



CHESSINGTON SCHOOL

Minutes of Chessington School's Local Governing Body (LGB5) Meeting

Held on Wednesday, 19th May 2021 via Video Conference at 6pm

MINUTES

Co-Opted Governors	*Karen Carman (KCN) *Andrew Evans (AES) *Ramesh Kapadia (RKA) *Nicola Macbean (NMN) *Han-Ley Tang (HTG) - (left the meeting at 7.05pm to join another meeting, as pre-arranged with the Chair) *Emma Turner (ETR)
Headteacher	*Ashraf Ali (AAI)
Staff Governor	*Tamara Graham
Parent Governors	*Gregor Falck (GFK)
Associate Member	*Sonia Molnar (SMR)
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> *Sarah Ward - elected as Co-Opted Governor during this meeting

*Denotes present

Please note:

The meeting was quorate (9 out of 12) Governors were present. Attendance = 75%.

Wording in italics indicates Governor Challenge

[The Agenda was followed in a slightly different order, allowing the Governor, HTG and then Senior Staff PME, ASM and SWN to leave the meeting early].

1.	<p><u>Welcome</u> - The Acting Chair of Governors, KCN, welcomed everyone to the meeting, especially SWD, who was at the meeting as an Observer and would be put forward for election as a Co-Opted Governor later on in the meeting.</p> <p><u>Apologies for Absence</u> - Apologies were received from AKH (not yet back from work); CWY (unable to attend due to a work commitment) and VST (unwell). These</p>	
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	<p>apologies were 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> <p>SMR was welcomed back as Associate Member and KCN said the Governing Body was grateful they could draw on her expertise once more.</p>	
2.	<p><u>Declarations of Interest</u></p> <ul style="list-style-type: none"> AAI and PME explained that their respective roles as CEO and Operations Manager of ECEDAT had now been confirmed (no longer interim). Following academisation, both AAI and PME in their dual roles (working for both ECEDAT and Chessington Schools) were now employed by ECEDAT. The Chair checked if there were any declarations of interest for any of the Agenda items. There were none. 	
3.	<p><u>BWN, Chair of ECED - Introduction and Questions</u></p> <ul style="list-style-type: none"> BWN was now unable to come to the meeting due to attending another meeting. AAI confirmed it had been agreed that both he and BWN had open invitations to drop in and out of Governors' meetings of all three Schools. They would give notice to the relevant Clerk and Chair, prior to the meeting. 	
4	<p><u>Single Central Register (SCR) Check</u> - CWY had advised that she had completed the SCR Check.</p>	
5.	<p><u>Minutes of LGB3 Meeting - 17th March 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. Actions from the LGB4 Meeting on 17th March 2021. Other than those actions that had already been signed off on the Action sheet on the Drive, the following were discussed and noted: <ul style="list-style-type: none"> - LGB4/20-21/001 - Action: This action remained open and it was agreed that NMN's should agree with AAI and SWN as to when she should carry out her PPG visit. - LGB4/20-21/006 - It was agreed this action should be closed. - LGB4/20-21/007 - Action: It was agreed KCN should draft a letter to thank the Liberal Democrat Councillors (e.g. LGN, AKH and CST - to name a few) for their support and run it past AAI before sending. They also recognised the support that the previous Conservative Councillors had given. - LGB4/20-21/008 - It was agreed this action should be closed. - LGB4/20-21/009 - Action: AAI took the action to arrange a Social evening after 21st June when the Government was due to relax the Covid-19 restrictions. He said he would try to align it with discussions about the Staff Room redecoration (please see Agenda Item 8). Matters arising from the LGB4 Minutes - there were no matters arising. Governors' Question Sheet for the Meeting - The School had answered the questions that had been submitted in good time for the meeting and there were no further questions. 	<p>LGB5/001 - NMN/AAI</p> <p>LGB5/002 - KCN</p> <p>LGB5/003 - AAI</p>

6.	<p><u>Governing Body Admin - Elections, Clarification of Working Groups and Governor Roles etc.</u></p> <ul style="list-style-type: none"> ● Election of Chair of Governors - KCN left the meeting for a while. The Clerk LAS advised that no one else had put their name forward for Chair but asked if this was still the case - it was. Governors voted by raising their hands and KCN was unanimously voted in as Chair. LAS let KCN know that she could return to the meeting. ● Election of Co Vice-Chairs of Governors - KCN explained that she had talked to both GFK and VST and although VST was stepping down for a while for health reasons, both had agreed to being Co Vice Chairs. A Governor wanted to check whether VST really felt she wanted to take this on. KCN replied, "Yes" as GFK could take the lead for a bit and then they could discuss between them, how to split the role, going forward. Governors voted by raising their hands and GFK and VST were both unanimously voted in as Vice-Chairs of Governors at Chessington. ● Committee/Working Parties - KCN summarised they were moving from larger Committees to smaller Working Parties covering more areas. <ul style="list-style-type: none"> - Each Working Party would decide when and where they would meet and allocate tasks and responsibilities - Regular, concise reports/summaries should be placed on the Drive for LGB meetings for the Governing Body to read. - Thus, only broader issues would be discussed at LGB meetings as everyone would have already read the documents and be fully up-to-date. - Working Parties would demonstrate from their reports that they were adhering to the School's Development Plan (SDP) and the Scheme of Delegation. - Working Parties' mini reports would provide evidence for Ofsted. - The 'key' was that Working Parties from now on would be autonomous and not Issued with reminders. Everyone should work together and be held to account if Working Parties did not come up with expected outcomes. ● Governor Roles - KCN had met with the 'previous' Committee Chairs and allocated Governors to Working Parties, depending on their skills and had issued the draft update to Governors for their comments. <ul style="list-style-type: none"> - Further to one response received, ETR would now work on Health & Safety with JHD. - It would be assumed that all other roles would be as allocated (2 or 3 responsibilities each). - One further Safeguarding Governor was still required as, unfortunately, Governance did not permit an Associate Member to carry out this role. - SMR confirmed that the role of the Safeguarding Governor was to meet once a term with the Designated Safeguarding Lead at School; carry out a check on the Single Central Register once a term (PME confirmed this could be signed off electronically); be involved in the annual Governors' Safeguarding Audit and review the number of exclusions. ALL Governors were responsible for checking the School's Safeguarding Policy. <p>[HTG left the meeting at 7.06 pm to attend another meeting. The Clerk noted that the meeting was still quorate].</p> <ul style="list-style-type: none"> ● Election of New Co-Opted Governor - KCN introduced the potential new Co-Opted Governor, SWD and asked whether anyone had any comments on her CV that she had circulated. There were none and SWD was then voted in unanimously as Co-Opted Governor for a four year term. ● KCN had placed SWD on the PSHE Committee with AES and VST and also on the Wellbeing Committee with TGM, ETR, SWN and CWY. <i>Post meeting note - PSHE is a link role therefore another working party will be allocated at a later date.</i> 	
7.	<p><u>Teaching and Learning/Covid Recovery</u></p> <ul style="list-style-type: none"> ● KCN wished the staff to be thanked for all the detailed work that had gone into producing the documents for this meeting. The papers were very clear and succinctly provided the Governing Body with a detailed summary. 	

- As well as continuing to focus on pupil's wellbeing, AAI said a lot more work was needed to enhance the wellbeing of staff and this had been emphasised in a meeting he had attended with other CEOs.

SWN reported the following:

YEAR 11

- They were in week 2 of the Summer Assessments for GCSEs (as GCSE exams were not taking place). These were held in the afternoons. Lots of interventions had been provided for students over recent weeks and the Assessments had been written by teachers which, although a lot of work, had proved to be sound experience for them.
- Responsible Students who had engaged with revision and attended intervention sessions seemed positive following the assessments.
- The marks for the Assessments, the Continuing Assessments and the mock results would have to be put together so teachers came up with a Teacher Assessed Grade (TAGs). There was an inset day on 8th June when teachers needed to have the grades finalised.
- Chessington and Hollyfield's GCSE grades would be moderated and then SWN and AAI would meet to look at the TAGs and check these with the 4 year trend, providing any necessary 'narrative' to the Examination Board.
- The Exam Board would sample two subjects - one would be either English or Maths and the other might be any other subject. The Exam Board would request all the requisite papers for 5 children from the two subjects.
- The Association of School and College Leaders (ASCL) - SWN had attended a number of webinars that had been very informative and had produced information for Governing Bodies. **SWN said she would send this information to the Clerk, LAS after the meeting, together with the School's Exam Centre and Appeals Policy. [LAS placed these documents on the Governors' Google Drive after the meeting and advised the link to the Governing Body for ease of access].**
- KCN wished to thank Year 11 teachers and was so pleased to hear everyone was spreading the extra load between them. SWN cited the example of a student sitting a 'home' language GCSE. An ex PGCE student was making this possible by helping out in her own time by writing an assessment paper.

Action: Once the Teacher Assessed Grades (TAGs) had been submitted to the Exam Board it was agreed KCN should write to thank Year 11 teachers as the work for these had been intense, making sure the grades were correct and having the evidence to validate the grades.

YEAR 10

- SWN explained this Year group had the most concerning data.
- Each member of SLT was leading on one area of an action plan to tackle this:
 - **Focusing on the underperformers** highlighted in red, who were not 'on track', checking their Progress 8 and looking at where they should be;
 - **GMY would be discussing with Heads of Subjects**, whether there was enough stretch and challenge in lessons; whether pupils were getting good quality feedback and whether pupils were aware of what they needed to do in order to achieve better results.
 - **Engagement, Attendance and Aspirations** - under the remit of ASM and Head of Year 10 and 11, KRE had devised a new Tutor Time Plan incorporating interventions, revision techniques, study skills and how to learn efficiently.
 - **Year 10 Parents Evening** - teachers were ready with focused, key messages for parents, stressing the urgency in the 5 minutes available, where their children were under-performing.
 - **Curriculum Qualifications** - there would be discussion as to whether there were any justifications for some pupils to discontinue a subject, providing it fitted in with the School's Progress 8 'bucket'. Careful consideration would be given to ensure there was a beneficial activity planned to replace the time for such students.
- SWN said the above would be presented to middle leaders shortly for them to formulate their plans to feed into the Year 10 exams on 28th June and to look

LGB5/004 - KCN

	<p>ahead to facilitating Year 10 improvements into the Autumn 2021 term. (These interventions were being introduced far earlier than usual).</p> <ul style="list-style-type: none"> • There were three vocational courses where the outcomes needed to be maximised and KMN was leading on this with help from BCE. <p><u>Governor Questions</u></p> <p>Q1 “Please could the School prepare a video for Parents on Study Skills for their children”.</p> <p>A1 SWN replied that that would be possible. Action: SWN to look back at material prepared in the past and to put together a video.</p> <p>Q2 “With regard to the curriculum, it sounds as though you are fitting the jigsaw together but the best decision has fewer pieces. Is this the impact of Covid now really kicking in?”</p> <p>A2 SWN responded that she would be looking back at this cohort’s Year 9 results to see if the poor results for some children could have been foreseen, however, she felt for some children, Covid-19 would definitely have been a factor. The Year 10 exams in June would also help with the results analysis. The Curriculum Working Party would need to build on previous discussions as to which specific part of the curriculum needed to be prioritised.</p> <p>Q3 A Governor asked TGM, “How are teachers doing? Is there an aspect of their ‘tanks’ running lower?”</p> <p>A3 TGM replied that teachers had had to take on a lot of additional work, however they dealt with it in the best interests of the students and everyone was more than capable of getting through it.</p> <p>Q4 “There has been so much negativity for students over the past year, is there any plan/budget for some fun activities for them?”</p> <p>A5 AAI responded that whilst some Year 8s had made some poor decisions, Alternative Learning Week was still going ahead and there would be a small budget put aside for some motivational activities.</p> <p><u>Staff/Pupil’s Wellbeing</u></p> <ul style="list-style-type: none"> • A Governor summarised that the School where she worked, had won a Wellbeing Award. This had involved pulling together the evidence, defining mental health and creating strategies. She had passed information to EOE. The same Governor said she was impressed with the amount of information, signposting and links relating to wellbeing from the recent newsletter. • Another Governor wondered if the SSCW Committee could cherry-pick a few items from the information received, however, ASM confirmed that Chessington School was going for a Healthy School’s Award, which already covered Wellbeing. 	<p>LGB5/005 - SWN</p>
<p>8.</p>	<p><u>Student, Staff, Community and Wellbeing Committee (SSCW)</u></p> <p>The papers for this Agenda item had been placed on the Drive 7 days previously.</p> <p>a) Student Council Report - ASM said she felt this was the weakest report. Students had been restricted from mixing across year groups because of the restriction of ‘bubbles’. Student Council members had presented the suggestions from their Year Group to SLT, received feedback and then held an assembly using the “You said, we did....” format.</p> <ul style="list-style-type: none"> • ASM had arranged with BFD that from September 2021, they would set up four School committees - Equality and Inclusion, Achievement (Teaching and Learning), Behaviour for Learning and Community and Charity. Student Council members would sit on Committees, which would include all year groups and it was hoped that this would give more leadership opportunities for students. September 2021 would see the return to ‘vertical’ tutor groups. In the meantime, House Competitions were continuing and House Captains had been appointed. • KCN suggested (and everyone agreed) that the Student Council Governor Working Party should be renamed Student Voice. • A Governor suggested that Parents should receive feedback regarding Student Council achievements. ASM agreed. Action: ASM to consider linking the latest Student Council’s Powerpoint Presentation to the Parents’ E-News and maybe issuing a Student Council “You said, we did” summary at the end 	<p>LGB5/006 - ASM</p>

<p>of the summer term, covering the whole year.</p> <p>b) Updated Safeguarding Policy - ASM explained she had reviewed it as follows:</p> <ul style="list-style-type: none"> • The Radicalisation Helpline Number for post 16s did not apply. • Checked that the wording was in-line following academisation. • DfE Guidance from December 2020 - nude pictures sexting - although this was already covered in the Policy, revised guidance was required to cover categories. • 'Everyone's Invited' website - which had prompted an Ofsted review on 'peer on peer abuse'. ASM had reviewed and added the latest NSPCC helpline number; linked all the Personal Development and Welfare (PDW) curricula to the Policy to show the School covered healthy relationships and sex education and included the dates from October 2020, when staff had completed their Harmful Sexual Behaviour training. • ASM confirmed she had already talked through the above changes with staff as well as providing further information about the Everyone's Invited website, as well as linking reminders to them about the Harmful Sexual Behaviour training that they had previously attended. A Governor asked if there was any reference to Chessington School on the website. ASM confirmed that no, there was no reference to any School in the Trust but it was very important for everyone to be reminded of our 'culture'. A note about the website had been included in the E-news for parents, as well as referenced in a letter to parents about Relationships and Sex Education (RSE). <p>The Clerk queried whether she needed a copy of this latest Safeguarding Policy as she had simply linked this to the Agenda from the School's website and the Policy might be updated again before the next Ofsted visit. ASM confirmed she kept back copies of the Safeguarding Policy and so no action was needed by LAS.</p> <ul style="list-style-type: none"> • Action: The Policy had been linked from the Agenda for the past week and so KCN asked Governors to contact her and ASM immediately if they had any further comments. KCN would read the Policy through again, in the light of the above information and would email ASM in order to ratify the Policy on behalf of the Governing Body. <p>c) Governors' Safeguarding Training - LAS confirmed that AKH's Induction Training (including Safeguarding training) was outstanding as well as RKA's Safeguarding Refresher Training. Action: AKH and RKA to get back to LAS.</p> <p>d) Chessington's Safeguarding Priorities. ASM reported the following:</p> <ul style="list-style-type: none"> • Children Missing in Education - Nationally, this rate had increased to 89%. Chessington School was really tightening up on this with the new Attendance Officer having a list of children at risk of exploitation and another with children with Social Workers. She raised the relevant absences to ASM and Social Workers as soon as possible each morning. ASM had also monitored very carefully during lockdowns, sometimes referring a Single Point of Access (SPA) referral earlier than absence for 5 consecutive days (as was the legal requirement), as Education Welfare Officers (EWOs) had not always been able to contact parents. • On-Line Dangers/Sexting/Social Media etc. Chessington was using the Safer Schools' App as a project and a trainee Social Worker was ensuring that every child took an on-line digital test. Any pupil with a score less than 60% was followed up and given appropriate training. Parents were sent a video link to the School assembly that had covered this. • Safeguarding /Exploitation - Action: KCN was to write a thank you letter to the Police Officer linked to the School, as ASM said she had gone 'above and beyond' to work tirelessly for the School. ASM asked that the Police Officer's manager should also be thanked. <p>[PME left the meeting at 19.33].</p>	<p>LGB5/007 - ALL and KCN</p> <p>LGB5/008 - AKH/RKA</p> <p>LGB5/009 - KCN</p>
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<ul style="list-style-type: none"> ● Student Mental Health and Emotional Wellbeing - the School had 2 on-line counsellors; 1 trainee art therapist; GJN who did drawing/talking therapy and the Deputy SENCO who did lego therapy. A Mental Health Tier 2 Team were visiting the School - not for children self-harming but trialing on a lower, preventative level, to take some of the pressure off Children and Adolescents' Mental Health Service (CAMHS). ● Additionally, the School's pastoral team were taking a solution focused, coaching approach, encouraging thinking about 'good times' and 'bouncing back'. ● The School was also participating in an AfC Resilience screening programme, based around basic needs/academic issues/sense of belonging and coping and bouncing back. This had revealed some children were resilient in some areas but not others, eg some not having anyone supportive at home to help with homework or revision. ● Pupil Premium Grant (PPG) - An Associate Member said she had expected that a review of how PPG had been spent in line with the Strategy would have been on the Agenda. AAI said it had been difficult to implement the Strategy during lockdown. Action: It was agreed that the PPG Working Party (NMN, RKA and SMR should put a few questions to AAI/ASM/SWN about PPG and then the Working Party should discuss this further and have a report ready on the Governors' Drive for the final LGB meeting of the year. <p>e) School Reports</p> <ul style="list-style-type: none"> ● Attendance - AAI explained that SEN/ECHP attendance was also low nationally. A Governor asked if Chessington's SEN/ECHP attendance had been good before but was now lower. ASM responded neither she nor KMN could see any reason for the discrepancy, other than maybe some of the other schools were reporting the 'x's (as explained at recent LGB meetings) instead of the 'absences'. ASM had kept to the DfE's rules and so had Hollyfield School. ASM would be investigating further into this issue (reports were now produced from the company, Turn It On). In time, the new Attendance Officer would be working more on this. Action: CWY and SMR to catch up with ASM on this before the next LGB meeting. ● Training for Attendance Panels - Action: ASM asked that new Governors should contact her as soon as possible (or other non-staff Governors wishing to refresh their training) if they would be interested in attending a brief training session for sitting on a Governor Intervention Panel to tackle Attendance and Behaviour issues with individual parents and their child. (Held at School on Wednesday afternoons). ● Exclusions - Year 8 exclusions were high - not typical nationally, but a pattern in Kingston. The School was tackling by targeting groups of children with social/emotional/communication issues. A Governor said he was concerned about the reasons for Exclusions being 'violence'. ASM responded that this was on the increase, nationally, but also pointed out that Chessington School was very strict on such behaviour and would take action prior to an argument with 'hands' before this led to a fight or scuffle. ASM had requested reports with greater break-down categories. ● Managed Moves - There had been six successful Managed Moves this academic year, plus a letter of thanks received from a grateful parent. Action: KCN to write thank you letters to MSR and KRE as Managed Moves were very resource heavy and they had worked tirelessly. ● Behaviour - ASM had provided overarching data for this plus a breakdown from Heads of Year. KCN was keen for this level of details to continue. Behaviour was no longer included on Classcharts. Governors found the SEND Signals very useful. Action: ASM to find a way for SEND Signals to be sent to Governors with pupils' names redacted. ● Staff Wellbeing: <ul style="list-style-type: none"> - Action: SWN to talk/work with EHS re Staff Wellbeing and to liaise with the Wellbeing Committee. - Action: Wellbeing Committee to arrange with AAI whether Staff Absence 	<p>LGB5/0010 - NMN/SMR/ RKA</p> <p>LGB5/011 - CWY/SMR</p> <p>LGB5/012 - ALL NON- STAFF GOVS</p> <p>LGB5/013 - KCN</p> <p>LGB5/014 - ASM</p> <p>LGB5/015 - SWN LGB5/016 - CWY/SMR/ SWD</p>
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	<p>should be reported in their Report or to continue to be reported within the HT Report.</p> <p>- Staff Room Refresh - KCN was keen for Governors to paint/refresh the Staff Room as a thank you for their work over a very difficult year. A sheet had been placed in the Staff Room for them to add their suggestions. AES said he had some decorating tools to lend and maybe have some spare paint.</p> <ul style="list-style-type: none"> ● SEND Report - Concern was expressed about the pressure on the School of an incoming Year 7 student with ASD and another SEN student with a cognitive age of Year 2. AAI explained there were insufficient resources/places at Special Schools and so such students had to be accommodated within mainstream Schools. Governors recognised that Chessington was inclusive and made much headway with SEN students but also that this was an incredible drain on resources and not necessarily the best decision for the individual child, although Chessington School would be able to achieve far more if they were given the required financial resources. AAI said Governors could be an effective platform to hold AfC to account with this conundrum. A Governor asked how they should achieve this. <p>Action: AAI suggested that he would raise at School Forum the possibility of Governors working together to put pressure on AfC about finances/provision for SEND pupils and for SMR and ETR to speak to MPL about this (at a meeting to be arranged at School). This was agreed.</p>	<p>LGB5/017 - ETR/SMR</p>
<p>9.</p>	<p><u>Headteacher's (HT's) Video Report</u></p> <ul style="list-style-type: none"> ● A discussion took place as to whether Governors preferred a video HT Report instead of a written HT Report. One Governor preferred a written report, whereas another preferred the video approach. ● In view of the fact that Ofsted would need to see Governors' challenge on data in the HT Report, it was decided the best option might be to alternate them or to provide a 'voice' Executive Summary of the data given in a written report. 	
<p>10.</p>	<p><u>Finance & Business Committee and Other Updates</u></p> <p>a) <u>Finance & Business:</u></p> <ul style="list-style-type: none"> ● PME confirmed the next F&B Monitoring Working Party was to be postponed from 21st May to as soon as possible after half-term, due to the School still working on the year end closure of accounts. ● PME reported that the School finished the Year within budget and he was working with SMS and the Local Authority as they shifted from the LA bank account to the Trust Bank Account. A final meeting would be held shortly to finalise everything. ● PME confirmed the Schools' Financial Value Standard (SFVS) form had been completed and submitted. ● PME explained the equivalent form for Academy Schools (very similar) would have to be completed later on in the year around the time of the Audit closure time. <p>Action: KCN to diarise this for the F&B working party around November/December 2021.</p> <p>KCN wished to thank PME for his detailed and meticulous work, which provided the Finance Committee with very detailed and clear information for them to scrutinise.</p> <p>b) <u>Curriculum Working Party:</u> There was no update at present.</p> <p>c) <u>Parent Forum:</u> KCN had found a Parent she knew who was happy to be the link at the Parent Forum. KSM, ASM and AKH were meeting up to draft a Parent Survey asking what had gone well/not so well, before and during lockdown (as a face-to-face meeting was not yet possible). The results would be passed on to ASM.</p> <p>[ASM and SWN left the meeting at 8.17pm - not members of the Governing Body]. [RKA left the meeting at 8.18pm. The Clerk noted that the meeting was still quorate].</p>	<p>LGB5/018 - KCN</p>
<p>11.</p>	<p><u>Trust Report</u> AAI reported the following:</p>	

	<ul style="list-style-type: none"> • All had gone well with Chessington School academising. • AAI and PME had now been appointed substantively by the Trust as CEO and Operations Manager, respectively. • ECEDAT and the three Schools were now one legal entity. The new Scheme of Delegation states what is delegated to the local Governing Bodies of the Schools. This had been rationalised, e.g Trustees are 'accountable' for everything but no longer need to be 'responsible' for appointing teachers. (AAI mentioned the RASCI model - Responsible, Accountable, Supportive, Consulting and Informed). • From now on there would be a consultative relationship between ECED and the Governing Bodies of the three Schools. Proviso for an Interim Executive Board as a 'back up' was in place, should this become necessary. • 85% of Policies would be central and finalised by the ECED Company Secretary/Clerk (Governing Bodies could still make comments). • The individual Governing Bodies of each School in the Trust would be responsible for their own Safeguarding, Accessibility, Risk Assessment, Emergency Recovery and Lockdown Policies and have more time to focus on scrutinising data, raising standards and challenging at Meetings. • The ECED Strategy Meeting on 24th May would be an important event to get the Trustees and Governors from all Schools together to refresh and energise the new strategy, emphasising the 'family' and collaborative style of working together as a Trust. • A Governor asked if teachers had any concerns about academisation. AAI responded that only one or two had had concerns, however the benefits were tangible, e.g. money savings with tendering the Catering Contract due to economies of scale and a legal retainer to use when necessary. 	
12.	<p><u>Early Careers Framework (ECF) - AAI reported:</u></p> <ul style="list-style-type: none"> • Newly Qualified Teachers (NQTs) were entitled to training, mentoring and support at their School. Things were now changing as, nationally, around 25% of new teachers were leaving the profession after approximately two years. • The Government's response to address this, was to introduce the Early Careers Framework with Early Framework Teachers. There used to be 800 teaching schools - now to be replaced by 82 teaching hubs. ECED would be running their own hub with Wandle Trust. It was a national and legislative requirement that Governing Bodies should be briefed on this topic. • The Governing Body would need to ensure our new teachers are mentored, getting good training, Continued Professional Development (CPD) and opportunities as well as a 10% reduced timetable in Year One and a 5% reduced timetable in Year Two. Governors would need to check that the £2,100 received by the School from the Government (covering both years - the cost of cover, mentoring, CPD etc) was spent to really develop and support them. • The ECED Trust would be putting in place a Fast Track Scheme ('golden thread' from recruitment to senior leader) to recruit and talent manage new teachers for Maths, English and Science. <p>Action: AAI to send LAS the Powerpoint presentation from the Wandle Trust for placing on the Governors' Drive and sending the link to Governors. This action was completed on 8th June 2021.</p>	
13.	<p><u>Any Other Business</u> KCN raised the following:</p> <ul style="list-style-type: none"> • Governors' Activity Log - Action: Governors to complete asap so new Governors knew what is expected; everyone was up-to-date and this could be summarised to Parents. • CPD/Background Information for New Governors - Action: AAI said he would bear this in mind. He was pleased SWD and a new Trustee were visiting on Friday. • Governors CPD/Training - Governors were reminded to review the list and attend AfC courses (free of charge) and send their certificates to LAS for logging. • Governors' WhatsApp Group - KCN would like to set these up asap but aware of GDPR requirements. Action: LAS to add the Declaration to the ICT Policy 	<p>LGB5/019 - ALL</p> <p>LGB5/020 - AAI</p> <p>LGB5/021 -</p>

	<p>Declaration in September 2021).</p> <ul style="list-style-type: none"> ● Full Governors' Part One Minutes from September 2017 to date were in the process of being placed on the School website. ● Governors' Induction Pack - KCN wished to record thanks to RKA for his great work in updating this and also to LAS for checking the Governance/Compliance. ● Right to Work Checks - following academisation, these documents and checks were now required. Action: LAS had just issued an email. Please could all non-staff Governors get in touch with her without delay. ● Update on Sports Academy Sixth Form - AAI/TGM updated as follows: <ul style="list-style-type: none"> - More trials had taken place for basketballs, football and cricket and numbers were increasing. - Formal face-to-face interviews (from the academic perspective) were taking place on 18th June. - The Sixth Form would start in September but numbers were not yet clear. - AAI thanked TGM for her incredible work, enabling this to happen. - <i>A Governor asked what Sports fields would be used.</i> TGM replied that the football would take place at Chessington and Hook's ground; Cricket would use Chessington Cricket Club facilities at Barwells and the Basketball club would continue using Chessington School's facilities. AAI responded that more money needed to be spent on Sports Facilities in the Chessington area, which he would be pursuing and raising with EDY. ● Link Governors - KCN asked Governors to contact their Head of Department after Covid Restrictions are hopefully eased after 21st June. Action: Link Governors and their subjects would be reviewed again at a later date in line with ECED needs. ● Next LGB meeting - 30th June 2021 - this would hopefully be a face-to-face meeting. Moving forward, it was anticipated there would be a blend of video-conferencing and face-to-face meetings. An option was for the LGB meeting to be held earlier and then the Social to follow on after that. Moving this to Thursday, 1st July was discussed, although LAS would be unable to minute that day. 	<p>LAS</p> <p>LGB5/022 - ALL NON STAFF GOVS</p> <p>LGB5/023-LAS/KCN</p>
	<p>KCN thanked everyone for coming along and closed the Meeting at 8.09pm.</p> <p>Date of next LGB Meeting - Wednesday, 30th June 2021 at 8.40pm</p>	

Signed

Chair of Governors

Date: