



CHESSINGTON SCHOOL

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

Held on Wednesday, 1st December 2021 - on-line meeting due to Covid (Omicron) Guidance

MINUTES

PRESENT			
Co-Opted Governors	Karen Carman (KCN) - Chair Nicola Macbean (NMN) Sonia Molnar (SMR) Natalie Page (NPE) Emma Turner (ETR) Sarah Ward (SWD)	Also in Attendance	<u>Senior Staff:</u> Anna Griffiths (AGS) - Asst. HT Paul Moralee (PME) - Business Manager Amy Smith (ASM) - Deputy HT Sarah Wilson (SWN) - Deputy HT <u>Clerk:</u> Lucinda Ayles (LAS)
Headteacher	Ashraf Ali (AAI)		
Staff Governor	Tamara Graham (TGM)	Associate Member	Jules Hammond
Parent Governors	Gregor Falck (GFK) Vanessa Sinet (VST)		

Although some Governors left early, as recorded in the minutes, the meeting was quorate at all times.

Wording in italics indicates Governor Challenge

1.	<p><u>Welcome</u> - The Chair of Governors, KCN, welcomed everyone to the meeting:</p> <p><u>Apologies for Absence</u> - Apologies were received from AES, HTG and CWY. These were accepted. AKH was not present at the meeting.</p> <p><u>Agreement for all attendees to join via video-conference/confidentiality</u> - The Chair checked that everyone was in a confidential area. This was confirmed.</p> <p><u>JHD advised that she was recording the Meeting for the purposes of minute taking only</u> as the Clerk was experiencing wifi problems.</p> <p><u>Confidentiality</u> - the Chair emphasised that Governors should highlight any confidential issues in advance, so the recording could be switched off in time.</p>	
2.	<p><u>Declarations of Interest</u> LAS confirmed:</p> <ul style="list-style-type: none"> She had asked AKH to complete a second electronic form, following his appointment as Council Leader. Once received, LAS would pass this and the two remaining declarations, over to TD for updating the Register of Interests on the School website. This is urgent as it was required for compliance. 	LGB2/21-22/001-AKH, LAS

3.	<p><u>Minutes of LGB6 Meeting - 6th October 2021</u></p> <ul style="list-style-type: none"> ● The minutes were approved and signed with one minor typo corrected. ● Actions from the LGB1 Meeting on 6th October 2021 - remaining open and carried forward: <ul style="list-style-type: none"> - LGB1/21-22/001 - already noted in Agenda Item 2. above. - LGB1/21-22/003 - Action: SWN said MSR would be producing a video on Study Skills for parents, shortly. She had been off sick but had now returned.. - LGB1/21-22/005 - Action: AKH to urgently book onto the AfC Full Safeguarding Training as well as the New Governor and SEND training. - LGB1/21-22/015 - Action: KCN to continue to pursue speaking to a possible new Associate Member, who was proving difficult to contact and was currently abroad. - LGB1/21-22/016 - It was decided that: <ul style="list-style-type: none"> a) Although not a Governance requirement, it was best for every Working Party to draft and agree Terms of Reference. b) All Governors to check through the SEF as each section needs to be owned by a Working Party. Action: Chairs to finalise both the above. - LGB1/21-22/018 - Following a conversation with the Head Teach, KCN had met with VST and GFK and had assigned the following following areas of the SEF as follows: <ul style="list-style-type: none"> Quality of Education - to T&L Committee Behaviour & Attitudes - to SSCW Committee Personal Development - to SSCW Committee Leadership & Management - to F&B Committee Action:: <ul style="list-style-type: none"> a) All Governors to look through the SEF; and b) Committee Chairs to work with AAI/SWN and PME to assign visits to correct people and areas. - LGB1/21-22/020: Action: KCN to check all Governors have completed the sections allocated to them and then finalise the Self-Evaluation of the Governing Body. ● All other actions from the LGB1 Meeting on 6th October 2021 were closed, with the PPG Actions 007-011 inclusive, closed during Agenda Item 5 - PPG. ● There were no further matters arising from the Meeting. ● Governor Question Sheet - The School had spent a long time answering all the very detailed questions. Governors were appreciative and thanked AAI, ASM and SWN. In future Governors questions' would be shorter because Working Parties would ask questions at their meetings and the detail would be summarised in their Working Party notes. 	<p>LGB2/21-22/002 - SWN/MSR</p> <p>LGB2/21-22/003 - AKH</p> <p>LGB2/21-22/004 - KCN</p> <p>LGB2/21-22/005 - ALL & Chairs to finalise</p> <p>LGB2/21-22/006 ALL/All Chairs</p> <p>LGB2/21-22/007 - KCN</p>
4.	<p><u>Single Central Record Check (SCR)</u></p> <ul style="list-style-type: none"> ● CWY had given her apologies, however it was noted the SCR had been checked once this term. Action: CWY to carry out a second SCR check before the end of term. 	<p>LGB6/21-22/008 - CWY</p>
5.	<p><u>Pupil Premium Strategy/Impact Assessment</u>. The new Assistant Head, AGS introduced herself and presented the draft PPG Strategy (placed on the Drive) as follows:</p> <ul style="list-style-type: none"> ● This was the new DfE template - the deadline for Schools to complete was 31.12.21. ● It was divided into three categories: Teaching, Targeted Academic Support & Wider Strategies. ● A three year strategy was recommended so the School had adopted this. 	

	<ul style="list-style-type: none"> • Intended Outcomes section: This referred to the end of the academic year 2023/24. • Therefore, although this was the target date, each strand would be regularly reviewed and monitored. • AGS had pulled together all the challenges based on her research from across the School, such as reading ages, internal assessment data across every subject, behaviour and attendance data and prior attainment group (PAG) data, to name but a few. • Each activity to meet each challenge were at different stages. Some were up and running but others were still being discussed/planned. • The document had to be researched and evidence based and AGS had studied the Education Endowment Foundation, various DfE Reports as well as taking into account wider reading and her own personal experience. • AGS was grateful to SWN, NMN and SLT for giving their significant input. <p>Q1 "Do you have any other breakdown, showing targets for the end of this year"? A1 AGS replied that she would consider setting up a separate working document for herself, staff and SLT to use giving annual targets.</p> <p>Q2 "Is the amount shown on the budget the 3 yearly funding for PPG or just the annual amount"? A2 PME responded that the funding was just for this year. The amount for future years had not yet been determined. The Governor was encouraged there would be more funding to come for years two and three.</p> <p>Q3 "Does the new budget system allocate the PPG spending to different cost centres so you can see what has been spent where and then gauge success of the strategies against the money spent?" A3 PME answered that this was difficult to do on the system because some of the PPG money was offset against the salaries of certain members of staff. It would be possible, though, to map it manually on a spreadsheet.</p> <ul style="list-style-type: none"> • A discussion took place. The DfE had made the template more generic and had moved away from specific budgetary monitoring of individual strategic initiatives. Schools were able to spend money on School-wide initiatives to improve the quality of education for all (not just the disadvantaged). The DfE instead gauged success by whether or not PPG targets were met. <p>Q4 "Recent AfC training emphasised the importance of PPG targets being monitored, being mindful of gender and ethnicity. Also, I'm concerned that parents won't understand the terminology of 'cultural capital'." A4 AGS said she would be mindful of the former and AAI clarified that he agreed, however the audience in this case was the DfE and Ofsted so the current wording should remain.</p> <p>Q5 "How do you plan to decrease the number of detentions and are they held at lunchtime or after School?" A5 AGS clarified that CCR had now split detentions between behaviour and pastoral. Lunchtime detentions tended to be for 'lates' and uniform issues and after school detentions were mainly for homework, where children were supported. This meant the data would be easier to understand and help the School take steps to reduce detentions. ASM highlighted there was some 'upscaling' of detentions due to children not attending detentions and so multiple detentions could result, but the data needed to reflect only one single issue, e.g with homework. They were working on how the data could be better defined.</p> <p>Q6 "Is any PPG money spent on healthy food for children at before and after School interventions and clubs as part of our recognition as being a Healthy School?" A6 AGS said no there wasn't however she would consider some options.</p> <p>Q7 "Are any activities included for Looked After Children (LAC)?" A7 AGS confirmed that yes, there was some budgeted spend for these and previously looked after children.</p> <p>A Governor pointed out a couple of typos on the draft PPG Strategy for AGS to correct.</p> <p>Governors thanked AGS for her detailed work as well as the School for closing the PPG gap. AGS then left the meeting.</p>	
6.	<p><u>Finance & Business</u>. The Chair of the F&B Committee ETR reported the following:</p> <ul style="list-style-type: none"> • The papers had been placed on the Drive and as there were no comments, the Health and 	

	<p>Safety and Facilities Management reports were signed off.</p> <ul style="list-style-type: none"> • The Annual Report was to follow and it was good news that the School's finances were now showing reserves. • The F&B Working Party had focused on processes and protocols, who does what and the F&B Terms of Reference. • There would be future focus on the School Maintenance Plan, Scrutiny and the Risk Register. • The headings were likely to change on the monitoring reports to be produced monthly for the F&B Working Party. • ETR congratulated the School Finance Team for their achievements. 	
7.	<p><u>Safeguarding (including Equality, SEND and Wellbeing Working Groups)</u>. ASM highlighted the following:</p> <ul style="list-style-type: none"> • The various School Reports had been placed on the Drive seven days ago. • She had been liaising with the Lead Safeguarding Governor, CWY over the past few weeks. • CPOMS: <ul style="list-style-type: none"> - The new Safeguarding System was working well, with only a few teething problems. - Safeguarding referrals were logged on the system with staff able to access instead of using emails as before. - The level of accountability was brilliant and could be shared with healthcare professionals, where appropriate. - It was also a useful tool when children transferred from their Junior Schools. - There was scope to roll out CPOMS for other purposes across the School in future. • Pupil Safeguarding Representatives - Every Tutor Group had five Safeguarding Reps who reported into the School Council. They were very keen and ASM had been asking them 'Ofsted style' questions about whether they felt safe. They mostly did in School although they had raised the dangers of 'pushing' on the stairs. <p>Q1 "Has there ever been an accident or major issue on the Stairs?"</p> <p>A1 ASM confirmed there had not, but it was important to listen to the students' perception of risks. Some Year 7s were short compared to those in older Year groups. SLT always checked as they walked past the stairs.</p> <p>Action: A Governor asked PME to check that a risk assessment had been carried out for the stairs and if it was in place, was there anything else that needed to be added?</p> <ul style="list-style-type: none"> • Trainee Social Workers - the trainee Social Workers on their university placements at Chessington were brilliant and a wonderful resource. <p>Q2 "Is there any way we can keep them or obtain more students?"</p> <p>A2 ASM responded that they were able to do two placements (normally only one in a School), however Portsmouth University had agreed for their student to do a second placement at Chessington. ASM had made contact with Kingston University and were now on their list for student Social Worker placements. It was only possible to have a couple of placement students at any one time as they needed 'supervision' and weekly meetings.</p> <ul style="list-style-type: none"> • Behaviour for Learning Policy - some minor amendments had been made but the whole Policy was in the process of being reviewed. Action: ASM to bring the revised updated B4L Policy to LGB when it was ready. • Governors' Safeguarding Audit - ASM had this ready to submit to the Borough, however they had not asked for it yet. • Safety Plans from Children and Adolescent Mental Health Services (CAMHS) The School had found that the plans issued to parents and the School by CAMHS when students attempted suicide were not really workable or realistic, e.g to remove all sharpeners from School. ASM had spoken to the Emotional Health Service about this and other issues where the School was expected to undertake complex risk assessments. They confirmed it would be the Crisis Team who were drafting the Plans, not CAMHS. ASM had eventually had a meeting with CAMHS about a student and he was now at 	<p>LGB2/21-22 - 009/ PME</p> <p>LGB2/21-22/010- ASM</p>

	<p>Malden Oaks for his own safety. ASM was seeking support from the Borough on the apparent disjointed approach regarding such cases.</p> <ul style="list-style-type: none"> ● Personal Development and Wellbeing (PDW) - there was no requirement to monitor the impact of PDW as the framework focuses on the intent and the implementation. ASM and GJN were, however, still carrying out short pre and post impact assessments. <p>Q3 “Are there many children missing in education?” A3 ASM replied that there was currently a traveller and a student who had never returned from Covid (known to AfC), and using that as the excuse. These were being closely monitored. The third case was the student now at Malden Oaks.</p>	
<p>8.</p>	<p><u>Teaching and Learning</u> VST gave the following update:</p> <ul style="list-style-type: none"> ● The Curriculum party had met and looked at the T&L inset work.(i.e. Department Plans falling in line with the School’s strategic priorities, making links between Department Plans and the Quality of /Education Assessments). Each department was putting together documents (samples to be circulated to Governors). ● Curriculum - It was good to know a lot of work was going on School-wide on the curriculum and the School was preparing a document of intent which would be shared with Governors before it was placed on the website. ● Governor Visits - Governors would be given Department Improvement Plans as well as Quality of Education documents ahead of the visit and look alongside at the priorities identified for the Working Party monitoring focus points. ● Changes to the Forms - VST would be working on the form making suggested changes to include clear bullet points for the priority points under ‘Quality of Education’ and other priorities assigned to that Working Party, e.g. Improvement. ● Moving Forward - VST would share these priorities at LGB, together with the age groups and the subjects covered. ● Next Week’s Visit - SWN said she had already tweaked the form (as discussed) ready for AES’s visit next week and had just shared it with VST for her comments. All the activities on the form were now linked back to the Quality of Education and visits would be focused on this rather than being subject specific.. <p>Action: VST to speak to AES before his visit and to keep in touch with him as to how it went.</p> <p>Q “Is there a document that Chessington could crib from one of the other Schools to save ‘re-inventing the wheel?’” AAI and JHD didn’t think the other Schools were any further advanced, although would be working to the same model as Chessington. JHD suggested it would be useful for this work to feed back into the Trust’s Improvement Plan. The Chair was keen that all the schools in the Trust work together collaboratively to share information/the development of procedures etc.</p> <p><u>Year 11 Data</u> SWN reported the following:</p> <ul style="list-style-type: none"> ● Year 11s were currently sitting the first set of mock exams. Data would be available in the New Year ready for the February LGB meeting. ● Predicted Grades. There were some concerns as the predicted grades for some subjects were in line with the School’s worst results in 2019 and Chessington School was now three years on. The normal uplift expected in results from Autumn to the June exams was from 0.75 to a grade. There were also concerns about the predicted grades for some vocational subjects, which was surprising. ● Senior leaders were talking to subject leaders and ASM/SWN had been working with the Heads of History and Science. There was an urgency around the combined Science cohort’s results. A member of the Science teaching staff had been off sick but was now back. <p>Q1”I’m concerned how Science pupils will catch up by February if one of their teachers has been on long-term sick”. A1 SWN explained that there were three parts to Combined Science and so the absence only affected one of the topics and plans were already in place to address the issues.</p> <p>Q2”Are the poor predictions due to Covid Lag/Staff being off sick? I’m also concerned</p>	<p>LGB2/21-22/011-VST</p>

	<p>that if the School needs to recruit a new teacher(s), that will be a long process.” A2 SWN clarified that the reasons were currently being investigated; plans were already in place to address the concerns and if any staff were found to be under-performing they would be supported. SWN emphasised that most teachers were doing a great job.</p> <p>Q2”Are the children missing in education having an impact on the statistics?” A2 SWN confirmed that, yes, if removed, the statistics would be improved, however, the predictions were still not good enough and this was the message being communicated to teachers and departments.</p> <ul style="list-style-type: none"> • OFFQUAL had asked schools to communicate to students about contingency plans for the summer GCSE exams, in case necessary. Chessington School had written to both students and parents explaining the importance of students working as hard as possible throughout the year, in case Teacher Assessed Grades should become necessary. <p>Q3”How do you measure the performance of teachers?” A3 SWN explained that performance was measured by results (including over a period of years) as well as Subject Leaders carrying out 15 minute checks on Year Groups every couple of weeks. Senior Leaders also carried out regular checks on Subject Leaders. The emphasis was on challenging and supporting staff.</p> <ul style="list-style-type: none"> • A Governor said she felt that Deep Dives carried out by staff at Hollyfield and Grey Court Schools must be so useful, as well as their Learning Walks to assess the Quality of Education. It was also useful that Chessington teachers would also be observing their peers at the other schools in the Trust. <p><u>Year 12 Data</u> SWN highlighted the grading on the documents on the Drive as follows:</p> <ul style="list-style-type: none"> • Academic = grading for lessons and the work for the qualification; • Training = grading from the coach for basketball/football/cricket etc. • SWN said that the School was now putting in place support for independent study for Year 12 students, which should have been in place from September. <p>Q4”What does this ‘support for independent study’ look like?” A4 SWN confirmed this would be an explanation of a breakdown of the grades and skills for the independent study that was expected outside lessons.</p> <p><u>SIP Report</u> - the SIP report (from November) would be circulated shortly.</p> <p>AAI explained that PME was leaving the meeting briefly (7.30pm) to attend to some urgent business. He returned a few minutes later.</p>	
9.	<p><u>Other Committees/Working Parties</u></p> <ul style="list-style-type: none"> • Parent Voice KCN reported: <ul style="list-style-type: none"> - This working party had not met recently but the School had issued a Parent Survey to coincide with the on-line Parents meetings with teachers on 25th November. - SWN said the survey followed the Ofsted format with little space for free-text. - It also contained some “You said, we did” information. - Despite issuing reminders, only 169 responses had been received, however a Governor clarified that in business, anything above a 30% response rate is considered successful. - SWN had already flagged that the catering menu (included) had been too small to read. <p>Action: KCN, AKH and SWN to work together on analysing the Parent Survey.</p> <ul style="list-style-type: none"> • Student Voice <ul style="list-style-type: none"> - There was no update but GFK and AKH would work together - ideas discussed below: - They could meet the Student Reps who covered a variety of areas - CWY could meet with the Safeguarding Reps. - It was agreed that some of the Student Reps could give a small presentation at the 	<p>LGB2/21-22/012 - KCN, AKH, SWN</p> <p>LGB2/21-22/013 - CWY</p>

	<p>Parent Voice meeting, which could create the focus for the meeting.</p> <ul style="list-style-type: none"> - SWN reminded Governors that Governor Visits would also give rise to Student Voice. - SWN advised she had also issued a Student Survey. <p>Action: GFK and AKH to liaise with SWN about analysing the Student Survey.</p> <p>Q “Is there any Charity Day at School that Governors can come along to, help out and be visible?”</p> <p>A AAI said there wasn’t because of the uncertainty of Covid guidelines but Governors were welcome to come along to the House Quiz at the end of term.</p> <p>ASM said it was tricky to easily establish the cause of pupil absence as the DfE had specified that absence due to Covid should no longer be categorised separately on attendance data. She said they would come up with a solution by January.</p> <p>Action: All non-staff Governors to consider putting their name down for the next Governors’ Intervention Panel, after lunch on 2nd February (before LGB). Please sign up on the Drive in the Chessington 2021-22/Governors’ Intervention Panel folder.</p>	<p>LGB2/21-22/014 - GFK/ AKH/SWN</p> <p>LGB2/21-22/015 - ALL NON-STAFF GOVS</p>
<p>10.</p>	<p><u>Policies</u> - PME was to have a meeting about Policies shortly which would look at the procedure to be followed.</p> <p>At this point AAI asked that PME, ASM, SWN and TGM be allowed to leave the meeting (7.53pm). This was agreed by the Chair and JHD also left the meeting, which was still quorate.</p>	
<p>11.</p>	<p><u>Governing Body Organisation/Admin</u></p> <ul style="list-style-type: none"> ● Safeguarding Governor - it was minuted that AfC Governor Support and ASM had agreed SWD could be Safeguarding Governor (as discussed at the October LGB meeting) and could be considered for election as Joint Safeguarding Governor on completion of her AfC Safeguarding training in January. ● Governors agreed the Governors’ Responsibility Matrix, although the Link Governors at the bottom of the sheet would change as previously discussed. ● NMN offered to be the Equality Governor. ● Following discussion it was agreed that HTG was the best person to be GDPR Link Governor. Action: KCN to inform HTG that he was now GDPR Link Governor and GDPR to now be a standing item on the Finance Working Party ● Skills Analysis of Chessington’s Governing Body - VST had analysed the scores and reported that the Governing Body was quite strong across all areas (even with AAI’s scores removed). The lowest scores (which still met the NGA’s essential criteria) were Marketing, Media and PR. VST would be carrying out training in these areas for Coombe Schools which would address this.. ● Self-Evaluation of Governing Body - already covered in Action LGB2/21-22/007 ● PREVENT Training. AKH’s outstanding training - already covered in LGB2/21-22/003. Action: JHD and LAS were due to refresh their PREVENT training in December. ● Governors’ Electronic Declaration: These had already been dealt with. ● One more Governor required for Safer Recruitment Training - VST had already done this training at Coombe Schools. Action: VST to add her Safer Recruitment training certificate to the Drive. ● AfC’s Education Inspections Framework Training - AAI/KCN suggested as many governors as possible sign up for this training. ● Staff Code of Conduct - it was minuted that AAI had confirmed all staff had now signed. 	<p>LGB2/21-22/016 - KCN/ETR</p> <p>LGB2/21-22/017 - JHD/LAS</p> <p>LGB2/21-22/018 - VST</p> <p>LGB2/21-22/019 - ALL</p>
<p>12.</p>	<p><u>Ofsted</u> AAI updated that he and KCN had discussed and the following was required:</p> <ul style="list-style-type: none"> ● Identify which Governors could be available at short notice (Tuesday to Friday) for an Ofsted Inspection. ● AAI and AJN (herself a Lead Ofsted Inspector) would provide training for Governors (at all three Trust schools) on the new framework, including how to answer Ofsted questions.. 	

	<ul style="list-style-type: none"> • A question sheet would be circulated with potential Ofsted Questions. • The AfC Directors' meeting had shared a video about their experience of a recent Ofsted Inspection. Action: KCN would place this in the Ofsted Folder on the Governor's Drive for all to read. <p>Actions:</p> <ol style="list-style-type: none"> 1. AAI to arrange Ofsted Training with AJN for Chessington Governors - 1st 1.5 hour session in January and then the 1 hour follow-up session before February half-term. 2. AAI to share the Ofsted Question Sheet with Governors. 	<p>LGB2/21-22/020 - ALL</p> <p>LGB2/21-22/021 - AAI</p>
13.	<p><u>Trust Update</u> AAI was pleased to report the following:</p> <ul style="list-style-type: none"> • He was launching a new Trustees Induction Pack. • The Trust was continuing to support a primary school. • AAI and AJN were running a programme of Deep Dives across the three Schools. • There had been good learning from carrying out Deep Dives at a School in West London. • The ECED Trust was in a healthy financial position. • Chessington School was full (for next year) on 151 first choices, which was the only example in Kingston. • Every ECED School across the Trust was oversubscribed for next year for Year 7. • There was a push to get more children from Chessington School to join the Sixth Form at Hollyfield. • The Trust was now looking at its growth strategy - did it want to grow? • The Trust had the same Chair and Vice-Chair and they were pleased BWN remained as Chair. • There were some new Trustees and one Trustee vacancy. • The Chair of Governors had recently challenged whether AAI and PME needed more back office support. AAI had confirmed they were now in a position to develop a Central team. <p>Q1 "Which subjects are Hollyfield's particular strengths?" A1 AAI replied - Junior School - Performing Arts and Upper School - Humanities</p> <p>Q2 "I have noticed that there is no mention of Chessington School's pupils moving to the Sixth Form at Hollyfield on the Hollyfield School Website." A2 Action: AAI thanked them and said he would ensure this was rectified.</p> <p>Q3 "Why is the massive update of 1st choices disproportionate to the increase in 2nd and 3rd choices? Is there any anecdotal evidence for this?" A3 AAI said it could be due to Chessington School having a 'good' lockdown; a group of parents who liked the School or it might just be an anomalous group. AAI said he was pleased and proud but would never be complacent. The improvement would need to be measured and they needed to be clear on the pitfalls.</p> <p>Action: KCN to write to thank support staff for their hard work as well as certain members of SLT (Chessington was the only School to do roadshows at 16 primary schools).</p> <p>Action: AAI was to circulate the Trust Improvement Plan to Governors.</p> <p>Governors all congratulated AAI and had such respect for the work of SLT, teachers and TAs.</p> <ul style="list-style-type: none"> • A discussion followed on why the School was so popular at present and AAI suggested that Governors challenged him on the future relationship with Claygate and what should happen next. Governors to keep this issue on their radar. • Another discussion followed on Persistent Absence and a Governor was interested to learn that The Trust was reaching the National Average in the UK but this wasn't good enough as The Trust Schools needed to instead meet the Kingston Average, which was higher. <p>Q4 "Please could we in future have a breakdown of Persistent Absence indicating whether absence due to Covid has impacted the Persistent Absence statistics?" A4 Action: AAI replied that he felt that this was an astute challenge and said they would aim to provide this in future.</p>	<p>LGB2/21-22/022 - AAI</p> <p>LGB2/21-22/023 - KCN</p> <p>LGB2/21-22/024 - AAI</p> <p>LGB2/21-22/025 - ASM</p>

	<p>Q5 "Is there any Police support to look for children who are out and about when they should be at School?"</p> <p>A5 AAI replied that there were currently no Community Police able to assist with this.</p> <p>[NPE and SMR left the meeting at 8.30pm. The meeting was still quorate as 7 Governors remained].</p>	
14.	<p>Any Other Business</p> <ul style="list-style-type: none"> AAI explained that the Sports Academy students were doing well and were role models for the younger children at School and had started to provide mentoring, but there was a slight disconnect as they were finding it hard to be in Kingston. The School was supporting them to make them feel included. <p>Q1 "What can we, as Governors do to help?"</p> <p>A1 AAI said that it would help if Governors could attend some of the matches to demonstrate to them their interest and support. All the matches started at 3.30pm, whether the match was at Chessington or an away game.</p> <p>Action: AAI to arrange for Governors to be informed of future Sports Academy matches</p> <p>Q2 "Please can you expand on the mentoring the Sixth Formers are providing - what is it?"</p> <p>A2 AAI said that they were taking part in vertical tutoring, starting with older year groups and now working with Year 10s. It was mainly chatting. After Christmas, they would be mentoring students in the lower School. They would also be focusing on mentoring sports scholarship pupils. They were not academic mentors yet!</p> <p>Action: AAI asked Governors to challenge the School on the aspirations of the Sports Academy Sixth Formers. They would be taking them to visit Guildford University in the Spring.</p>	<p>LGB2/21-22/026 - AAI</p> <p>LGB2/21-22/027 - ALL</p>
	<p>The Chair closed the meeting at 8.45pm</p> <p>Date of Next Meeting - Wednesday, 2nd February 2022</p>	

Signed

Chair of Governors

Date: