

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: 06/05/2025

**Sawston Village College
Local Governing Body 4
Draft Minutes**

18th March 2025,



Present: Priya Schoenfelder (PSC, Chair), Jonathan Russell (JRU), Polly Stanton (PS), Jerry Reed (JRE), John Godwood (JG), Sam Abbs (SA)

Apologies: Rachel Kerr, Isabel Thomas

In attendance: Sue Gelder (SGE)

PLEASE NOTE: The meeting will be recorded for minute taking.

Item No.	Paper No.	Item	Action
1		Standing Items	
1.1		Apologies As noted above	
1.2		Conflicts of interest None noted	
1.3	LGB4 1.3	Minutes from the last meeting Minutes signed as a true and accurate record.	
1.4		Update on actions Parent Governor Elections started last week. Trust Governor advertisement in local newsletters – Advert shared with newsletters, JRU to share further budget information at the next meeting – We are submitting a balanced budget. This is without having to make any drastic changes.	

		<p>A Governor asked what changes were made. JRU explained these included charges 9.7% of income goes to the AL to cover central services such as HR, finance, core services and technical services. SEND is increasing because of the increasing pupil needs. All costs are going up, so it is very tight, and we are fortunate we are in the position we are in compared to other local and national schools.</p> <p>All AL budgets are submitted to AL on 28th March 2025.</p>	
1.5		<p>Matters arising None.</p>	
2		Chair / Clerk's Business	Chair
2.1		<p>Membership Matters</p> <p>Link Governor areas to reviewed at the Governors' Day. SA and JG to take on additional areas whilst we recruit Governors.</p> <p>A further AL Trustee to attend the May LGB.</p>	<p>Link Governor areas to reviewed at the Governors Day</p> <p>SP to share the name of the Trustee with LGB.</p>
2.2		<p>Feedback from AGF <i>(further to feedback shared previously during Trustee visit – Areas around AL Strategic Priorities will be revisited with further imminent updates)</i></p> <p>Training - Feedback was given to AL on the lack of comms behind the training emails LGB received.</p> <p>Cyber security and online etiquette - There was discussion on the use of WhatsApp by LGB reminding members to check email. These shouldn't be used for conversation about school matters.</p> <p>AI – Trust to review the use of. Further feedback to be received in the summer term.</p> <p>A Governor asked if the notes from the AGF are circulated to the LGBs. PSC commented that there is a Governors forum where the minutes are shared.</p>	<p>PSC to ask if the minutes from the AGF can be shared with the LGB via Connect.</p>
3		Principal's Update	Principal

3.1	LGB4 3.1	<p>Update Since the last meeting there have been events including a successful trip to Berlin, trips to London and Hunstanton (Geography). There have additional mock exams held, music exams, year 8 parents' evening and social care visit. The AL Chess Academy is going very well (hosted on a Friday night). Sir John Benger (previous Clerk to the House of Commons), presented to the school and spoke with pupil senate and other volunteers. An Egyptian delegation visited the school who were pleased with the pupils focus and attention. Over the weekend 21 pupils took part in the Jonathan Dove opera 'Uprising' and got to perform with the Royal National Scottish Orchestra, professional opera singers and adult community choir. This was stunning. Our Rainbow Flag badge has been awarded again for two years.</p> <p>Staff Report and absences</p> <p>Recruitment: The caretaker post has been filled, and the successful candidate will start on March 31st. A teaching assistant has left to continue teacher training. Two history teachers have been appointed on a 3-month fixed term and a 12-month fixed term contracts to cover maternity leave. Deputy Head of MFL has been recruited starting in September 2025. We have 2 new behaviour assistants who have joined the reset room and a year lead maternity cover and a mental health and wellbeing teaching assistant starting in April.</p> <p>We are currently recruiting for a Head of Computer Science maternity cover and a Head of Music. For the latter, 5 applicants are being interviewed next week.</p> <p>There is a casual teacher who has moved into the area and is keen to work with us. They may teach some English.</p> <p>Jane Judges has been appointed as the Deputy SENDCo and will be heading up inclusion. Amanda Page will continue as Deputy SENDCo for the mainstream.</p> <p>Staffing and recruitment continue to be difficult.</p> <p>Staff absence: This continues to be high. This includes a spike in cold, flu-like vomiting symptoms. Staff have been encouraged to wash hands properly and ventilate. We continue to</p>	
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		<p>have high absence and no leadership in English and other teachers are off long-term absence.</p> <p>A Governor asked if there are mandated external pulls on staff. JRU confirmed there are including conferences and Trust events. So, there are a lot of extra events the SLT are mandated to attend. This is proving challenging on top of everything else. There is also invigilator, exam prep, coursework days, curriculum days, trips etc. The cover is difficult, and this is having an impact on pupil behaviour, and likely on teacher and learning progress. We are reviewing planning and checking planned absence. There is an increasing number of AL events/meetings expected to go to.</p> <p>A Governor asked if high staff absence is included on the risk register? JRU replied that currently no it is not other than the English staffing. Once we get to a position where all departments are fully staffed again this will be helpful and may reduce the cover load.</p> <p>A Governor asked if there are any preventative measures that could be brought in. JRU has encouraged hand hygiene and ventilation. Also, thinking about letting staff know the number of absentees each day for awareness. Absence interviews happen where patterns are identified. Trying to use regular tried and tested Cover teachers. Cover teachers' ability is mixed, and pupils do not behave well with supply teachers. HoDs, On-call and other SLT monitor cover lessons and respond to issues.</p>	
3.2	LGB4 3.2	<p>Regeneration Project Update</p> <p>Planning permission has been granted. This will throw up management challenges around logistics. There is a meeting with DfE and B&K on 31 March to finalise the phasing plans.</p> <p>The main problem to be faced next academic year is that at various and increasingly points there will be significantly reduced social space for pupils (other than the field) Further discussions to happen on where hardstanding space can be created.</p> <p>Most of the work will start after the exams in summer term. A new path will be created from the bus bays to the main gate and a main compound will be created around the areas to be</p>	

		<p>demolished / moved to create space for the building work.</p> <p>From mid-August to March 2026, there will be building work in the large compound. There will be narrow routes / walkways to get around the school site. Therefore, there will be lots of traffic through school buildings. JRU does not think there will be enough parking during this phase but this has been raised throughout the development phase, over the last 4 years.</p> <p>A Governor asked about outside break and lunchtimes. JRU commented likely limited impact in the dry months when the field can be used.</p> <p>A Governor asked if the field can be accessed. JRU explained yes, through a narrow walkway. The width of this needs to be reconsidered and widened if at all possible.</p> <p>The next phase is the refurbishment of the sports centre. This brings its own challenges as the gym and sports hall will be out of action. From July 2026 – 21 April 2027 the swimming pool will be shut. This will impact on curriculum, primary school usage and lose revenue. The multipurpose hall will be out of action but should still be useable for exams.</p> <p>A Governor asked what the impact will be on GCSE PE. JRU explained this will be managed around the closures.</p> <p>Sept 2025 – Sept 2026 the new build will be built and should be ready to move into 14th December 2026. The school may need to close early to allow time for the move. January 2027, the new build opens.</p> <p>The Spicer Wing will close January 2027 and move into the Edinburgh Wing. Work will then be carried out on the Spicer Wing.</p> <p>From April 2027 – January 2028, the remainder of buildings will be demolished. The compound site moves to the Marven Centre and the car park and landscaping will be completed.</p> <p>January 2028, everything will be completed.</p> <p>A Governor asked where the fire evacuation points will be. JRU explained, this will likely be on the astro turf. There may be a need to use additional space behind the astro turf which we are seeking to have grasscrete.</p>	
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		<p>A Governor asked about safeguarding. JRU replied that safeguarding is in place. Building workers will only require access to the compound sites.</p> <p>A Governor asked about relationships and if there is enough support provided. JRU explained at the moment most of the work is being done with B&K and DfE with whom we have established good relationships although project managers have changed. During the next phase there will be a need to build a professional relationship with key project members.</p> <p>A Governor asked if JRU has considered splitting lunch time. This is something JRU is considering and could be made to work. From a teaching perspective, the plan will work. However, the school wishes to retain the longer lunch for clubs, activities, etc. Moving pupils to / from classes will be complicated. A Governor added that the new building can be positively used for PR.</p>	
3.3	LGB4 3.3	<p>Sawston Parish Council – proposal to alter New Road speed limit to 20MPH</p> <p>JRU asked for LGB views and how JRU should respond.</p> <p>There is currently a 20mph limit imposed when the lights are flashing.</p> <p>A Governor explained a similar approach has been taken down Mill Lane (yellow lines, speed humps and 20MPH) and within Babraham. The speed humps don't make a difference to the traffic but makes driving more complex. The speed humps become loose and become dangerous and yellow lines cause dangerous parking.</p> <p>A Governor added the big 20MPH do make a difference.</p> <p>LGB are supportive of the change to 20MPH but not any additional speed calming measures. The building work will likely reduce the traffic down New Road.</p>	JRU/PSC to draft a response (JRU will include relevant data requested)
3.4	LGB4 3.4	<p>CIP Update</p> <p>JRU is developing a front piece with a vision indicator for the CIP. This will show what percentage the CIP has been achieved.</p>	JRU to send LGB a summary of the feedback from the day.

		<p>The CIP is comprised of 10 objectives based on CARE.</p> <ol style="list-style-type: none"> 1. People, mental health and wellbeing – SVC is working with AL on a method to screen young people to identify their needs. There has been an increase in additional interventions including fire break with the local fire service and transforming lives who are doing work with individuals. There has been a feedback form created for the pupils which is ready for review from the pastoral team. This will be implemented after Easter. Some work has been done on parental engagement. 2. Staff workload and wellbeing – SGE has been attending the people and leadership strategic group with AL. They are considering spending the whole year looking at workload and wellbeing charters. SVC already has a charter which has been shared with AL. Joint training day with Linton VC which was positively received with an aim of sharing what could be learnt from each other. 3. SEND – So far this year, Ordinary Available Provision (OAP), has been created and is live. Teaching and support have been trained. This is continuing to evolve. There has been training on ADHP and SEND speech and learning communication. The provision map is continuing to be developed. Interventions around speech and language have been introduced. There is a parent group support for neurodiversity. There is planning to bring together SEND and Alternative Provision closer together. 4. Inclusive Classrooms - the professional day focused on this area and included presentations from external speakers and workshops. Sessions have been run on strengthening working memory of young pupils. 5. Alternative Provision – new providers have been added into the mix. Their first trip will be held in May. There is continued work on how to report progress from Compass House. This can be difficult to present given the individualised curriculum. 6. Sense of Belonging – Staff have received training on a therapeutic approach instead of a behavioural 	
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		<p>approach. There are still consequences for pupils as required. SGE is unsure how the bespoke therapeutic approaches could be implemented with all of the pupils that need it in any one class because of the time it takes with each pupil. There are elements which SGE would like to implement. JRU added that we are already doing much of the approach suggested and have a relational approach but do not label it as such. There is a mentor time review of how this time is best used.</p> <p>7. RSE – Creative Collaboratives is being developed with AL. Oracy will be started in year 2. The professional development group have put together a document based on evidence listing potential approaches that could be used.</p> <p>8. Attendance – Local Authority letters are embedded; contracts are in place and contract meetings are ongoing.</p> <p>9. Pupil Premium – interventions targeting year 11 pupils and there are 5 pupil-teacher champions which is new who are planning a thematic review for the summer term.</p> <p>10. Assessment – there has been staff training and leadership group has met on assessment. The draft AL framework has been reviewed, and the AL curriculum blueprint has validated the school's approach.</p> <p>A Governor asked if LGB could see the feedback that has been gathered from the Professional Day.</p> <p>A Governor asked who the pupil-teacher champions are. JRU explained they are members of different departments who are going to advocate for pupil premium.</p> <p>A Governor asked if AP impacts the school's attendance records. JRU replied that yes it does. Many are completing online packages but from an attendance perspective they are seen as absent from school.</p>	
4		Safeguarding	
4.1	LGB4 4.1	Behaviour, Welfare & Inclusion Report	

		<p>Behaviour and Inclusion Update - The number of suspensions and isolations has decreased compared to the same period last academic year, though it is difficult to attribute this to a single cause due to multiple changes over the past 12 months. Contributing factors may include the introduction of the Reset Room, the removal of automatic and centralised detentions, and staff training on restorative approaches and de-escalation. Despite this, behaviour on the ground remains challenging, and high staff absence has resulted in increased cover lessons and greater reliance on the On Call and the Reset Room. In-school truancy continues to be an issue, as with schools nationally.</p> <p>Two drug-related incidents involving three pupils (two in Year 10, one in Year 11) have significantly impacted suspension figures. These pupils are no longer in SVC mainstream provision. Substance misuse education continues to be a key focus in PSHE planning. Several serious incidents, both in and out of school, have also led to suspensions and managed moves for four pupils.</p> <p>Isolation data shows the following representation:</p> <ul style="list-style-type: none"> • 96 of 1,193 pupils (8%) • 32 of 212 SEN pupils (15%) • 40 of 192 PP pupils (21%) • 11 of 215 BAME pupils (5%) <p>There is a need to further support SEND and PP pupils in fostering a stronger sense of belonging within the College. MGR and SGE are currently reviewing the Mentor Time programme to evaluate pupil-mentor relationships and delivery structure. Staff consultation on behaviour and training related to behaviour and bullying is scheduled for April.</p> <p>Year 8 is currently starting to show challenging behaviour and there are specific pupils that take most of the time and energy. The pastoral lead for this year group is also changing (maternity) which may add to the behaviour.</p>	
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		<p>A Governor asked if options make a difference to behaviour. SGE added that yes this is a contributing factor in behaviour improvements along with maturity. JRU added that there is always a year 8 dip, but this year group is also impacted by COVID and significant young people who have a negative influence over others by dominating the class, which is being addressed. Therapeutic approaches, pastoral support, reports, identifying needs and barriers, seeking family support, rewards, etc., are all being tried to change negative behaviours.</p> <p>A Governor asked if the pupils in the data representation share anything in common and if so why. SGE commented that the data could be collated differently to ask why, here and what and that's the reason may have been more helpful to show commonality. If this data is to be regularly collected, then these questions could be asked.</p> <p>IAEP (Individual Alternative Education Plan) Update</p> <p>The number of pupils with IAEPs has increased from 31 in Autumn Term 2024 to 41 this term. Three plans have been closed—one due to a successful managed move and two following pupils leaving the College. The number of Year 10 IAEPs continues to rise, with six new plans initiated this term (five boys, one girl). The local authority now expects pupils with EHCPs to be recorded and monitored under IAEPs, aligning with the process used for all other students.</p> <p>Several pupils are engaging with alternative provisions.</p> <p>Creative Mindset provision has been successful for one Year 10 pupil, who continues to attend one day a week. Six pupils are currently within the IAEP process to prevent permanent exclusion. Others continue to be supported with reduced mainstream timetables, Compass House attendance, blended approaches, and therapeutic or counselling support through the College and external organisations.</p>	
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		Several managed moves have taken place. There are more seen this year than before, but this is indicative of all schools.	
5		Curriculum & Outcomes	JRU
5.1	LGB4 5.1	<p>Internal Progress Data – KPIs</p> <p>All data is positive in terms of the KPIs. The year 8 report this time is slightly less positive but still above target. JRU is expecting English in all years to be impacted due to staff shortages. JRU is trying to protect Years 9, 10 and 11 as far as he can. Year 7 are OK but year 8 with the behaviour challenges discussed above are not particularly focused.</p> <p>A Governor noted a discrepancy in the data; an error in recording the gap figure. JRU will check and correct the data set.</p>	JRU to correct the gap data.
5.2	LGB4 5.2	<p>KS4 Options</p> <p>In currently in the process looking at groupings. Highlights include 237 out of 241 pupil responses. Missing responses are due to long term absence or on a managed move.</p> <p>MFL has dropped in terms of take up. Digital photography can only be staffed by 1 class but take up is over by 12. Additional classes can't be staffed. Design Technology is also over. The school is exploring what the maximum class size could be. Unfortunately, an additional class can't be staffed. Engineering is also over with only one group of 20 able to be staffed the school is seeing if this can be extended with additional teaching assistant support. Food is also over; more than 3 groups can't be staffed. German is no longer viable as only 3 pupils selected the subject. Hairdressing is oversubscribed but may be able to be accommodated.</p> <p>This shows a move of young people wanting to do practical subjects.</p> <p>A Governor asked if this is a general trend or just a focus of a particular year group. JRU explained this is a general direction of travel. The school has more pupils with complex needs and wants to do the practical subjects. The school can't do this. The practical subjects are vulnerable due to lack of space, health and safety number restrictions, the risk of succession should teachers leave as the subjects are hard to fill. The traditional subjects that teachers are trained</p>	

		<p>in are not being chosen. The school could change how it structures its blocking. This is for consideration next year.</p> <p>German is also a vulnerable subject. With only 3 pupils choosing it this year, it isn't viable. A decision will need to be made if it is continued to be offered as an option and if not then the impact is if it should then be offered at key stage 3. It is also a subject that is difficult to recruit.</p> <p>A Governor asked how German is offered. JRU explained it is offered to pupils in the top sets in both bands in year 8 and 9. It can (currently) then be an option for these pupils.</p> <p>JRU added that the school is in a dilemma because it needs to find alternative lessons for the pupils in the oversubscribed subjects. Increasing the classes in one subject has an impact on another.</p> <p>A Governor asked if other schools in AL are having similar problems finding teachers for these subjects? JRU replied that yes, they are, and they are also having to consider what subjects they can't offer. Schools nationally are having to make difficult decisions about curriculum offer; SVC is fortunate to be able to offer the breadth of subjects that it does.</p>	
6		Governance	Chair
6.1	LGB4 6.1	<p>Link Governor CIP Report: Curriculum & Outcomes – Assessment <i>(from Aut Governor Day)</i></p> <p>Governors had no questions.</p>	JG
6.2		Inclusion Link Governor Report (no report)	IT - <i>absent</i>
7		Policies	Chair
7.1 7.2 7.3	LGB4 7.1 LGB4 7.2 LGB4 7.3	<p>2026-7 Admissions Policy – approved. Exam Policy 2024-5 – approved. Provider access – ratified.</p>	JRU to consider an alternative way to highlight changes to policies.
8		AOB	
		<p>Admissions – the school has received 270 first choices. There are 240 places in year 7 and 7 are on appeals.</p> <p>Arts Appeals feedback – none received.</p>	

9		Next LGB Agenda items	
		People and leadership blueprint Staff survey feedback Behaviour, Welfare and Inclusion Report Review of key risks Safeguarding Link Governor Report	SA

Actions from the last meeting (LGB 4):

Item No.	Action	Owner
1.5	Link Governor areas to reviewed at the Governors Day	PSC
2.1	SP to share the name of the Trustee with LGB	SP
2.2	PSC to ask if the minutes from the AGF can be shared with the LGB	PSC
3.3	JRU/PSC to draft a response (JRU will include relevant data requested) re traffic calming	JRU/PSC
3.4	JRU to send LGB a summary of the feedback from the Profession Day	JRU
5.1	JRU to check the gap data for accuracy	JRU
7	JRU/KEL to highlight changes on policies to make it easier for review	JRU/KEL

Meeting Dates

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