



**MINUTES APPROVED BY LGB2 ON 8.2.23**

**CHESSINGTON SCHOOL**

**Minutes of Chessington School's Local Governing Body (LGB2)**

**Held on Wednesday, 7th December 2022 in the Conference Room at Chessington School at 6pm**

**MINUTES**

<b>Co-Opted Governors</b>	*Karen Carman (KCN) *Andrew Evans (AES) *Jo Kilby (JKY) *Nicola Macbean (NMN) *Han-Ley Tang (HTG) *Emma Turner (ETR) *Sarah Ward (SWD) *Carolyn Withey (CWY)
<b>Headteacher</b>	*Ashraf Ali (AAI)
<b>Staff Governor</b>	-
<b>Parent Governors</b>	*Claire Chapman (CCN) *Gregor Falck (GFK)
<b>Currently No Associate Members</b>	-
<b>Also in Attendance</b>	<u>Senior Staff:</u> *Amy Smith (ASM) *Paul Moralee (PME)  <u>Clerk:</u> *Lucinda Ayles (LAS)  <u>Observer</u> Alia Ali

\*Denotes present

The meeting was quorate (at least 6 Governors present at all times).

***Wording in italics indicates Governor Challenge***

1.	<u>Welcome</u> - The Chair of Governors, KCN, welcomed everyone to the meeting,	
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	<p><u>Apologies for Absence</u> - There were no apologies for absence. AKH was not present.  <u>Agreement for attendee to join via video-conference</u> - No one joined via video-conferencing.</p> <p>The Chair introduced the new Parent Governor CCN as well as an Observer AA as a potential Governing Body member. Introductions were made round the table.</p>	
2.	<p><u>Declarations of Interest</u>  <b>Action: AAI needed to complete another electronic Declaration of Interests form as he was now Governor designate of the new Spring School.</b></p>	LGB2/ 22-23/ 001 - AAI
3.	<p><u>Minutes/Actions/Matters Arising from LGB on 5.10.22</u></p> <ul style="list-style-type: none"> <li>● <b>Minutes</b> - The minutes from 5.10.22 were agreed as a correct record of that meeting.</li> <li>● <b>Matters Arising</b> - these were dealt with under Actions below..</li> <li>● <b>Actions from LGB - 5.10.22:</b> The following Actions remained open (included on the Action sheet for the next LGB meeting - link): <ul style="list-style-type: none"> <li>- <b>LGB1/22-23/006 - AKH</b></li> <li>- <b>LGB1/22-23/007 - ASM</b></li> <li>- <b>LGB1/22-23/008 - AKH</b></li> <li>- <b>LGB1/22-23/009 - ALL</b></li> <li>- <b>LGB1/22-23/016 - ALL</b></li> <li>- <b>LGB1/22-23/017 - PME</b></li> <li>- <b>LGB1/22-23/024 - HTG</b></li> </ul> </li> </ul>	LGB2/ 22-23/ 002 -AKH <b>LGB2/ 22-23/ 003 -ASM</b> LGB2/ 22-23/ 004 -AKH <b>LGB2/ 22-23/ 005 -ALL</b> LGB2/ 22-23/ 006 - ALL <b>LGB2/ 22-23/ 007 PME</b> LGB2/ 22-23/ 008 - HTG
4..	<p><u>Trust Update</u> - The Chair of ECED Trustees, BWN gave a presentation (on the Governors' Drive) about the ECED Trust; the history of Multi-Academy Trusts (MATs); how Chessington School fits in; the Trust's visions and values; the way forward as well as things on the horizon. Key points were as follows:  <b>Background</b></p> <ul style="list-style-type: none"> <li>● BWN explained the history of how the Government devolved responsibility for School improvement from Local Authority officials to MATs.</li> <li>● The three Schools within ECED have shared vision, a common purpose and some common characteristics but maintain the individual identity of each School to fit with their local community.</li> <li>● The MAT has powers to intervene if standards (financial performance as well as student performance) are not maintained. Therefore each year, the Trust Board sets out in its Scheme of Delegation the powers that are delegated to the local Governing Body of each School in the MAT.</li> <li>● The MAT is accountable by law for the performance of all the schools in the Trust. Trustees have a vested interest in the performance of all schools in the Trust.</li> <li>● Transparency between each Governing Body and the Trustees is key and the role of Local Governors is to advise, challenge and support the Trust and feed information into ECED, whose role is more strategic and each School has equal value in the Trust.</li> <li>● The benefits of a MAT are economies of scale; bulk purchasing and centralising services, such as HR and Finance. The training and development potential for staff and greater collaboration leading to reduced staff workload are also benefits.</li> <li>● Finance: The Trust doesn't have a budget but takes a 'slice' of money from each School and then provides services for each school. As the Trust grows, if the percentage of the top slice increases, so Schools will get more back as a consequence.</li> </ul> <p><b>Things on the horizon, coming our way.....</b></p>	

- The Head Teachers at the three schools have the power to allocate funding, however there will be difficulties ahead, such as inflation, increasing energy bills, the end of the Government's Energy Bill Relief Scheme in March and potential industrial action by teachers.
- Students will be suffering as a result of the economic climate. Schools will be in the front line to support students who might be short of food, clothes etc and will need more help and support, both financially and in terms of support with poor mental health when local authorities are even more stretched and less able to provide the services required. The challenging financial environment coupled with the fall-out of Covid is likely to result in a very difficult period where students' behaviour might well deteriorate.
- The number of 5-11 year olds nationally is decreasing, which in time will feed into secondary schools in terms of reduced funding.
- The Government is failing to recruit new teachers, across the board, particularly for Science and Design and Technology. This would make the retention of good teachers a real focus.
- The Government is to introduce a new framework for SEND children.
- The Government's plan is that at a national level, 2023 GCSE results would be roughly in line with results in 2019 and so were likely to drop. A discussion took place on the impact on Progress 8.
- It had also just been announced Schools were to have an assessment programme under exam conditions, running alongside preparation for the summer exams, which would be tough on teachers. AAI confirmed it would be based on Mock results in November and March plus a best piece of work.

Governor Questions:

Q1. **"Have these assessment requirements been introduced by the Government in case this becomes necessary for Covid reasons?"**

A1. AAI/BWN responded that no, it was more a case of the Government having been completely caught out by the Pandemic and was putting some form of contingency plan in place, in case needed. AAI stressed that, in addition to Strep A and Scarlet Fever concerns, there was currently a high rate of absence - both staff and students - across Kingston schools.

Q2. **"Might it be quite useful to have the assessments to fall back on as evidence, if the School thinking students should have achieved a higher grade(s) in a particular subject(s)?"**

A2. BWN said that teachers had always had to retain evidence and whilst it might prove useful evidence, it was a lot of work for teachers to have to prepare pupils for both assessments and exams.

Q3. **"Might the Government change its mind later on in the year and no longer require assessments as well as exams?"**

AAI responded that if the Government were to change its mind in May, it would be too late as the exams would be about to start!

Q4. **"Is having exams as well as assessments likely to remain the policy from now on?"** BWN thought not, as he anticipated there would be much debate about the best way of assessing students in future.

#### **Every Child, Every Day (ECED) Academy Trust**

- BWN stressed that the ECED Trust was there to give every child the best opportunities that they each deserve. Every member of staff also needed to feel good about working for the Trust.
- AAI was presently supporting a few schools to improve their performance with a view to potentially bring them into the Trust, should their values be in line with those of ECED. BWN emphasised there was no intent to bring about rapid growth, which could jeopardise the whole ethos of the Trust.
- They were aiming for growth over time, but any School(s) joining would have to agree to the Visions and Values that ECED Governors had recently helped to determine. They would also have to be prepared to pay a certain amount of money to access the various services available from the ECED Trust.

Q5. **"Would you consider taking on Primary Schools, or only secondary schools when thinking of expanding the number of Schools in the Trust?"**

A5 BWN replied that he believed the Trust could do more to make a difference to

	<p>children's opportunities and lives, if they were to expand into the Primary sector. AAI added that he was considering how having a 'cradle to college' approach, which would benefit local children and families. For example, a child/family with a Social worker would really gain from staying within the same ECED Trust from 3-16, rather than being disrupted by having to change DSLs and Social Workers as a result of changing schools a number of times.</p> <p>Q6. <b>"Would the Trust only take on Schools in this area or might you consider expanding into different areas?"</b></p> <p>A6. BWN explained that a Primary School would have to be near a 'secondary school in the Trust for the purposes of enabling children to 'follow through' in ECED schools. They would not rule out expanding into different areas, providing schools were aligned to the ECED's Vision and Values and met the requirements of ECED's Due Diligence.</p> <p>Q7. <b>"The current Government favours large MATs. What changes to education would you anticipate, should Labour come to power?"</b></p> <p>A7. BWN responded that he felt a different Government would still have the same financial constraints and would be likely to carry out a series of reviews before making any changes to Education. AAI added that in the meantime, ECED was 'driven' by making a difference to children's lives and not by attempting to rapidly expand the Trust.</p> <p>Q8. <b>"Do the other Schools in the Trust have an ECED Trustee on their Governing Bodies or is it just Chessington?"</b></p> <p>A8. BWN replied that yes they did.</p>	
5.	<p><u>Policies</u> - it was agreed that, in future, Policies would be sent to Committees for sign off.</p>	
6.	<p><u>Finance &amp; Business (F&amp;B) Committee</u> ETR reported the following:</p> <ul style="list-style-type: none"> <li>● Minutes and supporting documents are on the drive.</li> <li>● Admissions had been added to the F&amp;B Committee (and also included within the Terms of Reference).</li> <li>● Committee had looked at the FMR end of year and the annual report was about to be sent to ECED Trustees; The Risk Register, Internal Scrutiny and the Annual Report had been examined and the high risks relating to Chessington in terms of the budget were: <ul style="list-style-type: none"> <li>- 9% teachers' pay increase, the roof (the School was applying for a CIF bid) and the high energy costs.</li> </ul> </li> <li>● AAI added that the gas and electricity bill for November was £5,000 more than the October bill.</li> <li>● Two CIF bids had been submitted for the roof (one with 1 point contribution and the other with 0 contribution.) <b>A Governor asked if it was likely one of the bids would be successful.</b> AAI replied that it was difficult to tell what criteria would be used as a benchmark and very few had been successful last year.</li> <li>● <b>Action Governors discussed exploring grants to enable capital works such as solar panel installation and it was agreed this should be added to this Agenda and that HTG would also discuss this with the Trust.</b></li> <li>● There were no items for approval.</li> <li>● No finance related questions had been placed on the Governors' Question Sheet.</li> </ul> <p>There was a slight change in the order of the Agenda to allow School staff to leave early.</p>	<p>LGB2/ 22-23/ 009 - HTG</p>
7.	<p><u>Behaviour, Attitudes and Personal Development (BAPD) Committee</u> SWD reported:</p> <ul style="list-style-type: none"> <li>● Committee had focused on the changes to the BAPD Terms of Reference (on the Drive). These were now signed off.</li> <li>● SWD thanked ASM and SWD for the amount of detail, data and background explanation that they had brought to the Committee.</li> <li>● The next Committee meeting would be less detailed, with updates and more of a focus on policies.</li> <li>● CWY checked the Single Central Register (SCR) once each term, however a school peer review also checked it the other half of term, which had just been completed.</li> </ul>	

	<ul style="list-style-type: none"> <li>No BAPD related questions had been added to the Governors' Question Sheet.</li> </ul> <p>The Minutes from the BAPD Committee Meeting on 8th November were received and approved.</p> <ul style="list-style-type: none"> <li>ASM and PME left the meeting at 7.10pm.</li> </ul>	
8.	<p><u>Pupil Premium Strategy Impact Assessment</u> AAI outlined the following:</p> <ul style="list-style-type: none"> <li>The newly appointed Assistant Heads, BCE and LRN were covering PPG whilst AGS was on Maternity Leave.</li> <li>The PPG statement had been added to the School website.</li> <li>Action: Updated PPG documents would be provided at the next QofE and BAPD Committee meetings.</li> <li><b>Action: AAI asked SWD to investigate at the next BAPD Committee, the extent of engagement of children with Pupil Premium engagement with extra curricular activities, school trips and other opportunities. This was to monitor whether these children engage with all the available opportunities available to them. Also to gauge what percentage of these are SEND.</b></li> <li>AAI asked Governors' permission for him to look into providing an Oracy qualification for every Pupil Premium child across the Trust as part of the Pupil Premium strategy. Research showed that children entitled to Pupil Premium (PP) tended to have a much smaller vocabulary than their peers. Governors agreed that AAI should further investigate this.</li> <li><b>Following a Governor query</b>, AAI explained there were three stratas: <ul style="list-style-type: none"> <li>- the Universal offer - eg tutor assemblies</li> <li>- fairly common offer - eg across English</li> <li>- PP/SEN - Chessington's existing CLIP programme and possibly the plans for an Oracy qualification using the three Oracy Leads across the Trust and funds from the Jack Petchey 'Speak Out' fund.</li> </ul> </li> <li><b>Action: QofE Committee to monitor Literacy and Oracy at their future meetings.</b></li> <li>AAI was also reaching out to local businesses in the community to provide help with providing breakfast and after School clubs where children could do their homework in a 'warm space' and parents would also be welcome. <b>Governors highlighted the names of various organisations who might be able to help.</b></li> <li>Governor Q1: <b>"Is the local Council providing any warm spaces?"</b> A1: AAI said they were, however provision tended to be arranged more in the centre of the Borough.</li> <li>Q2 <b>"Is Pupil Premium the same as free school meals?"</b> A2 AAI and another Governor explained there was some overlap, however, there were different eligibility criteria for each of these.</li> <li>Q3. <b>"Do we have any pupils applying for asylum and where does the responsibility lay for providing free school meals?"</b> A3 AAI confirmed that for every Ukrainian Asylum Seeker, the School received £8,500, which was used to provide free school meals amongst other things, however, schools were not entitled to any money in respect of non-EU Asylum Seekers. AAI said that Chessington did everything it could to support all Asylum Seekers (despite whether or not the school was in receipt of money for them) and, where appropriate, gave them access to Young Carers, Looked After Children (LAC), counselling and access to the Virtual School for attachment awareness etc. AAI also invited in recently some Asylum Seekers children (from Surbiton) to play cricket at Chessington School.</li> <li>Q4. "Roughly how many Ukrainians and non EU Asylum Seekers at Chessington School?" A4 AAI replied there were approximately three or four Ukrainian children and five or six Asylum Seekers who had no recourse to public funds.</li> </ul>	<p>LGB2/ 22-23/ 010 - SWD</p> <p>LGB2/ 22-23/ 011 - AES</p>
9.	<p><u>Quality of Education (QofE) Committee</u> The key points were as follows:</p> <ul style="list-style-type: none"> <li>JKY had carried out a School Visit. JKY had been impressed by the amount of work</li> </ul>	

	<p>teachers were doing but was concerned about the amount of data that was being asked of them. She stressed that Governors monitor to improve standards, however there needed to be a balance between teaching time and the volume of data teachers have to produce for monitoring purposes. Both Governor reports would be circulated in time for the next Committee meetings.</p> <ul style="list-style-type: none"> <li>● CWY had carried out a Governor SEND visit that afternoon.</li> <li>● AES said the presentation given by BCA this afternoon (due to her being off sick at the last QofE Committee meeting) setting out her English Action Plan, had been informative and well presented.</li> <li>● All Governor visits were to be coordinated by AES.</li> <li>● AES confirmed he would be scheduling NMN to carry out a PPG visit after the next QofE Committee meeting in January. (This would be arranged in conjunction with BCE and LRN and would include a focus on literacy and oracy).</li> <li>● No Qof Ed related questions had been added to the Governors' Question Sheet.</li> </ul> <p>The QofE Minutes were received and approved by Governors.</p>	
10.	<p><u>Headteacher's (HT) Report</u> Key headlines were as follows:</p> <ul style="list-style-type: none"> <li>● Chessington School was oversubscribed for First Choices and AAI thanked staff and Governors for their support in achieving this. Governors also thanked AAI for achieving this. When AAI had started at Chessington seven years ago 29% of Year 11 Leavers had been 'Not in Education, Employment or Training' (NEETs), however this figure was now 3% and Chessington School was keeping in touch with these few cases in order to provide support.</li> <li>● The School was still moving forward, despite this having been a bad term for staff and pupil absence (this was reflected across the Borough). AAI wished to thank SWN for working so hard arranging cover across the School.</li> <li>● Chessington's recent Safeguarding Review had been a success. ASM was now in charge of Safeguarding across the Trust. <b>Following a Governor question</b>, AAI confirmed that ASM had also been appointed School Based Adviser across AfC.</li> <li>● Quality of Education - there had been Deep Dives and work-related learning across Humanities (with a focus on Geography), English, Maths and Modern Foreign Language (MFL). Staff did well in practice Ofsted Curriculum discussions but a need was identified regarding marking books. All books were to be collected at the end of term and the Inset day at the beginning of January would focus on all books being marked in line with Literacy requirements.</li> <li>● Staffing - AAI outlined the new staff that would be joining, including a new Head of History, a Director of Sciences (across the Trust) and a Science TA. AGS would be returning from Maternity Leave to focus on PPG. CCR was now on Maternity Leave as well as LAW (Head of Science). A recent new teacher was returning to the USA. AAI was aiming for the Trust to 'grow their own' teaching staff. For example, a former Chessington pupil was now a Maths Teacher and another teacher had successfully 'grown' into a Maths teacher. Teach First students would be similarly be developed for employing across the Trust.</li> <li>● <b>A Governor highlighted that there was great competition for good Maths teachers in the local area and Governors were pleased to see the Maths results were pleasing and well improved from a few years' ago.</b> There was discussion about hopefully being able to offer Maths A level at Chessington in the future.</li> </ul>	
11.	<p><u>Governing Body Organisation</u></p> <ul style="list-style-type: none"> <li>● Terms of Reference (ToRs) - these had all now been signed off (including the LGB ToR that had been delegated down by ECED had been placed on the Drive).</li> <li>● Governors' Responsibility Matrix - it was agreed that the new Parent Governor, CCN would take the lead on SEND, join the Quality of Education Committee and that AES would act as her mentor.</li> <li>● AAI agreed that he only needed to be a member of the F&amp;B Committee.</li> <li>● The Observer (AA) said that if she were to become a member of Chessington's Governing Body, she would like to be a member of the QofE Committee and could help with policies, although would be happy to attend the F&amp;B Finance meeting too as she</li> </ul>	

	<p>had legal experience and could help with risk management.</p> <ul style="list-style-type: none"> <li>● <b>Governor Question: Does risk fall under the F&amp;B Committee?</b> AAI confirmed that it did and that the Risk Register should be discussed/agreed at the F&amp;B Committee and then be signed off at Trust level.</li> <li>● Skills Analysis - AAI was pleased that all average scores were no lower than 3 and 4.</li> <li>● Governor Training - KCN emphasised that Governors should sign up for AfC on-line training as identified by their Governor role(s) and skills analysis scores.</li> <li>● <b>Action: CCN to complete New Governor Training, read Government paperwork as well as completing reading and quizzes as set out by the clerk.</b></li> <li>● <b>Action: Electronic Governors' Policy Declaration Forms - Action: AKH and NMN were yet to complete their forms.</b></li> </ul>	<p>LGB2/ 22-23/ 012 - CCN LGB2/ 22-23/ 013 - CCN</p>
<p>12.</p>	<p><u>Ofsted</u></p> <ul style="list-style-type: none"> <li>● Chessington was due for an Ofsted Inspection. As already mentioned, a Safeguarding review had taken place as well as Deep Dives and practice for staff to answer Ofsted questions.</li> <li>● Students had also been asked sample Ofsted questions.</li> <li>● Chessington was interrogating elements of the Inspection Data Summary Report (IDSR) - the report at DfE level.</li> <li>● Another QofE Review was planned to look at Safeguarding behaviour.</li> <li>● AAI had prepared for the 90 minute Ofsted conversation and had some resources prepared for Governors.</li> <li>● Next steps would be tweaks from the initial review and then going through again with departments that hadn't previously been involved.</li> <li>● <b>Action: A Governors' Workshop on Ofsted would be arranged shortly .</b></li> <li>● Further discussion on Ofsted took place.</li> </ul>	<p>LGB2/ 22-23/ 014 - AAI/KCN /LAS</p>
<p>13.</p>	<p><u>Any Other Business</u></p> <ul style="list-style-type: none"> <li>● KCN explained to the new Parent Governor that all Governors need to log the Governors' work they carry out at School, which KCN summarises for parents half-termly.</li> <li>● KCN had started specifying on the log the roles that she carried out as Chair of Governors so anyone wishing to succeed her as Chair could see what the role entailed.</li> <li>● KCN encouraged Governors to visit the School more often to experience how things worked and to provide them with useful information for answering Ofsted questions.</li> </ul>	
	<p>KCN thanked everyone for coming along and closed the Meeting at 8pm.</p> <p><b>Date of next LGB Meeting - Wednesday, 8th February 2023 at 6pm</b></p> <p>Trust Meeting Schedule can be found <a href="#">here</a> - Chessington Meetings on the third tab.</p>	