Sawston Village College
Local Governing Body 3
Minutes

6th February 2024

Present: Priya Schoenfelder (PSC), Jonathan Russell (JRU), Polly Stanton (PS), Alan Sutton (ASU), Eleanor Clapp (EC), Rachel Kerr (RK), Colin Sausman (CS), Isabel Thomas (IT), John Godwood (JG), Jerry Reed (JRE), (Clerk)

Apologies: Gloria Reed (GR)
In attendance: Piete Wallace (PW), Sue Gelder (SGE), Clare Greaney (CG)

<u>**PLEASE NOTE:**</u> All meetings are recorded for minute taking.

Item No.	Paper No.	Item	Action
1		**Standing Items**	
1.1		**Welcome and Thank You** PSC welcomed all to the meeting and introduced the new staff governor Jerry Reed who is taking over from Alan Sutton. LGB thanked ASU for his time, commitment and efforts on the team in his capacity as staff governor and look forward to continuing to work with him on the SLT.	
1.2		**Apologies** As noted above.	
1.3		**Conflicts of interest** None noted.	
1.4	LGB3 1.4	**Minutes from the last meeting** Approved as a true and accurate record and will be signed by the Chair.	
1.5		**Update on actions** Training – Rachel and Colin to check their training records. ID cards / lanyards – no one has an	

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		access ID card. Three governor lanyards needed (GR, CS, IT). _Update since meeting: 3 governor lanyards requested and all governors requested to email office with photo as per guidance received (07.02.2024, Governor email)._ SharePoint – all LGB can access though issues were raised with occasional connection issues. Google Drive has now been archived. LGB to review new AL IT policy – action complete. Risk Register and finance – CS to follow up with PSC and JRU. **Matters arising** None	All governors to email office with photo as per guidance sent via email 07.02.2024
2		**Chair / Clerk's Business**	
2.1 2.2		**IT/remote setup – Update** We have a new piece of IT kit to streamline remote clerking, including sharing slides and if on occasion LGB need to attend remotely they can. **Academies Governance Forum** PSC presented a brief summary, noting that most of the items covered at the last night's AGF will be discussed on tonight's agenda. Much of the AGF discussion focused on Finance (challenges) and the budget situation with the upcoming 16th February deadline, the role of the LGB in supporting the process, review of the SoD, recent parent survey as well as how schools are developing and using the Blueprints to drive improvement. As per Jonathan and his team's current work (draft CIP incorporating SVC's CARE values and the Blueprints) and work throughout since their introduction, SVC's SLT	Clerk to set up a calendar invite for remote access, which will be accessible via the SVC LGB Teams Calendar and shared via the agenda/email notice for meetings.

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		and LGB were highlighted as a model in this regard and Duncan Cooper and PSC led this session sharing some of our experience as an LGB with this process. JRE was invited to introduce himself and the LGB gave a roundtable introduction of themselves.	
3		**Principal's Update**	
3.1 3.2	LGB3 3.1 LGB3 3.2	**Verbal update on staffing, premises and start of term** It has been a busy few weeks in terms of events: launched yr9 options; launched the new build; yr8 parents evening; yr10 meet the mentor; yr8 careers day; yr11 concert at Stapleford Granary. Trips have included: RE trip to Walsingham; Business course trip out; Young Carers first of five days at Cambridge University Press. Other updates include: the creation a new Reset Room replacing the Duty Room; all post-16 applications have been submitted before the deadline: and, delivered additional vaccinations. Our KS4 summer results have been validated and they confirm 0.73 progress and improvements on Pupil Premium (PP) progress at –0.02. We still consider our results as very good and placing us in the top 7% nationally. In February, we have planned a joint Training Day with Linton to include national speakers. The day is focused on SEND, inclusion, mental health resilience, and PP and is a very exciting programme. Other members of Trust have been invited including other schools.	

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		The current main challenges are around the behaviour of some key pupils and their impact on staff morale, capacity, turnaround and absence – the data is at its highest in the last 2 years. There may be a link between staff morale and exhaustion and the wider concerns about education and recruitment. **Staffing** Quite a few recruitment processes have been completed in the last 4 weeks. An MFL teacher is has a long-term illness whose lessons are covered by a long-term supply teacher who has been with us since September. We are very lucky to have this cover but miss the MFL teacher and we don't know when she is returning. Daily supply teachers are rotating to cover teacher sickness. New starters include an English teacher (after Easter) TLR3 Mental Health Co-Ordinator, Level 2 Mental Health TA, Cover Supervisor, Inclusion Tutors, and TLR3 Activities Coordinator. **Wellbeing and Workload Charter** As part of tonight's LGB, JRU has uploaded a wellbeing and workload charter. This has been shared with staff. The wellbeing staff survey showed any additional items to add to the charter. This included staff finding the finance package frustrating (training has been put on to cover concerns), a call for a review of Meet the Mentor Evenings, and increased support when staff	

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| | | return from long-term sick or parental leave – HR to follow these up.

Further ideas include additional social activities, badminton, bootcamp and admin support for pastoral team. JRU to follow up and explore what is needed.

Premises:
The civil engineer will conduct intrusive infiltration tests in the field, Fountain Court, and Library Court, with a specific commitment to make good the Fountain Court's condition.

ICT have moved to the old Duty Room. Ongoing works include replacing toilet doors and repairing damage to the sports gate. There was a suspected pest issue in the kitchen issue which pest control have resolved. The Henry Morris G wing corridor has a leaking roof which is to be fixed; emergency lighting has been fixed; one of the two kilns is at its end of life and won't be fixed as a new kiln will be available in the new building; new boilers have been installed and are working and improved heating significantly and site security has been a problem with a small group of pupils returning to site after the school day. In response to this, JRU has asked all staff to vacate the site at 6pm and lock all the buildings and issued security warnings to all staff about personal belongings. The pupils who are routinely involved have been banned, and the police have become involved in some instances.

Governors asked if there will be any asbestos problems when they start the new build and regeneration. JRU explained that there is an asbestos management policy and up to date documentation. | |

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		Governors asked about vaping in toilets and how this is being managed. SLT are monitoring toilets at lunch time, toilets now have doors on them, and there is a queuing system to get in and out of them. Some young people are vaping, and some parents were complicit in buying the vapes. Pupils are searched and most parents are supportive. **Site regeneration Project meeting 23rd January** There were 211 attendees including 50 staff. This was as strong staff turnout which JRU is pleased with. There were 35 feedback forms on the night and 12 online at the time. The plan received a 93% approval rating from those who had given feedback on the night. Pupils are being updated at assemblies. Staff are very positive but raised questions with the art room and storage, reprographics and ventilation, food storage and equipment, electric charging points, staff parking, and the dining hall and the foyer and the balcony height. Some members of the community raised concerns about the Marven Centre with the consultant, Stonyrock, but not directly with staff. The plans do not cut across the community use of Marven Centre, and it needs investment inside. Local neighbours raised concerns with noise, traffic and disruption which is understandable. JRU is carrying out a staff transport survey at moment which will feed into the plan. Lots of positive feedback has been received and the Community have been involved and engaged.	

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		Parent Survey feedback (Trust) - JRU feels this national survey was flawed. However, 156 responses were received which is lower than surveys carried out by the school themselves. There were 39 graded questions. Key points include: 89% parents would recommend the school to others – this aligns with previous surveys. SVC was significantly above the Trust average on 38 out of the 39 questions. The question not above average was how easy it is to interpret reports. Compared to national, the only questions we were below the national average by 0.1 or 0.2 were: - How important do you feel in regard to how your child is doing socially at school; - How easy is it to understand reports and understand your child's individual progress; - How useful to you are social events'; - How confident do you feel in supporting your child's learnings at home; - Your child's school is part of a group of schools working together in a multi academy trust - Are you aware of this - How clear to you is the role of the Trust in the school? Governors were surprised the social question was asked. JRU confirmed there is no data behind the figures or what this question is really asking, and it could read in different ways and therefore it is confusing. Governors questioned the role of the Trust in the school is the Trust responsibility? As per the AGF yesterday, PSC re-iterated the	

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		discussion with the Trust and Chairs around whether this result is surprising or to be expected when analysed per school – i.e. higher visibility of the Trust in those schools where (more) interventions by the Trust are required as opposed to operating more in the background (and thereby, less known to parents perhaps) in those schools doing well. A Governor raised that the Trust Board may believe more marketing and branding is necessary but cautioned that this may not be helpful. PSC re-iterated the Trust's position as shared last night (above) and as per Jon Culpin's attendance at the LGB meeting in December. A Governor asked if this needs addressing? JRU replied that this is the Trust's decision. JRU confirmed we have received 37 direct thank-you from the parent survey. JRU shared a snapshot with the LGB. These thanked the staff for their tireless working in a broken education system and that teachers do an amazing job. Governors reflected that the survey is in line with previous surveys. Re. Reports - A Governor suggested a video could be used to explain school reports. This could be translated into different languages to increase accessibility. The reports are clearly an area of work and will be considered by SLT. A pupil survey will soon be carried out. At the request of the Trust central team, this may be held during school hours to encourage pupils to take the survey. This is a Trust survey designed by a national company.	

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4		**Budget 2024-2025 and CIP 24-7**	
4.1		**Budget 2024-5 (Presentation)** The budget was discussed and considered with the LGB. **SVC budget 2024 / 5** We are achieving a balanced budget and expect 2026 / 7 to also be balanced. After that the future is less certain and if asked to continue with measures, SVC will be looking at deficit that accrues if assumptions built in are true. JRU confirmed the plan is for CS/PSC to meet with JRU/HB ahead of meeting the Trust's submission deadline next week (16.2.2024). A Governor asked if there is the opportunity for pupils to continue to carry out the 3 sciences. JRU confirmed yes, there is no change to the curriculum now or in the next few years.	
4.2		**CIP 2024-7 Update (Presentation, LGB3 4.2)** Bearing in mind the budget (constraints) discussion, we must make sure what goes into CIP is achievable. Priorities are SEND, pupil premium and attendance. Other areas of focus include mental health and wellbeing, alternative provision, oracy, mentor time and school day and behaviour for learning. These can be incorporated in part of SEND, PP and attendance. Currently	

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		reviewing how we can more than three priorities and have additional other areas. This is dependent on funding and risks listed below. Risks are recruitment and retentions, behaviour outcomes, new build and finance. So far other areas for consideration have been incorporated into the three main areas: curiosity, love of learning, staff development/leadership, coaching, creativity and relationships.	
4.3		**SEND update:** The work carried out over last 3 years has moved the College forward a lot. The focus will continue on five areas: ordinary available provision (extension of inclusive classrooms), TA and teacher partnership (including SEND champions), ADHD and ASC, SEND department restructure and provision map.	
4.4		**Pupil Premium:** Focus will continue on progress, engagement, participation and belonging, aspiration and CEIAG and PP champions.	
4.5		**Attendance and punctuality:** Will focus on; PP focus, punctuality and PA strategy. JRU raised a possible intention to explore ideas around a change to the school day, for example, mentor time later in the day or a shorter day for pupils on a Wednesday to enable Trust wide CPD. This would need extensive consideration and consultation and is only a thought at this stage. There is no plan to change the school day for 2024-5. Any plans would be much further in the future.	

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		A Governor asked if a change to the teaching model would impact the number of teaching hours. JRU confirmed these wouldn't be impacted.	
5		**Safeguarding and inclusion**	
5.1		**Behaviour and Inclusion (Presentation)** The focus in the last academic year has focused on: - New Go4Schools logging and tracking system - Detention process developed to enhance pupil reflection exercises - Staff reviewed Go4Schools - Clare Greaney joined to lead on Inclusion and Alternative Provision - Staff training on responding to sensitive issues in the classroom, - Discussions at SLT about how to reduce negative behaviour and repeat offenders; also, to support pupils with anxiety and SEND needs - Second Behaviour Officer starts work in the Duty Room - Plans for a larger isolation space and development of Compass House - Behaviour survey sent to all staff - Plans presented to Leadership Group for a new Reset Room and Compass House development. This is based on a behaviour review 2023/4 which aimed to establish a new learning space for behaviour referrals and isolations; reduce class removal and whole school sanctions; enhance in-house alternative/appropriate	

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		provision with a well-resourced and structured curriculum and fully meet the needs of all pupils. - Staff meeting to share survey outcomes and process/expectations for the new Reset room. - Leadership group start conversations about changing detention systems. - Ongoing conversations at SLT about how to support the most complex cases Governors asked where pupils go when they have been removed from the Duty Room if they do not meet expectations. SGE replied they sit outside the offices of JRU and SGE. Some are repeat offenders. Next steps: - Leadership consulted on proposals to decentralise the lunchtime detention system and give ownership for behaviour back to classroom teachers and HoD. To be taken forward after Easter. - Training for staff on February 15th and 16th on de-escalation and inclusion. - Positive masculinity training for staff in April. - Further training is needed on restorative conversations; PACE conversations and supporting pupils with ADH/ASD. - Development of the Home-School agreement. A Governor asked if the Home-School agreement – could this be a Google Doc or a video to help parents engage. A Governor asked if SGE had received	

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5.2	LGB3 5.2	any feedback from the pupils on the Reset Room. No formal feedback has been sought but informal suggests pupils do see it as a deterrent from not adhering to the Code of Conduct but also as a safe space if things prove too difficult in class. **Safeguarding** A Governor asked if by introducing the category of 'alleged bullying' is a way of making the bullying numbers go down? SGE confirmed no, it is the leaders and safeguarding team having a greater understanding of what is happening in terms of the bullying within the school. There are no attempts to mask or alter data. A Governor asked for clarification on the terminology used in one of the charts of the report. SGE confirmed 'parental concerns' is a concern about parents. A Governor asked if there are clusters of spikes in concerns around specific dates? Are concerns related to each other? SGE explained if there is a big event and an increase in the number of meetings are logged (to build up the full criminology of a young person), there will be a spike for these. A Governor asked if they find an increased number of concerns logged around PHSE lessons? SGE confirmed a couple of concerns do come out of PHSE lessons. This could be due to the teachers knowing the classes so well.	
5.3	LGB3 5.3	**Attendance** No questions.	
6		**Governance**	
6.1	LGB3 6.1	**QA Link governor report** The purpose is to give an insight into	

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| | | the quality assurance activities the College is doing. In JG opinion these are very good, rigorous and insightful.

Summary data is provided in the report on quality of teaching, progress of years 7,8,9; attendance;

Quality of teaching – the College regularly reviews quality of teaching of all teachers. The graphs show the quality of teaching comparing different aspects from this year and last year.

The paper shows a review of the data, how it compares to last year and where there aren't improvements the College is aware of and dealing with it in individual cases.

JG has no concerns and things are being well monitored.

A Governor raised one of the themes from the Trust is that we need to be involved in aspects Trust wide. Does the data show there are significant involvement of sharing expertise from other schools. SGE replied no, shows sharing of best practice. Do get requests from schools to do this.

Progress data in quality of the College altogether includes data from Yr 7,8,9 for English and Maths. There is subject data for other subjects.

JG drew attention to Yr7 and 8 where the data showed pupils are doing better than the FFT top 20% expectation. Overall, there doesn't appear to be any cause for concern.

Year 9 is a different picture, and many pupils were below expected progress in the autumn term. Teachers are well aware of this and are actively addressing shortfalls. The Spring | |

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		report looks much more positive than the Autumn data.	
		Attendance shows improvement this year compared to last year. Year 9 data shows anomalies. A Governor agreed the data triangulates with the other data presented at this meeting.	
		A Governor asked if JG has access to Trust-wide and national data for Yr9. JRU raised there are anecdotally discussion about Yr 9 and behaviour. This is the COVID group and there are concerns nationally. There were no SATS due to COVID so data is different for this year. There are improvements in the gap for this year group. JRU added that it isn't all of the Yr9 cohort – no year group is characterised by the negative impact of the few, the issues focus on about 40 pupils who are receiving a lot of additional support. JRU and the team are trying to limit the impact of the few on the others.	
		A Governor added that historically Yr9 has always been a more challenging year, due to adolescence, and is the year group most discussed.	
		JG asked if within the Trust there is good practice that could be shared. JRU replied that SLT members have visited Bottisham and Netherhall to see if there is anything to be learnt from their approach. SGE also visited Parkside.	
		JRU added that though the College is rightly keen to address concerns, comments from external visitors from today's Peer Review were given on impeccable pupil behaviour seen today. This matches the feedback from all external visitors in the past year and a governor added, from what we	

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| | | observed on our Governor Days.

A Governor asked if the College looks at groupings of pupils in Options lessons. JRU replied, yes, we try to give pupils their first preference but there are certain combinations that don't and can't happen. These combinations need to be reviewed when Options have been selected and behaviour and attitude will influence which pupils' study which subjects.

A Governor asked how Yr10 are doing? JRE replied they have matured since the start of term and have stepped up. JRU commented that there are a core group who are involved in negative behaviour. Some with influence are on alternative provision. In general terms, behaviour isn't impacting the learning of other Yr10 and progress data is positive.

SGE will present data on suspensions in the next LGB. | |
|---|---|---|---|
| 6.2 | LGB3 6.2 | **SEND Link governor report**
No questions – next meeting will bring together behaviour and inclusion reports. | |
| **7** | | **Policies** | |
| 7.1 | LGB3 7.1 | SEND Policy – page 12 comments on primary should be 'colleague' rather than 'college'. | |
| 7.2 | LGB3 7.2 | SEND Information Report | |
| **8** | | **AOB** | |
| | | Please notify the Chair of any other business no later than 1.00 p.m. on the day of the meeting. | |
| **9** | | **LGB4 (next meeting) Agenda items** | |

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9.1 9.2		Inclusion Link Governor Report Safeguarding link Governor Report	

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