

The Royal Borough of Kingston upon Thames



**CHESSINGTON SCHOOL**

**Minutes of Chessington School's Local Governing Body (LGB1) Meeting**

**Held on Wednesday, 7th October 2020 via Video Conference at 6pm**

<b>Co-opted Governors</b>	*Karen Carman (KCN) *Andrew Evans (AES) *Jules Hammond (JHD) (Chair) *Ramesh Kapadia (RKA) *Nicola Macbean (NMN) *Sonia Molnar (SMR) *Han-Ley Tang (HTG) *Carolyn Withey (CWY)
<b>Headteacher</b>	*Ashraf Ali (AAI)
<b>Staff Governor</b>	*Amy Smith (ASM)
<b>Parent Governor</b>	*Vanessa Sinet (VST)
<b>Local Authority Governor</b>	-
<b>Also in Attendance</b>	<u>Associate Members:</u> *Paul Moralee (PME) *Sarah Wilson (SWN)  <u>Clerk:</u> *Lucinda Ayles (LAS)  <u>Observers:</u> *Gregor Falck (GFK) - formally appointed as Parent Governor *Andreas Kirsch (AKH) - formally appointed as Local Authority Governor

\*Denotes present

**Please note:**

The meeting was quorate (11 out of 11) Governors were present. Attendance = 100%.

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

1.	<u>Welcome/Apologies for Absence</u> - The Chair, JHD welcomed everyone to the Meeting. There were no apologies for absence. AAI was 5 minutes late to the meeting due to dealing with a minor accident outside Hollyfield School, involving a former Hollyfield student. The Governing Body agreed/confirmed:	
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	<ul style="list-style-type: none"> <li>to proceed with this meeting via Video Conferencing, due to the Covid-19 situation;</li> <li>each person attending the video conference was in a secure area to ensure the meeting could not be overheard.</li> </ul> <p>Governors had submitted a number of questions on the Google Drive prior to the Meeting, which the School had since answered (see Appendix I).</p>	
2.	<p><u>Declarations of Interest</u></p> <ul style="list-style-type: none"> <li>AAI declared he was currently Head Teacher of Chessington School as well as CEO of Every Child, Every Day Academy Trust (ECEDAT).</li> <li>JHD declared she was both Chair of Governors at Chessington School as well as Clerk to the Trustees of ECEDAT.</li> <li>PME declared he was both Business Manager at Chessington School as well as Interim Operations and Finance Manager at ECEDAT.</li> <li>HTG declared in addition to being a Co-Opted Governor at Chessington School and Vice-Chair of the Finance &amp; Business Committee, he was now also a Trustee of ECEDAT.</li> </ul> <p><u>Some Declarations of Interest Omitted from Some Minutes from the 2019/20 School Year.</u> The Clerk, LAS explained that AAI's Declaration of Interest regarding his interim CEO of ECED had been omitted from the first LGB1 meeting of the year in October 2019. Additionally, PME's Declaration of Interests regarding working for ECED had been omitted in error for the first five Governors' meetings of the year. It was agreed that as this had been minuted at this meeting the Minutes did not need to be countersigned with a written amendment.</p>	
3.	<p><u>Minutes for Sign-Off</u>  <b>Minutes of the Extraordinary Meeting on 8th July 2020</b>  Governors unanimously agreed that these Minutes should be signed off as an accurate record of the Meeting.  <b>Actions: It was agreed that ALL actions from this meeting should now be signed off as follows:</b>  <u>COVID 4/001</u> - A Governors' meeting hadn't been arranged during the holidays as the Risk Assessment for the return to School in September had taken priority.  <u>COVID 4/002</u> - All Governors had completed Skills Analysis forms and SMR had summarised the responses. (Since this meeting AES and the new Governors, AKH and GFK have all completed a Skills Assessment form on the Drive).  <u>COVID4/003</u> - The NGA 20 Questions had been completed, placed on the Drive for this meeting and was unanimously agreed.  <u>COVID4/004</u> - ASM updated the meeting that having looked into this, she had checked and a Safeguarding Mentor needed to be a trained psychologist. She had approached the Grace Dear Trust for a grant for £2,500 to cover this cost.  <u>COVID4/005</u> - This action had been overtaken by the re-opening of the School.  <u>COVID4/006</u> - This had already been actioned.</p>	
4.	<p><u>Governance</u></p> <ul style="list-style-type: none"> <li><u>Ratification of new Governors/Review of Terms of Office.</u> The Chair asked the two new prospective Governors to introduce themselves. (Their biographies had already been circulated to the Governing Body and JHD had received no comments). <ol style="list-style-type: none"> <li><b>Gregor Falck.</b> GFK introduced himself as an IT specialist for a corporate travel company, whose software applications powered airlines and airports. He was responsible for a commercial team which</li> </ol> </li> </ul>	

was growing in line with customer demand. GFK felt his skills were in inspiring innovation within the team and facilitating people to do 'the right thing at the right time at the required level of quality level with a smile'. He was also had a keen interest in sport, being a qualified cricket coach and playing cricket and hockey. GFK said he hoped to bring a different perspective to the Governing Body, utilising his sport/education/corporate experience. He was inspired by the energy and the direction that the School was going and was keen to contribute to that journey and to the School's continued success.

- b) **Andreas Kirsch**. AKH introduced himself as a Local Councillor for Chessington South (elected in 2019) and said he was enjoying getting involved with community issues. His younger son was in Year 6 at Ellingham School and he very much hoped he would come to Chessington School next year. AKH was also a Teaching Fellow at the School of Oriental and African Studies (SOAS), specialising in Japanese Culture and Society. He said that he would welcome the opportunity to be part of the Governing Body and to work with everyone.

There were no questions. The Governing Body formally appointed GFK as Parent Governor for a four year term of office. Achieving for Children (AfC) working on behalf of the Royal Borough of Kingston upon Thames, had been happy to nominate AKH as the Local Authority (LA) Governor. The Governing Body formally appointed AKH for a four year term of office.

As per the Agenda, the Chair noted:

- a) **ASM's** term of office as Staff Governor would come to an end on 30th November 2020. AAI/JHD were about to start the process for requesting staff nominations for this role.
- b) The Clerk had already contacted **RKA** and **NMN** regarding the expiration of their terms of office as Co-Opted Governors, which would both expire on 6th December 2020. **Action: Before deciding whether or not to stand for a further term of office, they both said they would like the Chair and Vice-Chair to examine the Skills Audit, completed over the summer, to ascertain if their individual skills were still relevant/required on the Governing Body. This was agreed.**
- c) **PME's** term of office as Associate Member would also be expiring on 6th December 2020.

JHD added that there was one vacancy for a Co-Opted Governor. If the School were to academise, there would no longer be the need for a LA Governor, in which case AKH could stand for the role of Co-Opted Governor.

- Governance Documents The following Governance documents were unanimously agreed (having previously been placed on the Governors' Google Drive, prior to the meeting):
  - a) Chessington School's Instrument of Government;
  - b) Chessington Governing Body's Standing Orders;
  - c) Terms of Reference for:
    - Curriculum Outcomes Working Party
    - Finance and Business (F&B) Committee
    - Parent Forum
    - \*Student, Staff and Community Wellbeing Committee (SSCW)
    - Science Technology, Engineering, Maths (STEM) Working Party
    - \*Teaching and Learning (T&L) Committee

\*JHD explained that there were still Chairs and Vice Chairs for the SSCW

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	<p>and T&amp;L Committees, however such issues were now discussed at Local Governing Body (LGB) meetings. There were no Terms of References for these as there were no longer separate Committee meetings held for these.</p> <ul style="list-style-type: none"> <li>• <u>Discussions about Working Groups</u>  <b>Parent Forum.</b> <ul style="list-style-type: none"> <li>- The Parent forum had got off to a good start last year and had gained Momentum.</li> <li>- Cohesive bonds had been formed with Parents and Staff working together to resolve issues</li> <li>- It was a shame this had to be put on hold due to Covid-19.</li> <li>- ASM said she had recently reviewed her notes and TDE had added a "You said, we did....." section on the School Website. <b>ASM suggested they should request further questions via email and then set up a live streaming Session to provide answers and take any further questions.</b> This was agreed. <b>Action: It was agreed that KCN should work with ASM to progress this.</b></li> </ul> </li> </ul> <p><b>STEM Working Party</b></p> <ul style="list-style-type: none"> <li>- This had been put on the back-burner due to Covid and the plans to hold a STEM after school club placed on hold.</li> <li>- <b>A Governor was keen that this should not be put on hold indefinitely</b> and the Chair said STEM had been identified as a priority at a recent Trust Meeting.</li> <li>- It was agreed STEM should be an appendix to the Curriculum Working Party.</li> </ul> <p><b>Action: It was agreed that STEM should be placed on the Agenda in six months' time.</b></p> <p><b>Curriculum Outcomes Working Party</b></p> <ul style="list-style-type: none"> <li>- <b>A Governor asked if a small working group was needed to focus on remote learning provisions and Covid.</b> AAI responded that the School Improvement Plan needed to ensure Chessington was ready for blended learning and SWN and GMY were working on blended Learning. AAI said he would appreciate a one year 'task and finish' working group, including maybe HTG and GFK, to provide oversight and monitoring. It would also be appreciated if this group could provide advice on microphones and other equipment for School staff to use for remote teaching. <b>Action: AAI to suggest a date to meet up with HTG and GFK.</b></li> <li>- <b>Another Governor asked if Parents would be asked for their views about blended learning.</b> AAI replied it would be useful to gain feedback on problems faced with on-line learning.</li> <li>- <b>A different Governor wanted to check whether one of the roles of the Curriculum Outcomes Working Party was still the monitoring of the impact of the curriculum.</b> AAI confirmed this was very much the focus.</li> <li>- The Chair summarised that the purpose of the Curriculum Working Party was to review the curriculum; ways to improve the curriculum for all and monitoring the impact of the GCSE curriculum changing from three to two years.</li> <li>- It was agreed that the Curriculum Working Party would include updates for Covid recovery; blended learning on the Agenda and in time, STEM.</li> <li>- <b>A Governor asked if there should be a shorter-term focus on Covid recovery and a longer-term focus on the curriculum.</b> AAI explained that SWN and GMY had utilised the time during Lockdown to set up the curriculum tiers 1,2,3 and 4 and this would be covered at the on-line Parent Information evening. The Curriculum Working Party needed to</li> </ul>	<p>LGB1/20-21/002-ASM/KCN</p> <p>LGB1/20-21/003-LAS</p> <p>LGB1/20-21/004-AAI/HTG/GFK</p> <p>LGB1/20-21/005-VST</p>
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	<p>focus on:</p> <p>a) How the curriculum worked now and making sure the School was 'getting this right'; and</p> <p>b) What should happen longer-term to make the curriculum more efficacious.</p> <p>- <b>VST asked if the Terms of Reference she had drafted for the Curriculum Outcomes working party were still correct.</b> AAI Confirmed this should stay as it was - i.e. monitoring the quality and impact of the curriculum, despite Covid-19. The Chair thanked AES, RKA, NMN and VST for their involvement in the setting up and inauguration of this Working Party.</p> <ul style="list-style-type: none"> <li>● <b>Action: It was agreed that GFK and AKH should be invited to all Governor Committees and Working Party Meetings to familiarise themselves with each and decide which they would like to join.</b></li> <li>● <u>Governing Body Appointments for 2020/21</u> The Chair said she would be happy to continue as Chair of Governors for the time being, although anyone else was welcome to put themselves forward. <b>A Governor wanted to check that her burden of work was not too great being Chair as well as Clerk to the Trustees of ECEDAT.</b> JHD thanked him but said she was fine. The following appointments were made unanimously (no change from last year): <ul style="list-style-type: none"> <li>a) <b>Chair of Governors</b> - JHD; <b>Vice-Chair of Governors</b> - SMR</li> <li>b) <b>Chair of F&amp;B</b> - KCN; <b>Vice-Chair of F&amp;B</b> - HTG</li> <li>c) <b>Chair of SSCW</b> - CWY; <b>Vice-Chair of SSCW</b> - SMR</li> <li>d) <b>Chair of T&amp;L</b> - VST; <b>Vice-Chair of T&amp;L</b> - JHD</li> </ul> </li> </ul> <p>- <b>Chair of the Curriculum Outcomes Working Party</b> - VST was unanimously elected as Chair and it was agreed that AES would support her. <b>(STEM and Parent Forum leads are included under 'Link Governors' - see below).</b></p> <p>-<b>The Governing Body unanimously agreed that Associate Members should continue to NOT have voting rights.</b></p> <p>- <b>Link Governors</b> - AAI explained: - Governor visits would be arranged as soon as Covid restrictions allowed. JHD would set a timetable at that point. English and History would be the first visits. AKH could maybe help with the History visit. - Governor visits would move to support the Ofsted 'Deep Dive' Framework, i.e a supporting role but also to probe, such as 'why are Lessons done in this way?'/ 'What are the ultimate aims and why?'/ 'What do you need to be able to get there?' etc. AAI suggested maybe a refresher session was needed on the Governors' Awayday held on Deep Dives in September 2019.</p> <p>- <b>Link Governor Roles</b> - JHD reminded Governors that the current Link Governor responsibilities had been included in the Papers for the Meeting. Governors were linked to both Faculties as well as Health and Safety; Pupil Premium Grant and IT etc. <b>Action: Following discussion, it was agreed that LAS would re-issue The Governors' Responsibility Matrix to Governors and see if anyone wanted to change roles/ask what role(s) the new Governors would like to take on.</b></p> <ul style="list-style-type: none"> <li>● <u>Governing Body Paperwork</u> LAS said had placed the following documents on the Drive, together with a Google Declaration Form for Governors to confirm electronically that they had read and would abide by/had completed the various tasks:</li> </ul>	<p>LGB1/20-21/006 - VST</p> <p>LGB1/20-21/007- KCN/VST /CWY</p> <p>LGB1/20-21/008- LAS</p>
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	<p>a) Chessington Governors' Code of Conduct;  b) Safeguarding Requirements for Governors. This included:  - Listening to ASMs training video for Staff and Governors (based on Keeping Children Safe in Education (KCSIE) - Part One.  - Reading KCSIE (all Parts as advised by ASM) plus taking the on-line Safeguarding Test.  - Reading Chessington School's Safeguarding Policy.  c) Chessington School's IT Policy  d) Completing the electronic Declaration of Interests Form</p> <p><b>Action: It was agreed that each member of the Governing Body should work through and sign these declaration forms as soon as possible (LAS to first re-format the forms with the help of VST).</b></p> <ul style="list-style-type: none"> <li>● <u>Governing Body Training Requirements</u> - JHD asked Governors to make use of free NGA on-line courses, in line with Skills Analysis needs (see 8. below).</li> <li>● <u>Chessington's Meeting Schedule</u>. Governors agreed this Schedule of meetings, which had been placed on the Drive prior to the meeting.</li> </ul>	<p>LGB1/20-21/009-ALL</p>
<p>5.</p>	<p><u>Finance &amp; Business</u> - KCN gave the following update:</p> <ul style="list-style-type: none"> <li>● F&amp;B Committee and AfC meetings were all going well (challenge from Governors - see notes from the Working Party Meeting on 23rd September 2020 which had been placed on the Governors' Drive before the meeting - please see Appendix II).</li> <li>● Pay increases would be going through with arrears this month - all planned and budgeted for.</li> <li>● More members were needed for the F&amp;B Committee to ensure quoracy and JHD and SMR said that they had stepped in as members of the F&amp;B Committee when numbers had been low and suggested others with more relevant skills might consider taking their place.</li> <li>● It was discussed there was some duplication with the Working Party and AfC Review Meetings and some couldn't make morning meetings.</li> </ul> <p><b>Action: KCN said she would talk to PME and AAI to establish the timings and structure of the F&amp;B meetings going forward, although PME confirmed that AfC meetings would not be needed following academisation and the structure of F&amp;B meetings would have to be re-thought at that point.</b></p> <p><b>A Governor asked how many forms there were for this Year 7 intake.</b> AAI responded it was a five form entry (anticipated to continue next year with a limit of 135. Year 7s had not yet been put into sets. SWN explained the following:</p> <ul style="list-style-type: none"> <li>● They would be 'set' in English and Maths from 12th October using: <ul style="list-style-type: none"> <li>- Information from primary schools - approximate low, middle and high ratings.</li> <li>- Scores obtained from CATS tests (the first time this had been used).</li> <li>- Marks obtained from baseline English and Maths assessments.</li> </ul> </li> </ul> <p><b>The same Governor asked if there was a nurture group.</b> AAI answered that as current year 8s represent over 2.8% of Education Health Care Plans (EHCPs), this was the first year the School had received an extra £25,000 (High Needs Funding), which was being spent on an additional Teaching Assistant for a year.</p> <p><b>Another Governor asked if the School missed the Standardised Assessment Tests (SATs).</b> SWN said she was doing some work with Hollyfield and Grey Court Schools who had used Cognitive Ability Tests (CATS) for three years, so she could do a correlation between CATS and</p>	<p>LGB1/20-21/010-KCN</p>

	<p>SATS to inform Year 7 target setting. They were letting Year 7s settle before setting targets.</p> <p><b>In response to another Governor question</b>, SWN confirmed the data received from Primary Schools rated pupils as high, high middle, middle, low middle or low.</p> <p><b>A different Governor asked AAI to explain the acronyms for the new Governors</b>. AAI explained that at the end of Year 6, pupils usually take SATS tests to establish target setting. The average score was 100 (equivalent to grade 5 or 6 at GCSE). Above average was 106 and above and below average high 90s. This is how schools were normally held to account by national target setting. It wasn't clear what the Government would use for this Year 7s. CATs were non-verbal and verbal reasoning using a variety of data sets to predict a pattern. Chessington was doing all it could to come to a reasonable and informed judgment for the children.</p>	
6.	<p><u>Policies</u> PME reported the following:</p> <ul style="list-style-type: none"> <li>• The School Bus had now been rolled out across the three schools.</li> <li>• Chessington had been working on finalising the HR policies and if the Governors' decision were to academise, the policies of all three schools would be reviewed and standardised. It was likely the School Bus templates would be used for most of the policies as they were updated regularly to take account of Covid-19 updates.</li> <li>• HR Policy templates would probably be taken from the Trust's external provider.</li> </ul>	
7.	<p><u>Performance, Learning and Safeguarding</u></p> <p><b>a) Year 11 GCSE Results</b></p> <ul style="list-style-type: none"> <li>• SWN reported at the July Governors' meeting, there had been concern about the outcome for students' GCSE grades due to the algorithm, however due to the Government's change of plan, pupils' actual grades awarded were very similar to what the School had submitted.</li> <li>• Some vocational grades had gone up as well as a handful of GCSEs but none worse than presented at the meeting in July.</li> <li>• <b>SWN now addressed the questions submitted on the Governors' sheet</b>, The subjects causing concern were the same as had been discussed at previous meetings, so no surprises - Science, which LAE was investigating and Spanish.</li> <li>• SWN explained that Ofqual had agreed to some changes <b>for this Year's 11 cohort only</b>. 1) English Literature - students no longer had to study the anthology of poetry but still needed to study poetry as there would be an exam question about an 'unseen' poem. 2) Spanish - there would be no speaking exam, which normally stressed a lot of students, although the teacher would have to assess spoken Spanish. 3) Students no longer had to do the practical experiments but could observe a teacher or watch a video instead.</li> <li>• The School was pleased with +0.43. SWN confirmed there was no official data for similar local Schools, however she had spoken to a PiXL Associate who had echoed that a lot of schools had followed a fair process in order to establish their Centre Assessed Grades (CAS). As reported at the July Governors' meeting, they had been quite tough with awarding grades and had erred on the side of caution. They had given grades according to work that had been demonstrated and what they could expect students to achieve on a 'good' day.</li> <li>• They had awarded very few grade 9s as they had erred on the side of caution, concerned about how the algorithm might amend students' grades. It seemed that some schools had instead inflated grades.</li> <li>• HPAG and SEN were ongoing processes to improve upon and SEND</li> </ul>	

	<p>was a new priority from the quality of education perspective.</p> <ul style="list-style-type: none"> <li>• Current Year 11s wouldn't have exams in November, however had sat some tests and target grades would be issued to parents shortly. Year 11s would be given a chance to catch up and then sit a full set of mock papers in March. The School was mindful they would need to have a tight evidence base from now on, to cover all exam eventualities due to Covid-19.</li> <li>• <b>Following a Governor question at the meeting</b>, SWN responded that it was up to the professional judgement of the teacher to balance the time taught in Science, as to whether or not students should do some/all of the experiments.</li> <li>• <b>Another Governor congratulated the School on its PE, Catering and SEN results and applauded the School on not being over-generous when awarding the CAGs.</b></li> <li>• <b>The same Governor asked if girls out-performed boys nationally.</b> AAI responded that yes, this replicated national trends. A Governor said she had read statistics that boys performed better in mixed schools, whereas girls performed better in single sex schools.</li> <li>• SWN said that last year's Year 11 HPAG group had been divided into those who achieved well and those who struggled with attendance and motivation. AAI felt that the latter group of HPAGs should not have been designated as HPAG. Also, the MPAGs had performed much better than expected. (HPAG = score of 107 or higher; MPAG = 96 to 106 and LPAG was a score of 95 or less).</li> <li>• A Governor felt that the School's data hadn't addressed those who had been graded 'U's. <b>Action: SWN said she would send RKA this data.</b></li> </ul> <p><b>b) Update on Reopening of the School.</b> AAI gave the following update:</p> <ul style="list-style-type: none"> <li>• There had been three Covid cases at Grey Court. The strict zoning system seemed to be benefiting Chessington. Year groups were staying put in classrooms and only the teachers were moving around to teach.</li> <li>• Year 7s were finding it hard as teachers had to be strict and put students in Internal Exclusion if they didn't follow the strict Covid rules. They made sure all pupils had masks before boarding buses.</li> <li>• They had started the interventions for trial exams and Cricket and Rugby were being played (with matches planned between houses and hopefully against HF and GC).</li> <li>• AAI was pleased how things were going but said they could not be complacent. They were moving on to Tier II - Blended Learning.</li> <li>• AAI thanked PME and JHD for their incredible work on health and safety and risk assessments.</li> <li>• ASM confirmed that as of today Attendance was 95% (93% overall this term, which was slightly lower than this time last year, which was understandable). Average attendance for Kingston was 86% and the national figure was 84%. There were still some problems with Persistent Absence, which sometimes skewed the data in the Autumn Term. Some children had had to self-isolate due to Covid and ASM explained an 'X Code' had been introduced on the Attendance System indicating the child 'couldn't get into School'.</li> </ul> <p><u>Governors' questions raised:</u></p> <ul style="list-style-type: none"> <li>• <b>"Have the zones resulted in positive outcomes?"</b> AAI said they did as it reduced pupils' poor behaviour and the new Year 7s did not have to grow up so quickly so it was easier for them to transition. They might retain this zone system for Year 7s in future. Also SWN and GMY were introducing Learning Principles. The negative point was that a little learning time was lost. The Year 7s lost the most learning time; Year 11s gained 5 minutes and there was no change for Year 10s.</li> <li>• <b>"Were there any additional costs?!"</b> AAI replied there were no extra</li> </ul>	<p>LGB1/20-21/011-SWN</p>
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	<p>cost but some opportunity costs as AAI, ASM and SWN spent time on zone monitoring.</p> <ul style="list-style-type: none"> <li>● <b>“Was the NHS Track and Trace QR Code being used and how were contractors dealt with?”</b> PME said that yes, this was in place in Reception and visitors had to sign in on a log with their details. The number of contractors was being limited; Covid updates had been made to the Contractors’ Guide and they ‘touched in’ at Reception and were ‘shown out’.</li> <li>● <b>“Were AAI, SLT and staff OK from a wellbeing point of view after the cumulative effect of lockdown, returning to School and dealing with the constant changes?”</b> AAI thanked him for his concern and said that everyone was tired but keeping well. SWN said the autumn term was always busy with new children and staff. There was now the added dimension of having to be creative and setting up ‘on-line’ Open Evening and Parents Evenings. AAI added that taking people outside their comfort zones had stimulated creativity and helped people learn more skills. Teachers had recently had an art/wine evening at School as a Black Lives Matter event. AAI was conscious of the importance of staff wellbeing and keeping aware of any barriers.</li> <li>● <b>“Was the Young Chef competition continuing?”</b> AAI replied it was.</li> <li>● <b>“Was there any indication of any increased mental health issues for the students?”</b> ASM replied that she deliberately hadn’t used a negative narrative with the pupils. Some had really benefited from lockdown and enjoyed being at home with their parents over the summer, especially autistic children who had liked the routine. She hadn’t noticed an increase in poor mental health. A support group was being started in October, however Skodel wellbeing check-ins had been used throughout lockdown and were still being used once a week for each year group, asking children how they felt and pastoral support picked up such referrals immediately, nipping issues in the bud. So far, there have been friendship and family issues.</li> </ul> <p><b>c) Update on Keeping Children Safe in Education (KCSIE)</b></p> <ul style="list-style-type: none"> <li>● ASM had provided a Safeguarding Video on changes to KCSIE and Governors had to sign an on-line Google Form to confirm they had done this as well as the Safeguarding Test and read other documentation.</li> </ul> <p><i>[At this point, JHD dropped out of the meeting due to bad internet connection and AAI took over Chairing].</i></p> <p><b>d) Ratifying Chessington School’s Safeguarding Policies</b></p> <ul style="list-style-type: none"> <li>● These had been placed on the Drive a short time before the meeting. KCN, JHD, SMR and CWY had read through and were happy to sign off, although it was agreed to postpone a ‘wider’ sign-off at the December LGB meeting when everyone would have read through as part of Governors’ compulsory reading. ASM confirmed she had updated all the KCSIE changes, made reference to Skodel and the Covid updates were in the Addendum.</li> </ul> <p><b>e) Governors’ Safeguarding Audit</b> - It was agreed that this needed to be done on an annual basis and so should be started again now. CWY confirmed that last year’s audit could be used as a starting point with amendments and additions made as necessary.</p> <p><i>[JHD re-joined the meeting and took over Chairing the meeting]</i></p> <p><b>f) Single Central Record Check</b> - PME said that this had now been moved onto a Google document and so CWY and SMR could now meet with him and Elsa ‘virtually’. Action: It was agreed CWY and SMR would arrange a Google Meetup to check the SCR check virtually for reporting back at the next LGB meeting in December.</p>	<p><b>LGB1/20-21/012-CWY/SMR</b></p>
<p>8.</p>	<p><u>School Improvement</u></p> <p>a) <u>School Improvement Partner (SIP)</u> - it was agreed the SIP at Chessington for this year would be SHM.</p>	

b) Department Visits - this had been covered earlier.

**School Evaluation Framework (SEF)/School Improvement Plan (SIP)**

a) New Pro-Forma for the School Self-Evaluation Form - AAI took Governors through the main headings that would then lead into the new School Improvement Plan:

- Context of the School - How we're doing/what we're doing.
- Link to the video of the School Open Evening - to get a real feel for the School.
- Categorisation - AAI highlighted the areas they deemed to be 'good'.
- Strategic Priorities - Governors could see that we were moving away from the '8 to Great' Strategic Plan.
- The key areas from the 2019 New Framework were:

**Quality of Education; Behaviour & Attitudes; Personal Development & Wellbeing and Leadership and Management (this incorporated Governance).**

These areas were broken down further and designated as 'solidly good', 'good', needs improving etc.

**Action: AAI asked Governors for their views on these categories.**

AAI explained that these categories fed into the School Development and this year, for the first time the SEF would be the catalyst for the School's SIP, with SHM to work on moving the above areas in the SEF to 'solidly good' and a few areas, such as Personal Development and Wellbeing and Behaviour to 'outstanding'. Future LGB meetings would present Year Improvement Plans (YIPS) and Department Improvement Plans (DIPS) to demonstrate and monitor the above.

***A Governor commented that he felt the School should promote their success in students moving on to vocational courses and obtaining jobs after leaving Chessington.***

b) School Ofsted Inspection Plan (Shortened Version for Covid-19)

Two Schools in Kingston had already had a phone call from Ofsted.

**Action: AAI said he would send LAS a summary of the learning Points from the Confederation of School Trusts.**

AAI shared on the Screen Chessington's Ofsted's Covid Readiness Plan which had been placed on the Drive a week ago. It covered:

- Narrative and Context
- Detail about Safeguarding at Chessington
- Information about Curriculum
- Attendance and Behaviour

AAI also had a newly released Document from Ofsted which summarised key points from their recent inspections.

AAI and PME were preparing for a Health & Safety Inspection.

- PME had revised fire drill procedures for Covid and updated colleagues. The School would be split in two and children would line up where they were used to doing so.
- There were stringent requirements for preventing Legionella.
- PME was talking to cleaners about any H&S concerns and he and All would finalise.
- JHD had been through a lot of H&S paperwork.
- Risk Assessments had been reviewed again for DT, Art and Science as the regulations were constantly changing.

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All/LAS

	<p><b>Governors' Training</b></p> <p>a) <u>Skills Audit</u>. SMR reported she had completed the analysis and the only skills lacking was HR/Safer Recruitment in Schools, although some School staff were trained in this. CWY confirmed she was trained in Safer Recruitment and JHD was covering as part of her training for her NGA Level 3 Clerking Course. <b>Action: LAS was to update the training Records accordingly.</b> The NGA had updated their summary matrix on the 1st September 2020 and so last year's completed forms did not entirely match up.</p> <p>b) <u>NGA 20 Questions</u>. This had been completed however, a Governor had raised that she felt better communication was needed between the Governing Body and staff/parents. This had also been raised at the Staff Consultation Meeting. KCN was working to improve communications.</p> <p>c) <u>New Governors</u>. JHD would be mentoring the new Governors.</p>	LGB1/20-21/015 LAS
9.	<p><u>Trust Update</u> (discussed after AOB)</p> <p>At this point, AAI, JHD and HTG left the meeting due to their conflicts of interests. The minutes for this Agenda item are restricted to non-conflicted Governor only, until either the process is stopped by the Chessington Governing Body, or until the School Joins ECED.</p>	
10.	<p><u>Any Other Business</u></p> <ul style="list-style-type: none"> <li>● Chessington's Equality and Objectives' Policy - a link to this Policy had been placed on the Agenda for Governors to read before the Meeting. Governors agreed that having read the Policy, they unanimously agreed that there was no requirement to undertake an Equality Impact Assessment.</li> <li>● Risk Register - this was work in progress.</li> </ul>	
	The Meeting was closed at 8.30pm	

Signed:  
Chair of Governors

Date: