



CHESSINGTON SCHOOL

Minutes of Chessington School's Local Governing Body (LGB2) Meeting

Held on Wednesday, 2nd December 2020 via Video Conference at 6pm

PART ONE MINUTES

Co-Opted Governors	*Karen Carman (KCN) *Andrew Evans (AES) *Jules Hammond (JHD) (Chair) *Ramesh Kapadia (RKA) *Nicola Macbean (NMN) *Han-Ley Tang (HTG)
Headteacher	*Ashraf Ali (AAI)
Staff Governor	Vacant
Parent Governors	*Gregor Falck (GFK) *Vanessa Sinet (VST)
Local Authority Governor	+*Andreas Kirsch (AKH)
Also in Attendance	<u>Senior Staff:</u> *Amy Smith (ASH) *Paul Moralee (PME) *Sarah Wilson (SWN) <u>Clerk:</u> *Lucinda Ayles (LAS) <u>Observer:</u> *Tamara Graham (TGM) - formally appointed as Staff Governor at the meeting.

*Denotes present

Please note:

The meeting was quorate (10 out of 11) Governors were present. Attendance = 91%.

- + Andreas Kirsch was only able to attend the meeting for the first 30 minutes due to another conflicting meeting.

Wording in italics indicates Governor Challenge

1.	<u>Welcome</u> - The Chair of Governors, JHD welcomed everyone to the meeting. <u>Apologies for Absence</u> - Apologies received from CWY who could not get back from	
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	<p>work on time. AKH apologised for having to leave the meeting at 6.30pm in order to attend another. These apologies were accepted.</p> <p><u>Agreement for any attendees to join via video-conference</u> - This was unanimously agreed.</p> <p><u>Check those attending are in a confidential area</u> - All attendees confirmed this was the case.</p>	
2.	<p><u>Declarations of Interest</u></p> <ul style="list-style-type: none"> ● AAI was both Headteacher of Chessington School and Interim CEO of Every Child, Every Day Academy Trust (ECEDAT); ● JHD was both Chair of Governors at Chessington School and Clerk to the Trustees at ECED; ● AKH was the Local Authority Governor for Chessington School as well as both an elected Councillor for Chessington South Ward and Portfolio Holder for Finance & Commissioning; ● PME was both Business Manager at Chessington School as well as Operations Manager at ECED; ● HTG was both Governor and Vice-Chair of the Finance Committee at Chessington School as well as a Trustee of Every Child, Every Day Academy Trust; 	
3.	<p><u>Minutes of LGB1 Meeting - 7.10.20</u></p> <ul style="list-style-type: none"> ● The minutes had been placed on the Drive a week before the meeting and as there were no comments, these were signed off as a correct record of that meeting. <p><u>Actions from the LGB1 Meeting on 7.10.20</u></p> <ul style="list-style-type: none"> ● LGB1/20-21/001 - this action had been dealt with, would be discussed later on this and the action was now closed. ● LGB1/20-21/002 - KCN had talked to TDE about this and KCN reported: <ul style="list-style-type: none"> - The Parent Forum was on hold, whilst they were unable to meet up due to Covid. - in the meantime engagement with parents had to be done via email and website, e.g. issuing Governors' Activity Log every half-term/the School would also post updates to parents (a Governor encouraged these to be pictures/photos where possible, but realised the GDPR restrictions regarding these). - KCN said when face-to-face meetings could resume, any Governors were welcome to participate, not just her. - This action was closed as LAS already had a review to put Parent Forum back on the Agenda around March 2021. ● LGB1/20-21/003 and LGB1/20-21/005 - Governors discussed STEM was not a current priority in view of Covid. It was agreed this action should be closed. LAS already had an action to put back on the Agenda in the summer. ● LGB1/20-21/004 - AAI said a small working group to focus on remote learning provisions and Covid was definitely still needed. (i.e. a one year 'task and finish' group with HTG and GFK to ensure Chessington was ready for blended learning). It was anticipated that this group would also provide advice on microphones and other equipment for School staff to use for remote teaching. Action: AAI took the action for setting this up. ● LGB1/20-21/006 - This action was closed as VST would cover later on in the Meeting. ● LGB1/20-21/007 - It was agreed this action could now be closed. ● LGB1/20-21/008 - LAS had already closed this action. ● LGB1/20-21/009 - This action was closed as all members of the Governing Body 	<p>LGB2/ 20-21/001 -AAI</p>



	<p>had now completed the Governor Declaration Forms.</p> <ul style="list-style-type: none"> ● LGB1/20-21/010 - This action was now closed as KCN had finalised the structure of F&B meetings going forward. ● LGB1/20-21/011 - SWN updated that there had been 3 grade Us in the Summer GCSE exams - English Language, English Literature and Spanish. This action was now closed. ● LGB1/20-21/012 - Neither CWY nor SMR were present, however LAS confirmed that SMR had informed her that they had carried out the SCR virtually and there had been no issues. ● LGB1/20-21/013 - As AAI had not received any comments back on the SEF, he had proceeded as planned. This action could now be closed. ● LGB1/20-21/014 - LAS had so far been unable to obtain the document from the Confederation of School Trusts from EOE. This was later received and circulated to Governors shortly after the meeting and so this action is now closed. ● LGB1/20-21/015 - This action was closed as LAS had updated the Training Schedule. 	
4.	<p><u>Governing Body Organisation</u></p> <ul style="list-style-type: none"> ● RKA and NMN had decided to put themselves forward, each for a further four-year term of office as Co-Opted Governor with effect from 7th December 2020. They were both unanimously elected by the Governing Body for second terms of office. The Chair said she was so pleased that the School would continue to benefit from their skills and experience. ● JHD welcomed TGM to the meeting. She had been voted in by Staff as the new Staff Governor on 27th November and the Meeting formally appointed her as such. ● JHD thanked ASM for her incredible contribution as Staff Governor over the last four years and the meeting was pleased that she would continue to attend LGB Meetings as a Senior Members of Staff. ● JHD explained that following discussion, she and AAI had decided to declassify PME and SWN as Associate Members as they were still able to attend LGB meetings in their roles as Senior Members of Staff and did not have voting rights as Associate Members anyway. From now on Associate Members would be external to the School with a special skill and maybe appointed as a preliminary to becoming a Governor or perhaps someone who had previously been a Governor but wished to continue volunteering their skills and time to the School in a less time-consuming role. ● JHD announced that SMR had taken the decision to resign as Co-Opted Governor with effect from 30.11.20, due to personal circumstances. JHD and the Governing Body thanked her for her tireless work that she had carried out for more than four years and said how much she would be missed. JHD to send flowers from the GB. ● Further to Governors recently signing up on the Drive for vacant Governance roles, JHD said that due to SMR's resignation a new Vice-Chair, Joint (or Deputy) Safeguarding Governor was needed and SEND would also need to be covered. A Governor suggested that some of the subjects grouped together for Link Governor purposes should be separated to give each subject its due importance. She felt she would be better suited to be linked to Childcare as she had a qualification in this and so might be better swapping. Other Governors were not averse to swapping their areas. JHD highlighted that subjects had been grouped together according to the line-management structure. ● Action: It was decided that Governors should continue to liaise with LAS and put their names forward for the vacant Vice-Chair of Governors role and JHD said a short Governors meeting would be arranged before Christmas to elect/confirm Governor roles. 	<p>LGB2/ 20-21/002 - LAS & ALL NON STAFF GOVS</p>



	<ul style="list-style-type: none"> ● JHD confirmed that as previously discussed, she would be stepping down as Chair of Governors at Chessington School in a few months' time. ● LAS confirmed that Governing Body paperwork had all been completed. 	
5.	<p>Finance And Business (F&B) - Chair's Report KCN, the Chair of F&B reported the following:</p> <ul style="list-style-type: none"> ● Detailed meetings with AfC and as well as the Finance Working Party/Committee were continuing (all F&B papers and minutes were on the Drive) and the budget was on-track. AfC was happy with the detailed meetings. ● Governors had read the Finance Party Working Party Notes for 16th October 2020 and 20th November 2020 (see Appendices I and II) and had no questions. ● The meeting signed off the Finance Pack dated 20th November 2020 and the Minutes of the F&B Committee Meeting held on 20th November 2020. ● KCN reported it had been proposed at the F&B Committee Meeting that a Cultural Day/week should be planned that would encompass Teaching and Learning, SSCW and hopefully also bring in some money. This could include a range of traditional foods, as well as cultural traditions, involving students and families in the School, for example the Portuguese community. ● Chessington's Admission Procedures - AAI confirmed there had been no changes to these procedures. ● Policies - PME reported that all the back office policies were now fully up-to-date and would be reviewed on an annual cycle. KCN asked PME if Chairs and the Clerk could have access to the list of School policies, their review dates and the relevant policies, so a system could be set up whereby all policies could be reviewed regularly. PME said that ownership and Governor rights to access policies would be discussed at a Compliance Meeting that was to be held shortly. <p>JHD added that academisation would mean some Trust Policies would need to filter down to Chessington according to the new Trust Scheme of Delegation she had drafted.</p> <ul style="list-style-type: none"> ● The Governing Body congratulated PME on being nominated for School Business Manager of the Year and on reaching the final six at the Award Ceremony. 	
6.	<p>Health and Safety/Facilities Management The following papers had been placed on the Drive before the meeting:</p> <ul style="list-style-type: none"> ● Governors' Termly Health & Safety Report - November 2020 ● Governors' Termly Facilities Management Report - November 2020 ● Annual Health & Safety Report - November 2020 <p>PME highlighted that the Facilities Management Report made reference to the Atrium Floor (slab) and roof. If they were to academise with ECED they would be eligible to apply for a Condition Improvement Fund (CIF) grant from the DfE. PME would arrange at the appropriate time for the contractor ECED used for CIF bids on a no win, no fee basis, to come into School to make a start on assessing/preparing the bid. JHD and AAI would walk round the School also with them to point out the issues from the above Reports.</p> <ul style="list-style-type: none"> ● Following a Governor question, JHD responded that the general trend was for new Year 7s to have more accidents in the Autumn term as the building was new to them. A few more accidents took place in the Spring Term probably due to children carrying out DT projects, for example. There were also sometimes 'blip' years where the higher number of accidents could not be explained. 	

7.	<p>Pupil Premium</p> <ul style="list-style-type: none">• PPG funding was being used to help the most disadvantaged children whose learning had suffered most during the Covid lockdown.• Chessington's Strategy was to employ three students who previously attended Chessington or HF or GC. They were good value for money with valuable skills sets, being current or recent students.• The three part-time students were focusing on a) Literacy (this was the biggest focus) - developing Clip and helping with reading with meaning; b) Numeracy and c) Homework and access to devices to help with blended learning.• Additionally, the PPG funding had paid for the new roles of Literacy Coordinator as well as a Numeracy Coordinator. <p>Governor Questions</p> <ul style="list-style-type: none">• Q1 "Please can we have regular reports on the impact of these interventions". A1 AAI responded that the impact of the above strategy would be reviewed and monitored and fed back to Governors. (The above had only been in place for two/three weeks, since the PPG money had come through).• Q2 "I'm assuming we should arrange a date for me to review PPG virtually, as PPG Link Governor". A2 Action: AAI thanked her (NMN) and said he and SWN would arrange this with her, if she could contact them.• Q3 "Will Chessington be able to recruit similar resources in future years to help PPG students?" A3 AAI replied he thought this would be unlikely as this pot of money was a 'one-off' due to Covid, although he would be happy to review the Finances with PME for this for the forthcoming year.• Q4 "Is there any further news about volunteers coming in to School to help with Literacy, for example?" A4 AAI responded that KMN's mum and the wife of the CEO of Genuine Solutions were possible volunteers. Action: AAI said he would follow up with KMN to see if there was any update on this.• Q5 "Is there any update on the Breakfast Club?" A5 AAI replied that he was meeting with ISS who would be setting up breakfasts, although the School had to decide for which Year Groups, maybe just Year 7 and 8. FSE was also working on getting some bids in from other providers.• Q6 "I have seen on Facebook, a local person PCL, who is always looking for families who could do with food parcels as he has food to give away." A6 AAI confirmed that PCL was an ex Chessington parent and he had a meeting arranged with him. PME updated the meeting that AfC had put them in touch with a company who provided a full meal for 5 days for both the whole family as well as the child who was having to self-isolate. Chessington was also able to nominate the most vulnerable children for a charity to provide a Christmas hamper plus some gifts.• Q7 "Please could the costs of the PPG interventions be added to the next Finance Pack". A7 AAI confirmed that the cost had already been included, were budgeted for and the cost wouldn't change.• Q8 "Do on-line models for helping children with reading, tend to be successful?" A8 AAI responded there had been problems with Year 9s engaging with on-line learning, however ASM and SWN had followed up with parents to resolve.	LGB2/ 20-21/003 -NMN LGB2/ 20-21/004 -AAI
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8.	<p>Teaching and Learning [Following the School Alarm being triggered, AAI and JHD left the meeting for a short while to have a telephone conversation about this before returning to the meeting].</p> <p>a) Pupil Progress Data Analysis/School Performance Update - SWN gave context to the papers on the Drive as follows:</p> <ul style="list-style-type: none"> • Year 11s had taken trial exams in late September/early October 2020 (the results were shared on the Drive). The trial exams consisted of only one paper per subject. • Year 11 students had been given an indication of what would be on each exam paper. Some took this on board and did well but there were some disappointing and concerning results (SWN drew Governors' attention to the results highlighted in pink). A score of lower than -1.5 indicated that a student was more than a grade and a half away from their target grade. • Normally a student could upshift a grade, if they worked hard and attended interventions, from September/October to the time of the GCSEs. • AAI and SWN had examined the four year GCSE results trend and had had meetings with subject leaders where grades had been poor over a number of years. Often there were small student numbers taking those subjects and a balance of value for money versus output was needed. Subject leaders had come to the meetings fully prepared with responses, answers and strong plans in place. • The Governors' Question Sheet (see Appendix III) had mentioned the poor results for Triple Science. SWN explained that for the first time 33 students out of a cohort of 68 had been entered for Triple Science to give them the opportunity. She had met with the Science Team after the exam results and they had carried out a major reshuffle making sure the right students with target grades/aspirations for continuing Science in the long-term were selected for Triple Science. There were now only 18 students in the top set - including 5 or 6 Triple Scientists and the rest Higher Combined Double Science, who could still potentially achieve a maximum of 'double' 8 grades. • Science staff were keen to have data to support students who had transferred from Triple Science to Double Science. These students were therefore currently sitting Double Science exam papers. • Following discussions with staff about dates for completing the syllabus across the various subjects, SWN had explained to Year 11 students that the next trial set of exams would take place at the end of January. A note was about to go out to parents. She said students understood that they should treat these as the main exams, just in case GCSEs did not take place, as was currently the plan, in Summer 2021. <p>Governors' Questions</p> <ul style="list-style-type: none"> • Q1 "How realistic is it for a student to go from a grade U or perhaps grade 1 or 2 in September to achieve their target grade of 5/6/7 in the summer exams if they were to attend all the interventions, and what would this look like for staff and students?" A1 SWN replied that most grade Us had been Spanish, Science and Maths and in her experience, a change of Tier plus hard work could move a student from a grade U to a predicted grade 5 in the summer. As all the content of the curriculum would be completed by February half-term, students would then focus on revision. • Q2 "Thank you for following up on the 4 year trends. I find that really inspiring. Please could you explain what is being done to improve Geography and History results". A2 SWN explained the new history curriculum was huge and a challenge as the time spent on Key Stage 4 had been reduced from 3 to 5 years. • Q3 "How does it work having Triple and Double Science students in the same class?" 	
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A3 SWN replied that the Triple Science students had an extra 1.5 hours Science teaching a week during Tutor Time. The School was unable to finance an additional class for five pupils. However traditionally they had 30 students in the Top Set for Science and so now there were only 18 there should be scope for top grades.

- **Q4** ***"I feel the Press Release document released each year is very 'busy' and covers a lot of information."***

A4 AAI confirmed it was detailed but was the standard document used by many schools nationally. SWN added that the data from the September exams was slightly skewed on this Matrix as only one paper had been completed per subject. She offered to do a teach-in at some stage in the future on interpreting this Matrix.

- **Q5** ***"Are you collecting lots of evidence in case GCSEs don't take place next year as currently planned?"***

A5 SWN confirmed she had instructed teachers to keep all Year 11 exam papers that students had sat this academic year.

- **Q6** ***"Is there a correlation between low attainment in HPAG and the Split sets?"***

A6 AAI and SWN said this definitely was the case as teachers had to cover virtually two curricula when teaching 'split sets'. AAI highlighted that this Year group was really small. It wasn't good enough but finances wouldn't allow otherwise.

- **Q7** ***"I'm going to ask a controversial question. Are you going to improve the results of the lower ability students at the expense of HPAGs or vice-versa?"***

A8 SWN responded that this was the first year they had had such a small top Science set and so both Triple and Double students both had the opportunity to do well. ASM added that it helped that the sets had been changed so early in the School year. Also, finishing the syllabus in February gave an excellent opportunity to focus on intensive revision for both sets of students. AAI added that a few years ago there had been an error in allowing students with a target grade of 5 to study Triple Science. This would never happen now.

b) SWN's School Data Project Update

- SWN explained one of her National Professional Qualification for Headship (NPQH) projects was to have a successful and impactful Data System at Chessington.
- Governors would have been familiar with the Subject Progress Pro-Formas (SPPs) that had been completed by Heads of Department over the last couple of years. At the end of last year, it was felt this was no longer having the required impact and following reflection at SLT, SWN had surveyed Heads of Department on the SPP process. The conclusion was that it created a lot of work but there was insufficient action and follow-up of action - as there were so many forms and actions.
- SWN had then joined up with Hollyfield (HF) and Greycourt (GC) Schools to see what data they required of their Middle Leaders and how they presented, it to try to establish a Trust-wide solution. Chessington currently didn't have a Data Manager and so the Data Managers at the other schools had been doing a lot of the work, with SWN and two other Senior Leaders developing it.
- There had been a Middle Leaders' meeting on Monday where SWN had presented and demonstrated the Analysis Tool and had set them the task of looking at the data and pursuing with their staff various lines of enquiry resulting from their analysis. Such questions had been included in the documents placed on the Drive.

SWN now shared her screen with the meeting to talk them through the new Tool and demonstrated the spreadsheet as follows:

- Head of Subjects could click on their particular subject and isolate Maths, for example. They could then see what the figures were for Maths - e.g. students' progress towards target; on track; below and significantly below. The

<p>colours/highlighting were the same as used before but the data could be 'played with' rather than having a static sheet.</p> <ul style="list-style-type: none"> ● SWN demonstrated that she could look at both Maths and SEN. This then showed Maths students who were SEN and their percentages and 'red' students were immediately visible, which saved a lot of time. ● A further benefit was that previously a Head of Department could only look at their own subject but now they could look across to see how a student was performing in other subjects, which would be very useful. ● At the Middle Leaders teach-in, SWN had got people to work in teams and had asked them questions such as how many Citizenship/HPAG students were on track and they had to work out how to get the information. ● Middle Leaders would now be looking into the questions that were being placed on the Drive so they could drill down to where the greatest priority was. Previously they had been 'saturated' as they had had to analyse lots of data and had numerous actions to work through. Heads of Department now had more ownership under SLT's 'watchful eye'. They would now drill down on the data and might spot a possible teacher factor that they would need to unpick, using the questions provided. ● SWN said at the next relevant LGB meeting she would like to share with Governors some of the actions that had come through, to share the impact and actions that had resulted from her project. <p>Governor Questions</p> <p>Q1 "How often will the data be updated?"</p> <p>A1 SWN responded that the tool would be updated after each Data Drop so the next update would be around February/March. She also explained the Spreadsheet would build in tracking from the last Data Drop to the new Data Drop for tracking purposes (not yet available as the Tool had only just been set up). There had been technical issues with Year 10 data as it was more complex with BTECs and Double Science. HF and GC had decided not to proceed with Year 10 data on this system but SWN was pursuing.</p> <p>Q2 "You mentioned that Governors could not be presented with some of the data due to GDPR and pupil's names mentioned. Please could Governors have a screen shot of the first level in future?"</p> <p>A2 SWN said she would consider with the new Data Officer, when in place, a screenshot providing the information required for Governors. The same Governor said she really liked the format; found it accessible and suggested Governors might request information on a particular subject; the impact plus the action plans put in place by Heads of Department to address the issues. SWN said she could either bring along data for subjects they were concerned about or they could examine data on a rotational basis.</p> <p>A Governor said he was impressed she had managed to come up with such a system when other organisations would pay a large amount of money to a specialist. The added analysis would really help Governors to see how leaders were spotting issues and taking actions and this would enable Governors to request an overview for specific subjects. SWN agreed and said instead of onerous paperwork being completed she expected informed professional dialogue at Department Meetings resulting in swift outcomes and impacts and ensuring student outcomes were constantly improving.</p> <p>SWN added that the qualification required her to submit a recording of her presentation of this project to Governors, including any challenges. She asked Governors to tell her if they were not happy for their challenge/comment to be submitted on the recording. There were no comments.</p>	
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JHD thanked SWN for her great work on this and felt it was so valuable. Once completed, direct comparison to two other schools would be possible and provide good benchmarks. It would also be advantageous for the three schools to present data consistently to their Governing Bodies as she and SWN had previously discussed..

c) Teaching and Learning Update - GMY gave a presentation on Teaching & Learning talking through the Autumn - Term 1 document that had been placed on the Drive. The key points were as follows:

- Since lockdown in March 2020 there had been an increased focus on Teaching and Learning and it had been relaunched. As a result the Performance Management structures and accountabilities had changed.
 - Until recently, teaching staff were line managed; set performance objectives by line-managers and awarded pay increases accordingly.
 - The focus now was on Continued Professional Development (CPD), learning and the teaching and learning in the classroom. Everything was now focused on coaching. There were 12 pairings of teaching staff. There were 'coaches' and 'coachees'. Staff now had to attend 10 CPD sessions a year as well as regular Monday CPD meetings. Alongside this, there were still line management discussions; work scrutiny; checking of books and learning walks. Coaching partners regularly observed each other's lessons, set each other targets and met every fortnight to discuss how improvements could be made.
 - Rosenshine's principles of good teaching were embedded within the revised CPD/Teaching and Learning structure.
 - GMY referred to the tracking sheet - she reviewed and monitored all targets to ensure their suitability and to check they were met. Verbal staff feedback had been positive and the next step was a 'Staff Voice' survey.
 - GMY clicked on the link to show the CPD timetable for the year. (5 compulsory CPD for all staff would be completed by the end of the year - higher than last year).
 - Every department held 15 minute Tuesday 'Teach Meets' every few weeks to discuss themes on how Rosenshine's principles could be embedded by staff.
 - Teaching and Learning clinics had just started, where 4 children who weren't progressing as planned were discussed by the teachers who taught them, so strategies could be put in place.
 - GMY had received 101 responses from a cross section of students across different year groups who had been surveyed on 'participative' lessons. She would be feeding this back to staff, maybe at the next Teaching and Learning CPD inset event, including students' feedback about student anxiety and laziness.
 - **The Curriculum Tiers** were now on the website and provided clear sequencing plans across all subjects. These were now being shared with students.
 - **Work Scrutiny of Year 10 Books.** This had taken place with Departments checking each other's books and completing SWN's tracking sheet. Very important as feedback was additionally crucial to students during Covid. There had been a wide range of feedback strategies used, with some on Google Teach (where some teachers preferred not to mark books due to Covid). More work was needed on 'Response to Marking' and Heads of Department were following up and PBN (part of the T&L team) was also supporting.
- GMY concluded by saying that the Curriculum Tiers would be re-launched to parents and she invited Governors to familiarise themselves with the staff CPD Schedule for this academic year.

Governor Questions

Q1. A Governor thanked GMY for the update and said she could see a lot of work had gone into the different strategies for CPD and the Curriculum Tiers. She asked:

Q1a) “Are teachers able to pick and choose CPD events? Please could Governors see the list of CPD events”.

A1a) GMY explained teachers had complete autonomy over which Wednesday CPD sessions to attend (they only had to attend 10 of these over the year) and had already signed up in advance for this term. The Monday CPD sessions were compulsory and were set to meet particular needs, e.g. how to help more able students to progress. GMY highlighted the link in the presentation where Governors could see the complete list of CPD events.

Q1a) “Please could you explain how parents are advised what their children should be revising for their exams as I don’t remember seeing anything for my child”.

A1b) SWN explained Year 11s were given information on what to revise following Question Level Analyses of mock exams and tests. Year 11s either took photocopies or took photos on their phones of this information for each subject. She realised it would be useful for all students/parents to receive, however they didn’t have the administrative back-up to provide this at present but would bear this in mind.

Q2 “Please could the School notify parents of Parent Information Evenings by sending an email to parents with a link to the website for signing up to attend”?

Otherwise messages on the website might not be seen by parents.

A2 It was agreed that this was a good idea.

The Chair of Governors, JKD thanked GMY for her informative presentation and suggested she should be invited back again in the summer term.

d) Curriculum Working Party - Chair’s Update - The Chair, VST updated as follows:

- The School had provided a lot of information for the Curriculum Working Party - Information on the Tiers; Gaps in Growth. Everything tied in with the Covid Recovery Plan. VST had placed a link from the Agenda of this LGB meeting to the notes from the Working Party meeting.
- The Working Party had scrutinised one sample of a Curriculum Tier 4 and seen how much work had gone into it. There had been links to assessments; how students had been assessed and and links to follow-ups from the assessments.
- Curricula were provided for different groups, e.g. PAGES, SEN, PPG; cultural capital was included as well as extended work guidance plus a calendar showing weeks designated for sequencing and feedback.
- Tiers 1 and 2 were on the School website for Students and Parents and Tiers 3 and 4 were under development with Heads of Department who were monitoring progress.
- The Curriculum Working Party had actions to monitor and review the progression of the Tiers, the Covid Recovery Plan (to close the gaps) and to check on training and the impact that the part-times mentors (mentioned earlier in the meeting) were having on the targeted students who needed ‘catch-up’.
- Instead of Governors carrying out Deep Dives in School, the plan was for Governors to meet Heads of Department virtually on hopefully the same evening at the end of January. It was envisaged Governors would use a ‘Visit’ form to guide and record their discussions. VST welcomed comments from Governors. The Chair checked she had the NGA Guidance on School Visits. VST confirmed she did and that they would be using the form developed by AES/SWN with a few tweaks.
- **Governor comment: “As a parent, I want to say how successful I thought the virtual Parent/Teacher consultations were. The target setting for pupils was also good. I also feel the revised Report Form is much improved”.** SWN said they hadn’t asked for feedback from parents but had received some ‘Even Better Ifs’ (EBIs). Some parents had fed back at Parent Forum last year about the Report Form.



	<p>e) <u>School Improvement Partner (SIP) Visit</u> AAI reported that the SIP's (SHM)'s visit had been focused on the issues they had discussed tonight, eg Science and Spanish. She had also spent time with KMN and NDL (SENCO) as well as GMY, talking about Teaching and Learning.</p>	
9.	<p><u>Head Teacher (HT) Report</u> - As there were no questions from Governors on this document which had been placed on the Drive, AAI gave the following headlines:</p> <ul style="list-style-type: none"> ● He was thankful to his four work colleagues present for their support and untiring work in getting through the difficulties of Coronavirus this year. ● Last year, Chessington had 106 1st choices and there had been concern these might drop as a result of Covid. However, the number of 1st choices had recently increased and the number of 2nd choices had increased this year by 40%. 	
10.	<p><u>Other Items</u></p> <ul style="list-style-type: none"> ● Risk Register - this was work in progress and JHD and PME were discussing with the Trust. ● The DfE Governance Handbook had been updated in October 2020. JHD asked Governors to read the summary of the updates that LAS had placed on the Drive. ● Governors' Activity Log - Governors were reminded to keep updating this directly on the Drive. ● Cricket Academy - AAI briefly outlined plans to start a post 16 Cricket Academy. There had already been interest shown by various sports clubs in the Kingston area. 	
11.	<p><u>Any Other Business</u> The Chair asked if there was any issue as a result of Brexit, that the School might need Governors to help with. AAI thanked her but nothing came to mind.</p>	
12.	<p><u>Trust Update</u> A brief update was documented within the Part Two minutes.</p>	
	<p>JHD thanked everyone for coming along and closed the Meeting at 8.30pm.</p> <p>Date of Next virtual LGB Meeting - Wednesday, 3rd February at 6pm</p>	

Signed

Chair of Governors

Date: