



CHESSINGTON SCHOOL

Minutes of Chessington School's Local Governing Body (LGB4) Meeting

Held on Wednesday, 17th March 2021 via Video Conference at 6pm

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	*Tamara Graham
Parent Governors	*Gregor Falck (GFK) - attended the meeting for the first half-hour as pre-agreed with the Chair *Vanessa Sinet (VST)
Local Authority Governor	*Andreas Kirsch (AKH)
Also in Attendance	<u>Senior Staff:</u> *Amy Smith (ASM) *Paul Moralee (PME) *Sarah Wilson (SWN) <u>Clerk:</u> *Lucinda Ayles (LAS) <u>Observers:</u> *Mike Heberd (MHD) - elected as Co-Opted Governor during this meeting (joined the meeting after work at 7.30pm). . *Emma Turner (ETR) - elected as Co-Opted Governor during this meeting.

*Denotes present

Please note:

The meeting was quorate (11 out of 12) Governors were present. Attendance = 92%.

Wording in italics indicates Governor Challenge

1.	<u>Welcome</u> - The Chair of Governors, JHD welcomed everyone to the meeting, especially ETR, who was at the meeting as an Observer and would be put forward for	
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	<p>election as a Co-Opted Governor later on in the meeting, together with MHD, who would be joining the meeting later, after work.</p> <p><u>Apologies for Absence</u> - Apologies were received from CWY who was unable to attend due to a work commitment. This apology was accepted.</p> <p><u>Agreement for all 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; ● 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. <p>The Chair checked if there were further declarations of interest for any of the Agenda items. There were none.</p> <p>The Chair highlighted that as papers were circulated 7 days in advance of the meeting, it was unfair to staff at School for questions to be raised on the day of the meeting. In future, questions should be raised two days prior to the meeting (24 hours before the meeting at the very latest).</p>	
3.	<p><u>Minutes of LGB3 Meeting - 3rd February 2021</u></p> <ul style="list-style-type: none"> ● The minutes had been placed on the Drive a week before the meeting. As there were no comments, these were signed off as a correct record of that meeting. <p>Actions from the LGB3 Meeting on 3rd February 2021</p> <ul style="list-style-type: none"> ● LGB3/20-21/001 - It was agreed that NMN's PPG visit should be postponed until such time that Government guidelines would allow her to go into School. ● It was unanimously agreed that all actions 002 to 012 inclusive could now be closed. <p>The School had answered the questions that had been submitted in good time for the meeting.</p>	LGB4/001/ AAI/NMN
4.	<p><u>Single Central Record (SCR) Check</u></p> <p>CWY was not present, however, PME confirmed that the termly SCR check would be taking place on Monday, 22nd March 2021.</p>	
5.	<p><u>Governing Body Election (this Agenda item was held at the end of the meeting to allow SWN and ASM to leave early (as they had no voting rights), this section is minuted according to the order on the Agenda).</u></p> <p>MHD, the prospective new Governor joined the meeting at 7.30pm.</p> <ul style="list-style-type: none"> ● Electing two new Co-Opted Governors - KCN had previously circulated the biographies for MHD and ETR to the Governing Body and JHD asked if anyone had any questions or wanted to raise any concerns. There were none. <p>By counting the hands raised of all Governors present, MHD and ETR were both unanimously elected as Co-Opted Governors with effect from 17th March 2021.</p>	

	<p>Action:</p> <ul style="list-style-type: none"> - LAS would be in touch with MHD and ETR regarding the Induction Pack; documents they would need to provide for enhanced DBS checks as well as those they would need to complete. - It was also agreed that LAS should arrange for MHD and ETR to visit the School before the end of term - with masks/social distancing etc so AAI could meet them and show them around the School. <ul style="list-style-type: none"> ● Role of Chair of Governors - JHD reiterated that as planned, she would be stepping down as Chair as at 1st April 2021 (the date of Academisation) and also as Governor, due to her conflicts of interest as Clerk to the Trustees of ECEDAT. As there had been no nominations for the role of Chair or Vice-Chair, with effect from 1st April 2021, JHD explained that KCN as current Vice-Chair would be the de-facto Acting Chair until the next LGB meeting in May, when a Chair would be elected. ● Role of Vice-Chair of Governors - VST put herself forward as Acting Vice-Chair, with effect from 1st April 2021 to assist KCN. HTG urged Governors to nominate themselves for Chair and Vice-Chair as this would create 'healthy' competition. ● Election of Co-Opted Governor - As the role of Local Authority Governor would cease to exist after Academisation, AKH had indicated that he would like to be considered for the role of Co-Opted Governor. Governors unanimously elected him to this vacant Co-Opted Governor role. ● Ratification of Two Associate Members - It was ratified that JHD and SMR should become Associate Members. JHD explained to the new Governors that SMR had recently stepped down as a Governor for personal reasons, however had a wealth of experience with SEND and Safeguarding etc. ● Allocation of Governor roles previously carried out by JHD - this would be considered at LGB on 19th May. Action: LAS to add to the next LGB Agenda. ● Safeguarding Governor Vacancy - SMR had previously been Joint Lead Safeguarding Governor. Action: LAS would add this vacancy to the next LGB Agenda. <p>A Governor (on behalf of the Governing Body) and AAI both wished to thank JHD for her incredible work as Chair over the past 18 months.</p>	<p>LGB4/002/ LAS</p> <p>LGB4/003/ LAS</p> <p>LGB4/004/ LAS</p> <p>LGB4/005/ LAS</p>
6.	<p><u>Update on On-Line Learning</u></p> <p>Staffing. AAI reported the following:</p> <ul style="list-style-type: none"> ● Since the November lockdown, staff had provided 100% of lessons on-line. This had really helped with the return to School on 8th March. On-line lessons continued, even when the class teacher was off sick with other staff covering these on-line sessions. ● Staff CPD - Staff had rallied to provide quality on-line learning and had been supported by SWN, GMY and the CPD team sourcing relevant CPD for them. ● Staff Welfare - SLT had stayed in touch with staff and had initiatives such as a 'clear slate' afternoon. ● Feedback from Parents. This had been really positive. <p>On-Line Learning. SWN answered Governors' question as follows:</p> <ul style="list-style-type: none"> ● Governor Question: "Did students engage with on-line learning?" SWN explained: <ul style="list-style-type: none"> - They had focused on students on-line attendance and phone calls were made immediately where students were missing. - Data was collected from teachers, scoring pupils (1-4) on on-line engagement as well as the quality of work. - They drilled down to the reasons for poor engagement, e.g. chatting, technical problems and dealt with accordingly - either phone call home by a senior member of staff; letter to parent(s) or tutor intervention by meeting the student in a breakout room. - The 'top' offenders were invited into School to work. - Good/improved attendance was rewarded by vouchers/certificates/phone calls 	

	<p>home.</p> <ul style="list-style-type: none"> ● Governor Question: “Did the children invited to come into School, actually attend?” AAI replied that there were initially three groups invited into School: 1. Children of Key Workers 2. English as a Foreign Language (EAL) and 3. SEN children and those with an Education Health and Care Plan (EHCP). Then there were those students they invited in due to engagement issues. Overall, attendance was good. <p>Safeguarding - ASM reported:</p> <ul style="list-style-type: none"> ● Registration - as required by the DfE, all children with a Social Worker not attending School had to be marked as absent , whereas other children not at School were marked as an ‘X’. ● Attendance for children with Social Workers was generally low (as per reflected nationally). Home visits were made by staff, as well as by the Police Officer affiliated to the School. ● Food Parcels - these were still being distributed by the Pastoral Support Team to the most vulnerable families. ● Skodol Check Ins - these were issued daily and issues were picked up immediately and dealt with either by the Pastoral Support Team or Tutors at break time or 1:1 after the shortened Tutor Times. ● Safeguarding Cases - there had been no changes to numbers, however these were expected to rise as teachers were likely to spot indicators on return to School. ASM had not allowed any Safeguarding cases to close during Lockdown. ● Covid Recovery/Wellbeing - there were three levels of interventions: <ol style="list-style-type: none"> 1. <u>Universal</u> - targeted at all students and focused on feeling safe, calm, resilient connected and promoting hope: 2. <u>Targeted</u> - targeted at those with more specific needs; 3. <u>Specialist</u> - targeted at those who were really struggling. ● Saying Goodbye Project - this was available for those students who had experienced a bereavement and the Pastoral Support Officers had been trained in supporting bereaved students. ● Safeguarding Supervision - the music teacher was currently training to be a therapist and would be qualified to provide supervision for those with Safeguarding responsibilities. <p>A Governor wished to thank AAI, SWN and ASM for enabling the on-line provision to be such a high standard and for the incredible work they were doing looking after both the staff and students’ wellbeing. AAI also wished to record his thanks to the Governing Body for their challenge and support throughout and to GFK and HTG for their work on helping with technology support during lockdown. AAI also wished to thank parents for being ‘critical friends’ giving lots of feedback during this period.</p> <p>Update on Mentors - three ex-students from Chessington or the Trust were helping out mentoring students - mainly with Maths and English but one was also helping with history. The emphasis had moved from mentoring years 7, 8 and 9 to Year 10s due to Year 10s having the greater need. The mentors were examining the English and Maths data with the teachers and were selecting students to mentor.</p> <p>Governor Question: “Why has the decision shifted to mentoring Year 10s?” AAI responded that Years 7,8 and 9 had benefited over the last few years from the real teaching improvements that had been made, whereas some Year 10s were suffering from poor engagement with learning and this was a targeted intervention that would really help them. A Governor commented that she had heard some Colleges were anticipating not having A Level exams in place in 2022 due to pupils’ disruption during Covid. AAI said he was working to the ‘worst’ case scenario.</p> <p>At this point, GFK left the meeting to attend on-line AfC training. The meeting was still quorate.</p>	
7.	<p><u>Reopening of the School - 8th March</u> AAI summarised and some of the questions from the Governors’ Question Sheet were addressed.</p> <ul style="list-style-type: none"> ● Things had gone well and most children were happy to be back (although there 	

	<p>were a couple of exceptions).</p> <ul style="list-style-type: none"> • No staff were shielding and all staff were in (no refusers).. • There had been some Internal Exclusions (two were for breaking Covid protocols). • Covid testing had gone well with mid 90% take-up rates (most refusals were for rational reasons). Children were now taking the tests home and LES, a science teacher had made videos explaining the process. AAI praised SWN and ASM who had set up and managed the Testing process for both Chessington and St Philips. • ASM said BFD was getting extra curricular activities set up with an emphasis on charity events and promoting hope and joy in line with the Covid Recovery programme. • AfC Wellbeing Coaches would be running two sessions (Drama and PE) per week after Easter involving physical activity and encouraging/integrating social skills. • Chessington School was part of a pilot scheme run by the Emotional Health Service run through Child and Adolescent Mental Health Services (CAMHS). • An ex-student was training to be a Social Worker, whose placement hadn't materialised. Her worked requirements fitted really well with the needs of the School and she would be working at Chessington School for 70 days. • Students completed a questionnaire on their first day back before having a Covid Test and were asked to rate their wellbeing. Staff were immediately on hand to deal with negative responses so they could be followed up. • The Internal Exclusion (IE) Report now included a breakdown of behaviours as well as action plans/support packages that were in place.. The overall aim was to have an emphasis on keeping sanctions low and recovery high. • SWN reported that only three year groups had been tested per day but now the time to process the tests had greatly reduced. Students were now only missing 10 minutes of learning twice a week and Year 11s were tested during Tutor Time or in the early morning. • SWN said thanks were due to CSD from the Office who had worked tirelessly scanning the bar codes for Students' tests. (SWN had come across this method of mass registering students using a bar code and this had also made the process quicker). • SWN was grateful to the Testing Team who had built up quite a rapport with some of the vulnerable students. Governor Question: "How often do students have to take Covid tests?" .SWN replied that students were still being tested every 3-5 days and would be given tests to use throughout the Easter Holidays. <p>Governor Questions:</p> <ol style="list-style-type: none"> 1. "Will any authority be likely to charge the School for the Covid Testing Facility?" AAI responded that potentially Public Health Kingston might seek to recoup money back from Chessington School. 2. "Have there been any problems with Covid Tests/Students having to isolate?" AAI replied that a pupil had had a false PCR test and there had been issues with them being able to return to School due to the advice given in the Government Guidance, which didn't appear to be logical. <p>AAI and JHD thanked SWN and ASM for their incredible handling of the Covid testing.</p>	
8.	<p><u>Summer GCSEs.</u> SWN gave the following update:</p> <ul style="list-style-type: none"> • Updated Government guidance was expected at the end of March following the consultation. • In the meantime, AAI and SWN had joined various Webinars run by their respective Trade Unions, and drafted a Plan, shared with Hollyfield and Grey Court. • AAI added that the BWN, the Chair of ECED, was the CEO of the Sixth Form Colleges Associate and was on the panel that met regularly with GWN. • The draft Plan set out what evidence the School needed to collect over the next 6 weeks (on the work students had been taught so far - there would be no new learning). Students would have a lot of work to get through. • This varied for each subject. Some evidence was collated at the end of lessons and other subjects collected evidence at the end of the week. Students understood the 	

	<p>importance of collating this, as the School would need to provide evidence of how the decision of each grade allocated was reached.</p> <ul style="list-style-type: none"> • There would generally be one assessment (similar to Coursework in the past) per subject but three for Science - one for Biology, Chemistry and Physics. • Drama staff at Hollyfield and Grey Court would be supporting Chessington. • Moderation time was built into the Plan with AAI and SWN to check all the grades. SWN had already started flagging potential issues with staff, i.e. grading should be realistic - not graded too harshly but equally not marked too high. SWN was also aware that this Year's 11 were a much better cohort than that of 2019 and so deserved better grades than those achieved in 2019. • Staff had anxieties about getting the marking/assessments right and there were a lot of unknowns but were being supported.. • There would be a lot of time-consuming marking over the next six weeks and teachers who did not teach Year 11s would support the Year 11 teachers for that subject with the marking, which would help relieve stress. • Students were 'going for gold', collecting their evidence in 'gold' folders. SWN was keen they should strike a balance of encouraging them to work as hard as they were able to achieve their potential, however not making them anxious. • AAI had set a budget for SWN to give rewards to spur students on, to work hard and they were also considering incorporating fun activities within the PE lessons on a Friday afternoon to help alleviate the stress. • SWN answered a question that a Governor had submitted earlier that day on a separate sheet of paper.: <ul style="list-style-type: none"> - Interventions for Year 11 in the Easter holidays - this was voluntary for both teachers and students to attend this, however teachers who volunteered were paid. • Another Governor asked, "Are all Year 11 students likely to achieve the grades they need for their chosen next steps after GCSE?" AAI and SWN said that there should be no surprises as GJN had spoken to all children during Tutor Time between September and October about their choices following GCSEs and their grade requirements. Another survey had recently been sent to Year 11 students to follow up on this (only six or seven hadn't responded) and there were to be further checks that students' current target grades were on track for their chosen path. 	
<p>9.</p>	<p><u>PPG Report</u></p> <ul style="list-style-type: none"> • JHD highlighted there had been no changes to the PPG Report on the Drive and, as discussed earlier, the PPG Governor audit would take place when Covid permitted a Governor to visit the School. <p>AAI explained the following:</p> <ul style="list-style-type: none"> • The plan was still for Year 7,8, 9 and 10 to have their assessments, which would then provide a representative and valid data set for monitoring the PPG interventions. • Governor Question: "Is there a correlation between PPG students and those currently struggling following the disruption caused by Covid?" AAI responded that surprisingly, and it was probably anomalous, that the disadvantaged and SEN students in Year 11 were currently outperforming the other students. Action: AAI said he and SWN would bring fact and data for Governors once the assessments had taken place. SWN added she had data that indicated, that 50% of cases where phone calls or letters home had been required, had been for PPG pupils. • Governor Question: "Are Year 6s moving to Year 7 adversely affected by not taking SATS"? <ul style="list-style-type: none"> - AAI confirmed that it was important for the 'receiving' Schools to have valid data sets for Year 7s. They now had to rely on and take decisions from 1. In-class assessments 2. CATS tests and 3. Baseline assessments, as well as taking into account teacher assessed grades in reading, writing and numeracy. - AAI said he and ASM who were part of the South of the Borough Group were hoping to be involved in moderating the latter in the Borough to assess the general standard. - His view was also that when Year 6s had worked towards SATS, which had taken 	<p>LGB4/006/ AAI/SWN</p>

	<p>place in early May, formal learning tended not to take place for the rest of the term, and by September children tended to have lost valuable learning time.</p> <p>- AAI reminded Governors that nationally, Years 12 and 13 had not taken formal assessments and so had not been formally validated'; current Year 11s had not taken SATS or CATS and this year's and there would be no validated data for next year's Year 7s. The Government would need to define how Schools should project forward targets for pupils for league tables in these scenarios.</p> <ul style="list-style-type: none"> ● Governor Question: "What are the negatives to the children of not taking SATS?" She personally felt with her children that there was a big build up and focus on SATS and a lot of time was then wasted at the end of the summer term. AAI said he personally felt that children needed testing at the end of Year 6 to provide a clear baseline. ● Governor Question: "Will PPG Students be able to keep the laptops that have been provided to them during lockdown"? AAI replied that some would need to be exchanged for other devices that were being made available, however this was a challenge that all Schools would be struggling with and he and GFK and HTG were already considering/discussing this at their meetings. 	
10.	<p><u>Finance & Business.</u> PME reported:</p> <ul style="list-style-type: none"> ● [At this point, the Clerk dropped out due to poor Broadband connection and then re-joined]. PME had given a brief resume of the implications of Academisation on finance procedures. ● PME explained he and the Finance team currently had a huge amount of work ranging from policies to payroll getting ready for academisation. The budget was on hold while a new Finance system was being set up. ● They were well-placed for Academisation on 1st April 2021. Insurance was in place through RPA, which was Government backed. They were waiting for Actuarial Assessments to come through for the Pension Schemes from LGPS. ● AAI re-iterated that preparations for the budget were in hand with a small surplus. It would be a five month budget before joining the new financial year for academies on 1st September 2021, in line with the Academies' Financial Handbook. <p>KCN explained that the following documents had been placed on the Drive seven days prior to the meeting and asked if there were any questions. There were none and so all the following documents were then signed off.</p> <ol style="list-style-type: none"> 1. Minutes of the Finance and Business Meeting on 5th March 2021 2. Finance Report - March 2021 3. Termly Health and Safety and Facilities Management Reports - February 2021. <p>KCN praised the work of the Finance Team with everything they had managed to achieve with Covid and Academisation and the return to School/testing etc. and JHD seconded this.</p> <p>PME left the meeting at this stage to join another one.</p>	
11.	<p><u>Trust Update.</u></p> <p>a) AAI gave the following summary to date for the new Governors::</p> <ul style="list-style-type: none"> ● Consultation regarding the possibility of Chessington School academising with ECEDAT had started on 14th October 2020. (Chessington School was currently the only secondary School in the area that had not yet academised). ● Chessington School had carried out a study of the various Academy Trusts and had selected ECED as the one that was entirely compatible with Chessington's ethos and values. Chessington School joined ECED as an Associate Member of ECEDAT in 2018. ● The top echelon of ECEDAT left in 2019 and AAI was successful in his application for interim CEO of ECED. ● From December 2019 to December 2020, the Trust moved from a projected deficit of £1.2 million to a projected surplus of £450,000. ● Following the Consultation process, they 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 	

	<p>and the Trustees of ECEDAT. The Finances had been agreed (Chessington moving to ECED with a slight surplus). The vast majority of staff were in favour of adacemising.</p> <ul style="list-style-type: none"> • All being well, Chessington School would academise on 1st April 2021. • The TUPE Consultation Process was complete; Pension Letters had been issued and a 'sticking point' about the dual use agreement of the Sports Hall had been resolved with Chessington School able to keep the rent relating to the School premises. • The Trustees had required approval of the Finances, closure on the School Lease agreement and the School Condition Survey to be finalised satisfactorily and these had virtually all been completed. Academisation should take place on 1st April 2021. • Chessington was already playing an important role in the Trust with regard to Finances and SWM was leading on a Hollyfield Faculty restructure plus ASM playing a lead role across the Trust in Safeguarding and Welfare. • Governor Question: "Will there be publicity around Chessington academising"? AAI confirmed he would send letters to key Stakeholders who had been so supportive, e.g. CPD, LWE, NWD and EDY. • Following academisation, the Trust would consist of 3,000 children and over 350 staff and AAI was proud that Chessington School had come so far and turned round its reputation, with places now being oversubscribed. AAI said this had been recognised at the RBK's recent meeting where the School's academisation and finances had been finalised. The Chessington's Governing Body had also been praised. • AAI mentioned that a Primary School had enquired about applying to join ECEDAT, however it had been turned down because it did not share the same ethos. • Action: AAI requested an action should be noted for AAI/Chair of Governors to write to thank the Liberal Democrat Councillors (e.g. LGN, AKH, CST, to name a few) for their support. He also recognised the support that the previous Conservative Councillors had given. • Action: AAI asked that AKH should, in the meantime, thank his Liberal Democrat colleagues. • AAI said he was keen to repay everyone's support by getting Chessington School to 'outstanding' by 2023. • JHD reiterated how proud she was to have been involved in being part of the School's journey, from which her daughter had greatly benefited. 	<p>LGB4/007/ AAI</p> <p>LGB4/008/ AKH</p>
12.	<p><u>Any Other Business</u></p> <p>Sports Academy - AAI updated as follows:</p> <ul style="list-style-type: none"> • This has been an idea that appeared to be materialising. He and TGM were working with cricket, football and basketball academies and Cricket 2020, Chessington and Hook Football Club and Kingston Wild Cats Basketball Club. • This would be viable using lagged funding and they had allocated the cost equivalent of 12 lessons per week plus 3 pastoral lessons. • GTY was also involved in the related career destinations and University implications. • Governor Question: "How many students will be needed to break even, financially?" AAI explained the School simply needed to cover the cost of providing the cost of the lessons. The cost over and above this would be at the expense of the various Sports organisations. They each had different appetites for covering such resulting costs. • AAI and SWN emphasised how hard TGM was working with both the organisations and the applicants and her tenacity was making a real difference. Sports assessments for prospective students were about to take place, followed by interviews. It was key that offers would only be made to those who demonstrated they fitted with the ethos of Chessington School. • Governor Question: "Will there be a pathway for students to become coaches?" AAI confirmed they would definitely work towards this. They would be utilising the Kickstarts Programme as well as the Apprenticeship Levy. 	

	<ul style="list-style-type: none"> • AAI was hopeful the Sports Academy would happen in September, but it was not absolutely certain. <p>Ex-Student - PGCE work experience at Chessington School SWN was pleased to confirm that an ex-student would be hopefully be joining the School for her PGCE placement. This was an unpaid placement.</p> <p>Social</p> <p>Action: AAI said that he would be planning a Social event (including Trustees of ECED) when Covid restrictions allowed, to celebrate:</p> <ol style="list-style-type: none"> 1. The next exciting phase of Chessington School 2. To celebrate JHD's achievements as Chair for the past 18 months. <p>AAI once again thanked JHD for her incredible support to the School.</p>	LGB4/009/ AAI
	<p>JHD thanked everyone for coming along and closed the Meeting at 8.09pm.</p> <p>Date of next LGB Meetings:</p> <ul style="list-style-type: none"> - Wednesday, 19th May 2021 at 6pm - Wednesday, 30th June at 6pm 	

Signed

Chair of Governors

Date: