

These minutes are a true and accurate record of the meeting. Approved by the LGB and signed by the Chair.

Priya Schoenfelder

Chair's signature..... Date: 26/09/2023

Sawston Village College
Local Governing Body Meeting
Approved Minutes

20th June 2023



Governors Present:

Polly Stanton (PS), Jonathan Russell (JRU), Alan Sutton (ASU), Eleanor Clapp (EC), Gloria Reed (GR), Priya Schoenfelder (PSC), Rachel Kerr (RK), Colin Sausman (CS), John Godwood (JG), Sophie Palmer (SP) (Clerk)

Others Present: Annie Vincent (Head of English), Natalie Morris, Sarah Jackson-Buckley (Head of History) Sue Gelder, Pieter Wallace (PWA)

Apologies Received: Sam Abbs (SA), Isabel Thomas (IT)

The meeting was quorate throughout.

Item number	Paper number	Item	Action
1		Standing Items	Polly Stanton
1.1		Welcome PS welcomed all to the meeting.	
1.2		Apologies As noted above.	
1.3		Declarations of conflicts of interest None.	
1.4		Approval of minutes of 2nd May 2023 The minutes were accepted as a true and accurate record.	
1.5		Matters Arising <ul style="list-style-type: none">- Breakfast Provision – There are 6 pupils who regularly access the free school breakfast provision. A Governor asked how many free school meal pupils we currently have in total. JRU replied 183. The low take up of breakfast club is	

		<p>likely due to alternatives being available in Sawston and difficulty getting into college early. A Governor asked how the number is recorded. JRU replied that this could be explored but further details are needed.</p> <ul style="list-style-type: none"> - Children in Care – Currently there is 1 pupil in care. - Young Carers – There are 3 pupils who are young carers in this academic year. These pupils are regularly being supported. The young carer scheme don't visit as frequently as they used to due to the long list of referrals. This is something we need to review, and JRU suggested we come back to this LGB6 next academic year. - Mental Health training – There are 3 staff who have received mental health training and 1 member of staff who has received senior mental health lead training. - Industrial Action – Another strike will be held on 5 and 7 July. We are unsure of the details of this yet but hope to remain open for Y10 and vulnerable pupils. Multiple unions are currently balloting their members for coordinated strike action in the autumn term. This would be very challenging for the college. 	Young carers - come back to this in LGB6 next academic year.
2		Chair / Clerks business	Polly Stanton Sophie Palmer
2.1		<p>Feedback from AGF PS and PSC both attended the AGF. Here a creative thinking project run by Bottisham moves away from expert/mantel teaching flipping classrooms upside down, focusing on questioning techniques, giving home tasks in classroom and peer assisted learning. JRU commented that Natalie Evans leads on a similar small scale project at SVC using curiosity and inquiry questioning as part of critical thinking. More work will be carried out next academic year.</p> <p>Finance and Health and Safety are no longer a responsibility of the LGB.</p> <p>The Chair met with Duncan Cooper - he was complimentary about the SVC Ofsted report.</p> <p>Duncan Cooper explained that the blueprints provide a shared language and focus for academy improvement.</p>	
2.2	LGB6 2.2a LGB6 2.2b	<p>LGB update skills audit & Self Evaluation activity: These questionnaires are tools providing reflection upon the year. These highlighted we don't have expertise in HR which we could seek with further advertisement for Governors.</p>	

2.3		<p>The self evaluation shows we do things well or mostly well. We are covering all bases. A Governor asked who drafted these questionnaires. PS explained that these are an adapted version of LA questionnaires to provide a snapshot of what we do. Governors questioned if ALT has their own version.</p> <p>Election of Chair PS has been LGB Chair for 7 years and believes now is the right time to step down. PSc has been approached about being nominated for the role, SP to email out to LGB asking for self nominations and nominations of other Governors as Chair. This should be someone we all agree with.</p>	SP to email out to LGB asking for self nominations and nominations of other Governors as Chair
2.4		<p>LGB dates for 2023-24 See below.</p>	
3		College Improvement Plan- Ambition	Annie Vincent Natalie Morris Alan Sutton
3.1		<p>Reading JRU introduced Annie Vincent (English) and Sarah Jackson-Buckley (Head of History) who are our literacy coordinators.</p> <p>SVC has made a commitment to ensure all children can express themselves clearly and are articulate when they leave SVC at the end of Y11. Nationally, 25% of children in the UK don't enter secondary school with good levels of English. COVID unfortunately, has exacerbated this.</p> <p>Much work has been done this and the last academic year to move things along, in particular to make sure English is front and centre and to encourage reading within each lesson. This includes:</p> <ul style="list-style-type: none"> - The library has introduced a top 20 fiction list. - There is a collection of dyslexia friendly books in the library which is drawing in readers who find reading challenging. This collection was showcased and has been separated out so they are easy to find. - The library showcases a genre each week which is introduced in each library class. This gives pupils lots of exposure to new books and time in the library to engage with different books with support. - Key Stage 3 pupils are assessed for their reading twice a year. Reading is a priority at home with each pupil reading a minimum of 100 minutes per week which are recorded in their planners and with online trackers. - Next academic year, yr7 and yr8 will be given 	

		<p>reading journals to record their creative responses to what they are reading. From yr9, reading responses change to revision support style.</p> <ul style="list-style-type: none"> - The College has created a dedicated parent page on the college website for information on how to read with teenagers. - There is additional reading intervention alongside provision that already exists. This is taken from the programme of 'direct instruction' stages of phonics, decoding and comprehension, and includes reading in pairs and support from reading ambassadors. Teachers have noticed this additional intervention helps build pupils' engagement and confidence in the classroom and with their engagement with vocabulary. - The college markets reading as a life skill and is part of all lessons. The college is trying to engage with families during holiday time to encourage continued reading during school holidays. - Sarah and Annie are working closely with teachers to provide a general reading strategy. This promotes English improvement as the biggest impact we can have on the whole college, to engage with children and build literacy into their subject specific classes e.g. how to plan including literacy in all subjects and how to support students. Some staff have asked for further mentoring on this. - There is now a staff reading library which has been developed this year. Feedback on this has been positive. - This academic year different subjects changed world book day to world book week. This has received positive feedback. <p>Plans for next year:</p> <ul style="list-style-type: none"> - To develop and embed the literacy marking policy across the whole curriculum. - To widen the focus on communication and oracy. - Develop communication via training, e.g. how to handle sensitive conversations. - Individualised/personalised mentoring. - Developing student reading response via reading journals - Direct instruction/interaction to continue involving SEND pupils. <p>We recognise there is a lot of work to do. We are confident that what we are offering is best practice and giving children the opportunities.</p> <p>A Governor asked how direct instruction was incorporated into lessons. The trial removed 6 hrs per timetable. Next year this time will be taken from library</p>	
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3.2		<p>lessons and will be for just yr 7.</p> <p>A Governor asked if the college has considered inviting authors in to bring books to life. This has happened before and was successful, but hasn't happened since the pandemic.</p> <p>A Governor asked why at primary school writing and sentence construction isn't given as high a focus as maths and reading. Why and what can we do to influence this? Is it the SATs design that leads to this? Primary schools are aware and have started to develop more on literacy. There has been a focus on reading as this is the foundation of SATs. A good grounding in reading leads to good writing.</p> <p>A Governor thanked Sarah and Annie. Their presentation was really dynamic and lively and it was encouraging to see this across the curriculum. How well does English fit in with GCSEs? The reading ages in all subjects at GCSE are high, e.g. to understand worded maths questions needs a high level of English. Most GCSE exams require an age 14 yrs+ English reading level.</p> <p>JRU thanked Sarah and Annie and commented that their taking over this year as literacy coordinators has really pushed this forward. They are very driven, passionate about what they bring to the table and we achieve more in this area than we have done before.</p> <p>SEND Annual Report Natalie Morris presented an update on SEND provision at SVC.</p> <p>SEND support has grown gradually despite regular reviews of the SEND register as reflected nationally. SVC SEND support numbers are higher than national average and EHCP below national average, but with a high number of pupils awaiting EHC Needs Assessment applications. There is a suspension of Educational Psychologist services to allow for the increasing demand for EHCNA.</p> <p>This increase is potentially due to better assessments for girls and impact of COVID. SVC are seeing a greater increase of controlling behaviours and anxiety. This increase is a national picture. Currently, there are 200 pupils at SVC on the SEND Register.</p> <p>SEND's key focus for this academic year has been the accurate identification of SEND and understanding how best to support better progress at the earliest possible time for those identified as having SEND.</p> <p>The increased need for SEND puts extra demand on the</p>	
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	<p>staff and teachers. We have vacancies to provide additional support and we have a waiting list for students to access support.</p> <p>Identification of SEND</p> <p>We would like to further develop and embed the use of a range of assessments for different areas of need. We are working alongside SENDCos across the Trust to identify successful assessments for all areas of need that not only allow assessment of need but review of impact for interventions more accurately.</p> <p>The use of assessments includes training staff and giving teachers the skills to provide inclusive support and carry out our own assessments to accurately identify what a pupil's needs are. This includes online literacy assessments and separate literacy passports attached to each student's records. These assessments come with a cost factor but they mean we can put the intervention in place without having to go onto a waiting list. The more we can do now to understand the child's needs the better it is.</p> <p>Provision Mapping</p> <p>The use of TES Provision Mapping is underway with all SISs transferred and SEND provisions on the system. Costings for additional interventions are being inputted to allow for individualised costing provision maps throughout the year. Reviews of impact of interventions has begun to be inputted and demonstrating general improvement for pupils, particularly with SOUNDS intervention, a phonics programme for targeted pupils. The intention is to roll this out to the whole staff early in the next academic year with a plan to then provide parents and pupils logins to allow access to individual targets and progress. The programme includes gathering 'soft' outcomes such as pupils becoming more involved in class and sets reminders for the review of provisions to allow for more timely evaluations of interventions in place. The gathered information will support the justification of ECHP applications/assessments.</p> <p>SEND Coffee Mornings</p> <p>Parent coffee mornings have been piloted this year and have had positive feedback from those who have attended. Coffee mornings have included an opportunity for parents of year 6 to meet with the SEND Team to discuss their children and to hear about the interventions available at SVC. There has also been a coffee morning that has included the involvement of our then link Educational Psychologist to discuss how the LA work with the college and parents. Further coffee mornings are planned for the next academic year with the hope to include further external agencies to provide</p>	
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		<p>informative workshops for parents in addition to meet and discuss the progress of their child with the SEND Team. There is hope to do more of these next year to promote and get greater engagement with parents in particular with intervention target setting.</p> <p>The graduated approach and APDR Engagement from staff in the completion of APDRs has increased, but has remained inconsistent, particularly when reviewing the impact of interventions. TA Keyworkers for SEND pupils has allowed some pupils and parents to engage with the process and allow more regular communication between home and college in regards to SEND support, but this has remained inconsistent. Moving into the new academic year training on a pupil centred approach and prioritising APDR as part of Department Meetings will be supported by SEND Champions.</p> <p>Inclusive Classrooms and CPDL Inclusive practices that support all pupils, including those with SEND continue to be a focus at SVC. This has included whole staff training on Rosenshine's principles from members of the ETT with a focus on supporting SEND. All SEND Champions and HLTAs have been given access to NASEN's Premier SEND Support Package which allows for 10 webinar licences and access to a library of 70 SEND related seminars. Moving into the next academic year TA/Teacher contracts that have been developed with SEND Champions, alongside TA profiles being shared with teachers, will allow teachers and TAs to prepare and work collaboratively.</p> <p>Next steps To build on developments from this year by expanding CPD as part of inclusive classroom and AL offering. To look through the SEND lens and how we can best support pupils who find classes more challenging and how this can work for all pupils so that all feel supported and part of the class.</p> <p>SEND teacher champions - teachers volunteered to promote SEND protocols and use inclusive practices in their classrooms. This team of teachers agreed to develop a planning contract specific to their departments and receive additional access to online webinars and training to further develop their own practices. The college has seen real progress with this and it is promoted through the SLT and developed target, action plan and sdp working together.</p> <p>A Governor asked if NMO could give an example of a</p>	
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3.3		<p>target. This is very dependent on the pupil. There are pupils with ADHD who are given a time out card so if they get overloaded they can step out of class. There is one pupil who is currently going out of class too frequently so their strategy and target is to reduce the use of their time out card. This is reviewed in 3 weeks with their key worker. As the pupil is involved with this review, they can see how they are improving.</p> <p>A Governor commented that the amount the SEND team does is astonishing. ALT now has a SEN Governor forum to support ALT strategic thinking in this area. How does SVC evaluate/measure longitudinally how meaningful the changes being introduced are? How could we map and track the present and impact/outcomes of interventions? NMO agreed this is hard to do. The provision map will help achieve this through a generalised way of using data. Anonymous data can be provided from students with specific needs and more detailed screenings will be more useful eg rebox full profile and the set targets derived from this. The dyslexia screen the college is reviewing will provide pupils with a profile showing their tendencies in what areas and set them targets to achieve. This will give parents and children reassurance. The Leadership and SEND at SVC work together with other ALT Sendco to support and use others ideas and different strategies. The training programme is very good and provides information on how to effectively plan an action plan.</p> <p>A Governor asked what KPIs there are of current interventions and how the impact of these are assessed. NMO commented that the provision map helps with this along with information from the individuals running the interventions. Literacy is more straightforward, for example, observing and recording the softer targets such as reading out loud. The provision map will show the impact of the interventions and further assessments will help improve this and show interventions that are not working so well.</p> <p>A Governor asked the impact of the Education Psychologist withdrawing. NMO explained the team do have access to the Education Psychologies for guidance and hold link planning meetings twice a year to go through pupils' progress. This college does notice the loss of this service. A Governor asked if we should be lobbying and if so how do we do this effectively?</p> <p>JRU thanked NMO and her team for all their hard work. We are very fortunate to have this resource. The increase in need can be overwhelming but we have a good trajectory.</p> <p>CPDL- Alan Sutton Many of this year's priorities have already been touched</p>	
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		<p>on. Reading has been a massive development, the delivery is stunning and has made a big difference.</p> <p>Professional learning discussion groups are held on Tuesday evenings with a focus on broadening curriculum areas.</p> <p>Teaching and learning briefings are held before leadership and staff meetings. These are 15 min meetings which focus on different aspects of SEND and offer tips to promote an all round inclusive classroom.</p> <p>Groups of staff are reviewing ongoing research. This is currently a group of 12 staff from across the college.</p> <p>Dan Burgess has carried out a lot of work on assessments, grade descriptors and adaptive teaching. There will be continued focus on this next academic year.</p> <p>With the launch of ALT Connect there is a vast expanse of career development material online available to all staff. SVC is providing teachers with models of this material linked in themes so that the information is easy to find.</p> <p>The National College also has a CPD area which is ever growing.</p> <p>The above provide support for continual staff development and a number of staff members are members of professional bodies. Some staff are continuing job specific training, developing coaching skills and some staff are examiners too.</p> <p>Next year priorities will continue to develop professional learning, inclusive classrooms, responding to challenging conversations and creativity pathways and assessing impact. CPD provides training for all staff and not just teaching.</p> <p>Performance management is decoupled from pay, we the college needs to find ways to motivate, to push and make performance positively challenging to drive it forward.</p> <p>Next year, we will review how we measure the impact of what we are doing and how much this is impacting on pupils.</p> <p>A Governor congratulated ASU on getting people to volunteer and that the college has amazing staff who like to take on such challenges.</p>	
4		Principal's Update	Jonathan Russell/Sue Gelder

4.1		Complaints & Whistleblowing reporting None to report.	
4.2	LGB6 4.2	Premise Report The gates have been repaired and the library re-pointed. The rugby club has been cleared for the new build. The Department of Education (DfE) has a bidders' meeting for the next stage of the new build. The provisional timeframe for the new build is for the work to start in Summer 2024 and to be complete by August 2025 with the Sportshall and Marven Centre to be complete by 2026. JRU will share more details when available.	
4.3		College Improvement Planning (CIP) The CIP priorities for the next academic year are not changing. Key areas will include wellbeing, SEND, behaviour and assessment. Attendance will also remain a focus. Staff Report Sadly, we are losing David Hunt at the end of August. This is going to leave a massive hole and a replacement needs to be found asap so that we can have someone in post by September. The college currently has a number of vacancies. A Governor asked how TA cover will work with the need for additional key worker responsibility for the provision mapping and to be point of contact for pupils and parents. JRU confirmed we don't have enough TA provision and recruitment is ongoing. In addition to open positions, JRU is receiving more requests for flexible working and part time hours. This is the same across ALT schools. Governors' Day This will be on Monday 3rd July. We are pending the programme and JRU asks if Governors could let JRU or the Clerk know if they have anything specific they would like to see or hear about.	
4.4	LGB6 4.4	Behaviour, Welfare and Inclusion Report – SGE Report highlights include: <ul style="list-style-type: none"> - Numbers are up from this time last year. Largely due to events in yr8 and yr9 in particular. - Despite numbers going up, the suspension rate is the lowest across all ALT schools. - Isolation rate is 8.5%. A Governor asked if the behaviour incidents are about defiance? SGE confirmed it is a set number of pupils. This is a similar picture ALT wide and nationally; onsite truancy is a national picture which seems to be driven by	

4.5		<p>COVID. For those pupils suspended, all but 1 have high impact behaviour.</p> <p>A Governor asked if y7 is looking up to the behaviours of yr8 and yr9. SGE replied that a lot of events are repeat offenders who are socially distinct from other pupils. In general, the attitudes of yr8 and yr9 are different from what has been seen before.</p> <p>A Governor asked if low levels of poor behaviour/attitudes are affecting the whole year group? SGE confirmed this is more apparent in yr9 but in yr8 these pupils are a more isolated group. The current yr9 were a bubble year group in yr7 with an increase in supply and cover teachers due to COVID. In the current yr7 there are a couple of issues, but on the whole they are a delight.</p> <p>A Governor asked if there is an overlap of pupils in suspension and isolation and with welfare needs? SGE confirmed there does appear to be a safeguarding overlap with 30 early help assessments this year to get additional support through family, young people workers for neurodiversity.</p> <p>A Governor asked if the teachers are feeling overwhelmed with the behaviour management? The Staff survey showed staff feel very supported.</p> <p>Annual Parent Survey There were 211 responses to the annual parent survey, a drop from the 240 last year. There are a few differences in the responses received but in general, this year's survey largely agrees and strongly agrees in the same areas as last years.</p> <p>There are a couple of key comments made. To note, parents wanting their child to have a proper teacher, that there are too many supply and cover teachers which impact pupil behaviour. There is understanding from parents that there is a recruitment crisis.</p> <p>Further comments made related to catering and homework.</p> <p>Other than the above, Staff and Governors couldn't spot any patterns of concern.</p> <p>Next academic year's staff and parent surveys will likely be managed by ALT.</p>	
5		Ofsted	Jonathan Russell
5.1	LGB6 5.1	(Draft) Ofsted Report	

	(available from 20/6)	<p>Governors agreed with JRU that this was a warm report, that feedback was effective and suggestions have been taken on board.</p> <p>Main points to note were that inspectors didn't feel there was enough clear evidence to make sure all understood what was being taught. That reasoning in maths wasn't explicit enough in the curriculum and that explanation wasn't as clear as it could have been.</p> <p>A Governor asked how staff were feeling after the inspection and following the report? JRU confirmed it is likely too early to know the reaction as the report has only just been circulated. Staff felt the inspection was well managed, they weren't over stressed, were accepting and that overall this was very positive.</p> <p>Governors commented that they all know this is a good college and that it was a shame it couldn't be given an outstanding grade, although recognised this was not possible in an ungraded inspection. With post COVID staffing and behaviour the report received was a good outcome.</p> <p>JRU thanked all staff for their ongoing effort. PS to write a letter of thanks to all staff on behalf of LGB.</p>	PS to write a letter of thanks to all staff on behalf of LGB.
6		Finance	
6.1		<p>Finance Update</p> <p>CS met with the finance manager and talked through the draft figures. This year the college is within budget with a potential surplus of £100K expected by the end of year unless funds can be spent. This is largely due to recruitment.</p> <p>Looking ahead the LGB no longer have a formal role in approving the budget.</p> <p>For the next year there will likely be a negligible deficit in the budget.</p> <p>Further ahead there looks to be larger deficits and it is hard to confirm how realistic they are. There are a number of factors which contribute to this include high energy costs and unfunded salary uplift. This does paint a bleak picture in future years particularly as a growing college.</p> <p>A Governor asked what is the charge for central service and what does this fund?</p> <p>It was suggested the CEO attends the Autumn LGB to add context.</p>	It was suggested the CEO is invited to the Autumn LGB to add context.

7		Quality Assurance	John Godwood
7.1	LGB6 7.1	<p>Quality assurance</p> <p>Reflecting on the OFSTED inspection JG would like to congratulate staff on the result. This does reflect the college well and the positive outcome is the result of the hard work, character and skill done for a long time.</p> <p>From the meeting governors had with the inspector. JG felt the report is positive and that governors did well/were strong on certain areas of knowledge of the college and engagement in the strategic plan, safeguarding and the relationship between the LGB and SLT.</p> <p>At the same time JG felt there were a few questions that the Governors didn't answer as well. Some were parroted rather than answered such as the participation of SEND and pupil premium pupil groups, how much progress these groups are making and what does their data tell us about attendance and behaviour. JG felt unprepared in these areas, acknowledging that he joined part way through the year, but has worked together with PWA to produce this QA report to provide some of the data to answer these questions.</p> <p>JG thanked PWA for his time and the data - this is very rigorous and is compiled in a holistic way. JG has attempted to go through the data so that it is easy to digest and each half term will bring an updated report to LGB.</p> <p>A Governor thanked JG for the report and that the data was easy to understand.</p> <p>A Governor suggested it would be good to know if the data in red is fixable, what is being done.</p> <p>A Governor asked what does the pool data reflect, it is hard to see what is/isn't working well and should include feedback from observation in lessons.</p> <p>A Governor liked the charts and it would be good to add a couple of sentences to each with key points to give context on what the graph is showing, what is being done etc.</p> <p>JRU suggested PWA runs a session on QA on the Governors day.</p> <p>JRU added that the school is creating a dashboard from the school data which will provide LGB with additional information.</p>	<p>JRU suggested PWA runs a session on QA on the Governors day.</p>

8		Governance	Priya Schoenfelder Sam Abbs
8.1		Health and Safety Link Report - PSC (verbal) Nothing outstanding and everything is in hand with all actions all done or ongoing.	
8.2	LGB6 8.2	Annual Safeguarding Monitoring Report - SA Roll forward to LGB 1 or circulate by email.	
9		Policies	Polly Stanton
9.1	LGB6 9.1	Home-School Communication Policy - Approved with amendments.	
9.2	LGB6 9.2	Conflict of interest policy - Approved	
9.3	LGB6 9.3	Exam contingency plan - Approved	
10		Any other business	Polly Stanton
		None.	

Dates of 2023-24 meetings – all in person, 6pm start

LGB1	Tuesday 26th September
LGB2	Tuesday 7th November
Governors' Day	Tuesday 5th December
LGB3	Tuesday 6th February
LGB4	Tuesday 19th March
LGB5	Tuesday 30th April
LGB6	Tuesday 11th June
Governors' Day	Friday 5th July

Agreements/Approved

Agenda Item	Item approved/agreed
9.1	Home-School Communication Policy
9.2	Conflict of interest policy
9.3	Exam contingency plan

Actions

Agenda Item	Item	Responsibility
2.3	SP to email out to LGB asking for self nominations and nominations of other Governors as Chair.	SP
5.1	PS to write a letter of thanks to all staff on behalf of LGB.	PS

6.1	It was suggested the CEO attends the Autumn LGB to add context.	JRU
7.1	JRU suggested JG runs a session on QA on the Governors day.	JRU/JG

Future Agenda Items

Agenda Item	Future LGB	Responsibility
It was suggested the CEO attends the Autumn LGB to add context.	LGB1 or 2	JRU
Young carers - come back to this in LGB6 next academic year.	LGB6	JRU
Annual Safeguarding Monitoring Report	LGB1	SA