



CHESSINGTON SCHOOL

Minutes of Chessington School's Local Governing Body (LGB3) Meeting

Held on Wednesday, 3rd February 2021 via Video Conference at 6.10pm

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) *Carolyn Withey (CWY)
Headteacher	*Ashraf Ali (AAI)
Staff Governor	*Tamara Graham
Parent Governors	*Gregor Falck (GFK)
Local Authority Governor	-
Also in Attendance	<u>Senior Staff:</u> *Amy Smith (ASH) *Paul Moralee (PME) *Sarah Wilson (SWN) <u>Clerk:</u> *Lucinda Ayles (LAS)

*Denotes present

Please note:

The meeting was quorate (10 out of 12) Governors were present. Attendance = 83%.

Wording in italics indicates Governor Challenge

1.	<p><u>Welcome</u> - The Chair of Governors, JHD welcomed everyone to the meeting.</p> <p><u>Apologies for Absence</u> - Apologies received from VST who was unwell. AKH was not present at the meeting.</p> <p><u>Agreement for any attendees to join via video-conference</u> - This was unanimously agreed.</p>	
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	<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; • PME was both Business Manager at Chessington School as well as Interim 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 LGB2 Meeting - 2nd December 2020</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>Actions from the LGB2 Meeting on 2nd December 2020</p> <ul style="list-style-type: none"> • LGB2/20-21/001 - AAI reported that he, GFK and HTG had met up recently, focusing on remote learning provisions, which had been very productive. They would continue to meet on a monthly basis. This action could now be closed. • LGB2/20-21/002 - JHD advised that the planned meeting to vote in a new Vice-Chair had not taken place due to there being no nominations. This would now be dealt with later on in the meeting. • LGB1/20-21/003 - AAI agreed that NMN's PPG virtual visit should be postponed for the time being due to lockdown and on-line learning. Action: It was agreed that this Action should be carried forward. • LGB1/20-21/004 - AAI confirmed that the wife of the CEO of Genuine Solutions was now volunteering in the SEND department. AAI and PME had managed to negotiate a donation of 100-150 previously used laptops for Chessington. As Chair of 'South of the Borough' organisation, AAI was arranging for some of these to be distributed across five feeder schools to Chessington School. This action was now closed. <p>Thanks to be recorded:</p> <ul style="list-style-type: none"> • AAI/JHD wished to thank HTG for the very generous donation of 40 laptops to the School that he had made possible from the company where he worked. • JHD said she had received very positive feedback about Chessington School's current on-line learning from parents she was still in touch with. Action: JHD asked if AAI would pass this message on to staff. • JHD thanked Governors for sending her contributions towards the flowers that were sent to SMR before Christmas. As they exceeded the cost of the flowers, she had made a donation to a local charity, YORDA, which was a respite unit for families with special needs. • AAI/JHD were grateful to SMR for reaching out offering to resume some former responsibilities as maybe an Associate Member. JHD said she had discussed with her that perhaps she needed a little more time before returning on this basis. Action: The School and Governors were to bear Sonia in mind for any SEND, Safeguarding or support with the Curriculum Working Party that she could help with on a voluntary basis. This should be channelled via JHD or LAS. <p>Governors' Question Sheet (Appendix I) - Governors thanked the School for their responses to the questions they had added to the sheet prior to the meeting and</p>	<p>LGB3/ 20-21/001 -AAI/NMN</p> <p>LGB3/ 20-21/002 -AAI</p> <p>LGB3/ 20-21/003 -ALL</p>

	confirmed there was nothing outstanding.	
4.	<p><u>School Reaction to Lockdown/Exams</u> Staffing/On-Line Learning. AAI reported the following:</p> <ul style="list-style-type: none"> ● The on-line learning was going really well and much improved from the previous provision at the beginning of lockdown in March 2020. There was a lot of positive buy-in and live lessons. 90% (if not more) students were now engaging with their on-line lessons. ● Each teacher was expected to teach all their lessons on-line unless there were significant mitigating circumstances. ● Two members of staff had recently suffered from Covid and there was one currently, who was continuing to post lessons on-line. ● At School, the downstairs was used for on-line learning for children of key workers and for vulnerable children, led by the previous Covid catch-up mentors. TGM was leading PE lessons as well as providing on-line PE. ● A Governor asked whether the numbers of key workers' children/vulnerable children attending School had increased since last time. AAI replied they had not experienced additional children attending this time. He believed it was mainly inner city Schools who had experienced an increase. A Governor said that Surrey schools had experienced a surge in attendance and another Governor said there had also been a similar experience at her Primary School. <p>How Lockdown Learning Had Developed. SWN updated as below:</p> <ul style="list-style-type: none"> ● On the first day of the January term, staff had been given extended training on on-line teaching and had begun that afternoon. They had also been handed guidance notes. The School totally appreciated that on-line learning took longer to prepare and also to teach due to the additional response time from students. ● Staff were issued with regular a) technical and b) teaching and learning top tips and GMY was sending recordings of 'What I have learned this week', and encouraging staff to share similar learning points. ● Heads of Department were being asked to drop into virtual lessons, not for monitoring purposes but to say "hello" to the children and to experience some of the creative, inventive teaching that was being developed. ● On-line breakout rooms were now being fully utilised with Year 11 taking exams and Teaching Assistants giving extra time and support, to those pupils who require it, via breakout rooms. ● There had been student, staff and parent surveys. SWN had fed back to staff taking up/incorporating some of their suggestions; student feedback was being fed back to tutors and parents would be receiving feedback in due course on a 'You said, we did' basis. SWN summarised that the level of engagement with students had 'massively increased' and feedback from parents had been 'overwhelmingly fantastic'. ● SWN felt staff were working so hard with the on-line learning that they might need 'a boost' before half-term. <p>Action: It was agreed that the 'Top Technical Tips'/videos should be shared with GFK and HTG; and Action: SWN to share feedback from the Parent Survey either before or at the next LGB meeting on 17th March.</p> <p>Wellbeing</p> <ul style="list-style-type: none"> ● PME explained that there had been a rolling focus on the fact that all students must have access to on-line learning and as a result, the School had loaned out 120 devices. It was key that parents had to ask if a device was needed. ● AAI and all the Governing Body said the devices HTG he had provided from his 	<p>LGB3/ 20-21/004 -SWN LGB3/ 20-21/005 -SWN</p>



<p>employer had made a considerable difference to the children.</p> <ul style="list-style-type: none"> ● CFR was producing guides for parents to cover the most common technical problems that their children might come across with on-line learning. ● AAI and PME had obtained 18 dongles so far for loaning out to help where there were problems with connectivity to Broadband connections. This seemed to be a common problem where parents and children were logging on from home. ● The School was supporting the more vulnerable children at School with Cromebooks as well as keeping a stock of kit in case repairs were needed. ● JHD highlighted that AAI had written an article that was published in the Daily Mail about the problems of lack of accessibility to broadband for disadvantaged children and therefore the knock-on effect to their on-line learning. On the back of this article, EE were now offering free 4G for such families. The Governing Body was greatly impressed and felt AAI was too modest about this achievement. Action: It was agreed that LAS would circulate the article to Governors. <p>Attendance/Safeguarding ASM reported the following:</p> <ul style="list-style-type: none"> ● The Government had indicated that every child learning on-line at home should be registered as an 'X'. In addition to this, the School had been tracking whether every child was attending each of their lessons. Those not attending were then chased up. They had now unlinked SIMS from Class Charts, so could report to the Government as required, plus still track lesson attendance. ● Skodel responses were now being requested daily instead of weekly. GJN followed up urgent cases and due to tutor time now being restricted to 15 minutes, tutors were able to use this time to have individual conversations with students who had less urgent worries. ● The School made home visits where they hadn't seen a child on-line or been able to contact the parents for 3-4 days (the usual agreement with the Council was normally to do this after 6 days) and also if a child's on-line presence was sporadic. The Police Officer linked to the School also made home visits (not in uniform). The School gave careful thought as to which families the Police Officer should visit. Sometimes families needed support and encouragement. ● All the Child Protection (CP), Child in Need (CIN) and Team Around the Child (TAC) children who needed to be, were in School with a lead professional from School allocated to them, who made phone calls where necessary to check up on them (in addition to the Skodel checks). ● ASM highlighted the statistics that showed the number of Single Point of Access (SPA) referrals had greatly dropped (January 2019 = 570 referrals; January 2020 = 567 and January 2021 there were only 140 SPA referrals). The number had dropped significantly, despite the 'push and pull' factors increasing, which was worrying. ● ASM had been on a course covering looking out for far right extremism and had passed on the learning points to staff. There were also increases in fraud and gambling. ● A Governor asked if there had been an increased number of SPA referrals in September when the School reopened. SPA No ASM replied that she didn't have the Borough statistics, however Chessington had only had a couple of SPA referrals. A Governor said that Surrey had experienced a great increase in referrals in September 2020 but Governors discussed that maybe Chessington hadn't because they were taking so many precautions. <p>GCSE Exams AAI/SWN gave the following update:</p> <ul style="list-style-type: none"> ● AAI/SWN had responded to a long Government consultation paper on this and more would be known when the conclusions were published. 	<p>LGB3/ 20-21/006 -SWN</p>
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	<ul style="list-style-type: none"> • They had delivered exam papers to Year 11 students by hand for completing at home under exam conditions, although this was hard to police. The exam results would provide more evidence for Centre Assessed Grades. • The system for assessing grades this year was likely to be different this year with more scrutiny required and Schools would have to produce an evidence base to demonstrate that students were working at the particular grade. • A Governor asked if any groups or individuals in Year 11 were struggling. SWN responded that some students were working hard, however they were having to intervene and make phone calls for those who were not engaging and not submitting quality work. The Chair of Governors asked that the School should let Governors know if there was anything Governors could do to provide support with interventions. AAI thanked her for this offer of help. 	
5.	<p><u>Student, Staff, Community and Wellbeing Committee (SSCW)</u> ASM explained that the following points on the Agenda did not need further discussion:</p> <ul style="list-style-type: none"> - Extremist Policy - this was not required as a process was in place. - Transport Issues - not applicable during lockdown. <p>a) Student Council - ASM reported:</p> <ul style="list-style-type: none"> • <i>Student Improvement Plan</i> - New Student Council members had been elected to ensure there was representation from every bubble (as students couldn't cross bubbles). Over the first few weeks, they gathered information on various issues and focused on possible solutions. They presented to SLT in week 5, who felt they could work with a few of the suggestions. This resulted in Student Council members giving feedback at Assembly. • ASM encouraged Governors to look at the Student Council videos on the Drive. This was a good process to embed and meant students no longer had to attend Governor meetings. It was acknowledged some of the videos were poor quality due to being filmed using a mobile. • Students missed neither being able to interact with students, nor being able to show visitors around the School during lockdown. They were compensating by using virtual solutions as well as communicating via newsletters and Prefects' email. • ASM was pleased to report 60 students had applied, following the advertisement for House Captain. <p>b) Behaviour For Learning Policy - ASM confirmed:</p> <ul style="list-style-type: none"> • This consisted of the Policy and an Addendum covering Covid which had been updated due to changes to bubbles. A Governor had suggested a couple of changes and ASM had updated the wording accordingly. • Governors ratified both the Behaviour for Learning Policy and the Addendum (that had been placed on the Drive before the meeting). <p>c) Safeguarding</p> <ul style="list-style-type: none"> • SCR Check. Action: CWN confirmed she would carry out a check on the Single Central Register (SCR) after Half-Term. (PME confirmed a Governor check should take place once a term and AAI carried out another at random). • Governor Safeguarding Training - CWY confirmed the importance of Safeguarding Training and advised that AEA, NMN and RKE were due to carry out refresher Safeguarding Training and AKH and GFK needed to complete the full AfC Safeguarding course (in addition to the other two compulsory courses for new Governors. Action: LAS to follow up and to provide information. • PREVENT Training and Safeguarding Quiz - it was noted that all Governors were up-to-date/had completed this training. 	<p>LGB3/ 20-21/007 - CWY</p> <p>LGB3/ 20-21/008 -LAS</p>

- **Governors' Safeguarding Audit** - CWN confirmed ASM had worked hard on completing the work for the Governors' Safeguarding Audit and they had worked together on this as well as liaising about keeping the Safeguarding Policy fully updated.
- **Chessington School's Child Protection and Safeguarding Policy and Chessington School's Covid-19 Safeguarding and Child Protection Arrangements.** It was unanimously agreed that these Policies were now formally ratified.
- **Chessington's Safeguarding Priorities** - ASM outlined as follows:
 - **Student Mental Health and Emotional Wellbeing.** This was being tackled by the Skodel App and remote/virtual counselling provided by the Grace Dear Trust. (They had now provided the services of a second counsellor). Three or four places were reserved for staff counselling and there was a waiting list for this.
- **On-Line Dangers/E-Safeguarding Audit** - ASM, BCE, CFR and PME had carried out an E-Safeguarding Audit as recommended by the Safeguarding Audit last year. It was 'great practice' not 'essential' but they were getting close to achieving an On-Line E-Safety mark, which would be displayed on the website. They were also trialling a Safer Schools App with KCN and a few other parents before rolling this out to the whole School and parents. ASM had placed the QR code and the pin number on the Improvement Plans on the Governors' Drive. ASM was continuing to work on Safeguarding updates as well as focusing on on-line dangers.
- **Children Missing in Education** (added as a standing item to SSCW Agenda prior to Covid-19). ASM reiterated that this definition referred to a child who hadn't been seen with the parent(s) uncontactable for six days. The Borough recommended that Children Missing in Education were not to be put through as SPA referrals until further checks had been carried out but ASM had still put through a couple of such referrals to be 'safe'.
- **Attendance** - already covered.
- **Exclusions** - numbers were slightly higher but ABR had confirmed there was an increase spike nationally, particularly with physical violence that Chessington was also experiencing. ASM said children were struggling with being out of School so much; not getting 'closure' last year on transitioning from one year to the next and missing out on Group activities such as boot camps. The School would be focusing on communication and social interactions as part of the School's Covid Recovery Plan.
- **Managed Moves** - The School didn't send any children out as Managed Moves this half-term and the decision was taken to hold back on three that were due to start a Managed Move in January as this was a turbulent time to start a new school. They had had 5 successes with pupils moving to Chessington which would increase their 'life chances' and some Managed Moved would be extended as it was not feasible to judge the success of Managed Moves when children had been at home during lockdown. **A Governor asked if there were any trends regarding Year Groups and Managed Moves.** ASM confirmed there tended to be few in Year 7 but more in Year 9 upwards. **Another Governor asked if boys tended to be more violent.** AAI replied that generally, 'yes', however it was more case-by-case as the latest exclusion had been a girl due to violence. All was pleased with Chessington's success rate, which was high compared to Borough statistics.
- **Staff Wellbeing** - **A Governor asked about the wellbeing of staff, bearing in mind all the challenges of the sudden return to on-line learning in January.** AAI replied that:
 - Preparation for on-line learning was challenging and staff were having to 'relearn' how to teach in these circumstances.
 - Screen time was also challenging and so screen breaks had been introduced;



	<p>- They were balancing staff wellbeing against greatly improving the quality of on-line learning since the first lockdown and AAI welcomed Governor challenge on this. Governors felt that AAI was being too harsh on himself as they knew Chessington had provided more on-line learning than a lot of Schools from March to May 2020, plus having to face the issues of some children not having access to devices.</p> <p>- ASM added they were conscious that staff were dealing with anxiety/having to deal with home issues/sick relatives/managing their own children during lockdown whilst delivering on-line learning. The counselling was helping; ASM had sent wellbeing emails and LES and BCR were doing a great job arranging on-line staff social events at the end of the week.</p> <p>- In response to a Governor's question, TG replied that on-line learning was hard but students were engaging more this time. Coping with the practical side of lessons was more repetitive e.g. PE, Catering and DT but they were working creatively to include as much of the practical work as possible.</p> <p>- Another Governor asked how the five staff members present tonight were doing as they were holding SLT and the staff together. SWN said she had a lot of work to do regarding the new Curriculum and the Options and Exams processes but said she was managing as she didn't have as many home pressures as others. She was aware other staff too had increased responsibilities at home and at work but the additional work would save them time in the long-term. AAI highlighted that SWN was also Head of Maths, in addition to everything else and thanked Governors for being so astute in their challenge as TGM, ASM, PME and SWN were working so incredibly hard. ASM thanked AAI for arranging the supervision for her and ARE (at Hollyfield) as Designated Safeguarding Leaders (DSL). There had been a great emphasis on their wellbeing. A Chessington teacher, JPL was training to be a therapist and was interested in providing such supervision to DSLs, in future.</p> <p>- A different Governor asked if any staff were trained for dealing with trauma. ASM responded that KRE had a keen interest in attachment and trauma and had attended courses and read lots of books on these topics. She focused on Looked After Children (LAC) and ensured the money available for them was carefully allocated for their benefit.</p> <ul style="list-style-type: none"> ● AAI summarised that it was incredibly difficult to balance staff wellbeing with maximising every opportunity to provide students with the best opportunities in these challenging times. He felt it was possible that maybe unforeseen wellbeing issues might potentially develop over the next few months but thanked Governors for their tremendous support. 	
6.	<p><u>Verbal HT Report</u> AAI reported the following:</p> <ul style="list-style-type: none"> ● Applications. Chessington School was currently oversubscribed for Year 7 in September 2021 with 130 first choices. (In 2016, there had only been 31 first choices). ● Staffing was growing in line with capacity and there were two adverts; <ol style="list-style-type: none"> 1. <u>Assistant Head (Safeguarding, Wellbeing and Pastoral)</u> (AAI believed they were 12 months away from being outstanding in Personal Development and Wellbeing and Behaviour). 2. <u>Modern Foreign Languages Role (MFL)</u> ● Finances were in a 'good place' for delivering the above. ● Academisation Process. AAI said PME was doing a spectacular job working through the various processes required for the academisation process, eg the TUPE process; teachers' pensions; policies; Dual Use Agreement; liaising with solicitors; about to present to LKS and the Council. AAI was pleased, that despite the pandemic, the Year 7 numbers were growing; there was expansion in terms of Sixth 	



	<p>Form Sports Academy and growing and developing staff, thus realising the plans he and PME had drawn up a few years ago and making strategic objectives achievable. GMY would be moving over to Assistant Head, Teaching and Learning and a Head of English would be brought in.</p> <ul style="list-style-type: none"> ● Quality Candidates. AAI said he was delighted that the School was now attracting really good candidates who, together with existing staff, would bring about the changes that were required. <p><u>Governor Question/Suggestion:</u> Q. “Is it ‘normal’ for a School to have Deputy and Assistant Heads?” A AAI replied that the current structure with roles within the Trust was unusual but PME had benchmarked against other Schools. Approximately 50% of AAI’s salary was paid by the Trust, however ASM and SWN had been doing three people’s jobs between them for the last four years or so.</p> <p>The Chair of Governors commented that an audit last academic year had criticised the Chessington teacher/pupil ratio, which they had opposed. Other Schools had Assistant and Deputy Heads who did not teach at all. All agreed with this point.</p> <p><u>Governor Suggestion:</u> Suggestion: “As the Parent and Staff information videos are so successful, maybe could AAI sometimes record his HT Report, to save him time providing a written version? The recording could still be saved on the Drive for future reference”. Response: AAI thanked the Governor for this suggestion and said that this was, indeed, a possibility.</p>	
7.	<p><u>Finance & Business</u></p> <ul style="list-style-type: none"> ● The Chair of the F&B Committee (KCN) asked if anyone had any queries regarding the notes of the F&B AfC Monitoring/Working Parties from December and January (Appendices II and II respectively), that had been placed on the Drive a week ago. There were no questions. ● KCN explained that although the last AfC Monitoring meeting was likely to be in March 2021, she and PME had discussed that continuing F&B Working Parties on a monthly basis would continue as it was an efficient way of keeping Governors completely up-to-date and enabled Governors to give targeted challenge. ● KCN thanked AAI, PME and the whole Finance & Business Team as well as the Governors for their incredible work. The Chair of Governors, JHD reiterated this. 	
8.	<p><u>Trust Update.</u></p> <p>a) AAI gave the following update:</p> <ul style="list-style-type: none"> ● Chessington School now had the Academy Order, i.e approval from The Education and Skills Funding Agency (ESFA); The Regional Schools’ Commissioner (RSC); the DfE as well as Chessington School’s Governing Body and the Trustees of Every Child, Every Day Academy Trust. ● All being well, Chessington School would academise on 1st April 2021. ● The TUPE Consultation Process was under way and PME was working on this, which involved HR issues such as contracts. ASM was leading on behalf of the School. ● PME explained the Catering contract was going on in tandem and, again, everything was on track. ● ASM had only had two members of staff contact her about the TUPE consultation. Once was a query about pensions that was sorted quickly and the other was a query from the union representative about collective agreements which are not being 	

	<p>discussed. ASM explained that a collective agreement was a legally binding contract between the LA the School, however ASM said she had been presented with a set of working notes from 2013, which was simply the then Headteacher's comments on some of the Union's points. She had also received some questions about Policy updates on the Internet and had had a request to provide a list of all new policies, which had gone ahead without consultation. ASM confirmed that the member of staff requesting this information did not have a definitive list of the specific policies for ASM but wanted all of them to be looked at. ASM had gone back to request a list of those he felt should have been consulted on.</p> <p>b) Sign-Off of Restricted Academisation Minutes from 26th November 2020 by Non-Conflicted Governors</p> <ul style="list-style-type: none"> ● LAS had circulated these Minutes prior to the meeting to non-conflicted Governors (in terms of the Academisation Process). i.e.they had NOT been sent to AAI, JHD, AKH and HTG. ● LAS asked if the non-conflicted Governors had any amendments or questions about the minutes from 26th November (in which case, the conflicted Governors AAI, JHD and HTG - AKH was not present) would need to leave the meeting for a few minutes). All the non-conflicted Governors present unanimously agreed that the minutes were an accurate account of that meeting and it was in order that they were signed off by KCN (who had stood in for SMR, the then Vice-Chair, who had not been well enough to attend). It was noted that there were sufficient non-conflicted Governors present at the meeting to be quorate for this decision (i.e 7 non-conflicted Governors were present = AES, KCN, GFK, TGM, RKA, NMN and CWY). 	
<p>9.</p>	<p><u>Any Other Business</u> <i>[This agenda item was held before Governor Body Organisation - please see 10 below for explanation]</i></p> <ul style="list-style-type: none"> ● KCN/JHD asked Governors to update the Governors' Activity Log on the Drive as soon as possible (or pass on information to LAS), to enable KCN to forward the information to the School Office for issuing to parents and staff. CWY said that she had carried out a SEND visit a couple of weeks ago ● JHD confirmed that Governors' Department Visits were on hold at present as teachers were under pressure preparing and delivering on-line learning. ● KCN said that she and GFK had attended AfC training on effective Governor challenge/questioning and GFK had obtained the slides. Action: It was agreed that LAS should place this on the Drive and send the link round to Governors. <i>[LA actioned this on 6th February 2021].</i> ● AES asked if the Sports Academy Sixth Form could be placed on the Agenda for the next meeting. This was agreed. 	<p>LGB3/ 20-21/009 - LAS</p>
<p>10.</p>	<p><u>Governing Body Organisation</u> <i>[This agenda item was held after 'Any Other Business' and ASM and SWN left at this point as they had no voting rights. PME remained despite having no voting rights].</i></p> <p>JHD re-iterated that Governors needed to put themselves forward for the role of Chair of Governors before the March 2021 LGB meeting as she would be stepping down (as pre-arranged before the academisation process). If the current Vice-Chair were to be elected as Chair, a new Vice-Chair would need to be elected too. JHD would mentor both incumbents throughout the summer.</p>	



	<ul style="list-style-type: none"> ● Humanities and MFL: NMN ● Science: Vacant ● PE: JHD ● Technology: Food Tech and Child Development: HTG ● Art, Drama and Music: KCN ● Citizenship and SMSC: VST and Assist: AES <p>Governors discussed that AAI and the staff at Chessington School were humble about their hard work and the excellent provision of on-line learning during this latest period of lockdown since January. Action: It was agreed JHD would consider the best way of Governors communicating their thanks to them, which would also be visible to parents.</p>	LGB3/ 20-21/012 - JHD
	<p>JHD thanked everyone for coming along and closed the Meeting at 8.05pm.</p> <p>Date of Next Virtual LGB Meeting - Wednesday, 17th March 2021 at 6pm</p>	

Signed

Chair of Governors

Date: