



CHESSINGTON SCHOOL

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

**Held on Wednesday, 29th June 2022 in the Conference Room at Chessington School at 6pm
(No one joined via Video-Conferencing)**

MINUTES

Co-Opted Governors	*Karen Carman (KCN) *Andrew Evans (AES) *Jo Kilby (JKY) *Nicola Macbean (NMN) *Natalie Page (NPE) *Han-Ley Tang (HTG) *Emma Turner (ETR) *Sarah Ward (SWD)
Headteacher	*Ashraf Ali (AAI)
Staff Governor	-
Parent Governors	*Gregor Falck (GFK)
Current No Associate Member	-
Also in Attendance	<u>Senior Staff:</u> *Amy Smith (ASM) *Paul Moralee (PME) *Sarah Wilson (SWN) <u>Clerk:</u> *Lucinda Ayles (LAS)

*Denotes present

The meeting was quorate.

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 TGM (unwell), VST, ETR (Ofsted Inspection at her School) and CWY. These apologies were accepted.</p> <p><u>Agreement for all attendees to join via video-conference</u> - No one attended the meeting via video-conference.</p>	
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	Check those attending virtually are in a confidential area - Not applicable.	
2.	<p><u>Declarations of Interest</u> There were no further Declarations of Interest other than those displayed on the Register of Interests in the Governance section of Chessington School's website.</p>	
3.	<p><u>Minutes of LGB4 Meeting - 18th May 2022</u></p> <ul style="list-style-type: none"> ● The minutes had been placed on the Drive a week before the meeting. AAI clarified the highlighted wording that the Chair had referred to him. There were no other comments and it was agreed the Minutes would be amended by the Clerk and signed by the Chair as soon as possible. ● All Actions from the LGB4 Meeting on 18th May were closed with the following exceptions: <ul style="list-style-type: none"> - LGB4/21-22/002 (Carried forward since LGB1 2020) - AKH had yet to complete the AfC Full Safeguarding Training as well as the New Governor and SEND Courses. (It was noted that from now on only Safeguarding Governors would be required to take the full Safeguarding Training as, from September 2022, ASM would be providing Governors with Safeguarding training and updates). - LGB4/21-22/004 - 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. Action: LAS to review with PME/JHD. (PME had confirmed there was no change at present, however he would inform LAS of any change to the process). - LGB4/21-22/006 - 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". AAI replied that he was keen for Governors to challenge the School on progress made towards the Gatsby behaviours. Action: AAI advised the best time to discuss this would be the first LGB meeting in the Autumn. (LAS to put on the next LGB1 Agenda). - LGB4/21-22/010 - It was noted an Equality, Equity, Diversity and Inclusion Policy was being developed by the Trust. A Governor asked how the Equality Statement and Objectives would be drafted. Action: AAI replied that JHD and LAS had had a conversation and LAS would be in touch with the School as to the next steps. (LAS had referred this to PME and EHS). <p>Updated Action: PME confirmed that it was the Equality Statement and Objectives that was outstanding and the School Bus provided a template with a lot of narrative explaining what needs to be done. A discussion took place on what was required and the following decisions/actions were reached:</p> <ul style="list-style-type: none"> - AAI and PME to look at Equality and Inclusion data/measures/areas Identified for improvement at Chessington School and to draft an Equality Statement and Objectives. - AAI and PME to share the draft with the Quality of Education Committee as well as with the Behaviour, Attendance and Personal Development Committee for their comments. - Following Governor challenge, it was agreed that AAI and PME should also take into account the Diversity and Inclusion of the Governing Body. - Governors challenged that Student Voice should be consulted. AAI agreed. <p>Other points raised on Equality, Diversity and Inclusion</p> <ul style="list-style-type: none"> - AAI advised that ECED was setting up an Equality and Diversity Think Tank of three staff looking at this from across the curriculum as well as from the pupil and staff perspective. - ASM explained there were seven paragraphs in the updated Keeping Children 	<p>LGB5/ 21-22/ 001 - AKH</p> <p>LGB5/ 21-22/ 002 - PME</p> <p>LGB5/ 21-22/ 003 - LAS</p> <p>LGB5/ 21-22/ 004 - AAI/ PME</p>

	<p>Safe in Education (KCSIE) around Equality issues.</p> <ul style="list-style-type: none"> - A Governor asked if the Equality objectives (once established) could be added to the Agenda, maybe in a year's time for Governors to monitor if progress had been made. This was agreed. Action: LAS to add to the LGB Agenda in a year's time. - LGB4/21-22/011 - 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. - LGB4/21-22/012 - STAFF WELLBEING 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, Personal and Development (BAPD) Committee. - LGB4/21-22/013 - PARENT VOICE 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. - LGB4/21-22/014 - 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. - LGB4/21-22/017 - Action: All Governors to consider their future roles for the next academic year. - LGB4/21-22/018 - PREVENT Training - AES and CWY due to refresh this. 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. Update: Both AES and CWY completed following the meeting. • Updates from other actions, after which they were signed off. <ul style="list-style-type: none"> - LGB4/21-22/009 - ASM had sent an Induction Booklet with Top 10 Attendance Tips to prospective Year 7 parents and had stressed the need for following the School's Absence procedures for safeguarding requirements. A Governor asked whether all parents needed to be reminded, however ASM confirmed a reminder had already been issued. - LGB4/21-22/015 - LAS had contacted TDE, who said one or two Governor Notification emails may have been missed, due to error, however explained that all AAI's videos and School events were publicised on the School website. - LGB4/21-22/016 - JKY had not managed to find anyone interested in becoming a Governor. 	<p>LGB5/21-22/005 - LAS</p> <p>LGB5/21-22/006 - LAS</p> <p>LGB5/21-22/007 - BAPD C'tee</p> <p>LGB5/21-22/008 - KCN</p> <p>LGB5/21-22/009 - LAS</p> <p>LGB5/21-22/010-ALL</p>
4.	<p><u>Single Central Record Check- Introduction and Questions</u></p> <ul style="list-style-type: none"> • CWY was not present however had recently checked the Single Central Record (SCR) this term and a couple of Governors' leaving dates had been corrected as well as a typo and had now all been signed off. 	
5.	<p><u>Finance & Working Party and Other Working Party Updates</u></p> <p>In ETR's absence, The Chair of Governor's read the notes that ETR had provided. The key points were as follows:</p> <ul style="list-style-type: none"> • The minutes of the recent Finance meeting were on the Drive. • ETR thanked PME and the Finance team for thoroughly forecasting the budget and congratulated them on the efficient turnaround. 	

	<ul style="list-style-type: none"> ● Current Year - 2021/22 - projecting to close within budget. ● Chessington was still working on 5 year projections out of habit (and to project against anticipated assumptions/risks) but submitting 3 year projections. ● Next year 2022/23 is the last planned in-year deficit. ● The staffing model currently meets the needs of the curriculum and timetable models and supports the school development priorities and plans. ● Numbers on roll projections are fair and reasonable. ● Chessington had inflated contract costs by amounts in-line with feedback from a significant number of suppliers. (Indexation graphs are available from PME). ● Energy costs were being inflated by the mid-point of the possible ranges provided by LASER - currently out to tender. Electricity had been inflated by 76% and Gas by 107%. (Equivalent to the cost of 2-3 teachers in a school of 600-700 pupils). ● Premises maintenance remains a concern (there was nothing new on the list). ● An IT development plan was currently being prepared (investment is required annually). <p>PME handed out papers on the Budget. Discussion points were:</p> <ul style="list-style-type: none"> ● Only 1 out of 5 Condition Improvement Fund (CIF) bids across the Trust had been successful. ● PME referred to the first graph - coming out of the deficit (as was projected in 2023-24) was the result of 10 years hard work and was based on 'fair and reasonable' pupil projections. ● The Trust was working towards having a reserve of one to two months' worth of salaries (£250k per month) but there were building, curriculum and staffing costs to bear in mind. ● There was a staffing curriculum model up to 2026/27. ● The Pupil versus Teacher costs showed that teacher costs had been projected to keep up with increased pupil numbers. ● Forecast Budget - the In-Year Deficit for 2022-23 was £271,146 and therefore projections were positive. There was sufficient carry from the LA grant for this year and so the anticipated carry forward was a minimum of £450,000. They were working hard to 'bump up' that amount. The Chair of Governors wished it to be minuted that the Finance Team had worked so hard over the past year and had decreased the deficit significantly. ● A Governor asked what the greatest risk to the budget was. AAI confirmed that it was firstly changes to the anticipated number of children on roll; secondly inflation and then premises costs. <p>A vote took place and Governors approved the budget unanimously.</p>	
6.	<p><u>Policies</u></p> <ul style="list-style-type: none"> ● The Chair asked how the procedure would work for draft policies to be agreed. PME clarified that statutory and mandatory School policies would go to Committees for reading and signing off. Trust policies were dealt with separately. ● The School was adopting School Bus policies, except for HR policies, which were provided by the School's HR provider, Strictly Education. ● A Governor had noticed the Supporting Pupils with Medical Needs was on the School website but not the SEN Policy. AAI asked for the action to be noted for the SEN Policy to be uploaded to the School's website. <p>PME left the meeting at 6.40pm.</p>	LGB5/ 21-22 011 - PME
7.	<p><u>Sixth Form Academy</u> - AAI outlined the following:</p> <ul style="list-style-type: none"> ● There was a three point phased approach: <ul style="list-style-type: none"> - Current provision (this year and next) - Scholarship; moving up to: - Joint with Hollyfield School; and then - Chessington running on it's own (not feasible for a couple of years). ● It was hoped current Year 10s would benefit from a small 'A' level provision - PE, Biology and two or three other subjects would be added. This would equate to the 	

	<p>teaching week of one teacher. Costs would be bolstered by pupils from Hollyfield coming over to Chessington.</p> <ul style="list-style-type: none"> Phase two would introduce more vocational subjects such as Child Development and Catering and then add A levels that Hollyfield could not provide, such as languages. Governor Q1: “Does that mean a Hollyfield student could take A levels at both Chessington and Hollyfield Schools?” A: AAI confirmed there would eventually be four offers: a) The PE BTEC offer at Chessington as now; b) Hollyfield Students come over to Chessington for PE and Chessington is paid for this proportionately. c) A blended offer at Grey Court School. d) The Sixth Form PE and A level provision (as outlined above). Governor Q2: “Does Kingston College offer a Catering course?” AAI replied that no one in the local area provided a Key Stage 5 Catering Course. A Governor commented that extending vocational courses would create excellent opportunities for local children. Governor Q3: “Please could you include some information on your presentations on how space at Chessington School will accommodate these new proposals, particularly as PIGLETS is likely to grow?” Action: AAI confirmed that he would do this. AAI confirmed that PME had not included LAG funding (for the Year 12 Sports Provision), in the budget. Governor Q4: “Do you have staff who would be able to teach A Levels?” AAI explained that recruiting agency staff would be expensive, however current staff as well as Teach First students were motivated to aspire to this. 	<p>LGB5/ 21-22 012 - AAI</p>
<p>8.</p>	<p><u>Teaching and Learning Updates</u> SWN highlighted the following:</p> <ul style="list-style-type: none"> A Governor question on the sheet had raised concern about the -1.01 Progress 8 score. SWN explained the National Average was 0 and that her research showed the average improvement from mocks to Year 11 results was approximately 1. There were lots of variables, however they should be cautiously optimistic. There was no data for current Year 9s as they had not sat SATS exams. Current Year 11s were the first year of the changed SATS scores and the Government was deliberating different ways of interpreting the data. SWN and AAI were reviewing the data and probing and questioning staff by moderating how results compared across subjects. RS - there were only 5 pupils - a small cohort. Combined Sciences - Chemistry, Biology and Physics. With Triple Science, there wasn't much difference with the average grade, whereas there was, on average, one grade difference with Double Science. Governors congratulated the work that SWN had done to dig deep to find the issues/problems and to resolve. Governor Question 1: “Did other staff in the Trust help out with this?” AAI confirmed that, yes, staff across the Trust were used as needed for standardisation and moderation. Vocational subjects - such as Music and Media had not had exams and so there would not be up-to-date data until the end of the year. AAI highlighted that the grades attained for vocational subjects were normally above National Average. Governor Question 2: “Please could you go through Business Studies”. SWN explained that due to the Business Teacher (who joined in January) being ill, KMN and BCE were taking over the teaching of this subject and a teacher at Hollyfield was helping by marking the work. Action: KCN to write to thank KMN, BCE and the Hollyfield teacher for their hard work and for covering in this way. Regrouping of Year 11 Tutor Groups - these tutor groups were to be grouped for receiving intervention for Maths and Science. Another group would be for Higher Priority Attainment (HPAG)). Governor Question 3: “How is the School spending Covid Catch Up Money?” AAI confirmed this had been used for extra numeracy and English lessons, mentoring 	<p>LGB5/ 21-22 013 - KCN</p>

	<p>plus Revision sessions for students during the Easter holidays.</p>	
<p>9.</p>	<p><u>Safeguarding</u> - All Safeguarding reports (including one for Looked After Children (LAC) had been placed on the Drive. ASM reported the following:</p> <ul style="list-style-type: none"> ● Chessington’s Safeguarding Priorities were now Mental Health, Personal Development and Wellbeing (PDW), Prevention of Peer on Peer Abuse and Children Missing in Education. <p>MENTAL HEALTH</p> <ul style="list-style-type: none"> ● ASM had just completed a Senior Mental Health Leader’s course. She had to come up with a strategic plan, which she had linked to Safeguarding. Next year, they would continue using the Pyramid of Needs model and graduated responses in terms of Mental Health. ● The NHS systemic therapist was quite prescriptive as to the levels she was able to work at, e.g could not work with pupils who had threatened suicide etc. Next year, they would be used for Parent facing workshops and a resilience programme for the Year 7 tutors focusing on Induction week. ● An Art therapist had been secured for one term only and there was one Counsellor. ● ASM was working to ensure classrooms were emotionally secure. The School would be working towards gaining an Award for being an Attachment Aware School. <p>PDW CURRICULUM</p> <ul style="list-style-type: none"> ● This was now embedded and would be improved by the move to Tutors delivering this to support the ‘Pyramid of Need’. <p>PEER ON PEER ABUSE</p> <ul style="list-style-type: none"> ● This would be renamed to Child on Child Abuse (as per Keeping Children Safe in Education) from 1 September 2022. ● ASM had already issued anonymous Safeguarding response forms to pupils and had received a large number back, however all indicating ‘nothing to report’! <p>CHILDREN MISSING IN EDUCATION</p> <ul style="list-style-type: none"> ● Legally, the School can only provide work if the absence has been authorised. This can be tricky if there are mental health issues and the parents can’t get the child to attend School. ● AfC were promoting Tier 2 remote learning in these circumstances, however, this was resource heavy as the School has to provide Google Classroom Learning and meet the child twice a day via Googlemeet. Additionally, a pupil had been moved to on-line learning, following a Risk Assessment. ● AAI and ASM explained there were some case reviews where medical professionals recommended children were able to return to School but with all sorts of provisos to keep the child safe (for example from self harm). In many cases it was felt that these requirements (such as constant supervision and having to remove all risks) were unreasonable; not fair to staff; unworkable in the school environment with laboratories and sharp objects - e.g. pencils etc; and may stigmatise the child (eg having to be constantly supervised). <p>AAI said that he and other Heads were working with AfC on this and a letter had been sent to the Emotional Health Service (EHS) about this asking for other Services to be involved.</p> <p><i>A Governor asked where a child would be sent if Chessington School were unable to accept a child back, if the risks were deemed to be so great.</i> AAI responded that they would likely be sent to Malden Oaks for Medical Respite.</p> <p><i>Governors were concerned that ASM, and ultimately staff, were put in such a difficult position and Governors discussed various solutions at length, including proposing that GPs should sign to say such a pupil was ‘safe’ to return to school or potentially creating a policy to say such children would only be able to return to School if sufficient written evidence were received from medical professionals.</i></p> <p>Decision: Governors decided the above proposals were not workable solutions and agreed that ASM should continue to take a measured approach on the safety</p>	

	<p>threshold for accepting such children back to School. Given the high level of support offered to pupils at the school currently, it would only be in extreme cases that Chessington School would refuse to accept a pupil. Governors backed the School's stance on this issue.</p>	
10.	<p><u>Behaviour, Attitudes, Personal Development and Wellbeing Committee</u></p> <ul style="list-style-type: none"> ● Equality Working Party - The Equality Statement and Objectives had already been discussed. ● Attendance - Had already been covered. ● Governors' Intervention Panel - KCN would be discussing further with ASM and GO'N how these should work, going forward. KCN felt most of the attendance cases she had seen this year had involved mental health issues and there was nothing more the School nor parents could have done. Improvement in Attendance was seen in approximately 1 in 5 cases as a result of the Governors' Intervention Panel. One suggestion was to start focusing on pupils with just under 90% attendance. KCN would continue to update her rolling 'Intervention Panel' report. ● Looked After Children - Action: The Quality of Education (QOE) Committee was to look at the English and Maths grades attained by LAC children in the Autumn Term. ● Student Voice <ul style="list-style-type: none"> - KCN said she had spoken to a lot of students at the Year 11 BBQ, who had all made positive comments about the School. She had found them very polite. Even a pupil who was technically 'excluded' had come back to say 'Goodbye'. - GFK said he would have another Student Voice report to place on the Drive shortly. - AAI said a Chessington School Alumni needed to be set up urgently. Governors recognised the changes that had taken place over the last five years as there were now leavers who were doctors, had set up businesses etc. Action: KCN to talk to her 'Old Girls' organiser and JKY to approach alumni organisations at Private Schools within her network for ideas. - Action: There needed to be a Year 11 & Year 12 Student Representative on the Student Council. - KCN had found interviewing prospective Lead Prefects for next year a positive Experience. - Action: LAS to make a note for an Agenda in the Autumn Term for the two Lead Prefects to attend an LGB meeting for ten minutes. ● Parent Voice - The School had run Mental Health workshops for parents and KCN said she had seen a lot of useful information on a range of topics that the School had circulated to parents in newsletters etc. The Parent Forum would start meeting with new parents in September. 	<p>LGB5/ 21-22 014 - AES</p> <p>LGB5/ 21-22 015 - KCN and JKY</p> <p>LGB5/ 21-22 016 - ASM</p> <p>LGB5/ 21-22 017 - LAS</p>
11.	<p>a) <u>Governors' Skills Audit</u> - Action: Governors were all to complete the Skills Audit as soon as possible that LAS would be placing on the Drive after the meeting.</p> <p>b) <u>Self-Evaluation of Chessington School's Governing Body</u> - KCN said that she and GFK would be completing this over the summer holidays.</p>	<p>LGB5/ 21-22 018- ALL LGB5/ 21-22 019- KCN & GFK</p>
12.	<p><u>HT Report</u> - AAI gave the following verbal update:</p> <ul style="list-style-type: none"> ● Chessington School was oversubscribed for September with a waiting list. ● Interviews had taken place for a Science teacher (to facilitate a Science teacher moving over to teach Business Studies). ● Three new Teaching Assistants (TAs) would be starting in September - all with degrees with the hope they would move on to teacher training. Two were to replace TAs who were leaving plus a new TA role. One TA was a maths specialist, the second would focus on English and History and the third, who was doing a PHD on autism, would specialise in English as an Additional Language (EAL). 	

	<ul style="list-style-type: none"> There were two new Teach First starters who would be focusing on English and Modern Foreign Languages (MFL), respectively. 	
13.	<p><u>Trust Update</u></p> <ul style="list-style-type: none"> The Trust was mindful of the recent White Paper. It was helping a couple of Schools that needed support. The Trust's Growth Strategy was focused on Community, Social Mobility and supporting children from the age of 3 to 18. A Governor commented that it was so important that ECED's focus was on the right values; the ethos of the Schools and on the children at the Schools within the Trust. An appointment had been made to provide the Trust with Strategy Development support. Finance and HR were in the process of being centralised across the three schools and the Trust was recruiting for a Trust Finance Manager. Chessington School was playing a significant roles within the Trust - e.g. in Safeguarding, Teaching and Learning and undertaking Deep Dives. 	
14.	<p><u>Governing Body Organisation/Admin</u></p> <ul style="list-style-type: none"> Chair of Governor's Annual Report - KCN would be writing and circulating this to the Governing Body towards the end of term, as well as passing on to the Trustees of ECED. The following training requirements/Actions were noted: <ul style="list-style-type: none"> - NPE to take AfC Safer Recruitment and SEND training; - SWD to take AfC SEND training; - CWY to refresh PREVENT training or provide a certificate from her School [This was provided after the meeting]. - ETR to take AfC SEND training ASM would be providing Governors with Safeguarding training from September - already covered earlier in the meeting.. Action: All Governors should sign up for the AfC EIF Training in readiness for the Ofsted Inspection and check the Governor Training Schedules. VST's resignation from being Parent Governor would cease from today's date (unless she needed until the end of term to complete her handover). 	<p>LGB5/ 21-22 020-NPE SWD, ETR</p> <p>LGB5/ 21-22 021 - ALL</p>
15.	<p><u>Any Other Business</u></p> <ul style="list-style-type: none"> The Chair reminded Governors to complete the Governors' Activity Log to demonstrate their accountability. The Chair said she was equally happy to be Chair for another year or equally for another Governor to take her place in September. Everyone was to consider their role for the next academic year (action already allocated earlier in the meeting), however if she were to stay on as Chair of Governors, she would require a Vice-Chair to shadow her who would be ready to 'step up' to Chair in the future. Finance Committee dates had already been planned for next year (QOL dates arranged after this meeting). Action: SWD to arrange their Committee dates as soon as possible. 	<p>LGB5/ 21-22 022 - SWD</p>
	<p>KCN thanked everyone for coming along and closed the Meeting at 7.41pm.</p> <p>Date of next LGB Meeting - Wednesday, 5th October 2022 at 6pm</p> <p>Trust Meeting Schedule can be found here - Chessington Meetings on the third tab.</p>	

Signed

Chair of Governors

Date: