



**Minutes of the Kings Langley School Board of Trustees meeting
Held on Monday 10th July 2023 at the school**

Present:

Mark Morant COM, Frances Stickley COM, Tania Giles PAR, David Fisher HT, Alana Ivey PAR, Deborah Ludlow PAR, Emma Kell COM, Dawn Helfgott COM, Phil Garner PAR, Jo O’Sullivan PAR


In attendance:


T Middleton (Clerk), Rosemary Inskipp, Melusi Moyo STF, Helen Pocklington STF, Geoff Shephard STF


Absent:


Simon Wood COM, Phil Slade COM, Graham Craggs COM, Sarah Wilding PAR, Simon Setterfield COM


Documentation circulated in advance of the meeting:

 KLS Meeting Agenda 10.07.2023


 1. Academy_Trust_Handbook_2023_FINAL

 3. Declarations-KingsLangley


 5. Draft meeting minutes 22.05

 7. Kings Langley School Safeguarding report


 7. KLS RISK POLICY Summary for GB 10-7-23

 8. buzzcott_reserves_a-guide-for-academy-trusts_final


 9. BG-G4S-Attendance-May-2023


 9. Governor Review of School Priorities JULY 2023


 9. Governors July 2023

 11. 20a636e5-376e-429c-812a-32ee8c9c24de

 11. 21c48459-ed29-4a51-8ca5-6b2f7615d204

 11. Training-KingsLangley

 15. Education of Children Unable to attend School for medical reasons policy

 15. Kings Langley School Code of Conduct

Documentation circulated in advance of the meeting by the clerk:

NGA Strategy guidance and document

NGA ERG report

<https://www.gov.uk/government/publications/commissioning-high-quality-trusts>

ATH 2023

Mandatory qualification for SENCOs

A letter addressed to governors and trustees of schools and colleges about 2023 qualification results.

The KEY – safeguarding questions for the DSL

School governor exclusion webinar

SOCIAL MOBILITY: THE NEXT GENERATION – LOST POTENTIAL AT AGE 16

Stone King Academy complaints

DfE Attendance

KCSIE 2023 changes

Forced marriage awareness training link

Cyber security training link

ESFA Academy nd Maintained updates 06.23

School for Governors – Exclusions

The School Bus – Cyber security template

The School Bus – Online safety template

The Key – questions for attendance

DfE – Exclusions from 01.09.23

School for Governors – Attendance

School for Governors – podcast counting the cost

The Key – Link visits and learning walks

1 Welcome:

1. The Chair welcomed colleagues to the meeting
2. The Chair noted that the meeting is quorate (> one third governors in post)
3. It was agreed to amend the order of the agenda according to attendance

2 To receive apologies for absence and to consider approving any absences:

1. Colleagues were reminded that notification of absence from a meeting should be forwarded to the clerk, Chair and Head at least 3 days in advance of the meeting and that it is the decision of the Board whether to approve an absence. Governors/Trustees are being increasingly held to account for their commitment and capacity to attend meetings regularly, with schools now required to publish this information on their websites
2. Apologies were received and absence accepted from: Phil Slade, Simon Wood, Graham Craggs, Sarah Wilding, Simon Setterfield

3 Confidentiality and to declare any Conflict of Interest from any items on the agenda and confirm if any new declarations require adding to the register:

1. Colleagues were reminded that if a governor/trustee, or anyone else present, has a conflict of interest on an agenda item(s) – pecuniary or other, they must declare it and voluntarily withdraw from the meeting for that item(s) and not take part in that discussion. It is for individual governors/trustees to declare a conflict and voluntarily withdraw and not for another governor/trustee to instruct withdrawal
2. None declared
3. Colleagues were reminded to add any new declarations to the statutory register which is recorded in GHUB and published on the school website and alert the clerk and Chair of any updates
4. None declared
5. Colleagues were reminded that if any colleague has received any gifts or hospitality, it should be recorded on the statutory register
6. None declared
7. Colleagues were reminded to report any related party transactions (RPTs), and any novel, contentious or repercussive transactions to consider since the last meeting
8. None declared
9. **An annual review of the Gift Register** was undertaken by the Board
10. **An annual review of the Interests Register** was undertaken by the Board
11. **An annual review of the Risk Register** was undertaken in line with the Board's appetite to risk

4 To consider notification of any items for AOB:

1. None

5 To agree minutes of the last meeting: (previously circulated):

1. The minutes of the meeting dated 22.05.2023 which were circulated in advance of the meeting were agreed as an accurate record; signed and dated and added to the school file
2. **ACTION: School on a Sheet to be developed**

RI, FS

6 To consider matters arising from the minutes of the last meeting:

1. The matters arising were considered and it was noted that they are either closed or in hand

7 To receive Committee and Link Visit Reports since the last meeting:

To receive Safeguarding report:

1. The link governor provided an overview of the annual report
2. Governors agreed that the safeguarding culture across the school continues to be proactive and it is clearly the responsibility of everybody in the school
3. Thanks were extended to the DSP and assurance provided that handover for the next term is in place
4. There is currently 1 CLA, and some CIN plans in the school
5. **ACTION: Governors to review the KCSIE 2013 in advance of September. The key changes around online safety**
6. The link governor provided assurance that filtering is in place
7. **ACTION: Link document with checks to be circulated**
8. Question – Has KCSIE been updated in all the related policies in readiness for new and existing staff in September? Yes, all staff sign off a sheet and there are opportunities to ensure understanding
9. Question – Are we sufficiently addressing mental health and wellbeing across the school? We have embraced the mental health and wellbeing pilot and have a vast array of support and resources. The pastoral team has been relocated in line with our strategic direction for pastoral support and SEND
10. Question – Have we addressed new entrants to the school in September in terms of resources and adaptations to the facility? Yes, including requirements for a wheel chair user and the complex needs in the new intake
11. Question – Are there EHCPs? Yes there is a significant increase in the needs coming in particular SEMH however resilience is becoming stronger. There is likely to be further EHCPs as the year develops
12. Question – Is further expenditure required for the smaller spaces? This is in hand through capitalised fund and donations of furniture
13. Question – How is the transition? The transition plan to Year 7 has been extensive to ensure that every child joining the school has been reviewed with the feeder school head, TA and teacher. All staff have been informed of the appropriate needs to ensure a smooth transition
14. Question – In the school priorities, are we sure that CPOMs is being followed up? Yes, low level concerns are fully monitored and categorised accordingly in CPOMs. The staff are trained and report accurately and appropriately. The children say that they feel safe in sharing their concerns and the staff say that

ALL

HP, FS

they are more comfortable with dealing with concerns. Pupil surveys are a key way of receiving student feedback and ensuring that the systems in place are effective and students know who they can speak to. Signposting for children as constant reminders is given in class

- 15. Question – Do all staff including MSAs have access to GHUB? Yes and this is regularly monitored to ensure consistency
- 16. The safeguarding link governor has regularly visited the school and welcomes the enthusiastic approach and effective systems in place including record keeping. Case studies are available to reflect the journeys students undertake
- 17. Governors were assured that supervision and staff support is in place and well received by the staff. Relationships are strong and supporting and the boundaries are very clear
- 18. The family support team works with 24 other teams and the case load for the 2 councillors is 30
- 19. The safeguarding team is proactive and identifies and solves problems before they escalate
- 20. Attendance remains a focus and continues to be robustly monitored
- 21. Question – Do student feel their concerns are being followed up? Yes, this is part of the process and in place

• SCR, Monitoring	Safeguarding 14 Jun 23	<ul style="list-style-type: none"> • Staff transition in place • Proactive culture of reporting and managing safeguarding
• Assessment Monitoring	Geography	<ul style="list-style-type: none"> • Successful field trips for all year groups providing opportunities for skills development and increasing cultural capital

HP left the meeting at 19.11

- 22. The **Audit and Risk and Resources Committee (ARRC)** met and minutes circulated – key discussions included:
- 23. **An annual review of the Risk Register** was undertaken in line with the Board’s appetite to risk
- 24. The Board noted the **Risk Management Policy**

KLS RISK POLICY & REGISTER

The KLS Risk Policy and Register forms part of the organisation’s internal control, scrutiny and governance arrangements. It is designed to provide assurance that the organisation has adopted best practice in this area, as advocated by the Turnbull Report on internal control of companies and in other parts of the education and voluntary sectors and to meet expectations of the Department for Education/ESFA as detailed in the Governance Handbook and Academy Trust Handbook.

Briefly, the concept of a risk register is to identify potential risks that might affect the school and then to score the likelihood that they will occur and potential impact they would have if they did occur. The score (out of 5 for each of likelihood and impact) is multiplied together to arrive at an overall score – both considering the position before and after existing controls and mitigants are put in place (Gross and Net risk).

The Risk Register was first established in 2022 and has been revised and updated as new risks are identified, or as risks become more or less likely to materialise - or their potential impact changes.

The Risk Policy can be found [HERE](#). The Register ([Link HERE](#)) was last updated on 3 February 2023 and presented to the ARCC for review and approval at the meeting on 13 March 2023.

It is currently sorted by Net Risk Score (representing what are considered the key risks to the school).

The top 5 risks (by net score rating) are as follows.

1. Government funding not keeping pace with increased costs.
2. Employee wellbeing/staff morale.
3. Lack of vision or strategic direction.
4. Failure to provide sufficient safeguarding of students, inadequate focus on student wellbeing and potential child protection issues.
5. Breach of legislation and regulations.

Other changes (new risks or amendments to existing risks) identified to ARCC members at the March meeting are summarised below.

Risk 48 -Damage to Fabric of School Building / Inadequate Maintenance (NEW). Highlighted by recent incidences of water leaks and delays by maintenance contractors in dealing with problems with the roof.

Risk 42 - Employee wellbeing/staff morale (UPDATED). Given the increased risks that are outside the control of the school (eg increased pressure on staff caused by reduced funding, increased number of special needs pupils, awareness of neurodiversity within the staff community) it was felt that scoring of this particular risk needed to be increased.

RISK 15 - Failure to provide sufficient safeguarding of students, inadequate focus on student wellbeing and potential child protection issues (UPDATED).

Whilst Risk 15 previously referred to safeguarding, it was felt it should be amended to recognise the risk to wellbeing and mental health of pupils, in addition to the requirement for family support.

RISK 46 - Government funding not keeping pace with increased costs (UPDATED). Updated to explicitly recognise impact of increasing costs (in conjunction with inadequate funding) on things like books / supplies and food in canteen as well as affordability of capital projects.

RISK 49 - Unsuccessful Capital Projects (Projects fail to complete or are subject to significant delay and/or cost overrun) (NEW). Clearly there is significant potential risk to the school if this were to occur (financially, reputationally and also in terms of student outcomes).

The risk policy and register should be approved by the Governing Body annually.

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|-----|---|-----|
| 25. | ACTION: KPIs will be presented in March | FS |
| 26. | Assurance was provided by the link governors that the H&S reports are circulated and projects are well monitored and managed | |
| 27. | The GDC provided an overview of the training undertaken and encouraged colleagues to undertake the training highlighted. ACTION: Regular training to be undertaken and recorded on GHUB for the next academic year | ALL |
| 28. | The Curriculum Committee met and minutes circulated – key discussions included: demonstration of the monitoring calendar which gives a focus each half of term and the communication of the SDP and SEF encompasses all levels of staff. The data tracking is immediately available and presented on SharePoint. Governors noted that the system will impact on teacher workload and effectiveness and allow for more streamlined governor reporting. Governors welcomed the buy in from staff. The Pupil Premium video is | |

available to governors and the progress data and intervention and strategies in place are wide and purposeful

29. Recruitment continues to be challenging and the school is currently fully staffed for the next academic year demonstrating the creative digital recruitment techniques and sound reputation of the school within the industry. Governors agreed that the strategic approach is paying dividends

JS left the meeting at 19.28

30. The link visit reports for the year were noted and colleagues noted that the school has been held to account for the delivery of the curriculum and assisted in triangulating outcomes
31. Staff have shared their enjoyment of governors visiting the school and building positive relationships

The Board noted the updates

8 To receive a report on the financial position:

MM introduced the documentation regarding the documentation which were circulated in advance of the meeting. Further questions and discussion elicited that:

1. The risks and assumptions with regards to budget drafting were outlined
2. The school has delivered a balanced budget this year noting that Commander Jo (£50K) will be continued for a further year
3. The Board noted that the variables around staff pay increases has not been published
4. **The Board agreed the budget for 2023/4 as presented**

The Board noted the financial position of the school and rigorous financial management

9 To monitor progress and impact of the School Development Plan

1. Governors agreed that the streamlining of systems including performance management are having the desired impact and demonstrate the use of best value
2. The 9 staff leaving this term have been for promotion, relocation and leaving the profession
3. Parent partnership continues to be a focus to encourage parents into the school and engaging with the school community
4. Parent communication has been challenging and the staff are being appropriately protected from such individuals
5. Legal advice is being sought regarding the covert recording of meetings
6. Governors enjoyed meeting with parents at recent school events
7. Student progress has been encouraging and reflect the quality first teaching and stability across the school
8. Attendance is above national figures in almost all areas with the overall school attendance being 1.1% above national figure and is getting back to pre-pandemic data
9. Bullying and racist incidents:

Bullying and Racism		
13/05/22-30/6/23	NO OF INCIDENTS - PERPETRATORS	
RACISM AND BULLYING INCIDENTS	FEMALE	MALE
Racism/Religious Belief incidents	0	1
Bullying incidents Gender	0	0
Bullying Incidents Homophobic/Sexuality	0	3

10. The arrangements for off-site education students were outlined
11. Governors welcomed the extracurricular engagement and wider opportunities being offered to increase cultural capital
12. 100% Gatsby benchmarks met
13. Question – Does study leave count as absence? Yes, if logged correctly
14. Question – Are the fixed term suspensions showing a trend? Largely the difficult cohort of boys being regularly reported. When substitute teachers are in school there is a level of inconsistency however the staff do support them
15. There has been 1 permanent exclusion to report
16. The reading data is particularly pleasing showing progress in particular year 8
17. Music continues to be an area to strengthen, MFL has been reviewed and an action plan is in place, PRE is being modernised, Technology carousel impacts on students retaining knowledge over time

18. ACTION: Link governors to visit at least termly to understand the departments

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Safeguarding

PCK - To ensure staff, student and parental confidence in supporting a culture of vigilance where children’s welfare is promoted, and timely and appropriate action is taken when necessary.

➤ **Summary of actions**

All safeguarding documentation including the Child Protection Policy is updated and meets the statutory requirements of KCSiE 2022 and the Single Central Record and the records of incidents are audited regularly comply with the reporting expectations of Ofsted. All school staff, volunteers, tutors and contract workers receive appropriate and timely safeguarding training as per the statutory requirements. All safeguarding procedures are reviewed and quality assured regularly.

➤ **Summary of impact**

All statutory requirements outlined in KCSiE and by Ofsted have been met and are documented and CPOMS is used daily by staff to document any concerns. Anything raised is dealt with in a timely fashion and all relevant people (including external agencies) are notified. External report from Becky Cox states safeguarding procedures are strong.

➤ **Summary of next steps**

Case Studies of students benefitting from appropriate and high levels of support are available, but some additional examples would be useful. External Speakers are invited in, but additional people coming in to talk to our students and staff about County Lines and Knife Crime need to be arranged.

PCK - To continue to establish and embed appropriate school-wide policies and procedures to handle allegations of sexual harassment, online sexual abuse and sexual violence (including sexualised language) with understanding and empathy.

➤ **Summary of actions**

Guidance on Sexual Violence, Sexual Harassment and Harmful Sexual Behaviours (SVSH) is incorporated into the school’s Child Protection Policy and other relevant policies (KCSiE 2022). Records of incidents are reviewed to ensure that the school’s

procedures are effective and are being followed, and that staff are gaining confidence in dealing with allegations connected to SVSH.

➤ **Summary of impact**

Evidence from case studies and CPOMS records shows that all staff are aware of and are following the procedures relating to incidents of SVSH to ensure that they are dealt with in a timely and appropriate manner. Any recorded incidents lead to support being offered to victims and education being given to perpetrators, led by the Bold Voices Team.

➤ **Summary of next steps**

Support materials are being developed to help pastoral and SEND teams to have effective restorative and supportive meetings with both victims and perpetrators of SVSH. The PSHE curriculum is under constant review and specific assemblies to educate students on SVSH will be arranged. To embed this into the teaching repertoires as part of threshold processes.

PCK - To embed a culture of positive mental health and wellbeing in the school community where positive interactions between students and staff are encouraged.

➤ **Summary of actions**

The Mental Health and Wellbeing Strategy plan is updated using ideas from Senior Mental Health Lead training, and a culture of positive mental health and wellbeing is established across the school. Students (and their parents) receive support from staff at Kings Langley School and from a variety of external agencies when required, and a particular focus is placed on SEND students. The same is offered to staff, and in addition to this, regular well-being sessions are planned for staff to provide a safe and fun environment for them to enjoy the company of their colleagues.

➤ **Summary of impact**

The general level of mental health reported across the student and staff body is very good, and support is offered where required, attendance is above the national average for students and the Govox survey supports our impact on mental health.

➤ **Summary of next steps**

Continue to use Govox to support students and to help in the identification of students needing extra support. Continue to attend the Mental Health Conference to help with the development of support and materials in this area and continue to distribute questionnaires to receive information from students on their mental health and well-being.

PCK - To develop the school's approach to online safety to ensure that students are protected, educated and supported both in school and outside of school to help keep themselves safe online.

➤ **Summary of actions**

The Online Safety Group meets regularly (at least once per term) and online safety review tools are used effectively to develop the Online Safety Policy. Incidents of breaches to the internet filtering systems are monitored and breaches are recorded in CPOMS and used to support further development of the systems. Students are educated about the possible risks online and how to keep themselves safe online, through assemblies (including external speakers), the PSHE/RSE curriculum, the

Character Programme and tutor time activities. Evidence from case studies and CPOMS records shows that all staff are aware of and are following the procedures relating to incidents of online safety to ensure that they are dealt with in a timely and appropriate manner.

➤ **Summary of impact**

The 'Staying Safe Online' section of the website is fit for purpose, regularly updated, and parent and student voice indicate that it is useful. The 'Think you Know' link is in place in this section of the website to help students and parents report incidents relating to online safety. When incidents occur, they are appropriately recorded and dealt with in a timely fashion. The school filtering system is updated on a regular basis to pick up new and relevant/concerning online trends.

➤ **Summary of next steps**

Continue to update the 'Staying Safe Online' section of the website, continue to educate students, staff and parents via assemblies, evening events and lessons, and secure relevant external speakers to address contemporary online safety topics. Continue to review online trends and websites.

Quality of Education

JEN - To continue to review, refine and implement a progressive knowledge-based curriculum, through a brave and diverse lens, that engages and challenges all students.

➤ **Summary of actions**

Curriculum model reviewed and adapted to allow best use of staffing to maximise effectiveness i.e. fifth lesson from technology in year 9 removed and given to English where there was slack in staffing meaning no additional technology person was required to be appointed.

Curriculum model minimises staff teaching in second subject (JEN teaching CS in year 7; 12 lessons of PRE taught by geography teachers).

Subject leaders in the majority of subject areas have completed programmes of study and include student trackers to support parents and students understand what is being learnt over the school year at KS3.

Subject support cycles have been completed in all subject areas over the past two years, except for technology and PRE due to staffing and timing issues.

➤ **Summary of impact**

The curriculum model is efficient and has allowed all but five year 9 students to receive all first-choice options for September 2023.

A broader range of Year 12 subjects, including additional curriculum expanded to include games and core maths for September 2023.

Support cycles have shown that most subjects are performing well, and feedback has been used as part of the SDP/SEF writing process for next year.

The vast majority of subjects now have complete programmes of study that are in line with the knowledge engaged approach of our policy, the exceptions are Music, PRE and Business Studies in the detail and depth we expect.

➤ **Summary of next steps**

Review the accessibility of the KS4 curriculum for all students and consider alternative provision which is cost effective and combines with the current model rather than add on.

Review the KS5 curriculum to develop additional curriculum I.e., core skills but within viable staffing levels.

Review the use of student trackers to ensure consistent use and agreement on how these might be used in other key stages.

To develop programmes of study to incorporate cross curricular links to other areas and ensure new subject leaders catch up on curriculum planning to be at similar stages as other subject leaders.

To monitor and review exam and curriculum changes such as in languages and British sign language, to ensure our curriculum remains relevant and up to date.

All subjects individual curriculum targets to be acted upon e.g. Science developing more thinking skills and application of the knowledge to develop the depth of knowledge.

Develop the cultural and historical links between and within subjects to support improvements in both outcomes and development of the whole child.

JEN - To ensure we develop and embed a culture of focused and highly effective continuous professional development by using a bespoke approach for all staff based on subject knowledge and pedagogy for teachers.

➤ **Summary of actions**

Professional development was structured to link with monitoring foci, coaching themes and were reviewed as part of the subject support cycles.

The summer term saw a slight change in focus to attitudes to learning and T&L briefings for staff and character registration for students were rewritten to align with launching the new attitudes to learning criteria.

StepLab numbers were increasing but have been on hold in the summer term.

Staff CPD process added to access increasing efficiency of administration and tracking. Two staff completed an MA, five staff have started NPQSL or equivalent. All 7 ECT Year 2 will pass, and ECT Year 1 will continue into next year.

➤ **Summary of impact**

Attitudes to learning criteria has been launched with Governors, students and staff and will be ready to be used as part of our assessment and data feedback to parents from September.

Staff have taken up more external training since Covid and many of these courses are linked to recognised qualifications.

ECT training has been successful despite the National ECT programme not being seen as relevant or as useful as the KLS New staff induction programme / CPD training.

Those on NPQ and Masters Qualifications are on progress to pass and develop in their leadership.

All ML have had Ofsted training from Herts for Learning and those who need additional support are on progress plans with Herts e.g., MFL. New ML will need this training in September e.g., Music/PRE.

➤ **Summary of next steps**

Use of StepLab to be reviewed within coaching context.

Focus on subject pedagogy and practise next year with staff using their CPD lesson in teams to enable subject specific CPD.

Observation rubric to be written and shared to support tracking of staff progress linked to monitoring foci.

CPD and training planned for next year to match the monitoring and foci calendar.

All members of staff to have CPD meetings with their LM and SLT link to create more bespoke approach after half term 1.

BUT - To develop our stakeholder's literacy skills, including the learning and teaching of reading, oracy, vocabulary acquisition and writing.

➤ **Summary of actions**

We tested Year 7 and 8 twice this year and Years 9, 10 and 12 once to establish a data profile for each year group. This data has been shared with all stakeholders.

Based on this data we introduced intervention groups who participated in reading at St Laura's care home, specific small group reading with English teachers, a paragraph comprehension-based programme written in conjunction with SEN and an introduction to reading programme written for transition day for new Year 7 students. This is on top of Reading Reconsidered in tutor time, English lessons and Bedrock tasks completed weekly.

➤ **Summary of impact**

83% of Year 7 students have made expected or higher than expected progress. This includes all students in the intervention groups. 90% of Year 8 students have made expected or higher than expected progress. This includes all students in the intervention groups except one. All year groups are above the national average of SAS 100. (Year 7= 106.3, Year 8= 110.3, Year 9= 105.6, Year 10= 104.6).

➤ **Summary of next steps**

To ensure a clear plan for disciplinary LitOracy in subject areas, including plans on how to use the data to minimise gaps and challenge the more able. An improved tutor time programme to focus more on reading and oracy.

SHR - To refine robust assessment systems and processes that ensure all learners receive meaningful feedback to support the highest levels of achievement and attainment.

➤ **Summary of actions**

Liz Shapland delivered training on book looks at the Middle Leader Meeting in the Autumn term. INSET day in January had time given for Subject Leaders to complete book looks and audit the practice within their in department against their policies. Subsequent middle leader meetings focussed on the sharing of good practice with other subject leaders and identification of next steps. Subject Support Cycles have reviewed feedback practices in across departments. We are currently trialling forms to collect drop in metrics more efficiently. Antonia Sharp attended CPD at Sandringham on Education Endowment Foundation (EEF) Assessment.

➤ **Summary of impact**

Department areas have robust assessment and feedback practices in place.

Lesson observations from subject support cycles show that students are receiving feedback in line with department policies.

Our approach aligns with EEF recommendations.

➤ **Summary of next steps**

Refine drop in data gathering practices by using forms to gather meaningful metrics and insights.

Further develop feedback and students acting on feedback (work specific feedback, skill or subject based feedback).

Refine Assessment feedback process with new Deputy Headteacher potentially looking at feedback sheets for all assessments but need to review workload.

Behaviour and Attitudes

SHA/JEN - To strengthen the positive attitudes to learning through the language and culture of character.

➤ **Summary of actions**

Continued to execute well planned assemblies in-line with our Character Virtues. Tightened up the delivery of form time activities via learning walks to ensure consistency of delivery. A review of the behaviour for learning system took place and a few small amendments were introduced to raise standards across the student body. A centralised system run by SLT and the Pastoral Team meant that continuity was achieved and staff well-being would continue to be a priority.

➤ **Summary of impact**

General improvements in student behaviour across the school – shown by a reduction in the number of detainees. Permanent exclusions are below the national average and local authority average. Members of the Pastoral Team are aware of the regular offenders and support mechanisms are administered and communication home takes place.

➤ **Summary of next steps**

Introducing the use of Class Charts to make further improvements to monitoring behaviour (rewards and sanctions). This will aid staff in awarding things to students, help students and parents to be aware of things and stay organised and will also reduce administration tasks for staff. To bring down fixed term suspensions without lowering standards and expectations using all alternative provision settings and options following Headteacher and LA meetings.

SHA - To maintain high rates of attendance and punctuality, ensuring that Persistent Absence (PA) is below national average for all students.

➤ **Summary of actions**

Fortnightly meetings with Pastoral Leaders, the SLT link and the Attendance Officer to monitor attendance and punctuality. Termly meetings with the Attendance Improvement Officer from Herts County. Regular attendance data provided to relevant staff to highlight those requiring support. Mentoring work completed with students at risk of becoming a persistent absentee. Regular communication home (including home visits and police welfare checks). Daily tardiness reports and detentions to improve punctuality within school.

➤ **Summary of impact**

Overall attendance in every Year Group is above the national average and has been for the entire academic year so far. Tardiness numbers are decreasing over time 17% reduction in 4-week period alone.

➤ **Summary of next steps**

The only categories in which we fall slightly below the national average is Pupil Premium in Years 7 and 9 only, and SEND in Year 8. This will therefore be our main focus moving forward. However, numbers and key students need to be considered in this data.

SHA - To consider reasonable adjustments for dealing with students, building trust and developing relationships through rehabilitation and restorative work.

➤ **Summary of actions**

Regular and timely conversations between relevant staff when sanctions need to be awarded. This ensures that the students' needs are considered, and decisions can be tailored if required. Restorative conversations take place during the detention between students and teachers. Many students' complete community service with the caretaker during after school detentions to give back to the KLS community.

➤ **Summary of impact**

The number of students in tardiness, school ready and after school detention has decreased. So has the number of truancy detentions. This suggests that attitudes and relationships have improved.

➤ **Summary of next steps**

Have a greater focus on rewards (using Class Charts to support) to increase the positive elements. Utilise the Inclusion Room more so, focusing on restorative work and reflection activities. Issuing relevant tasks for students to complete in after school detentions. All of which, will hopefully improve trust and relationships across the school.

PCK/SHA - To educate all stakeholders on equality, language and understanding of race, gender and difference to create a culture of understanding and empathy.

➤ **Summary of actions**

Reviewed the equality scheme, updated the targets, and worked to achieve the Equality Award (Silver) and to use this to review current provision at Kings Langley School. To take part in the Great Representation with Rachael Macfarlane and consult with stakeholders on equality and setting up student groups to give them a voice.

➤ **Summary of impact**

Updated and improved the equality scheme (approved by governors) that is in-line with the Silver Equality Award. Participated the Hertfordshire Great Representation Project and have featured in an associated publication. Student groups have been set up: LGBTQ+, diversity and Woman's Equality, who meet regularly. Students report a decrease in racial, homophobic and other incidents that contradict our outlook and approach to equality.

➤ **Summary of next steps**

Track the impact of our equality scheme targets

Continue to grow the student groups
Increase parental engagement and challenge bias
Continue to monitor incidents and support and educate students

Personal Development

JEN - To enrich the wider curriculum offer to give a range of opportunities that raise aspirations, nurture, develop and stretch our student interests, while identifying and addressing nonengagement.

➤ Summary of actions

Registration activities, including the character programme have all been developed and used consistently through all year groups.

Extra-curricular opportunities have been increased at lunch, and after school, and a tracking system (SOCS) has been trialled in the summer term. This will allow analysis of engagement of students in the future more accurately.

Activities week includes more overnight trips and day trips than previously. New trips such as Silverstone, and the Tower of London have been included.

Other curriculum trips have run this year with many theatre trips taking place either for fun or as part of the curriculum.

➤ Summary of impact

Throughout the year a wide offer of enrichment has been in place and is reviewed termly to accommodate weather and changing choices for students. These programmes can be seen on the school website. We actively encourage PP/SEND students to attend after school and lunch clubs and almost all have engaged in some form of additional opportunity.

We believe due to the financial situation parents face as just about managing, there a few students have not taken up trips for activities weeks compared to last year. Whilst we have tried to keep back places for PP students, there are many others that are not PP that we are unable to support at a level in which they need. We have reviewed the cost of trips and have tried to find a range of trips to compensate for this.

There are more opportunities (which are free) for students to take part in, such as the STEM fair competitions and after school clubs, but these have not all been tracked this year in detail due to capacity within the leadership team and the development of SOCs. A lot of data has been collected and we have identified some students who have not engaged with anything in school, and this will be addressed early next year.

Offer of just fun sports clubs has gone down well with students such as Netball Friday's, Library Club.

➤ Summary of next steps

To use SOCS for all trips, activities and opportunities to allow us to track all students and intervene with non-engagers sooner or find viable and wanted extra curriculum activities to entice non-engagers.

To use SOCS to collect students as a waiting list for trips and allow us to allocate, to encourage fairness and access for all students to trips, ensuring students who can

only afford a single or cheaper trip access this and do not miss out due to some parents signing their child up to all trips and taking all the places.
To continue to match trips and activities to link to the curriculum to support learning.

JEN - To ensure students are prepared for modern Britain and have opportunities to positively contribute to their community; encouraging reflection of the curriculum through different student lenses, to build a broader understanding of citizenship.

➤ **Summary of actions**

Phillipa Lark's work on equality, including the recording of incidents, setting up of the equality and diversity groups has meant that staff and students are more aware of these issues, and this has resulted in more incidents being reported.
Speakers on relevant topics have been invited in using timetabled PSHE lessons to deliver key messages to students on a half termly basis.

➤ **Summary of impact**

Philippa Lark achieved the equality kitemark (silver award) for KLS.
Successful student meetings to support students who have needed intervention due to their inappropriate behaviours towards other students have taken place.

➤ **Summary of next steps**

To continue to develop student diversity and equality groups and their work.
To continue to use assemblies and themes to maintain a focus on these issues.
Antonia to now take on the EDI role.

JEN - To continue to review, refine and maintain a high-quality Relationships and Sex Education curriculum which reflects current guidance and local context.

➤ **Summary of actions**

The programme of study has been reviewed by County and annual Governor/parent visits. Changes being made – in particular links to disability.
All students receive the RSE curriculum as per DFE guidance.
Year 11 PSHE is currently being written in the format of picture news registration activity style, to ensure recap in Year 11 for 2023-2024.

➤ **Summary of impact**

The programme of study received positive feedback from County and was used as exemplar to other schools.
All statutory guidance is being followed.

➤ **Summary of next steps**

Roll out PSHE in Year 11 during Friday registration.
To continue to monitor the quality of delivery.
Use timetabling of year grouped PSHE lessons to bring in further external speakers to support with the delivery of harder PSHE topics.

JEN - To ensure all students are appropriately prepared for future education, training or employment and we maintain 100% Gatsby benchmarking.

➤ **Summary of actions**

New careers programme of study and plan nearly completed for 2023-2024.

Gatsby benchmark remains at 100%.

All students from Year 9 – 13 to receive annual careers interviews from school and external sources.

Students have been re-introduced to Unifrog. Unifrog homework activities sent to all students in Years 7 – 10, mostly as part of strike day work but planned as a regular half termly activity next year.

Work experience for Years 10 and 12 now can be completed through Unifrog, saving us up to £4000 this year, as students are not using the Link 2 site (Link 2 = £56 per student; Unifrog = £400 for all students that wish to use it). We still need to use Link 2 in some capacity as some students are unable to find their own placements.

➤ **Summary of impact**

The careers programme has been updated and is in line with all DFE guidance and is compliance to all statutory expectations.

Students are starting to be tracked with regards to careers encounters, which allows intervention and data to be used to support students with careers guidance.

The work experience budget is reduced by half.

Placements that students are doing for their work experience have been chosen in the most part by themselves, so hopefully will mean better engagement.

➤ **Summary of next steps**

Continue to develop the use of Unifrog for activities and work experience within the independent learning curriculum.

Finalise the programme of study and put it on the website.

Use tracking information to find speakers for Monday targeted assemblies – plan to invite interested students to particular topics.

To re-instate the school careers fair after being unable to do so this this year due to a lack of takers for careers – both in March and for the STEM fair.

Leadership and Management

SHR/SEA - To ensure the progress of all students are at least in line with the national average and that we continue to close all gaps.

➤ **Summary of actions**

Continuation of the Pupil Premium Strategy.

All students with SEND and entitled to PP funding have a Pupil Passport identifying strengths, aspirations, barriers to learning and teaching and learning strategy suggestions.

Continuation of high-quality teaching through our teaching and learning repertoires.

Pupil Premium lesson drop ins to collect data on strategy use.

Review drop-in data collection practices.

Expanding student passports to include students entitled to Pupil Premium.

Summary of impact

SHR – student passports are easily accessible via seating plans on class charts.

Passport layout agreed and consistent with Learning support.

100% of students entitled to Pupil Premium and have SEND has a Pupil Passport.

By the end of July, at least 2 students per form who are entitled to PP (with no SEND) will have a Pupil Passport.

Feedback from staff is very positive about the accessibility of the passports.

Student focused drop ins completed to date (June and July) show 100% PP students sitting according to seating plan.

At least some strategies listed on passports are utilised by staff in all lessons dropped in on.

➤ **Summary of next steps**

Form tutors collating information about students to facilitate effective teaching and learning.

Creation of student passports.

- PP strategy to ensure school wide all teachers a teacher of PP and to focus more of our work in the classroom and around attendance to school and clubs.

JEN/BUT - To continually streamline systems to maximise staff efficacy and student progress while ensuring safety, workload and wellbeing remain a priority.

➤ **Summary of actions**

Planning, quality assurance and monitoring calendar for next year has been cultivated to reduce workload, stop repetitive workload and ensure that all staff remain focused on key themes to ensure consistency.

All meetings have been planned and agendas written. All CPD, quality assurance and monitoring link to the foci for each half term with work completed by SLT, pastoral leaders and subject leaders complementing each other.

Wellbeing has been a huge priority for the school this year and has been at the forefront of every discussion in relation to processes, systems and student progress.

➤ **Summary of impact**

Work completed on SEF/SDP by SLT and subject leaders this summer term starts this process. Improved subject consultation process via staff forum to include regular breaks for staff. No meeting or briefing during half termly breakfasts from now onwards. These times will be used by staff to socialise and build a strong working community in the staffroom. All meetings, including pastoral meetings will have a set structure from September, including a template following the Middle Leader conference. Improved dress code for staff in consultation with staff forum and communication to be limited to SharePoint and email only.

➤ **Summary of next steps**

To ensure staff follow the planning of the monitoring and assessment calendar to remain focused on tracking and completing the SDP.

Continue with staff forum next year as a basis to discuss changes needed and to represent a bridge between staff and SLT on certain systems. Wellbeing group to be created to lead on events throughout the year.

JEN/SHR - To increase parent partnership opportunities to improve the progress and attainment of their children.

➤ **Summary of actions**

We are now a Tooled Up School which promotes and facilitates effective parent partnership.

Pastoral Team training April.

Initial staff training taken place June.

Launched with new intake Year 7 parents in June.

Training parent evening sessions were completed in most year groups linking to character with attendance varying from 40 – 80% depending on the year group. These sessions included how to revise, how to support your child, welcome to KS4, literacy, and a session run by Rosemary Inskipp on Teen Brain etc.

➤ **Summary of impact**

Positive feedback regarding Tooled Up from the pastoral team and staff.

Parental feedback was positive with parents asking for material to take away. These materials have been uploaded onto the website for parents to reuse or look at if they were unable to attend.

➤ **Summary of next steps**

KS3 parent launch and talk from Dr Weston 20th September.

Sept INSET Dr Weston talk for staff on increasing parent partnership.

Maintain parent support sessions linking to character, literacy, etc and develop these further encouraging greater attendance.

Consider planning and implementing parental engagement research by completing a funding application to the University of Birmingham.

To recruit and retain high quality staff.

➤ **Summary of actions**

A continuous recruitment process has now been embedded into our school year using a variety of means from Socially, TES, Teach in Herts, agency, refer a friend, talent pool, flexible working, links to various universities for training to name but a few. We enhance this through lots of promotion internally through well-being and careful sustainable planning and growth of talent in the school staff community e.g. Liam McGuigan and Sabra Butt. Why work for us and the well-being programme were presented to Governors previously to highlight our work on this and the impact.

➤ **Summary of impact**

Through the work above we are pleased to report we are fully staffed for September 2024 and the impact was shared in part 2 at Curriculum committee. This is not the case for most schools across our local area and throughout the country.

➤ **Summary of next steps**

Review the application form and process, continue to improve the school website, continue to improve the well-being offer, embed promotional campaigns through

social media, investigate recruitment tool which targets ethnic minority groups. We need to promote our workplace, promote our offer and promote from within.

Finance and Resources

BEL - To continue to improve financial and HR management efficiency.

➤ **Summary of actions**

The final appraisal process using the Access HR system was completed in September 2022. Teaching Staff Role descriptions are ready to upload individually to the HR Access System for September 2023. Access HR system process manual is in place and will be continually updated.

➤ **Summary of impact**

Time efficient appraisal process has been successfully implemented. Teaching staff able to access their role description within their own Access Self Service area. A series of documents are now in place to assist guiding any new person administering the system in how to undertake the various processes.

➤ **Summary of next steps**

Support Staff role descriptions are to be reviewed and uploaded to Access. Continue to add to the HR Access process guidance documentation as the system is updated over time.

BEL - To improve our site facilities to enrich the student experience, enhance the quality of their education, while improving income streams.

➤ **Summary of actions**

Secure funding for the 3G pitch facility from the Football Foundation, local football clubs and other local stakeholders. Planning permission for the facility obtained and funding application submitted in April 2023. All legal processes started to enable permissions to be obtained from the ESFA, HCC and DfE for the land to be built on and for the requirements of the Football Foundation to obtain a legal charge on the land. Construction of the 6th Form Centre during the academic year.

➤ **Summary of impact**

Football club partners and other funding support of £47,956 and the school's own contribution was secured enabling an application to the Football Foundation. The planning permission was granted in March 2023 which all led to the application for the 3G pitch being submitted in April 2023. The visible construction of the 6th Form centre has enabled the 6th form team to use the new facility as a marketing tool to increase the numbers which generates significantly more income over time. In September 2023 we will have more space in the main school facilities for KS3/4 at break time and lunchtime.

➤ **Summary of next steps**

Outcome of Football Foundation funding application will be known in July 2023, completion of the legal processes and then the construction of the pitch from September 2023-January 2024. Building handover will be 17/08/2023 with the outside space being fully completed during the autumn term due to laying turf. Managing and embedding all the processes and procedures necessary in the running of our own building outside of the PFI contract. The new facility will also be available for hire to generate additional income.

BEL - To ensure the Trust complies with the revised requirements of the Academy Trust Handbook September 2022.

➤ **Summary of actions**

The annual Governance statement required a Governance review to be included.

➤ **Summary of impact**

FS wrote a Governance statement to be submitted within the 2021/22 accounts, we therefore comply with the Academy Trust Handbook 2022.

➤ **Summary of next steps**

Implement any changes necessary once the Academy Trust Handbook is available for September 2023.

Sixth Form

TUB - To further increase student attainment and progress, refining our provision through innovative curriculum design and rigorous, inclusive, high-quality teaching.

➤ **Summary of actions**

- 1) Curriculum strategy written and awaiting confirmation of ability to implement on timetable.
- 2) Monitoring programmes introduced that focus on the improvement of student attainment and progress (alongside factors that influence these).
- 3) Detailed and in-depth data analysis of student attainment and progress linked to T&L evidence within lesson observations/drop-ins and subject support cycles.

➤ **Summary of impact**

- 1) Impact will be seen next year.
- 2) All students placed on these programmes this academic year have seen positive impact.
- 3) Data indicates that attainment and progress of the current Yr13 students at least meets last year's performance and, in some areas, exceeds.

➤ **Summary of next steps**

- 1) Monitor and review the implementation of the curriculum regularly and consistently next academic year.
- 2) Continue to implement the monitoring programmes with the addition of increased signposting of services and strategies with proven success.
- 3) Increased sharing of data analysis and strategies for improvement linked to CPD and KS5 explicit priorities.

TUB - To further develop the culture of the Sixth Form where students and staff have synergy in the journey towards an outstanding sixth form experience where all stakeholders are accountable and responsible.

➤ **Summary of actions**

- 1) Fully comprehensive sixth form handbook written with accompanying charters, policies, guidance documents which clearly outline stakeholder responsibilities.
- 2) 5-Yr strategy outlining commitments that shape our culture.
- 3) Increased stakeholder voice through greater transparency and holding people to account.

➤ **Summary of impact**

1) Whilst impact cannot be measured until its implementation in the next academic year, stakeholder feedback already indicates positive response.

2) Same as 1.

3) Improved stakeholder feedback and responses.

➤ **Summary of next steps**

1) Review and refine these documents in response to the impact seen and any change in circumstances of context of the students in the sixth form.

3) Increased collaboration and stakeholder voice to shape development, policies and procedures in KS5.

TUB - To continue to increase recruitment, becoming the first choice for students (internal and external) through building on our reputation for academic success, pastoral support and personal preparation for post-18 aspirations.

➤ **Summary of actions**

1) Marketing and recruitment strategy constructed and implemented across term 2 and 3.

➤ **Summary of impact**

1) Increased numbers of applications for September 2023, both internal and external.

➤ **Summary of next steps**

1) Full marketing and recruitment strategy that extends beyond Yr11 to be constructed and implemented in the next academic year to initiate interest from students from Yr.7 through to Yr.11. External marketing to be increased to generate further interest from external candidates.

TUB - To deepen all students' personal development through rich and diverse opportunities which prepare them for future destinations.

➤ **Summary of actions**

1) Introduced KS5 aspirations and Oxbridge tutor.

2) Increased visitor speaker's programme.

3) TalktheFuture delivered to all KS5 students for preparation for post-18 destinations.

4) Post-18 Parent Information Evening delivered to parents/carers and students.

➤ **Summary of impact**

1) Increased applications to Oxbridge, Russell Group universities in addition to increased applications for university and apprenticeships from more vulnerable groups.

2) Student feedback indicates that students are more likely to consider more diverse careers and have considered planning better. Yr12 engagement with Unifrog has significantly increased.

3) Feedback from students and parents indicate that students are more confident about the contents covered in this training session.

4) 97% of students have completed UCAS administration and are fully up to date with applications required at this date.

➤ **Summary of next steps**

1) Development of a more bespoke and targeted provision.

2) Enlargement of the visitor's programme with lower school.

3) Implementation in 2023/24.

4) To be part of the sixth form calendar with refinements made to content so that it is less about what pathways you can take, but more the information required for each pathway.

The Board noted the update

10 Chairs Business:

1. Governors reflected on to the meeting discussions and noted the impact they hope they will have on the Trust's performance in particular holding school leaders to account for the performance of students and staff
2. Thanks were extended to the Board for their continued commitment and impact on school improvement and using their experience and expertise to develop their areas
3. The continued support and challenge of the governance professional have been effective in supporting and guiding the Board
4. The development of the risk register has been significant
5. The planning and shaping of the sixth form have been appreciated
6. The governance framework and key links have developed this year and demonstrated the impact
7. The training plans to upskill the Board are effective
8. Relationships with senior leaders continue to be positive and effective
9. The strategy sessions to develop the overall strategy have been instrumental in shaping strategy and the future
10. The Chair confirmed (ATH 2.19) Management accounts shared with the chair of trustees every month and that the board considers these when it meets is assured that it has appropriate oversight of the trust's financial position
11. The Chair confirmed that the (ATH 1.19) addition is noted - Estates management - An academy trust's estate is both an asset and a mechanism to deliver outcomes for pupils. The DfE expects academy trusts to manage their school estate strategically and effectively and maintain their estate in a safe working condition. This includes complying with statutory duties to ensure the health and safety of building occupants.
12. Letter to academy trust accounting officers: July 2023 - noted
13. The Chair confirmed that there have been no audits, reviews, inspections since the last meeting to note that are not detailed in the HT report
14. Confirmation was given that no action has been taken by the chair on behalf of the Board
15. Thanks were extended to the Board from the staff during what has been a challenging year in particular supporting individual members of staff in such a transparent way
16. The Chair was acknowledged for leadership

The Board noted the update

11 Confirm declaration s and confirmation for GHUB to be signed between 01.09-10.09.23

I agree to abide by the Governing Board's Code of Conduct
Code of Conduct

I agree to abide by the school's ICT Acceptable Use Agreement
Online safety agreement

I confirm that I am familiar with the DfE's Governance handbook and competency framework
Governance handbook and competency framework on DfE Website

I confirm I have read the school's Whistleblowing Policy
Whistleblowing Policy on school website

I confirm I have completed the General Data Protection Regulation - GDPR: An Introduction (Modern Governor) on GHUB
General Data Protection Regulation - GDPR: An Introduction (Modern Governor)

I confirm that I will abide with the school's Privacy Statement
Governor Privacy Notice

I confirm I have familiarised myself with The Academy Trust Handbook (also known as the Academies Financial Handbook)
The Academy Trust Handbook 2022

I confirm that I am familiar with the school's Child Protection Policy
Child Protection Policy on school website

I confirm that I have familiarised myself with the DfE Governance structures and roles guidance
DfE Governance structures and roles guidance

I confirm that I have familiarised myself with Section 3: Expectations of academy trust boards and governing bodies of maintained schools guidance "Working together to improve school attendance"
Working together to improve school attendance

12 Stakeholder Voice:

- 1. Continues to be monitored for feedback

The Board noted the update

13 Policies:

- 1. The **Education of Children Unable to attend School for medical reasons policy** which was circulated in advance of the meeting was ratified by the Board
- 2. The **Staff Code of Conduct** and **Governor Code of Conduct** which were circulated in advance of the meeting was ratified by the Board
- 3. The Board noted that the following policies were in line with the statutory guidance for review and approval – School Careers Education info and Advice guidance statement; Special educational needs and disability; Child protection policy and procedure; Children with health needs who cannot attend school Early Career teachers; Protection of biometric information of children in schools and colleges; Admission arrangements

The Board noted the update

14 Any Other Business:

- 1. None

15 To agree Date of next meeting:

- 1. Colleagues were thanked for their contribution to the meeting
- 2. Colleagues confirmed that the meeting has been conducted in an open manner, and, that all governors have been able to participate and contribute to discussions
- 3. The next meeting will be held on 13.09.2023 at 08.00 in school and via MS Teams – Colleagues to confirm whether they will attend in person or via MS Teams

The meeting closed at: 20.10

Date	Start	End	Date	Start	End
Wed 13 Sep 2023	08:00	09:30	Mon 9 Sep 2024	18:30	20:30
Wed 8 Nov 2023	08:00	09:30	Wed 13 Nov 2024	08:00	10:00
Tue 9 Jan 2024	18:30	20:30	Wed 15 Jan 2025	18:30	20:30
Mon 18 Mar 2024	18:30	20:30	Wed 26 Mar 2025	18:30	20:30
Wed 24 Apr 2024	18:30	20:30	Thu 1 May 2025	18:30	19:30
Wed 26 Jun 2024	08:00	09:30	Mon 16 Jun 2025	18:30	20:30