

The Royal Borough of Kingston upon Thames



**CHESSINGTON SCHOOL**

**Minutes of an Extraordinary Meeting of Chessington School's Governing Body - Covid-19 Update**

**Held on 6th May via Video Conference at 5pm**

**PART ONE**

<b>Co-opted Governors</b>	*Karen Carman *Andrew Evans (AES) *Jules Hammond (JHD) (Chair) *Ramesh Kapadia (RKA) - left the Meeting at 6.25pm *Nicola Macbean (NMN) *Sonia Molnar (SMR) *Han-Ley Tang (HTG)
<b>Headteacher</b>	*Ashraf Ali (AAI)
<b>Staff Governor</b>	*Amy Smith (ASM)
<b>Parent Governors</b>	*Vanessa Sinet (VST)
<b>Local Authority Governor</b>	
<b>Also in Attendance</b>	<u>Associate Members:</u> *Paul Moralee (PME) - Business Manager *Sarah Wilson (SWN) - Deputy Headteacher  *Lucinda Ayles - Clerk

\*Denotes present

The meeting was quorate (10 out of 11) Governors were present. Attendance = 90%.

***Wording in italics indicates Governor Challenge***

1.	<p><u>Welcome/Apologies for Absence</u> - The Chair, JHD welcomed everyone to the Meeting.</p> <p>The Governing Body had previously agreed:</p> <ul style="list-style-type: none"> <li>● To proceed with Extraordinary Meetings via Video Conferencing, during 'lockdown' arising from the Covid-19 situation.</li> <li>● Each person attending the video conference would be in a secure area to ensure the meeting could not be overheard by anyone.</li> </ul>	
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	Governors had submitted a number of questions on the Google Drive prior to the Meeting, which the School had since answered (see Appendix I).	
2.	<p><u>Declarations of Interest/Apologies for Absence</u></p> <ul style="list-style-type: none"> <li>AAI declared that he was currently Head of Chessington School as well as CEO of Every Child, Every Day Academy Trust (ECEDAT). JHD declared that she was both Chair of Governors at Chessington as well as Clerk to ECEDAT.</li> <li>Apologies for Absence had been received from CWY, who would be working late at her School. These apologies were accepted.</li> </ul>	
3.	<p><u>Minutes of last Covid-19 Update Meeting from 31st March 2020</u></p> <ul style="list-style-type: none"> <li><b>Minutes.</b> As there were no comments, the Minutes from 31.3.20 (that had been placed on the Drive were agreed as a correct record of that meeting (to be signed after 'lockdown').</li> <li><b>Actions from the meeting on 31.3.20 (see Covid-19 folder/Governors' Meeting - 6.5.20):</b> Actions were closed with the following exceptions: <ul style="list-style-type: none"> <li>- <b>Covid Update - 1 - 001</b> - AAI and JHD would be interviewing the local councillor whom CST had recommended as part of the wider recruitment process. This would be updated as an Agenda item from now on.</li> <li>- <b>Covid Update -1 - 004/005/006</b> - AAI explained that the actions to provide activities to help with Science to Year 5s and 6s at local primary schools; Current Year 7s to be asked what they would like for transition to Chessington and the action for AAI to draft an Options appraisal for Governors when considering how to integrate children back to School were all 'work in progress' and could now be closed.</li> </ul> </li> </ul>	
4.	<p><u>Governance</u></p> <p>A confidential discussion took place and it was agreed that this should be minuted under confidential Part Two minutes.</p> <ul style="list-style-type: none"> <li><b>Vacancy for Parent Governor</b> (Vacancy for Local Authority Governor already covered above). AAI said he would request a statement from the parent who had put his name forward from the Parent Governor Recruitment campaign, so a few Governors could interview him via video link.</li> <li><b>Additional Member of the F&amp;B Committee</b> - SMR had nominated herself and was unanimously voted in.</li> <li><b>Link Governor for GDPR</b> - JHD had put herself forward and was unanimously voted in.</li> <li><b>ICT Governor</b> - HTG was unanimously voted in.</li> <li><b>Link Governor for HPAG</b> - SMR and AES were both voted in unanimously as joint HPAG Governors.</li> </ul>	Part Two Action - Covid Update2 001 <b>AL</b>
5.	<p><u>Finance &amp; Business (F&amp;B)</u></p> <ul style="list-style-type: none"> <li><b>Sign-off of Finance Pack - 13.3.20</b> (previously placed on the Drive for cancelled LGB4 meeting on 25th March 2020) - the Governing Body unanimously agreed for this document to be signed off.</li> <li><b>Sign-off of updated F&amp;B Terms of Reference</b> - (previously placed on the Drive - with changes highlighted in red type - for cancelled LGB4 meeting on 25th March 2020). The updates were mainly tightening up on the authorisation process.</li> <li><b>Budget Update/Sign-Off.</b> PME presented the documents, (that had been placed on the Drive prior to the meeting), virtually on the screen. Key points were as follows: <ul style="list-style-type: none"> <li>- The projected staff and curriculum models had been costed out for the next</li> </ul> </li> </ul>	

5 years.

- The good news was that income matched expenditure and this year they had moved from a struggle/battle to a planning scenario and at the end of 5 years there would be a cumulative carry forward as shown below. (The School was able to sustain the [REDACTED] from the Borough.
- The first two years - there would be no in-year surplus nor deficit;
- 2022/23 - there would be a carry forward of £4,000;
- 2023/24 - there would be a carry forward of £13,000;
- 2024/25 - there would be a carry forward of £36,000.
- The above projections took the School into a new realm

**NOTE:** PME explained that the above figures were dependent on the number of pupils on the roll as projected, however numbers were currently on track.

**THANKS:** PME wished to thank KSE for her tremendous work especially for meeting all the deadlines, having just moved her office to home due to Covid-19. Also they had improved the budget this year by £100,000 by working hard as a team by setting targets and then challenging themselves to improve on the figures.

**INCOME:**

- Funds delegated by the Local Authority (LA) - this was geared to the number of children likely to be on roll and was dependent on targets, as agreed with Achieving for Children (AfC) and the good news was that that income matched expenditure.
- The figures showed that as pupil numbers increased, particularly in Years 9,10 and 11, the higher the cumulative carry-forward.
- They had worked closely with the Borough to map exactly what the School funding would be.
- Covid-19 - the budget for 20/21 allowed for a predicted loss of income due to anticipated loss of income due to activities not being able to take place. However, the School was now fully staffed and this had helped with planning the budget.

**A Governor asked what the big drop in income was under 'other'.** PME responded that this was due to taking a prudent approach by halving the income on certain cost-codes, for a six month period, to take account of the likely drop in income due to Covid-19.

**CONSISTENT FINANCIAL REPORTING (CFR):**

- Allowances for some budget codes such as electric and water etc. had been based on historic costs.
- Others had been carefully modelled, e.g. the cost of exam fees would increase as a result of higher pupil numbers. Also Service Level Agreements (SLAs), e.g. the cost of software subscriptions tended to be charged by actual pupil numbers.

**DEVOLVED FORMULA CAPITAL (a separate 'pot' of income):** Again, this would be based on actual pupil numbers and so a conservative view had been taken and £13,000 to £14,000 had been allowed for here. It was anticipated that this would be spent on IT kit and machines/new computers etc.

**REPAIRS:** Up until now the School had been holding off essential repairs for some time to ensure cash flow had not been affected, however these could no longer be deferred. **A Governor asked if good value for money could be obtained from local businesses in the current climate.** PME replied that local companies were used for electrical repairs and plumbing, however specialist companies had to be used for roof repairs, for example. He also highlighted that the cost of certain roofing materials, glass and plaster had increased due to current shortages.

PME summarised that the School was in a strong position moving

	<p>forward, which would make the School more attractive and would give AAI and his team more flexibility. He said AfC were fully aware of the Budget and had already accessed it. He said the full 12 pages were fully accessible to Governors, however pointed out that the Summary Sheet was presented to the Borough in a slightly different format as requested by them.</p> <p><b>BUDGET SIGN-OFF:</b> The Meeting unanimously agreed the deficit budget.</p> <p><b>THANKS:</b> AAI thanked PME and his team plus the tremendous support and work of KCN and HTG. The Chair added her thanks and also to AAI. She confirmed that at the F&amp;G Committee Meeting on 28th April, she KCN and HTG had presented significant challenge and questions to AAI and PME regarding the budget, which had been answered fully. (The notes of the F&amp;B Committee Meeting had been placed on the Drive prior to the Meeting and are attached in Appendix II).</p>	
6.	<p><u>Safeguarding</u>  <u>ASM presented the following:</u></p> <ul style="list-style-type: none"> <li>● Two non-staff Governors had yet to complete the Safeguarding Quiz on the new Addendum to Chessington's Safeguarding and Child Protection Policy. <b>Action: It was agreed LAS would follow-up to ensure completion.</b></li> <li>● ASM had attended a webinar about updates required to School Safeguarding Policies in response to Covid-19 and had drafted an Addendum which included: <ul style="list-style-type: none"> <li>- Safer Recruitment - ID checks and references should be made before 'virtual' interviews.</li> <li>- The Designated Safeguarding Leader (DSL) does not have to be on site during 'lockdown' but all staff must know how to be able to contact ASM and SWN. (This was already in place and the system made tighter since the email procedure replaced the previous 'paper' version).</li> <li>- Safeguarding Policies to be reviewed weekly during Covid-19 period.</li> <li>- Included definitions as to who is allowed into School to see Education and Health Care Plans (EHCP) and Looked After Children (LAC).</li> <li>- How to keep in touch with children whilst schools are closed - ASM had covered this at the previous 'virtual' Governors' meeting.</li> </ul> </li> <li>● The webinar had stressed the importance of reviewing the Policy weekly.</li> <li>● <b>Sign-off of the Safeguarding Addendum:</b> ASM said the webinar had stressed the importance of placing the update on the School website asap, which she had done. <b>A Governor suggested the Addendum should make it clearer that the School was open for key workers and vulnerable children.</b> <b>Action: ASM said she would amend this</b> and, apart from this point, it was recorded that Governors agreed the content of the Addendum.</li> <li>● ASM advised that she ran SKODEL for Children in Need and Child Protection students on Tuesdays; she made 'phone calls on Wednesday and ran SKODEL for 'Superstars' on Thursdays. [Please refer to the Governors' Question sheet - Appendix I for further information].</li> <li>● <b>A Governor asked if ASM was finding SKODEL useful.</b> ASM replied that she was already keeping up-to-date with vulnerable students, however found SKODEL most useful for those who weren't vulnerable and were facing difficult times/depression/bereavement etc.</li> <li>● The School safeguarding sheet was ragged as follows: <ul style="list-style-type: none"> <li>amber = conversation had with parent</li> <li>green = conversation had with student</li> <li>blue = student either seen in person or via video link.</li> </ul> </li> <li>● ASM had carried out a home visit to check up on a student and safeguarding cases were raised/discussed each week at SLT meetings.</li> <li>● ASM was also carefully monitoring historic CIN and CP cases.</li> </ul>	<p>Covid Update 2 002 <b>LAS</b></p> <p>Covid Update 2 003 <b>ASM</b></p>

	<ul style="list-style-type: none"> <li>● <b>A Governor said he was concerned when ASM mentioned that the School had been disappointed with the commitment of one or two Social Workers.</b> ASM replied that AfC had already been informed of the School's concerns. She stressed that some Social Workers were doing a great job.</li> </ul>	
7.	<p><u>Year 11 Exam Result Strategy.</u> AAI gave the following update.</p> <ul style="list-style-type: none"> <li>● They had developed a comprehensive strategy (as placed on the Drive before the meeting), taking into account information from local schools, consultation, and in line with ECED Trust policy.</li> <li>● Heads of Department were currently leading the process with the Year 11 teachers. It was vital that predictions were both equitable and sensible. Teachers were evaluating the work that had been seen for each student; SWN had done a lot of work to ascertain the progress that Year 11 students had made in the past, from their mocks results up until the actual summer exam results, also taking into account attitude to learning.</li> <li>● Teachers would submit their predictions to the Head of Department who would consider and question and a grade would be allocated to each pupil, together with the rationale. Predictions were being requested by the exam boards, irrespective of the tiers (eg foundation, higher etc).</li> <li>● SLT would make an internal assessment based on the bigger picture using SWN's documentation utilising the national transitional matrices to use as a yardstick/litmus test and to hold to account. After this, AAI would meet up with the Heads at Grey Court, Hollyfield and one other senior staff member from each School to do some dip sampling and some questioning of each other's results. Only then would results be submitted on the 29th May 2020.</li> <li>● SWN added that teachers were being encouraged to reflect and discuss with other teachers in their subject area and to go back and adjust marks if necessary as these were such important decisions that had to be 'got right'. SWN had been heartened to hear on a webinar run by the Association of School and College Leaders (ASCL) that Chessington was following the exact procedures they recommended. Chessington Staff were anxious to come to the correct decisions.</li> <li>● <b>A Governor asked if teachers were pleased they were given the opportunity to self-reflect and challenge their own views.</b> SWN replied that it was good CPD for teachers and they would be encouraged to reflect back on this process next year when predicting next year's grades, in order to enhance their accuracy. <b>Another Governor asked if there was any guidance on who would front the cost of re-takes and whether students would return, from their sixth form/college to Chessington to sit these.</b> SWN responded that normally re-takes were held at the students' new 'setting', however there was currently no guidance on this, neither which subjects could be re-taken in the Autumn. AAI added that they had had to factor this into the Budget, just in case, as well as the cost of invigilators.</li> <li>● SWN highlighted she and AAI were currently looking at the guidance for Year 10s who had been due to take GCSEs in their Home languages and also the exam element for the Catering Exams as these were slightly different.</li> </ul>	
8.	<p><u>Parent Survey Outcomes</u></p> <ul style="list-style-type: none"> <li>● The Chair, thanked the School (first-hand, as a parent of a child at the School) for the excellent work they had been doing supporting both the parents and children at such a difficult time. She was delighted to see the excellent feedback from the recent Parent Survey that had been placed on the Drive.</li> <li>● SWN explained she had dealt with the more negative comments/'even better</li> </ul>	

	<p>ifs' (EBIs). Some had been technical issues and others had felt teachers were not always available. She had fed this back to teachers but also reminded parents that teachers also had their own personal issues to deal with at this difficult time. She had then arranged for middle/senior leaders to make around 10 phone calls in total to feed back to parents regarding various issues. She was pleased there had been so much positive feedback and encouragement, which she had shared with teachers to give them a boost.</p> <ul style="list-style-type: none"> <li>• ASM had discovered that Parents could award positive points on Class Charts which had been relayed. In response to feedback from parents saying they were not aware what work their children were set, a note had gone out to let them know how they could sign up to Google Guardian to see the work their child had been set, target dates and what was outstanding. A number of parents had already signed up.</li> <li>• <b>A Governor had asked on the question sheet how many parents had replied to the Parents Survey and whether it was a representative sample.</b> AAI replied that the 30% response had been more in-line with attendance at an information evening. He was pleased with the response, bearing in mind the difficult times.</li> </ul>	
9.	<p><u>On-Line Learning Going Forward..</u> SWN reported the following:</p> <ul style="list-style-type: none"> <li>• As School had been moved to home in three days, SWN was reinforcing various things with teachers. There had been some tweaking and adjusting following responses from students. E.g. staff were now including a short introductory video at the beginning of a lesson.</li> <li>• Phone calls were made weekly to those not engaging. Some students were not engaging in a number of subjects and the School's approach was to ask how they could help and support the child. Often parents were not aware their child was not engaging and so were encouraged to log on to Google Guardian to check their child's work.</li> <li>• 65%-70% of Year 10s were engaging. Engagement wasn't as good lower down the School. AAI added that the engagement at one local school was around 70%-70% but only 24% at another. Chessington School was in the middle.</li> <li>• Generally, students seemed to be struggling with Art, musical and technical subjects, maybe because more imagination was needed, but this still needed exploring.</li> <li>• Recently students had spent an afternoon on wellbeing and similarly staff had carried out Continued Professional Development (CPD) on this.</li> <li>• <b>A Governor commented that teachers didn't always seem to be using Google Suite to their advantage.</b> AAI replied that staff had a 'standard' level of Google Suite which had been introduced a year ago, and it had been a steep learning curve, moving to on-line lessons within days. He was grateful to staff for having tackled this and adapted very quickly. Additionally, BCE had prepared videos and 'tips' on utilising Google for them. <b>Following a further question,</b> AAI confirmed that staff were using Google Classroom to its full advantage.</li> <li>• <b>Governors were concerned about teachers' wellbeing and how they were coping in the current circumstances.</b> SWN replied there was a varying range. Some were coping well but there were others struggling with home issues. The School was supporting them to ensure that all Chessington students received good quality learning. <b>A Governor asked if there was anything Governors could do to help.</b> AAI thanked Governors but said that their challenge and views and the feedback of Governors with parents at the School was invaluable.</li> <li>• <b>A Governor asked if it would be possible to have an example of lesson plans for subjects Governors were linked to.</b> Action: AAI said he fully</li> </ul>	Covid

	<p><b>supported this, however said that this should be placed on hold, depending on when Schools were reopened as he would not want to place ASM and SWN under too much pressure.</b></p> <ul style="list-style-type: none"> <li>● <b>A Governor asked if Chromebook School would be a consideration where every child in Year 7 would have their own Chromebook.</b> PME confirmed that now the IT infrastructure had been upgraded there should now be sufficient wifi and bandwidth to accommodate this, however he was concerned whether all families would be able to afford this. <b>AAI asked for an action to be noted for he and HTG to evaluate this Chromebook School proposal.</b></li> <li>● <b>Another Governor asked if there was any data regarding whether boys or girls were better at engaging with on-line learning from home.</b> SWN/ASM responded that girls definitely engaged better than boys.</li> </ul>	<p>Update 2 004 <b>AAI,</b> <b>ASM,</b> <b>SWN</b></p> <p>Covid Update 2 005 <b>AAI,HTG</b></p>
10.	<p><u>Year 10 Catch-Up.</u> SWN reported the following: [RKA left the meeting at 6.25pm].</p> <ul style="list-style-type: none"> <li>● Before School had been moved to home, SWN had carried out an audit of where Year 10s were in each subject (i.e were they on-track or behind?)</li> <li>● Heads of Department had identified some aspects of Science, Music, Art and IT that could not be taught on-line, which would have to be covered when School resumed.</li> <li>● Students were learning new topics on-line, however this would need to be re-taught back in School to check understanding and to consolidate where students were not engaging. It was worrying approximately 30% of Year 10s were not engaging.</li> <li>● <b>AAI/SWN emphasised that when School re-opened, Year 10 would be the priority. A Governor asked whether AAI thought teachers might be able to do some form of assessment for Year 10s, to replace or run alongside GCSE exams for next summer.</b> AAI responded that he had no idea what Government would decide. He also explained that there were all sorts of different scenarios that might occur, depending on how long schools were closed and the restrictions on social distancing and other variables when they re-opened. SLT had recently gone through a large number of scenarios, to consider the issues and questions that arose. PME had also provided a Quality Assurance Test.</li> <li>● AAI was asking teachers what worried them about School re-opening, so he could develop a set of FAQs. He stressed that Year 10 students must not be disadvantaged and Chessington would work towards full GCSE exams in summer 2021 so that any Government softening/easing of exams would be a bonus.</li> <li>● <b>AAI asked for an action to be noted for a special Governors' meeting to be held prior to School re-opening. He would draft a plan for Governors to ask questions.</b></li> </ul>	<p>Covid Update 2 006 <b>AAI,</b> <b>JHD,</b> <b>LAS</b></p>
11.	<p><u>Year 6 to Year 7 - September 2020.</u> ASM explained the following:</p> <ul style="list-style-type: none"> <li>● She and GMY had looked at the normal transition timeline to check the outcomes at each point to see if all 'events' were needed and if so, whether they could be done virtually.</li> <li>● They had 15-20 ideas for virtual events - usual interview questions placed on Google Forms with voice-over on how to complete; 'Meet the Prefects' video; virtual tour of the School/where to find different teachers' classrooms; sending digital 'Good Luck' cards; setting up Pen Pals; Scavenger Hunts around the School website for children and their parents and information requested from Primary Schools on forms. <b>A Governor asked if Primary Schools were 'on Board' with this.</b> ASM confirmed they were. <b>Another Governor asked if anything else was being prepared for SEN students.</b></li> </ul>	

	<p>ASM confirmed there would be special video tours and maybe a virtual tea party to meet KMN and the Teaching Assistant Team.</p> <ul style="list-style-type: none"> <li>• Most events could be replicated 'virtually' and Parents had been notified that, depending if there were a relaxation of social distancing, the School might be able to move back to meetings instead of virtual, at that point.</li> <li>• New Year 6s would be encouraged to work towards gaining Stickers over the summer for presentation in September..</li> <li>• <u>Year 5s at Primary Schools</u> - ASM gave the following update: <ul style="list-style-type: none"> <li>- AAI would be talking to parents via a 'hangout'; a video tour of the School focusing on subjects, languages and the House system had been prepared and the answers to the usual top five questions pupils asked could be sent out, to replicate Taster Day.</li> <li>- Year 5s could work toward Stickers to be collected at Open Evening.</li> </ul> </li> </ul> <p>AAI thanked ASM for her hard work and The Chair was pleased that a lot of the virtual tours etc were generic and could still be utilised in the future.</p>	
12.	<p><u>Curriculum Templates - September 2020 (placed on the Drive before the Meeting)</u> AAI/SWN highlighted as follows:</p> <ul style="list-style-type: none"> <li>• AAI thanked SWN and GMY for their excellent work.</li> <li>• Phase One at the moment was about achieving the four tiers; and</li> <li>• Phase Two was to be ready for September and Ofsted ready with literacy, numeracy, access and differentiation embedded within the curricula. There would also be training for staff.</li> <li>• <b>Tier 1</b> was Parent and Student faced and was a visual route map that would be on the website and posted in corridors etc.</li> <li>• <b>Tier 2</b> contained more information for parents on half-termly work.</li> <li>• <b>Tier 3</b> was a more 'meaty' document, already in place for teachers, giving week by week structures and fitting in with the calendar, assessments, exam weeks and data drops.</li> <li>• <b>Tier 4</b> was the front sheet to the unit of work, summarising what was being delivered; big questions that the students should be able to answer at the end of that unit. Underneath the front sheets for each of those units including supporting, scaffolding, stretching and challenging students. SWN said this would really develop teachers, enhancing lesson plans and ensuring all subjects 'flowed' from Year 7 to Year 11. The deadlines for teachers to complete this Tier had slipped slightly due to Covid-19 but they were concentrating on working through, very thoroughly, utilising 'games' times and they would have more time when Year 11 Google Classroom lessons finished at the end of May. <b>A Governor asked if they were building in cross-curricular work, e.g linking a book in English with an equivalent era studied in History.</b> AAI clarified that by September, this would be more than a lesson plan and would include cross-linking, scaffolding, literacy and numeracy all built in and checked by SWN and GMY.</li> <li>• The Chair was pleased that this would interleave nicely with Governor Visits and questions could be tailored around the framework.</li> </ul>	
13.	<p><u>Governors' Training.</u> JHD requested that:</p> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• <b>Non-staff Governors should review their training/CPD on the Schedule/Log on the Drive;</b></li> <li>• <b>Non-staff Governors should complete PREVENT training asap if they have not already completed within the last two years;</b></li> <li>• <b>Non-staff Governors should make use of on-line CPD and place all training certificates gained since September 2019 in their folder in the Drive.</b></li> </ul>	Covid Update 2 007 - <b>ALL NON-STAFF GOVS</b>

14.	<p><u>Trust Update</u>. AAI gave the following update:</p> <ul style="list-style-type: none"> <li>● <b>Update on the academisation process</b>. AAI and TMS had met with IDS, the new leader of AfC and he had issued a letter giving a clear commitment to Chessington School academising. AAI and PME required greater clarification on one aspect of the letter and had requested this. Once a satisfactory updated letter had been received, AAI said he would forward to Governors.</li> <li>● AAI had approached two people who were qualified to carry out the Due Diligence, DGS and SPN and had asked them both to provide proposals. AAI recommended to Governors that due to the conflicts of interests with both he and JHD involved with both Chessington School and the Trust, that the same person should not carry out due diligence for both. This was unanimously agreed by Governors.</li> <li>● Before Due Diligence could be done, AAI/PME were in the process of preparing a management letter for the Trust to cover probity, internal scrutiny and security measures.</li> <li>● <b>A Governor felt TMS' work on the academisation process so far should be recognised</b>. AAI agreed that TMS' work on this, including the Gant Charts he had provided had been incredibly useful.</li> <li>● <b>GD and HF Audits</b>. AAI confirmed that both these schools had moved from a deficit budget to a position of security, with particular thanks to PME and CRS.</li> <li>● <b>HF School</b>. HF had had their Ofsted Inspection, however the judgment had not yet been released to the public. There would be a particular focus at HF from, going forward on Behaviour and SEN. <b>A Governor asked if Chessington could provide support in any way</b>. AAI said that as HF had a Specialist Resource Provision, they could help Chessington and also vice-versa. AAI also announced that TMY was leaving on 8th May 2020 and AJN would be taking his place as HT.</li> </ul>	
15.	<p><u>Any Other Business</u></p> <ul style="list-style-type: none"> <li>● <b>Update on proposed new school in Kingston</b> AAI explained the Heads of Kingston schools were working together to protest against the proposed new School and had asked him to talk to AfC, who were now going to attend the next Kingston Heads' meeting. AAI and the Head of Tiffin Girls had prepared the following points for AfC to address: <ul style="list-style-type: none"> <li>- Why had there been no consultation?</li> <li>- Please could they prove there was a need for a new school.</li> <li>- Why couldn't they slowly 'grow it'?</li> <li>- A lot of people wouldn't be happy with a Faith School.</li> </ul> AAI said he had asked EDY for a meeting and he had also been in touch with the Education and Portfolio Holder for the Council. JHD said she had already written to EDY to register her dissatisfaction about the lack of consultation.</li> <li>● <b>Governing Body Job Descriptions</b> SMR (the new Vice Chair of Governors) had written job descriptions for the Governing Body, which had been placed on the Drive. The Chair and the meeting thanked her for her fantastic work. These were agreed with no amendments.</li> <li>● <b>High Prior Attainment (HPAG) Strategy</b> Following on from the recent Curriculum Working Party, SMR had drafted an HPAG Strategy, based on previous discussions and brainstorming, with input and help from AES and NMN, whom she wished to thank. SMR explained she felt the Strategy could be aimed at high attaining students in the School at any one time and not just those who were High Prior Attainers at an early stage. AES agreed and said the Strategy should also be used to drive ambition for all students in the School. The Chair thanked SMR, AES</li> </ul>	

	<p>and NMN and said once the Curriculum Committee and School had commented, the Strategy would be agreed and monitored in the same way as PPG/SEN etc.</p>	
	<p><u>Date of Next Meeting</u></p> <p>JHD thanked everyone for attending via video link and thanked the School for their hard work and dedication during such difficult times.</p> <p>The next meeting would be communicated shortly and be structured as had already been discussed.</p> <p>The Meeting closed at 7pm.</p>	

Signed by the Chair of Governors: .....

Date: .....