



**CHESSINGTON SCHOOL**

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

**Held on Wednesday, 18th May 2022**

**Conference Room**

**PART ONE MINUTES**

<b>PRESENT</b>			
<b>Co-Opted Governors</b>	Karen Carman (KCN) - <b>Chair</b> Andrew Evans (AES) - arrived at 6.05pm. Nicola Macbean (NMN) Natalie Page (NPE) Han-Ley Tang (HTG) Emma Turner (ETR) Sarah Ward (SWD) Carolyn Withey (CWY)	<b>Also in Attendance</b>	<u>Senior Staff:</u> Paul Moralee (PME) - Business Manager Sarah Wilson (SWN) - Deputy HT
<b>Headteacher</b>	Ashraf Ali (AAI)	<b>Associate Member</b>	-
<b>Parent Governors</b>	-	<b>Observer</b>	Katie Kilby (known as Jo Kilby) - (JKY)
<b>Staff Governor</b>	-		

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 GFK, TGM and ASM. These were accepted. AKH and VST were not present (VST was not expected to be attending). AES was not present.</p> <p><u>Agreement for attendee to join via video-conference/confidentiality</u> - No one attended via Video-Conferencing, however the Chair advised that the meeting was being video-recorded via Google-Meet as LAS was on holiday and would use the video recording to type up the minutes. Everyone present was in agreement.</p> <p><u>Confidentiality</u> - the Chair added that any confidential Part Two issues should be mentioned in advance, so PME could turn off the recording in time.</p>	
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	<p><u>Election of new Co-Opted Governor</u></p> <ul style="list-style-type: none"> <li>• The Chair explained that she and AAI had previously interviewed JKY and asked her to give those present a summary of her biography that had previously been circulated to the Governing Body.</li> <li>• JKY had spent 26 years of her career in the Corporate world, including marketing and had then retrained and spent 9 years in Education as a secondary Maths teacher (latterly as Head of Department). She was now taking the opportunity to do other things, including tutoring and had applied to be a Governor as she was passionate about education.</li> <li>• JKY left the room and the Governing Body discussed that JKY's background and skills were commensurate with Chessington School's Governing Body requirements. KCN noted that although AES had not yet arrived, the meeting was still quorate with 8/13 Governors present. Governors voted and JKY was unanimously elected as Co-Opted Governor. She returned to the room and was informed of the decision.</li> <li>• The Chair informed the JKY she would be allocated to AES's Teaching and Learning/Quality of Education Committee. It was key that Governors read the papers from other Committees to obtain a complete overview and to understand how various topics often overlapped across one or more Committees.</li> </ul>	
2.	<p><u>Declarations of Interest</u></p> <ul style="list-style-type: none"> <li>• JKY confirmed she had no declarations of interest.</li> <li>• ETR advised she needed to complete another Declaration of Interest form as she had changed School. ETR updated this following the meeting. <b>Action: LAS to arrange for the updated register, taking into ETR's changes to be passed to TDE for updating on the School website.</b></li> </ul> <p>AES arrived at 6.05pm and The Chair introduced AES and JKY to each other.</p>	LGB4/ 21-22/ 001 - LAS
3.	<p><u>Minutes/Actions/Matters Arising from LGB on 2.2.22</u></p> <ul style="list-style-type: none"> <li>• <u>The minutes</u> from LGB4 were approved with no amendments.</li> <li>• <u>The Actions</u> from LGB 4 were all closed except for the following: <b>LGB5/20-21/008</b> - LAS advised that: <ul style="list-style-type: none"> <li>- AKH had yet to complete the AfC Full Safeguarding Training as well as the New Governor and SEND courses.</li> </ul> </li> <li>• <u>Matters arising from the Actions</u> <ul style="list-style-type: none"> <li>- The Trust, Chessington, Grey Court and Hollyfield's websites were about to be completely revised. ECED Trustees had determined the required format.</li> <li>- <b>Governor Question: "Will Chessington Students now visit universities or will some universities visit the School?"</b> AAI confirmed that some universities might visit the School, e.g. Kingston but students higher up the School would mainly visit universities themselves. AAI said the aim was that ALL school years would have access to a university visit(s) by the end of the next academic year. A 'targeted' group had visited Oxford University and a student had reported back that they had been surprised to learn from a student there that you do not have to be 'posh and rich' to obtain a place.</li> </ul> </li> </ul> <p>The Chair said she would make reference to the Governors' questions, which the School had answered, as they worked through the Agenda.</p>	LGB4/ 21-22/ 002 - AKH
4.	<p><u>Single Central Record (SCR) Check</u></p> <ul style="list-style-type: none"> <li>• CWY confirmed she would be checking the SCR the following week.</li> <li>• Governor Challenge: <b>"The AfC Safeguarding training I attended said it was sufficient to simply minute that the SCR was up-to-date and there is no need for Governors to check it"</b>. AAI replied that Chessington School wished to follow the highest standards and he wanted a Safeguarding Governor to continue checking the SCR every half-term. The Confederation of School Trusts recommended half-termly, rather than termly. Following discussion, it was agreed that further consideration should be given to ASM providing Safeguarding training for new School Governors, from now on, in place of the AfC Training, but that Safeguarding Governors would still need to complete the full AfC Safeguarding Training.</li> </ul>	

5.	<p><u>Mid-Year PPG Impact Assessment Report</u></p> <ul style="list-style-type: none"> <li>• AGS' Impact Assessment Report and NMN's School Visit Report had been placed on the Drive. NMN praised AGS for the great work she was doing in benchmarking progress.</li> <li>• <b>A Governor commented there was still a big gap</b> and SWN replied that there were a number of factors that could contribute to this. She and AGS had considered different ways of looking at the data.</li> <li>• AAI said part of the School's strategy for closing the PPG gap was for AGS to look after both PPG and Literacy. Governors agreed that AGS was passionate about making real strides with PPG.</li> <li>• <b>Following her recent School visit, NMN encouraged other Governors to challenge literacy at their visits.</b> AAI confirmed this was very important. At the MATSET, AGH had run a joint Trust Oracy programme CPD session.</li> <li>• <b>Governors asked when they would next get more PPG statistics.</b> AAI responded that there would be more data for Years 7, 8 and 9 after the summer term exams, which would be reported back at the September/October LGB meeting.</li> </ul>	
6.	<p><u>Finance &amp; Business (F&amp;B) Committee.</u> The Chair of the F&amp;B Committee, ETR and PME reported the following:</p> <ul style="list-style-type: none"> <li>• Lots of reports had been placed on the Drive following two Finance meetings.</li> <li>• Internal IT security scrutiny was being carried out across the three schools as more and more data was now being moved around as the number of staff increased.</li> <li>• A GDPR audit had resulted in the attainment of 80%.</li> <li>• There would be an in-year budget deficit, which was according to plan as more money was still to come from the Local Authority Central Services.</li> <li>• ETR congratulated the Finance Team for their incredible work and for moving to Access reports. AAI and PME thanked ETS for all her detailed challenge, which was really welcomed.</li> <li>• <b>Governor Question: "When is the end of the Financial Year and when will the budget deficit end?"</b> AAI clarified that the Academic Year, September to August was now the same as the Financial Year and that there would be a small surplus in the 2023/24 year budget. This year, the School was losing a small Year 11 and gaining a big Year 7, There would also be some Lag funding to come.</li> <li>• AAI wished to highlight that the Trust would be paying a little more for AAI and PME's services to the Trust.</li> </ul> <p>The Chair asked Governors to introduce themselves to JKY and explain their individual roles as well as their Committees/Working Parties.</p> <p><b>Action: LAS to send the link to the Glossary to Governors.</b></p>	LGB4/ 21-22/ 003 - LAS
7.	<p><u>Policies</u></p> <ul style="list-style-type: none"> <li>• The Trust SEN Policy would be ready for the next LGB. AAI/PME explained that the individual Schools' SEN policies would differ slightly as Hollyfield has a Specialist Resource Provision and Grey Court has a Speech and Language Therapy (SALT) unit.</li> <li>• <b>Governors asked for more information on the policies that were still shown as outstanding on the current Policy list on the Drive.</b> AAI/PME explained that the majority of Policies exist, however there were some extensive ones, e.g. Payroll which had yet to be aligned across the Trust. Where 'draft' policies were indicated, this meant that each school had its own version and the Trust version was to follow. A compliance check had been completed. Each child benefited from the School Policies, however, due to the transition, a number of Trust Policies still needed to be developed.</li> <li>• <b>Governor Question: "Will the Equalities Policy be taken from the School Bus?"</b> PME replied that, yes, it would. Normally on academisation, the school would use the Trust's existing Policies, however in this scenario, everything was being developed at once.</li> <li>• PME said he would be meeting with the ECED Clerk shortly to develop a system for Clerks to use with regard to managing the Policy process. <b>Action: LAS to review with PME/JHD.</b></li> </ul>	LGB4/ 21-22/ 004 - LAS

8.	<p><u>Teaching and Learning</u></p> <ul style="list-style-type: none"> <li>• AES summarised there had been various meetings; reports were on the Drive and introducing the new Committee system would be beneficial.</li> <li>• It was confirmed all the Questions on the Governors' Sheet had been answered.</li> <li>• <b>Governor Challenge 1: "Please could we have the 6th Form on the June LGB Agenda? Not the numbers of pupils but more about the planning and design for this year group. Action: AAI agreed this should be added to the Agenda for 29th June.</b></li> <li>• <b>Governor Challenge 2: "VST has provided so much information on Careers and also plans for a webpage. Please could we have time at some stage to consider these suggestions?"</b> AAI replied that he was keen for Governors to challenge the School on progress made towards the Gatsby behaviours. <b>Action: AAI advised the best time to discuss this would be the first LGB meeting in the Autumn.</b></li> <li>• It was discussed that Careers, as well as other topics fell under more than one heading under the Ofsted Framework and SWN pointed out that it was important that one topic shouldn't be focused on at the expense of another.</li> <li>• <b>Governor Challenge 3: "What do Extra-Curricular activities fall under"?</b> SWN confirmed that this fell under Teaching and Learning, PPG and also Wellbeing.</li> <li>• Discussion took place around how the new Committee system would work, anticipating a lot of detail and Governor scrutiny would take place at the Committee level (Committees to have designated SLT representation: ASM, SWN and PME). Governors would need to read all Committee papers and think broadly about their topics from different perspectives across the curriculum, which a <b>Governor pointed out would be time-consuming.</b> KCN said she and Chairs would be meeting on-line during the summer to discuss more about how this would work.</li> <li>• <b>Governor Challenge 4: "Is it appropriate for Governors to come along to some of the Alternative Learning Week activities?"</b> AAI replied that probably wasn't relevant as much of the week would focus on exercises such as Team Building. However he recommended that Governors should come along to the Carnival which was to be held on 18th July. <b>Action: All to note this date for their diaries.</b></li> <li>• AES asked if the School had anything to add regarding T&amp;L. SWN reported the following: <ul style="list-style-type: none"> <li>- <b>Year 11s data.</b> Year 11 had been set exams in 'core' subjects only, e.g. Maths, English and Science, which were double weighted.</li> <li>- <b>Maths</b> - there had been an improvement in grades from December to February over a relatively short period of time.</li> <li>- <b>English</b> - there had been concerns about English following the February exams. The Head of English had been asked to put together an urgent Action Plan which was agreed at SLT. Following various discussions, some pupils were withdrawn from 'Core' PE as English was deemed more important. A lot of resources went into carefully planning, e.g. focused lessons. Revision sessions were held at Chessington World of Adventures' Conference rooms (free of charge to the School); there were half-term revisions sessions planned and the breakfast intervention had been well attended. Rewards/prizes hadn't been as effective as anticipated.</li> <li>- <b>Year 12s</b> - were taking Level 3 courses. Seven Year 12s were retaking Maths and English GCSE and joining in with these lessons with Year 11s. This caused extra timetabling work and additional work for teachers. <b>Following a question from a Governor,</b> SWN confirmed they were fortunate to have lots of rooms for exams, including the theatre for large groups of students. Year 12s had never taken public exams before and were finding it difficult to adapt.</li> </ul> </li> <li>• A discussion took place about the revised GCSE exam dates this year - more spread out, starting earlier in May and finishing later in June than usual. Students were allowed formulae in exams. A Governor thanked the School for coping so admirably with the ever changing DfE requirements following Covid.</li> <li>• <b>Action: The Chair of Governors said she and GFK (Student Voice) would be talking to students later on in the term when the students were likely to be more relaxed and willing to chat. She would also be talking to Students at the Leavers' Assembly barbecue on 27th May.</b></li> <li>• SDP/SEF/SIP - <b>The Chair of Governors asked for clarification as to when these were last updated.</b> AAI explained that although the SDP and SEF are generally updated twice a year in September and February, they were working documents that were updated as</li> </ul>	<p>LGB4/ 21-22/ 005 - LAS</p> <p>LGB4/ 21-22/ 006 - LAS</p> <p>LGB4/ 21-22/ 007 - ALL</p> <p>LGB4/ 008/ 21-22/ KCN/ GFK</p>
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	<p>and when necessary. Although the latest School Improvement Partner (SIP) Report was dated November 2021, the School had carried out a number of internal Deep Dives and Learning Walks between January and May this year.</p>	
<p>9.</p>	<p><u>Safeguarding</u>  A number of papers had been placed on the Drive. In ASM's absence, AAI reported:.</p> <ul style="list-style-type: none"> <li>• More Safeguarding Training had been rolled out across the Trust;</li> <li>• Safeguarding Policies were being reviewed in line with the recent Child Q incident in the news. AAI advised that now when Police visit the School, they must follow Chessington's Safeguarding Policy.</li> <li>• ASM was looking at best practice with regard to trans issues and sexual behaviours and developing the Personal Development and Wellbeing (PDW) curricula.</li> <li>• <b>Governor Question: "Are you encouraging the Police to come on site, e.g. for Careers events and so children meet them?"</b> AAI replied that pupils mainly came across the Police where they keep a visible presence at Churchfields. He felt that previous structured visits had not worked as well as anticipated and that students were used to the Police calling in to School from time to time. AAI wished it to be minuted that PC Emma Rose worked well with the School.</li> </ul>	
<p>10.</p>	<p><u>Behaviour, Attitudes, Personal Development &amp; Welfare Committee</u>  Papers had been placed on the Drive and the main discussion points were as follows:  <b>SEN</b></p> <ul style="list-style-type: none"> <li>• CWY and SMR's SEND visit had gone well and had referred everyone to their Visit Report.</li> <li>• Most schools have issues not being able to meet the needs of large numbers of children with Education Health and Care Plans (EHCPs) due to the lack of Government funding. As a result of its excellent work with SEN pupils, Chessington School was now taking more than other local schools, due its reputation and as a result of the lack of places for SEN children across the Borough. A discussion took place about the difficulties of allocating Government funding according to the complicated rules translating it to hours, whilst ensuring the best possible outcomes for the pupils.</li> <li>• AAI stated that for a small number of EHCP students, they would have the opportunity to take one fewer option, which would allow more lesson time for English, Maths and Science. AAI referred to the wonderful contribution SMR had made to the SEN department.</li> <li>• Chessington School had a focus on increased funding for SEN. They would be recruiting a SEN Teaching Assistant (TA) for next year.</li> <li>• AAI advised he was reviewing the SEN structure across the three schools in the Trust and looking at identification mechanisms but said the above interventions were still 'not enough' against the backdrop of insufficient government funding. Sometimes, the decision was taken to remove children from the SEN register and parents welcomed this approach.</li> <li>• <b>Governor Question 1: "The School has built up a fantastic reputation regarding it's provision for SEN pupils, hence it's growing popularity. How do you balance the optimum number of EHCP applicants with the issues of lack of funding?"</b> AAI responded that their aim was to try to find the best fit to create a 'balance' in a small, inclusive school where SEN children could be happy.</li> <li>• <b>Governor Question 2: "How inclusive is the School really? For example, are SEN children picked on by pupils?"</b> SWN replied that children were certainly not picked on because of their SEN status, however SEN pupils still fell out/had arguments with pupils for other reasons as was the norm.</li> </ul> <p><b>INTERVENTION PANEL/ATTENDANCE</b></p> <ul style="list-style-type: none"> <li>• KCN reported that at her most recent Intervention Panel, the parent raised the problem that the School requests medical evidence for absence, however parents nowadays are unable to get an appointment with the GP or even get through to the surgery by telephone.  <b>Action: The School should remind parents what should they do in these circumstances</b></li> <li>• KCN had found most of the parents she had met at the Intervention Panels had been very engaged but faced difficulties getting their children to come to School, mainly due to the child's poor mental health. Parents seemed to be doing all they could and she could not fault the School for the provisions they made available, however some problems could not easily be resolved. .</li> </ul>	<p><b>LGB4/  009/  21-22 -  AAI/  ASM</b></p>

	<ul style="list-style-type: none"> <li>AAI said he and ASM wished to highlight that although Chessington attendance figures were slightly above National average, this was not good enough. The focus needed to be on pupils with between 87% to 93% attendance and the comparison should be made with the attendance rates of similar Schools in Kingston.</li> <li><b>Governor Question 1: “Are School refusers still kept on the roll?”</b> AAI replied that all School refusers were kept on the roll unless they breached the School’s Behaviour for Learning Policy. He made sure the School made every effort to get School refusers to come in and was not happy to risk them opting for Home Education, which if not carefully monitored by parents, might not be to the students’ advantage. In some circumstances a Managed Move to another school might be considered.</li> <li><b>Governor Question 2: “You mentioned Chessington’s attendance rates should be compared to similar Schools in Kingston. Surely we should compare against similar schools in Epsom and West Ewell too, as the demographics are likely to be similar?”</b> AAI agreed.</li> <li><b>Governor question 3: “What happens if school refusers just stay at home and don’t do any work, are they still kept on the School roll?”</b> AAI confirmed that the School used the Horsforth Quadrant to track such a pupil’s effort and outcomes. Fortunately, no pupil fell under the poor effort/poor outcomes quadrant.</li> <li><b>A Governor asked if the School continued to send on-line work to School refusers.</b> AAI confirmed work would not be sent home if there was ‘no appropriate clinician sign off in line with policy.</li> </ul> <p><b>EQUALITY WORKING PARTY</b></p> <ul style="list-style-type: none"> <li>It was noted an Equality, Equity, Diversity and Inclusion Policy was being developed by the Trust. <b>A Governor asked how the Equality Statement and Objectives would be drafted.</b> Action: AAI replied that JHD and LAS had had a conversation and LAS would be in touch with the School as to next steps.</li> </ul> <p><b>LOOKED AFTER CHILDREN (LAC)</b></p> <ul style="list-style-type: none"> <li>Chessington would be taking on two more LACs.</li> <li>ETR had placed useful information following on from her AfC LAC training. This included a blank document that would be incorporated into a report in September. Action: LAS to review this is actioned at the beginning of the Autumn term.</li> </ul> <p><b>STAFF WELLBEING</b></p> <ul style="list-style-type: none"> <li>AAI emphasised that the School had carried out a lot of work to enhance Staff Wellbeing. One aspect had been to cut marking time by half. Action: AAI suggested that Governors asked staff for their feedback on the impact of the School’s work on enhancing the wellbeing of staff. Action: for the Behaviour, Attendance, and Personal Development (BAPD) Committee.</li> </ul> <p><b>PUPIL WELLBEING</b> - already discussed.</p> <p><b>STUDENT WELLBEING</b> - already discussed.</p> <p><b>PARENT VOICE</b></p> <ul style="list-style-type: none"> <li>KCN reported papers were on the Drive regarding the feedback on the Parent Survey and a “You said, we did ....” communication had gone out. Action: A few remaining outstanding points would be addressed in September.</li> </ul>	<p>LGB4/ 21-22/ 010 - LAS</p> <p>LGB4/ 21-22/ 011 - LAS</p> <p>LGB4/ 21-22/ 012 - BAPD C’tee</p> <p>LGB4/ 21-22/ 013 - KCN/ AKH</p>
11.	<p><u>School Improvement Plan</u> following a Governor question, AAI clarified:</p> <ul style="list-style-type: none"> <li>The School Evaluation Framework (SEF) was the School’s evaluation of their progress against the School Development Plan (SDP). Governors needed to keep abreast of the changes as the SEF was a ‘living’ document and was updated from time to time.</li> </ul>	
12.	<p><u>HT Report</u> Governors had read the HT Report.</p> <ul style="list-style-type: none"> <li>AAI confirmed there was one external vacancy to be filled. A few other vacancies were being filled internally.</li> <li>It was minuted that the Staff Governor vacancy should not be advertised/communicated to staff until new staff were in place in September. Action: LAS to get in touch with EOE at the beginning of the September term to provide the wording so this could be progressed.</li> </ul>	<p>LGB4/ 21-22/ 014 - LAS</p>
13.	<p><u>Ofsted</u> The link to the information about Ofsted on the Governors’ Drive was noted.</p>	

14.	<p><u>Trust Update</u></p> <ul style="list-style-type: none"> <li>• AAI wished SWN's excellent work planning and organising MATHSET to be recorded. The event (for staff at all three schools in the Trust) demonstrated how closely everyone at the three Schools within the Trust were working so well together.</li> <li>• KCN added that she was aware the three clerks kept in regular communication across the school in the Trust as well as Governors. KCN had recently been on a Grey Court Complaints Panel, together with a HF and a GC Governor which was evidence of Trust-wide cooperation.</li> </ul>	
15.	<p>Any Other Business</p> <ul style="list-style-type: none"> <li>• <b>Permanent Exclusion Procedural Matter</b> - Governors' noted from the information on the Drive that the Reintegration and Exclusions Officer at RBK - ABR had confirmed that Chessington had been correct to have two independent Panels for the two permanently excluded pupils involved in the same incident.</li> <li>• <b>Governors' Activity Log</b> - KCN reminded Governors to update this.</li> <li>• <b>Environmental Issues</b> - KCN said that the last AfC Clerks' Briefing had highlighted that environmental issues were increasingly being focused on by Governing Bodies in the Kingston area. A discussion took place and it was agreed that every Committee/Working Party should bear this in mind.</li> <li>• <b>SEND Alternative Provision Green Papers</b> - An article from the School Bus on this had been placed on the Governors' Google Drive.</li> <li>• <b>The Government's White Paper on Pupil Attainment</b> - A School Bus article on this had also been placed on the Drive.</li> <li>• <b>Year 11 Leavers' Barbecue</b> - 27th May at 2pm had already been mentioned - Governors were invited to come along.</li> <li>• <b>Governors' Social</b> - this was to be held at the North Star after the next LGB meeting. JHD, SMR, ASM, PME, VST and SWN were also invited.</li> <li>• <b>Other School Events</b> - AAI added that as Year 8s had missed their Induction barbecue last year due to Covid, they would be having one shortly. Governors were welcome to come along and also to Sports Day and would get all the information from AAI's briefings. Some Governors said they did not receive these. Others said they would prefer to be invited to School events via an electronic Calendar Invite. <b>Action: LAS to raise with TDE that not all Governors seemed to be receiving AAI's letters and videos sent to parents and to ask her how this could best be remedied.</b></li> </ul> <p>SWN left the meeting at this point.</p>	LGB4/ 21-22/ 015 - LAS
16.	<p><u>Governing Body Organisation/Admin</u></p> <ul style="list-style-type: none"> <li>• <b>VST</b> - KCN explained that although VST had tendered her resignation from the Governing Body, she had kindly offered to stay on as a Governor until the end of term to facilitate the handover process. Governors recognised VST's hard work - she had recently submitted some very helpful papers.</li> <li>• <b>Governor Roles</b>. The roles previously undertaken by SMR and VST needed filling: <ul style="list-style-type: none"> <li>- AES would take on the role of Chair of the Quality of Learning Working Party and JKY was allocated to this Committee as her skills set was a good match.</li> <li>- There was the possibility that JKY might be allocated to the Safeguarding Working Party in September.</li> <li>- The SEN role was currently vacant but all roles would be discussed in September.</li> </ul> <b>Action: JKY to ask her colleagues if anyone is interested in being a Governor.</b> </li> <li>• <b>Vice Chair of Governors/Governor Roles for the Next Academic Year/Responsibility Matrix</b> - GFK was currently Vice-Chair. KCN said the structure of the Governing Body should be completely reviewed in September. Whilst she was still willing to be Chair, she equally welcomed others to put themselves forward for this. The Vice-Chair should consider themselves as 'Chair in Training' to be ready to step up to Chair after a year, for succession planning purposes [<i>Post meeting note - with the outgoing Chair as Vice for 1 year max</i>]. Similarly Governors were encouraged to sit on different committees and to take a turn chairing a committee to develop their skills. <b>Action: All Governors to consider their future roles for the next academic year.</b></li> <li>• <b>JHD to step down as Associate Member</b> as she would likely be moving away from the</li> </ul>	LGB4/ 21-22/ 016 - JKY  LGB4/ 21-22/ 017 -

	<p>area but would still work remotely for the Trust as ECED Clerk. ETR had taken over H&amp;S from her and KCN was leading Intervention Panels.</p> <ul style="list-style-type: none"> <li>● <b>JKY had already been elected Co-Opted Governor earlier in the meeting.</b></li> <li>● <b>Potential New Governors</b> - KCN was working with Governors for Schools and looking through CVs. Some had been put off by the amount of work as described in Chessington's Governor information documents.</li> <li>● <b>Governors' Training (All Committee Chairs to oversee their committee needs):</b> <ul style="list-style-type: none"> <li>- <b>AKH</b> - (as per action LGB4/003 above).</li> <li>- <b>Safer Recruitment Training</b> - One more Governor was required to take this training to replace VST. NPE already had full knowledge but agreed to sign up for the AfC training.</li> <li>- CWY would be updating her <b>Designated Safeguarding Lead - Level 3</b> training at her School in June.</li> <li>- <b>PREVENT Training</b> - AES and CWY due to refresh this. <b>Action: It was agreed if they already had any PREVENT Certificates from work they should forward to LAS who Would check with ASM if these could be accepted.</b></li> <li>- NPE to complete AfC Safeguarding and SEND training.</li> <li>- ETR to complete AfC SEND training.</li> </ul> </li> <li>● Governors were asked to check through the Training Schedules and to complete AfC training where there was a 'gap' in the Governing Body's training.</li> <li>● <b>AfC Education Inspections Framework Training (EIF)</b> - KCN encouraged Governors to take the AfC EIF training.</li> </ul>	<p><b>ALL</b></p> <p><b>LGB4/21-22/018 - AES/ CWY</b></p>
	<p>The Chair closed the meeting at 8.33pm</p> <p><u>Dates for diary:</u></p> <p><b>Next Meeting - Wednesday, 29th June at 6pm at School - Conference Room followed by Governors' social.</b></p> <p><b>Y8 BBQ - Friday 1st July 4:30-6:30pm</b></p> <p><b>Sports Day - Tues 12th July 9:00am - 3:00pm at Hollyfield Playing Fields (no facilities)</b></p>	

Signed .....

Chair of Governors

Date: .....