PS General comments were of a sense of how much a team effort there is throughout the College, all are part of the team working towards the same end.	
6.6	EC Her tour round of school extra-curricular clubs was brilliant. She was able to talk to staff at the end of the day and had very interesting conversations around the diversity of the curriculum.	

<p>7.</p> <p>7.1</p> <p>7.2</p> <p>7.3</p> <p>7.4</p> <p>7.5</p> <p>7.6</p>	<p>Principal's Update</p> <p>Briefing papers had been distributed by JRU See papers LGB 07 01, LGB 07 02 and LGB 07 03</p> <p>JRU Advised that he was glad that the Governors' Day had gone well. It was good to have the Governors in college to see the work taking place and was very pleased to see the comments in the papers. The format worked well and he is looking forward to the next Governors Day in May. He would like to continue to do a Governors Day twice a year.</p> <p>PS Governors can attend for a part of the day if they cannot make all day.</p> <p>JRU Full details of his report are in the papers and he will go through each section and take any questions.</p> <p>Pupils and Staff Well Being</p> <p>PS Asked if there were any concerns getting the extra support needed for pupils who are struggling.</p> <p>JRU Only concern is in getting timely counselling support. Our Education Psychologist has been able to give us some support. It has been good to enable staff to have the opportunity to share and talk in groups.</p> <p>Covid 19</p> <p>JRU Last week there were 49 cases. Staff absence is high, we are coping with cover and extra duties, everyone is helping out in managing to maintain continuity.</p> <p>HT Asked if the wearing of masks in enclosed areas had made a difference in infection rates</p> <p>JRU Cannot offer an answer from a scientific point of view. His personal view is that wearing of masks gives reassurance and some protection. It has been encouraging to see that most pupils are still choosing to wear face coverings.</p> <p>Asymptomatic Test Site</p> <p>The AST centre had worked well, parents and pupils rose to the task.</p> <p>New Care Pledges</p> <p>JRU is excited about their introduction and launch this week.</p> <p>There is a pledges page on the school website, with informative films for parents and pupils.</p> <p>Personal Development</p> <p>There is lots going on and we are pleased to have improved leadership opportunities for years 7, 8 and 9. Care pledges give them a focus to aim high and trying to do the best they can.</p> <p>New Website</p> <p>We have wanted a new website for a while and it has been a long project. The Trust wanted websites to be consistent across all schools.</p> <p>Our new site was launched on 31st January, it has better functionality and there is more information on the site which has a modern look and is user friendly.</p>	
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<p>7.6</p>	<p>The website is more compatible with other devices.</p> <p>Lesley Morgan has done a brilliant job developing the website with content, images and photos.</p> <p>JRU would welcome feedback from Governors on their thoughts of the new website.</p> <p>EC Asked how easy will it be for school staff to make changes to the website. JRU We are now free to make changes more easily, although Stephen Timms is still available for support.</p> <p>GR Was very impressed with the video of young people saying why the arts are important and should be on the curriculum.</p> <p>JRU Yes, there are lots of good films on the website for Governors to see on how pupils feel about being at college.</p>	<p>Governors to review and feedback to JRU</p>
<p>7.7</p>	<p>Staffing This has been very, very challenging and we currently have no HR team.</p> <p>We have 17 recruitment processes on the go. 2 vacancies have been filled with a Lead Practitioner in English starting in April and a new English teacher joining in September.</p> <p>We are struggling to recruit TA's, see separate staff report LGB 07 02</p> <p>Louise Milne will be replaced with a part timer, three days a week, starting late February or early March.</p> <p>PS Asked about training for the new employee on the Single Central Record. JRU Confirmed that he will be taking responsibility for overseeing SCR. It is up to date and he had a good handover with Louise.</p> <p>BA Asked about Paul Dunn leaving. JRU Yes, we will miss Paul, he had a good hand over with the DfE and the contractors. All systems are in a good place.</p>	
<p>7.8</p>	<p>Premises BA Asked if there was an update on the Marven Centre works. JRU Hopeful that in early April we will get the full scope of the programme.</p> <p>It is likely that some consequences from the Plant Room work may cause refurbishments to other areas.</p> <p>Energy and Water tariffs are fixed until 2023. Oil costs are likely to be £5,000 higher this year due to price rises</p> <p>EC Asked if the works to the Marven Centre are likely to cause disruption to lessons JRU The work to the drains will cause disruption and we can move most of the curriculum to other areas.</p>	

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<p>7.9</p> <p>7.10</p>	<p>HT Asked what impact will the Marven Centre works have on Sawston Youth Drama and will they have to find somewhere else. JRU Sawston Youth Drama are a fundamental part of what we do and how we work with the community. Likely to offer them the Henry Morris Hall.</p> <p>Safeguarding Safeguarding is very effective. On January 28th the Trust Assistant Director completed an Audit with David Hunt. There were lots of positives and some points of action to follow. There was nothing to give Governors any concern. We will report back to the LGB at the next meeting and will invite David to attend.</p> <p>Adult Education Sue King will be retiring at the end of March and is leaving Adult Education in a good place.</p> <p>BA In the past we have discussed the position on Adult Education with regard to its financial impact and whether it should continue. JRU His view is that we should continue to provide this and it is generally financially viable. PS Feels that it is wonderful that we are still doing this when so many other schools are unable to do so. CS Given the number of courses 15 and the number of people attending 165 he feels that these courses should continue GR Cannot see any reason why we should stop Adult Education courses.</p> <p>PS Agreed to hold a discussion outside the meeting with interested governors.</p>	
<p>8.1</p> <p>8.2</p>	<p>8. College Improvement Plan: Endeavour</p> <p>PW, JW and DB gave the meeting a slideshow presentation on the Endeavour strand of the CIP. See also the supporting paper LGB 08 01.</p> <p>PW Was grateful to EC for her Link Governor work around the Endeavour strand.</p> <p>There are 3 main areas in the Endeavour strand and it is important that Governors understand how we are driving this forward</p> <p>The end objective of Endeavour is for us to have a</p> <ol style="list-style-type: none"> 1. Better Curriculum PW responsibility 2. Teaching and Learning better JW responsibility 3. Better Assessments DB responsibility <p>It is about the quality of education we deliver to the pupils at the college.</p> <p>PW Advised on Better Curriculum</p> <p>We want to see pupils leaving Sawston with a secure understanding of each stage so that learning lasts. At the moment there will be some gaps due to Covid difficulties.</p> <p>PW Discussed how we plan a curriculum that covers this and how we address the gaps and how we know pupils have understood and retained the learning.</p>	

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8.3	The new school website contains information on our current vision and there are subject pages on the curriculum.	
8.4	These cover why this subject needs to be in our curriculum and gives information on the core content of the subject. This is a good tool for parents and pupils.	
8.5	We launched at Christmas knowledge organisers to help drill down what are the key pieces of knowledge, what is important and what we want to get pupils to learn.	
8.6	There are three drivers to the quality assurance and evaluation of our curriculum. <ol style="list-style-type: none"> 1. It is Ambitious. Can all learners make progress? 2. It is Inclusive. Including the content and that all pupils can access it. 3. It is Current. Is the lesson reflecting the latest thinking and are case studies up to date? <p>JW Gave an overview of the Better Teaching objective</p>	
8.7	The two pieces of work we are concentrating on in Better Teaching are Rosenshine's Principles of Instruction and Whole Class Feedback.	
8.8	In Rosenshine's Principles of Instruction there is an emphasis on teachers and the strategies used at the front of the class.	
8.9	Through our teaching team we have found the principles very useful.	
8.10	The principles are used to evaluate our current policies, particularly on how we use live models for asking questions.	
8.11	Whole class feedback is an alternative approach to marking and feedback.	
8.12	In marking we are looking for common misconceptions in pupils work, gathering them together and feeding them back to the whole class.	
8.13	Teachers' time is better spent in marking and feedback and it creates time for them to update the lesson on which misconceptions occur.	
8.14	It is less overwhelming for pupils, who can now home in on the most important aspects of the learning.	
8.15	Whole class feedback is not for everyone, we will still be able to identify those pupils that may need more personal feedback.	
8.16	Whole class feedback is not used for milestone assessments.	
	CS Asked how you deal with pupils who in receiving whole class feedback, think "Does this relate to me" JW It is part of the judgement that teachers will have to make.	

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	<p>EC Has had lots of conversations with the team and is happy that these plans are being implemented. It is reassuring that there is a holistic cycle of where one thing leads to another.</p> <p>JW Wanted to thank to Erika Wagstaff who has been developing a lot of the work on Whole Class Feedback.</p> <p>DB Gave an update on the Better Assessment part of Endeavour.</p>	
8.17	<p>This is a good time to look for help and guidance from Governors in the development of the plan.</p>	
8.18	<p>We use many forms of assessment to find out what pupils know, informal questions, low stakes quizzes, milestone pieces and formal exams and the whole school assessment approach.</p>	
8.19	<p>In our current assessment module for KS3 pupils, we use GCSE grading and we compare a minimum benchmark grade to teacher estimated grades, to assess what level a pupil is performing at. We back this up with a progression grid to sense where pupils may be heading.</p>	
8.20	<p>Our key steps over the next year are to identify and implement changes we wish to make to the assessment model. Are we happy with what we have, is there something better that we can do?</p>	
8.21	<p>How do we work with subjects to improve accuracy of grades used at Key Stage 3?</p>	
8.23	<p>There are two key questions we need to consider around the model.</p> <ol style="list-style-type: none">1. We currently use GCSE grading all the way through the college, is this the best approach, are there alternatives.2. What do we see as the key information that a strong lessons module should provide that helps both pupils and parents? <p>PW Asked Governors what are they keen to see to see on assessments going forward.</p> <p>EC Wants to see assessment and feedback that does not use long and complicated words and shows pupils where they need to be and what they are achieving.</p> <p>HT What he has found most helpful is when a teacher does an assessment and tells you what the pupil needs to concentrate on in the next period to improve.</p> <p>CS Asked is the model trying to cater for two different things, trying to inform parents and also make changes to the curriculum. Is there a conflict between them?</p> <p>DB We are more effective at knowing where pupils are at. We need to get better in feeding back to improve the curriculum.</p> <p>CS The colour coding is very clear, we need to be careful of context for pupils and parents in the early years at school.</p>	

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	<p>BA There is no reference to the pupils relative to national or class position. PW We have decided to not go down that route. DB In class it can be demoralising for pupils if they are always told that they are at the bottom end of the class. JW What purpose does it serve, does it help the child's progress to do this. PSC Feedback should be appropriate to the child The context of where they are in GCSE is a useful addition. EC Should key information from assessments show that a child is not progressing at a rate they should do, it should give you time to provide support if it is needed to get them back on track.</p> <p>EC We need to take care not to label children too early as it can be dangerous.</p> <p>PS Asked Governors to let PW know if they have any other thoughts on the Endeavour strand.</p> <p>PS Thanked PW, JW, DB, EC and EW for the tremendous amount of work that is going into this.</p>	
<p>9.</p> <p>9.1</p> <p>9.2</p> <p>9.3</p> <p>9.4</p>	<p>Autumn Achievement Report</p> <p>Briefing paper had been distributed by DB. See paper LGB 09 01 The report looked at pupil progress across the school</p> <p>For this academic year the DfE have announced that the GCSE and other grades awarded for 2022 will be halfway between those awarded in 2019 (Actual exams) and 2021 (Techer Assessed Grade's) This means that grades will be higher than in a normal year and teachers were asked to take this into account when estimating grades</p> <p>It is looking very positive and the majority of key measures are significantly above the FTT 20 targets.</p> <p>No progress 8 estimates are available at the moment as the DfE have not published Progress 8 tables. We have developed a progress indicator which is currently suggesting that at some levels pupils are performing at 0.8 of a grade higher than on average across a range of subjects.</p> <p>One of the key areas we are looking at in school is SEND. SEND pupils are not performing as well and are below target for most measures. The current cohort of SEND pupils has a higher proportion of pupils who have low prior attainments. We are focusing on SEND pupils with significantly lower results than expected with interventions in the coming months.</p> <p>BA Asked what are the interventions DB For SEND we have the whole school involved and we are using a tracking sheet with a list of interventions which are a prompt for teachers to use in class.</p>	

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	<p>DB We are also putting in place an academic mentoring programme to support on a one-to-one basis to help pupils prepare for exams. We are also using the National Mentoring programme for pupils.</p> <p>JRU We have a robust line management system in place to review all information. We do have some high results and given the situation pupils have found themselves in over the last two years it is a very positive picture.</p> <p>PS Thanked DB for the work that has gone into maintaining and updating all this information.</p>	
10.	<p>Quality Assurance and School Improvement (QASI)</p> <p>Briefing paper had been distributed by JRU. See paper LGB 10 01</p> <p>JRU Advised</p> <p>10.1 The Quality Assurance report had been submitted to Anglia Learning on the 31st January.</p> <p>10.2 We are in the same position as we were at the end of the Autumn term, the only area of concern is in attendance, although we are above the Cambridge and National data.</p> <p>10.3 Our current attendance figure is 91.44%. Not where we want to be but it is comparable with all of our Trust schools. Nationally the figure is 85%.</p> <p>BA Congratulations to the staff on helping to achieve these figures.</p> <p>HT Had asked how Covid absence is recorded. JRU We have to include Covid figures as ill in the absence figures. Last week it accounted for 4.2%. JRU Normally our attendance is at 94-95%. It is hard to imagine any school in the country achieving that at the moment.</p>	
11.	<p>Risk Assessment</p> <p>Briefing paper had been distributed by JRU. See Paper LGB 11 01</p> <p>JRU advised,</p> <p>11.1 He has completed all his training and the new document has been finished. There are 16 different areas of Risk and each has 3 to 6 different risk controls</p> <p>11.2 This was a huge piece of work and he was very grateful to Kerrie Jones and Charity Main at the Trust for their support.</p> <p>11.3 He recommended some changes that needed making and these have been undertaken.</p> <p>11.4 There are 2 areas of amber which are linked to recruitment, all other areas are green.</p>	

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<p>11.5</p> <p>11.6</p>	<p>This is a better document and will give the LGB a sense of the levels of risk and assurance of the controls in place.</p> <p>When things have settled down, he suggests we review this in more detail at the next meeting.</p> <p>EC This looks very clear and informative, well done.</p> <p>HA Thanked JRU for the completion of the work and acknowledged the time taken to do it.</p> <p>PS Agreed that we should review the Risk Assessment at the next meeting.</p>	<p>Risk Assessment to be on March Agenda</p>
<p>12.</p> <p>12.1</p>	<p>Anti-Bullying Policy</p> <p>See paper LGB 12 01</p> <p>SG Advised that all changes were highlighted in yellow in the Policy and that there were no significant changes. It is more substantive, with greater emphasis on Sexual Harassment and Sexual Violence.</p> <p>The Governors were happy to agree to ratifying the Policy.</p> <p>PS Thanked SG for the work done in updating this Policy.</p>	<p>GJ to advise Denise Finch</p>
<p>13.</p> <p>13.1</p>	<p>Governance</p> <p>Training</p> <p>There are training modules on ALIS.</p> <p>PS Advised that Sarah Franklin used to look after Governor training and asked that if any Governor would like to liaise with the Trust over what training Governors would like, could they please let her know.</p>	
<p>14.</p>	<p>Any other business</p> <p>PS Asked Helen for a view of what she thinks the Trust may be doing in the future and where do LGB's sit.</p> <p>HA LGB's are very important at school and Academy level in overseeing how they are supporting the pupils and staff.</p> <p>HA The Trust wants to ensure that the voices of Academies and LGB's are heard and feed into the Trust's future strategy.</p> <p>HA Said she is happy to come back to future meetings to talk on any particular issues we wished to discuss.</p>	

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15.	Date of next Meetings PS Thanked everyone for coming. PS Thanked Erika Wagstaff and Helen Abrahams for joining us this evening. Meeting dates for the rest of the year are as follows: 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 8.11 p.m.