

**Sawston Village College
Local Governing Body
Draft Meeting Minutes**

8th November 2022
6pm – 8pm, Google Meet



Governors Present

Polly Stanton (PS), Jonathan Russell (JRU), Alan Sutton (ASU), Eleanor Clapp (EC), Gloria Reed (GR), Priya Schoenfelder (PSC), Sam Abbs (SA), Rachel Kerr (RK), Colin Sausman (CS), Isabel Thomas (ITH), Sophie Palmer (SP) (Clerk)

In attendance

Dan Burgess (DBU), Pieter Wallace (PWA), Sue Gelder (SGE)

Apologies received

The meeting was quorate throughout.

ITEM NO.	PAPER NUMBER	ITEM	ACTION
1		Welcome and apologies - PS	
1.1		PS welcomed everyone to the meeting. PS introduced the new Parent Governor Isabel Thomas who was duly elected to the position in October 2022. PS thanked Kimberley Ellis and Stephen Timms for smoothly managing the election process.	
2		Declaration of conflicts of interest - PS	
2.1		There were no declarations of interest.	
3		Chair / Clerks business - PS and SP	
3.1		We are seeking to increase the number of LGB Governors to 14. We currently have adverts in the local village magazines for Trust Governors. SP will approach local science parks for further advertisement. Governors were encouraged to ask interested contacts to speak with PS in the first instance.	SP to contact local science parks and other organisations with Trust Governor advertisement
4		Minutes of the 20th September 2022 LGB meeting - PS	
4.1	LGB 04 01	Minutes of 20th September 2022 were approved as a true and accurate record and will be signed by PS.	PS to sign minutes.

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Polly Stanton

Chair's signature..... Date: 31/01/2023

		The action from item 8.4 from the LGB meeting on 19th July 2022 to be followed up by PS.	SP to upload to the SVC website once signed. PS to follow up action 8.4 from 19/07/22 meeting
5		Matters arising	
5.1		There were no matters arising.	.
6		Endeavour – Better Assessment - DBU	
6.1	Presenta- tion	<p>E3 better assessment should be seen as one continuous plan with E2 curriculum and teaching. It is one of our big development priorities this year as part of the College Improvement Plan (CIP).</p> <p>Assessment includes not only one large assessment or summative tests, but also ongoing classroom teaching, mini quizzes and ongoing assessments. Assessments put a meaning to the grades at KS3.</p> <p>The curriculum needs drive assessment and giving pupils feedback provides the opportunity for pupils to improve. In the coming months, much work on assessment will continue to make assessment more than a summative grade.</p> <p>Current assessment model is perhaps more focused on the elements that contain more summative assessments. We currently use a grading scheme for all subjects in key stage 3 and 4.</p> <p>Pupils are set estimated grades by subject teachers to indicate where they will likely be by the end of the academic year or key stage. This is compared to the minimum grade given when the pupils started year 7. These are set using FFT20 estimates which give an idea of what the pupils at SVC should achieve if they were in the top 20% of schools.</p> <p>Milestone assessments are recorded on Go for Schools. This feeds into a current grade, which is used in conjunction with all other evidence a teacher has, to help them set an estimated grade, and get a sense if pupils are on target to where they should be.</p>	

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		<p>The grade progression grid helps pupils, teachers and parents to visualise where pupils are now and where they will potentially be when they complete their GCSEs. The progression grid renders meaning to the grades pupils are getting in key stage 3.</p> <p>Progress made to broaden conversation - we have always had a broader focus on the needs of assessment and grading.</p> <p>All of our milestone assessments are underpinned by compass mnemonic which tells subject leaders what we expect of milestone assessment, for example, similar pupils in different classes should sit the same tests unless there are different abilities (higher or foundation), assessments should be linked to an objective scheme of work and feed back into the curriculum and that the curriculum is considered when building assessments.</p> <p>In addition, the methods of assessment should be suitable for the subject with the curriculum needs driving the assessment. There is formative feedback given to pupils to give them the opportunity to improve.</p> <p>A clear assessment criteria should be used and this should be consistently used across the department. There should be success criteria for pupils to understand how they do well and practice material is available.</p> <p>We are continuously doing more work to render the meaning to the grades pupils are getting at each key stage.</p> <p>To move this forward we have updated the assessment, recording and reporting policy, which was updated and re-ratified at LGB last academic year. This was updated to bring it to a point where we felt it was current. This policy was only updated for a year as there will be further developments this and next year so that policy will need to be further updated and ratified at LGB at a later date.</p> <p>We have brought in an extra training window for new staff as we have had more staff than normal in January. This ensures consistency amongst staff in understanding assessment.</p> <p>We have carried out compass compliance through discussion with subject leaders and line management to check that assessments being undertaken do follow the compass mnemonic.</p>	
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		<p>We review the minimum grade setting process at SLT to check it is current and to consider how we can move it forward in particular with pupils in years 7, 8 and 9 who didn't sit SATS due to COVID.</p> <p>This year there are 3 areas we would like to move forward, i) better grading, ii) how we make milestones more effective iii) continuing to improve formative assessment.</p> <ol style="list-style-type: none"> 1. Better grading - we started focusing on this at the end of the last academic year and are continuing this academic year. We are currently building up knowledge over time to see how accurate the grade progression grid is. We are formalising what key stage 3 grades mean in each subject and building a better understanding and definition of what grading is in each subject and ensuring internal consistency. 2. How to make milestones more effective - this is a first attempt at grade descriptors. These are under review to assure they feedback into the programs of study teachers have identified in the curriculum and what teachers have identified as important. SLT line managers and DGU are reviewing i) do the grade descriptors feedback into the curriculum ii) are the grade descriptors internally consistent iii) where appropriate do the grade descriptors have an example rather than just a statement i.e. to get better at x, you need to do y. We hope to have the grade descriptors in final form by christmas. 3. Better assessment next steps - we are continuing the good work and improving with a refocus on broader milestones. Are they curriculum leading? Check assessing and the methods used help do this. How do we know if learning is sticking? We need to provide the right information and have the correct methods in place for assessment feeding back into curriculum design and teaching for all levels of ability pupils. <p>We are holding an assessment training day in January. This will include reading, training and sharing best practice with identified key questions. An indication of what assessments might look like and priorities will be considered within subject areas. This meeting is a starting point to get buy in and will be followed up in staff meetings in June/July.</p> <p>We will continue to use informative assessments in class and we will develop how information is recorded so that it is meaningful to</p>	
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	<p>pupils, staff and parents and provides a greater insight into pupils progress.</p> <p>Questions</p> <p>PS asked how progress 8 figures fit with key stage 2 levels and predicted grades? DBU commented that accuracy this year was very good.</p> <p>RK asked if the data is looked at historically. Are the accuracy of grades in different subject areas tracked back over time? DBU replied that we have only used the progression grid since key stage 3 in 2017. A historical review of data would be possible for the current year 10 and 11's. Tracking back and looking at predictions 5 years compared to reality might tell us what to do with a result, are the predictions working and how much confidence to have in them. It could help with recalibration of the progression grid if needed. It was noted that COVID may skew the data. A review of historical data for this year 11 may work because they were in year 7 pre COVID.</p> <p>PSC agreed that looking back at historical data would give confidence in the predictions, show any gaps and would support a review of the progression grid if needed.</p> <p>CS commented that the progression grid and a child's positioning in the grid could be seen as daunting by parents. There may be a perception from parents which isn't sustained by the data. DBU replied that the progression grid is meant to help parents and hoped it wasn't seen as daunting.</p> <p>JRU asked DBU to add further context to the comment on the disadvantaged group. DBU further explained that the challenge of the disadvantaged group is a national picture. The progress 8 figures for the school were +0.41 and the progress 8 figures for the disadvantaged pupils were -0.27. There is clearly a gap. The school has 13% of pupil premium in each year group. We don't have a similar figure for this year. In 2019, which was the last examined year, we received a pupil premium progress 8 score of -0.21 but the national average pupil premium figure was -0.5. It is a challenge, as for all schools, to close a gap between those pupils who have been disadvantaged or lived in circumstances where they have not had access to the same level of money and resources that all pupils have had. However, we are doing comparatively better than the national and local average with disadvantaged pupils even though we wish to do more. JRU commented that this is a national picture and our data looks</p>	
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		<p>strong but it is always an area where we want to narrow the gap as best we can. We always strive to improve.</p> <p>DBU left the meeting.</p>	
7		Endeavour - Better Curriculum and Better Teaching - PWA	
7.1	Presenta- tion	<p>Better curriculum and better teaching builds on from DBU above presentation.</p> <p>We are currently in the 2nd of our 3 year CIP. This is organised around our CARE values of which Endeavour is the 'E' (in CARE). Endeavour consists of 3 strands, curriculum, teaching and a model which supports progress and outcomes. These 3 strands work together.</p> <p>It is a rigorous curriculum and assessment model that inspires and broadens horizons leading to positive academic experiences and outcomes for all pupils including SEND and those who are disadvantaged. Furthermore it is being mindful to put front and centre those pupils we know who struggle the most to succeed.</p> <p>Better curriculum and better teaching aims to inspire and broaden the horizons for all pupils through a rigorous curriculum and assessment that supports progress and outcomes.</p> <p>The 3 strands of Endeavour are a model with a feedback loop ensuring continuous improvement and impact. It is about questioning what we teach, why, how, the best order to teach and making learning stick by adding new knowledge to an existing framework of understanding. Assessment provides the data to confirm pupils' learning and this information gives feedback into the curriculum and teaching methods used to make sure knowledge is stable, secure and to find gaps.</p> <p>Better curriculum</p> <ol style="list-style-type: none"> 1. What do we teach, why and in what order are 3 big areas we work on iteratively, continually tweaking and improving. Our programmes of study on the school website are structured to articulate our vision, the importance and value of the subject, provide an overview of what pupils will study per term and how this fits into the previous and next term. This provides information to parents and pupils for them to engage with. 2. Broadening narrative is ensuring there is a diverse range of voices in the curriculum so that everyone can 	

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		<p>reflect, recognise themselves and be exposed to differing stories, narratives and experiences. This makes the curriculum diverse, inclusive, current and ambitious.</p> <p>3. How do we quality assure the curriculum? Is it suitably current, ambitious and inclusive? Does it bring in the latest research, technology, methods and case studies?</p> <p>This year, in the curriculum, one big piece of work we are focusing on is more systematic use of knowledge organisers. Is it possible to drill down to the fundamental basics of a specific topic that pupils need to know? Is it possible to capture these on one page of A4 to provide information for parents or pupils. We can then role this out with the improvement plan clarifying what we want to achieve and articulate it in the best way possible.</p> <p>Better teaching</p> <p>Knowledge is committed to pupils' long term memory by embedding Rosenshine's principles of going back to prior learning to commit knowledge to long term memory. We also use cognitive science to look at how pupils learn and how we can use this to best plan our curriculum.</p> <p>Introduced this year is the use of inclusive classrooms to combine cognitive science and Rosenshine through the lens of inclusion. We combine what we believe, and what research shows is best practice, so that all pupils can access learning and are suitably challenged at all times. Bringing together best teaching practice, Rosenshine and SEND research will make a positive difference for all and highly effective teaching. All pupils benefit from classrooms and teaching being set up using Rosenshine principles so that classes are all fully inclusive. This uses Rosenshine principles through the lens of inclusion and is the aspiration to aim towards.</p> <p>Questions</p> <p>PS asked as this all comes together and impacts on enabling pupils to work hard, are there stages of practices so that the learning scaffolding can be replaced with support and pupils don't become over reliant on the scaffolding? PWA confirmed there is an emphasis on how and when to shift from teaching to independent practice; I do, we do, you do. The question strategies used in the classroom encourage everyone to participate. The classroom culture is for pupils to expect they could be asked a question, putting the emphasis back on the pupils as learners.</p>	
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		<p>ITH asked if there is curriculum benchmarking across ALT schools? This could provide information on what needs adding or updating? PWA explained there is an ALT curriculum blueprint used across the trust but this is not too prescriptive. Individual schools know their learners. The school's curriculum is holistically reviewed by curriculum groups composed of members of other ALT schools. This promotes the sharing of information and practice.</p> <p>ITH asked if the resources on the SVC website will be expanded to encourage extracurricular activities. PWA confirmed this will be added to the website. JRU commented that the curriculum web pages are being promoted at the year 10 and 11 information evenings which are well attended. In addition, they could be further promoted through the weekly comms and in other ways. Examples include Sarah Jackson who is active on social media encouraging the sharing of current practice.</p>	
8		Options - PWA	
		<p>PWA provided the key dates for year 9 options. The school allocates 3 months to supporting year 9 pupils and their parents with information on what options are open to them and which combination of subjects work.</p> <p>Options will be launched in January, with a meeting with pupils to provide option information, followed the next day by a meeting with parents. The information provided includes details from subject specialists of courses which are compulsory (maths, english literature and language and science (combined or individual subjects), and four subjects which can be chosen and the timelines. Later in the term, all pupils will meet with a member of the SLT with their parent(s) for 15 minutes to discuss their choices. Options are submitted in March and confirmed in May.</p> <p>Chosen subjects are allocated to 4 blocks and pupils have to choose 1 subject from each block. There are a couple of subject combinations which aren't possible. Pupils are encouraged to study at least one EBacc subject, in particular a language. There are additional courses (such as dance) which run after school. Uptake of history or geography is very strong.</p> <p>Changes were made to the option selections last year. This year no major changes are proposed. Last year, iMedia was changed to digital photography and this academic year 10's are the first cohort studying. Pupils study either Spanish or French in year 7 (50:50 split). Usually these two languages are in the same option</p>	

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		<p>block but due to staffing, this year they are in different blocks. Engineering was a btech course but no longer counts towards performance tables, and so we moved last year to a different course, which also hopefully includes more practical components.. Music has changed blocks to ensure staffing.</p> <p>Questions: PS commented that it is encouraging we are maintaining a range of subjects, so that all pupils will find something interesting that they can achieve in.</p> <p>EC asked if we need to look at using computers in a vocational way, as computer science and IT are different subjects. Is computer science oversubscribed?</p> <p>PWA commented that digital photography was popular and that the school may not have capacity to offer more than 1 group. If oversubscribed, there will be a selection process. All other subjects have a good number of pupils. If undersubscribed, it wouldn't be cost effective to run courses but there is value in continuing.</p> <p>PWA replied that digital iMedia was doing this but a change in staffing in computer science has changed the nature of the subject. The school will obtain feedback on whether digital photography is the correct replacement for iMedia.</p>	
9		Progress and Assurance – JRU	
9.1	LGB 09 01	<p>ALT are developing 4 blueprints which will be used as part of a peer review, self-evaluation and QA process.</p> <p>The safeguarding blueprint is now finished and we were asked to evaluate where we think we are on the blueprint, and to use the blueprint concept in our development. The SLT determined where we are on the scale with evidence to back up the positioning given.</p> <p>The wording of the statements used in the blueprint are open to interpretation, and influence the score of established being given rather than embedded. In some instances, we don't yet have evidence to see if pupils have internalised their learning.</p> <p>For curriculum content, the school informs parents but wider consultation into the curriculum development would be challenging.</p>	

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		<p>We maintain our single central record and this is qa checked by the Safeguarding Governor, Director of Safeguarding, Principal and Trust Director.</p> <p>Questions: PS asked if there are many elements in each section of the blueprint which correlate and cross over with other sources? JRU confirmed that the blueprint largely correlates with the risk register and should be cross referenced with this.</p> <p>CS asked if the blueprint is a different way of thinking about safeguarding or if it is another schema that asks the same questions. JRU commented that it is the same practice but this gives reassurance to the LGB and ALT. In practice it is no different.</p> <p>PSC asked if there will be an internal review of how the blueprint fits with the risk register and auditing process. How the language used, evidence and how it fits with the cycle. Does the blueprint add value to what we are doing? How do ALT envisage using the blueprint for safeguarding audit? Is it another layer? JRU explained that it makes us go after the evidence and ensure we have a documentation and evidence trail as per audit and that QA for each objective is in place.</p> <p>LGB commented that we need to monitor how much the blueprints are duplicating what is already being done and can we replace rather than doing the same thing multiple times.</p> <p>RK asked if the language used in blueprints does a disservice as the statements are more constraining than in an audit. Is there a process and timeline for the blueprints to be updated through feedback or are they fixed? JRU confirmed the blueprints have been through development with ALT and all head teachers have had the opportunity to feed into their design. Changes will be needed but all ALT schools are in a similar position working out what the blueprints really tell us. QASI and the risk register are different.</p> <p>SA asked if the blueprints will replace other documentation/processes? JRU confirmed that the implementation of the blueprints will streamline and rationalise existing documentation. The blueprints provide ALT with QA across all of their schools.</p> <p>CS asked if the blueprints are aspirational as safeguarding is</p>	
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		absolute? The risk register gives assurance of our statutory obligations and ensures internally we meet these obligations. JRU commented that the intention across all ALT, is that we aspire to achieve the blueprints.	
10		Behaviour, inclusion and welfare report - SGE	
10.1	LGB 10 01	<p>Data on measurements of behaviour, inclusion and welfare have increased from last year. The only area which is generally consistent is welfare and safeguarding referrals. There are a similar number of complex concerns on My Concern with lots of local and national society and community changes feeding into what we are seeing.</p> <p>There are increased events in the young groups which could be an impact of COVID e.g. the COVID pandemic impacted these pupils leaving primary school and their induction into SVC. Pupils behaviour and emotional needs are intertwined with SEND and the number of disadvantaged children are increased. There are 25 pupils on alternative plans which is an increase from 9 last academic year. The teaching staff are working hard to support all pupils. The pastoral team is new, with 3 new year pastoral leads starting in May and September 2022. MGR has returned from maternity leave which provides added capacity.</p> <p>The plan is to look at behaviour and review systems, policy and process. Are they working? How can we improve? The team will speak with other schools and try different things. ALT hosted training which takes a therapeutic approach to behaviour. This approach works with children with positive aspects of praise and reward, consequences rather than sanctions. How can we work with social behaviours?</p> <p>Questions</p> <p>EC asked if higher levels of behaviour incidence is affecting the learning of others and the staff / other student wellbeing? What is the impact? SGE commented that the majority of behaviour incidents are due to external events and therefore outside of lessons and the school day. SGE will ask staff to review staff and pupil wellbeing as part of the review process.</p> <p>ITH asked if adding reading sanctions on top of other sanctions (i.e. detentions on top of existing detentions), could this be adding pressure to pupils? Could how detentions are used be included in the review? SGE replied that the therapeutic approach uses consequences instead of sanctions. For some pupils support is needed rather than detention. JRU commented that these reading detentions are used as a sanction for key stage 3 pupils who</p>	

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		<p>haven't done the reading homework, not as a sanction for not reading, similar therefore to other homework. The proof of completing the reading homework is through speaking with the child to ensure they have understood the context of the reading, what did they enjoy or not enjoy. It is not reliant on the parent sign off.</p> <p>SA commented about the use of ALVIN (Anglian Learning Virtual Learning for those with medical needs).. This is a virtual ALT network that runs live online English, maths and science sessions, for those pupils with medical needs, who can't access mainstream education. There is a cost implication of this of £25K approx for 2022/3 and we don't currently have any pupils using the service.</p> <p>CS asked if the cohort of pupils becomes more challenging as they go up the age groups or are the behaviour incidents related to the move from primary to secondary school? SGE replied that the majority of pupils settle and understand the expectations. There are then individual cases into which the school puts in extra support. There is not a quick fix for complex cases.</p>	
11		Staff and Premises Update - JRU	
11.1	LGB 11 01	<p>Staff</p> <p>Across the board nationally and locally, schools are seeing an increase in the needs of pupils. The squeeze in resources is making this significantly worse and we are moving into a difficult period.</p> <p>In September, there were 27 new starters which shows significant turnover. There were 6 changes of roles internally and we have 13 vacancies of which some are repeat vacancies of the same role.</p> <p>The school provides new starters with an induction, training, brings them up to speed and ensures they feel valued. Some departments have more new starters than others. The English department is coming together and forming and PE is still experiencing some changes.</p> <p>Some national teaching unions are balloting members about the possibility of strike action in January over pay and conditions.</p>	
11.2		<p>Premises</p> <p>The feasibility phase of DoE is delayed a further 4 months. We</p>	

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		will likely receive a decision in February/March 2023. The planners rejected the mass of the building and are now looking at 3 individual buildings.	
12		Parents' Event (Engage!) - PSC	
12.1	LGB 12 01	<p>PSC thanked JRU, SGE, students and the whole team for their support in running this successful event. Out of the 49 parents who registered, 30 gave feedback. It was good to see parents who haven't visited the school before due to COVID.</p> <p>Feedback has been extremely positive with parents leaving the school with a different view. Parents commented on outstanding organisation of the event, the warmth of the presentations and the impressive lunch. Feedback included focusing on different areas and wanting more information on how parents can access platforms and resources to interact and understand more about the School and their child's learning.</p> <p>The next Engage! event will be held on 15th March 2023.</p>	
13		Governance - PST	
13.1		Anglian Learning Trust Chairs' Forum (PS) largely touched on the blueprints being rolled out by ALT starting with the safeguarding blueprint. There is a pessimistic view on finances due to pressures from energy, staffing and unfunded increases. Funding reserves will likely be used by the end of academic year 2023/24 and there will possibly be a large operational deficit by 2026/27. Government intervention is required.	
13.2		Finance report (CS) - we have a surplus budget due to gaps in staffing/recruitment, therefore the finances look positive, but as mentioned in 13.1, there are external risks and pressures that we should monitor. SLT are required to cover any staffing gaps. The pressure of surging cost of energy is out of the school's control. We are protected due to a fixed tariff for this academic year. The impact of increased energy prices the next academic year is dependent on the support provided by the Government to schools and CS will proactively discuss with Hugo Brown (HB, Finance Manager). CS regularly meets with HB to go through SVC's financial position and has full confidence in the information he is presented.	
13.3		Health and safety report (PSC) - PSC met with Aaron Hamlin (AH, Premises Manager) and was assured audits and checks are happening on schedule. It is clear how accidents and incidents	

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		are reported. The next inspection will be in February 2023.	
13.4		<p>JRU explained there will be a further 2 Health and Safety audits this half term. Recent LGSS and fire audits with ALT's Director of Operations, showed we are compliant, but there are housekeeping matters we are addressing. This included a few statutory inspections, for example, fire extinguishers where we need to document in a different way as part of our audit trail. We are slightly vulnerable with letting rooms for external events in the evenings and weekends, due to not having the caretaking staff to provide support to out of hours functions.</p> <p>Training (SP) - SP to send an email to LGB with a link to a folder on the drive containing the annual training and policies which need to be read/taken by LGB. This includes the new Prevent training course from the Home Office (SA) which needs to be completed as part of governor training. LGB should take courses and forward completion certificates to SP and MGR. Ofsted will ask for documentation showing LGB have successfully completed training.</p>	SP to email LGB with training information
13.5	LGB 13 05	<p>Review key risks linked to agenda items (CS) - CS keeps a track of LGB meeting agenda items and discussions linked to the identified risks to spot any gaps. This meeting, we have discussed all risks in some capacity.</p> <p>CS raised that data security should be listed on the agenda every other meeting. JRU confirmed that staff take compulsory cyber security training. Hugo Brown is the school's GDPR lead and we have an external GDPR consultant to advise. We have had one log of a breach around GDPR linked to the parent governor election.</p> <p>PSC asked if any GDPR gap analysis is carried out by ALT in terms of where we might be in terms of compliance. JRU confirmed this is undertaken by ALT via the GDPR consultant. JRU to provide further information at the next meeting.</p>	JRU to provide further information on GDPR at the next meeting
14		Policies	
14.1	LGB 14 01	Trips and Visits Policy - LGB approved policy.	SEND policy
14.2	LGB 14 02	Safeguarding Adult Policy - LGB approved policy.	and info to be
14.3	LGB 14 03	Attendance Policy Amendment - LGB approved. The full policy is currently under review and will be brought back to the LGB later in the year.	uploaded to the SVC website
14.4	LGB 14 04 and	SEND Policy and info - LGB approved. This needs to be put on the SVC website immediately if not already there.	

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	LGB 14 05		
15		AOB	
		None.	
		Governors Day next Dec 2nd.	

Action Log			
ITEM	ACTION	DEADLINE	RESPONSIBILITY
3.1	SP to contact local science parks and other organisations with Trust Governor advertisement		
4.1	PS to sign minutes.		
4.1	SP to upload minutes to the SVC website once signed.		
13.4	SP to email LGB with training information		
13.5	JRU to provide further information on GDPR at the next meeting		
14.1	SEND policy and info to be uploaded to the SVC website		

ROLLING ACTION LOG	DEADLINE	RESPONSIBILITY	UPDATE
PS to follow up action 8.4 from 19/07/22 meeting			

AGREEMENTS LOG

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APPROVALS LOG
Trips and Visits Policy - LGB approved policy.
Safeguarding Adult Policy - LGB approved policy.
Attendance Policy Amendment - LGB approved.
SEND Policy and info - LGB approved.

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