

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

Chair's signature... Priya Schoenfelder

Date: 18/03/2025

**Sawston Village College
Local Governing Body 3
Approved Minutes**

**11th February 2025, Carnegie Room
6pm, in person**



Present: Priya Schoenfelder (PSC, Chair), Jonathan Russell (JRU), Polly Stanton (PS), Jerry Reed (JRE), Isabel Thomas (IT), John Godwood (JG)

Apologies: Rachel Kerr (RK)

In attendance: Andy Brock (Trustee), Natalie Morris (NMO), Martha Gregg (MGR)

PLEASE NOTE: All meetings are recorded for minute taking.

Items 4.1 and 4.2 will be taken after Item 1.

Item No.	Paper No.	Item	Action
1		Standing Items	
1.1		Welcome & Trustee Introduction Roundtable introduction of LGB members to Andy Brock (Trustee) who is attendance at this meeting as an observer.	
1.2		Apologies As listed above.	
1.3		Conflicts of interest No conflicts of interest.	
1.4	LGB3 1.4	Minutes from the last meeting No changes. These will be signed as the Chair as a true and accurate record of the meeting.	

1.5		<p>Update on actions:</p> <ul style="list-style-type: none"> - PSC and PS to go through the Trustee deed and update – this has been done, and comments were sent to AL for legal checking. The final document will come to LGB4. - Governors to support planning application on the planning portal – link/details as per recent weekly staff/parents' comms circulated to governors - done - Safeguarding Link governor report Forwarded to LGB 3 – on agenda. 	
1.6		<p>Any other Matters arising None</p>	
2		Chair / Governance Professional's Business	
2.1		<p>Membership Matters, including Parent Governor Election and Trust Governor Vacancies</p> <p>Parent Governor Process – Governance Professional has access to documentation previously used and will work with the school to advertise.</p> <p>Trust Governor Process – Governors have shared the dates of the next community newsletters. Governance Professional is collating the required documentation for the March versions.</p> <p>JRU and PSC have reviewed the skills audit and link governance areas to consider if we should recruit into any specific areas.</p>	<p>Parent Governor Process – Governance Professional to work with the school on advertisement.</p> <p>Governance Professional to share advert with local community newsletters.</p>
2.2		<p>Arts Appeal Charity Update - trustee appointments</p> <p>Arts Appeal Charity Update - trustee appointments</p> <p>Clare Irwin will no longer become a Trustee. Once the other nominated Trustees are added other members will be considered.</p> <p>Hugo Brown is a "Trusted Third Party" and as such can update the Charity Commission entry with the new Trustees.</p>	

		<p>If the Charity develops such that it starts to employ its own staff it may have to become a CIO (Charitable Incorporated Organisation).</p> <p>Governors should note that the Sawston Arts Appeal is a separate entity from the College, established in 2003. Its remit is to provide financial support for the arts and music within the College and the local area.</p>	
3		Principal's Update	
3.1	LGB3 3.1	<p>Verbal update on staffing, premises and start of term (inc. Staff Absence Data as Standing Item)</p> <p>Head of Music will be leaving at the end of this academic year due to relocation. The deputy MFL is also relocating to work in an international school. An English teacher is moving to another school. These will be a great loss to us. There are 3 upcoming maternity leaves who cover is being recruited to internally and externally.</p> <p>The school is struggling to recruit into a number of positions including Caretaker and TAs. Recruitment and retention for teachers remains a challenge.</p> <p>Internal promotions include Deputy SENDCo</p> <p>Staff absence data shows an improvement in the percentage but includes an adjustment from the last report. The school is still experiencing a high level of absence with support staff and teachers. This isn't helped by absence due to training and meetings etc. The figures include all of this. Absence is being monitored, and individual staff absence meetings are conducted as needed, two have been held recently.</p> <p>Premises</p> <p>There has been minimal remedial activity because of the upcoming new build and no conditional improvement funding for the school over the last three years. We remain one short in the caretaking team (since autumn term); the team is under additional pressure. Minor works that have gone ahead include changing the toilet locks. Unfortunately, much SLT time is spent supervising toilet (mis)usage.</p> <p>The next health and safety meeting is on the 25th February. One item of the agenda is the accumulation of dust and clay glaze particles which may be impacting one member of staff's health.</p>	

		<p>Finding alternative clay and glaze will likely increase the cost of AE classes.</p> <p>Activity There have been 3 significant cases leading to suspensions at the beginning of the term.</p> <p>This half-term: CEIAG including year 9 options, parents evening, year 8 careers day, celebrated national apprenticeship week; SEND and year 10 meet the mentor coffee mornings; year 9 exams, year 11 additional mocks; SEND and curriculum blueprint enquiries; joint training day with Linton with national speakers; primary head visits with support from year 7; trainee teacher visits in English and Maths with Cambridge Assessment Exam Board; visitors from Oman.</p> <p>Events have included mental health theme week, LGBTQ history month, Holocaust Memorial Day, year 11 music concert, year 11 surprise celebration to recognise their hard work, intermediate maths challenge, CRC visit and a year 11 Berlin Trip.</p> <p>The school is the national State 11-16 secondary School of the Year in the Sunday Times Parent Power Guide 2025.</p> <p>A Governor commented that at the year 8 careers day, it was great to see the pupils revise their questioning as they realised the questions were no longer relevant. It was also good to see pupils responding to people who are not teachers.</p>	
3.2		<p>Site Regeneration Project Update</p> <p>A final phasing and logistics meeting has been postponed as the details aren't ready. Currently it stands the first phasing will begin April 22nd and the main piece after June 25th.</p>	
3.3	LGB3 3.3	<p>IDSR and FFT 2024 Reports Summary</p> <p>Behind the IDSR is the Ofsted data summary report that was published on 19th January. This shows:</p> <ul style="list-style-type: none"> - We received a strong set of GCSE results. - The proportion of education support staff relative to teaching staff is in the lowest 20%. - Per pupil spending was in the lowest 20% of secondary schools - Other pupil spending was in the lowest 20% in similar schools in 2022-3. 	

		<ul style="list-style-type: none"> - The rank percentile is very impressive - The only outlier is relates to PP. This means we have a large gap between free school meals and non-free school meals. Our pupil premium (PP) was virtually 0.0 which means they are in line with all other national children, which is a good achievement. However, the gap has widened in-school as non-free school meals children have done so well. - FFT is another way of looking at the same thing. This shows in the keystage 4 attainment results the value added shows we are performing at a high level nationally. It also points to the higher performing (french, music, DT, history, food technology), and the lower performing (engineering, art and design, photography, physical education and sport studies). - The rank pecentile is very impressive <p>A Governor asked if any of this data was a surprise. JRU replied that it wasn't and is largely as previously reported to LGB i the autumn term. LGB confirmed this is very impressive.</p> <p>The attending Trustee, Mr Andy Brock, commented that the Trust Board recognises Sawston's impressive results. There was also questions from Trustees about what the Trust support could learn from what Sawston is doing. Andy added the results were very impressive and to keep going.</p>	
3.4		<p>ICFP, Budget Cycle and Curriculum Planning</p> <p>ICFP is part of a budget software and planning. This has started earlier than last academic year. JRU has completed the ICFP which is an additional staffing tool to look at where there is any surplus or deficit in teaching. Currently the only additional surplus in the form of staffing is in PE.</p> <p>The budget cycle has started, JRU has been given the principles and approaches from the central team. JRU hopes to share the figures at the next meeting, these have not yet been set.</p> <p>A Governor asked if the financial pressures are going up. JRU confirmed there are financial pressures in the system, some very significant, but the school budget is currently being well managed. We will see the impact of the financial pressures further in the planning.</p>	JRU to share further budget information at the next meeting.

4		Safeguarding and inclusion	
4.1	LGB3 4.1 LGB3 4.1.2	<p>Inclusion Blueprint Inclusion (SEND) Blueprint Enquiry</p> <p>We are asked to review each blueprint at different points during the year. There are two areas with changes; 1.2 understanding of need with a move from establishing high assurance to embedded medium assurance. This reflects the effort the school has made to change pupils' behaviour through systems approaches and pastoral support. The second area is inclusive classrooms which has moved from establishing to embedded medium. This reflects the additional work the school has carried out on inclusive classrooms including two joint training days the school held with Linton Village College on inclusive culture and inclusive pedagogy. The recent AL review of the blueprint confirmed behaviour was impeccable in all lessons seen and every teacher followed inclusive classrooms.</p> <p>A Governor asked if the Reset Room has made a lot of difference to support these changes? JRU commented it has given the school the space to manage in the moment and enhanced the ability to plan. In addition, staffing has increased. It is very clear when young people come in what the expectations are. It was necessary to make the changes given the significant increase in complex need. The Governors added the space is well organised. It is very clear how this is structured, and it is no longer seen as a meeting place; pupils do not want to go there. JRU added the next stage, when possible, is for Reset Room staff to do some outreach in class to try to reduce the number of pupils being sent to Reset, with the potential to do more therapy work when pupils attend the Reset Room.</p> <p>NMO talked through the AL review on learning plans, how the graduated approach has evolved and the process of planned in-year review using a provision map. Staff are dedicated to writing up and assessing where need is and how their pupils are doing but more needs to be done to consider impact. There has been a lot of training of staff on Provision Map with a focus on individual learning plans mostly with ECHP and high need pupils. The review members were impressed with how well staff knew their pupils and their SEND needs. The next</p>	

		<p>stage is to support staff with progress towards specific targets rather than general feedback.</p> <p>Time Out cards were also reviewed. For this review, 1 pupil per year group was selected. The reasons for time out of lessons included time out for ADHD and problems with hyperactivity, other pupils had problems with emotional regulation. A pupil panel session was held with these pupils to understand why they had difficulties in class and pupils were viewed in class. It was noticed that teachers knew where these pupils are on the seating plans and the support required. Improvements that could be made include making sure these pupils are the first checked in on to ensure they have understood instruction, using time-in (e.g. movement breaks) rather than time-out so that pupils get used to using these strategies to settle themselves. It was also discussed using time-out as a high-level strategy so that a lot of other things must be tried out first and supporting pupils with sleep and diet that helps them self-regulate. Moreover, keeping a track on pupils so that triggers can be understood so that staff can support pupils with self-regulation and – management strategies.</p> <p>A Governor asked if pupils can access different spaces onsite for support. There are limited spaces and limited staffing to supervise all spaces that would be needed to cater for the growing range of complex needs.</p> <p>NMO continued to give an overview of the teaching assistant (TA) structure. There are a range of specialists in the TA team. This role has evolved over the last few years. TAs are key workers responsible for named children and they act as an additional person that parents and teachers can communicate with in regard to their SEN and the support they receive. The TA meets regularly with the pupil to go through the pupils targets etc so that they are central to what is happening. There are now far fewer general classroom TAs with most being subject experts in areas such as SEMH. A TA panel was held which confirmed the TAs are very happy with their role and the additional responsibilities. The need for SEN is increasing and everything takes a long time to get through the local authority. The need to oversee the SEN need has become more challenging. This has resulted in a need for different roles in the team.</p> <p>A review of the blueprint by another school was helpful in that they too had a radical restructure of</p>	
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		<p>the TA team. They are working towards less time in the classroom and more time running interventions with an aim towards a 50:50 split between these two areas. This is in its early stages.</p> <p>A Governor asked for further clarification on the statement that the number of students on attendance contracts is high. Is that because of their unmet need, absent parental barriers etc. NMO explained this is the first year where we have had children starting the school who were already on alternative plans that have transferred with them. JRU added the strategic decisions made in the last few years with regards to structures and approaches seem to be having a beneficial impact. The team is very supportive and continues to grow. JRU thanked the team and said it is a credit to NMO and the team that they are very positive in a challenging area. PSC added further thanks to NMO and the team.</p>	
4.2	Presenta tion	<p>Safeguarding (MyConcern trends) Pupil Mental Health & Wellbeing</p> <p>MGR provided an update on MyConcern data.</p> <p>Staff are logging any safeguarding, wellbeing or behaviour concerns using MyConcern. The data comes through on a dashboard and the Safeguarding team monitor this on a daily basis triaging what comes in and categorising these concerns. These categorises are determined by Anglian Learning (AL) so that all schools operate the same.</p> <p>So far this academic year there have been 150 concerns logged. This isn't a significant difference to previous years. There has been a change in how meetings with young people on alternative education plans are recorded which will impact the numbers.</p> <p>Some of the concerns raised are what any staff in school would notice and other concerns are staff in the safeguarding or pastoral teams looking for specific things.</p> <p>There have been some changes to the categories used which does impact the data MGR presented. This includes a reduction of concerns raised under behaviour but there has been the introduction of the new child-on-child abuse which would impact this change.</p>	

		<p>We have seen an increase in domestic abuse notifications. The school are notified if the police are called out to the family and will decide to speak with the pupil or not.</p> <p>We have seen an increase in social care referrals and pupils on child protection plans.</p> <p>A Governor asked if some of the MyConcern reports relate to SEND pupils. MGR has broken the data down into year group. Year10 is above the other year groups. There is a high level of SEND in this year group, the highest number of pupils on alternative education plans and attendance level is a concern. Therefore, this isn't surprising. The two categories that jump out are child protection plan and suicidal thoughts.</p> <p>The data provides a starting point for the safeguarding team to discuss in more detail. For example, the higher up the school year group the more mental health concerns are raised.</p> <p>Social care related concerns are continuing increasing. Some of this is related to information incoming from external agencies.</p> <p>There are fortnightly core safeguarding team meetings including Sue Gelder (Deputy Principal) who is also the PHSE lead. This enables school assemblies to prioritise on emerging issues.</p> <p>The safeguarding team use both MyConcern and an in-house tracker to keep an overview of pupils who are on child in need and child protection plans to ensure they are chased up.</p> <p>There has recently been the introduction of a Thursday morning safeguarding team briefing. This has allowed the fortnightly meetings to be more strategic.</p> <p>There is a fortnightly meeting with all year leads to focus on wellbeing and mental health concerns. The safeguarding team buddies up with the year leads to support them with their concerns and advise them on any actions.</p> <p>There is also an AL safeguarding group which is helpful to work with other schools about how they are doing, approaching various issues and if we are seeing similar concerns across schools.</p>	
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		<p>A Governor asked if the change to PHSE from specific days to part of the regular timetable has helped with specific issues. MGR thinks it has. It enables a focus on specific issues quickly.</p> <p>Support available to pupils includes Centre33 offering counselling, Sawston Youth Group Initiative which provides mentorship and development, Creative Mindset offering creative work with pupils as a tool to speak with pupils.</p> <p>We are fortunate the John Huntingdon Society have approached us recently to offer 52 hours of free art therapy. There are 3 pupils who will be working with the therapist over the next 26 weeks.</p> <p>We also have Nessie working with us focused on emotional based school avoidance. They will be providing 1:1 therapy for approx. 10 pupils that have been referred. In addition, they also provide staff training that runs 1.5 hours every fortnight so it is very accessible. This provides an overview of emotional based school avoidance and approaches to supporting this. There is also on offer a 1.5 hour session targeted for pastoral staff who following this will be able to offer a 12 week programme to pupils either in a group or 1:1.</p> <p>We are also signed up for Firebreak which is a week long intervention for 10 – 12 pupils in year 8 or 9 who will go and work at Sawston Fire Station.</p> <p>Cambridge Alcohol and Substance Abuse is also something we have access to. We currently have 4 pupils involved in the transforming lives programme.</p> <p>At our recent Safeguarding Trust meeting we have discussed the updated mental health app that will be introduced. This is something CAMHS are introducing that uses AI that brings together lots of mental health diagnostic tools to create questionnaires for pupils. This helps the school support pupils but also signposts them to other support.</p> <p>A Governor asked how this app will be introduced to ensure pupils don't self-diagnose. MGR explained there has been much discussion about the ethics of this within AL. The initial introduction with the app would be anonymous and there have been discussions with what questionnaires might be included and based on the answers it would signpost pupils to particular support. The hope is for</p>	
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		<p>the whole school to use it - if it is deemed appropriate- pending parent support.</p> <p>To ensure all the support is helpful for pupils a new wellbeing tracker has been developed and will be introduced after half term. This provides the team the option of focusing on different gradients including specific groups of pupils e.g. PP in addition to whole year groups and the interventions they are receiving. It is possible to review the interventions for individual pupils and cross reference this for example their attendance data. This shows if the intervention is having the required impact.</p> <p>There are a number of pupil surveys and panels to provide their feedback on different aspects such as theme weeks and assemblies.</p> <p>There was recently a joint training day with staff from Linton Village College. This included a pastoral and staff wellbeing workshops and managing difficult conversations. These were very helpful.</p> <p>MGR is involved in safeguarding and childrens partnership board education subgroup which has representation from all different areas of education. This is about education becoming a formally recognised partner in this.</p> <p>A Governor commented it was very impressive portfolio and obvious it is an area where difficult items are being managed all the time. MGR has control of lots of the levers. Are there any areas MGR would like to make improvements but are having difficulty? MGR replied that it is relentless work, but we are very fortunate to pull together a lot of new activities. There is nothing specific with which they are having difficulties. On a practical level space could be one area. Schools are built to be schools and not therapy spaces and sometimes it is difficult to find spaces for staff to deliver this support. We have a fantastic team. Everyone is very passionate and wants the best for the young people.</p> <p>A Governor asked if there is a trade-off between therapy, support and support in attending lessons? MGR confirmed much support does take place during lesson time. The support tries not to replace the same lesson all the time. If a young person isn't in the right headspace, they won't access the learning anyway.</p>	
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		JRU thanked MGR and the team and expanded the point about caring to explain that it is impressive the amount of genuine time and extra care the team go into to make it make. However much more we put into the programme; it doesn't seem to be meeting the need. The complexity and volume of need is far greater than it has been historically.	
4.3	LGB3 4.3	<p>Inclusion: Attendance</p> <p>The school is above national average and maintains good levels of attendance. The complication is changes to the attendance coding. The school has a significant increase in IAEPs, a significant need in years 10 and 11. These need to be coded in a particular way. These may be further changed as the figures are not truly representative of what is happening.</p> <p>JRU explained that attendance takes a lot of time and includes attendance contract meetings, attendance check-ups, making home contact, after school visiting, and a need to deliver in school. Documentation, meeting time and pull on staff capacity have increased significantly to meet the attendance demands.</p>	
5		Governance	
5.1	LGB3 5.1.1-3	<p>Review Key Risks</p> <p>We have 3 key areas of risk;</p> <ul style="list-style-type: none"> - Recruitment and retention which are compounded by the national and local financial pressures, long term absences and increased complexity and challenges of SEND, AP and behavioural needs. We have high staff absence in English. Absences and additional needs are both significant which puts added pressure on staff. - New build level of risk is currently unknown until we have the phasing and logistics plans. - Maintaining high academic outcomes is at risk. The impact of Covid is felt in the current KS4 cohort, the level of need has increased in volume and complexity, more pupils are on alternative pathways. The current Y11 and Y10 have lower standardised scores on entry than previous years. Year 11 has a higher absent rate than in previous years. 	

		<p>However, currently their projected outcomes are on or above target. Data on this will be presented at the next LGB.</p> <p>A Governor questioned the complexity of SEND, AP and behavioural needs impacting recruitment. JRU explained some staff leave the profession because of these. More staff are requesting flexible working and absence rates are higher. We are trying to mitigate by high standards so that staff feel supported with behaviour and with the right training and culture they will stay in the profession. The behaviour of the vast majority is excellent; there is a pocket in each year group of the same pupils who cause the overwhelming majority of concerns.</p> <p>A Governor asked with all the challenges why is the internal data so good. Another Governor added is this because of the planning that has occurred and implementing support strategies earlier in the term? JRU commented that everything that is put in place helps incrementally. Staff, including SLT, go above and beyond in order to make things work, some working very long hours. In particular, English has received a lot of additional support.</p>	
5.2	LGB3 5.2	<p>Safeguarding Link Governor Report (<i>from LGB 2</i>)</p> <p>The peer review identified that the school has positive systems and structures in place, with MyConcern being used effectively for the most part. MGR and her team have established clear processes for triaging concerns, such as Dashboard Days, and staff are logging concerns appropriately. Notably, Martha highlighted Vicky Linzell as an invaluable member of the school's DSL team. Additionally, conversations with both MGR and CGR revealed that they are not only reactive to issues but also take a strategic approach, ensuring continuous progress and improvement.</p> <p>It was noted the data would look different if schools could select their own categories. There has been an increase in the number of domestic abuse cases which the school is responding to. A Governor commented that it is good to see the school is recognising young persons as victims themselves and providing support.</p> <p>At the time of the report, there were 30 pupils receiving alternative provision (IAP) within the school and with external providers. This does impact attendance data for example. accessing</p>	

		<p>lessons online is not taken into consideration and is considered absent.</p> <p>The overall sense is that the safeguarding team is a strong and supportive team with a huge amount of work ongoing.</p>	
5.3	LGB3 5.3	<p>Link Governor CIP Report: Quality of Teaching - Inclusive Classrooms</p> <p>The next step in the College Improvement Plan focuses on developing inclusive classrooms, building on years of work around Rosenshine's principles. This approach goes beyond special educational needs and disabilities, aiming to embed inclusive teaching as everyday practice. Subject departments have created knowledge organisers that support pupils' individual education plans, ensuring accessibility for all. Led by Sarah Jackson-Buckley, the Excellent Teaching Team is driving this initiative, with a focus on responsive and adaptive teaching. Staff are engaging in training on memory and cognitive load to enhance learning. Additionally, the SEND department's provision map software supports teachers in planning effectively for individual pupil needs.</p> <p>It was our impression from this discussion that teachers are well supported and encouraged to reflect on their practice. We strongly endorse this development.</p> <p>A Governor reflected on a theme that runs through this meeting. Inclusive classrooms combine inclusion and high academic standards. There is a large amount of long-term planning, support and training that goes on throughout the whole school to support the embedding of inclusive classrooms. This reflects the thoroughness and skill in everything the school does.</p> <p>A Governor added that at this meeting has shown the need in every area and the significant areas of SEND and safeguarding and outcomes. Relentless and tireless comes to mind; the staff have huge amounts of resilience with the increasing demands and keep going. They do not give up. This is reported and seen continuously at different times of the year. They truly care and are passionate for the pupils. There is team spirit. This is seen by the LGB.</p>	
6		Policies (none)	

7		AOB	
		<p>Gloria Reed has stepped down as a Trust Governor. Gloria has been supportive of everyone, and she will be greatly missed. PSC and JRU thanked Gloria for all her contributions.</p> <p>A Governor asked if the school had responded to the DfE curriculum and assessment consultation. JRU responded that there has been a AL response. PSC added that this was raised at the last AGF, requesting governors add their voice to the consultation. This will be further discussed at the next AGF re what LGB role could be in the community, what AL role is in society. AL are going a large piece of work from different angles on AI and its role in ethics, processes, IT systems and its capability to streamline.</p>	
8		LGB4 (next meeting) Agenda items	
8.1 8.2		<p>Internal Progress Data</p> <p>Link Governor (Reports):</p> <ul style="list-style-type: none"> • Inclusion Link Governor Report • Curriculum and Outcomes - Assessment 	

Meeting Dates

LGB 4 Meeting - Tuesday 18th March

LGB 5 Meeting - Tuesday 6th May

Governor Day – 24th June

LGB 6 Meeting - Tuesday 15th July

AL Link Governor Meetings

AGF Meeting dates 2024-25

Meeting	Date	Time	Venue
AGF 1	Tue 22 Oct	6-7.30pm	tbc
AGF 2	Mon 10 Feb	6-7.30pm	Virtual
AGF 3	Thu 22 May	6-7.30pm	Virtual
AGF 4	Thu 10 Jul	6-7.30pm	tbc

Link networks:**Safeguarding**

Meeting	Date	Time	Venue
Safeguarding	Wed 6 Nov	6-7.00pm	Virtual
Safeguarding	Tue 11 Feb	6-7.00pm	Virtual
Safeguarding	Web 14 May	6-7.00pm	virtual

Inclusion

Meeting	Date	Time	Venue
SEND	Thu 23 Sep	6-7.00pm	Virtual
Pupil Premium	Tue 10 Dec	6-7.00pm	Virtual
SEND	Mon 17 Mar	6-7.00pm	virtual
Pupil Premium	Tue 24 Jun	6-7.00pm	Virtual