



Minutes of the Kings Langley School Board of Trustees meeting Held on Monday 12th December 2022 via MS Teams

Present

Graham Craggs COM, Dawn Helfgott COM, Emma Kell COM, Mark Morant COM, Frances Stickley COM, Simon Setterfield COM), Phil Slade COM, Phil Garner PAR, Tania Giles PAR, Alana Ivey PAR, Deborah Ludlow PAR, Jo O'Sullivan PAR, Sarah Wilding PAR, David Fisher HT


























In attendance

T Middleton (Clerk), Melusi Moyo STF, Rosemary Inskip STF, Helen Pockington (Safeguarding Lead), Graeme Searle

Absent

Simon Wood COM

Documentation circulated in advance of the meeting:

 KLS Meeting 12.12.2022 AGENDA	 All staff September 2022 - Key Changes to KCSIE
	 annual-safeguarding-practice-audit-kcsie-annex-b-feb2022 - October 22
 14. Policies	 annual-safeguarding-practice-audit-kcsie-annex-c-feb2022 (2) - October 22
 3. Declarations-KingsLangley 28.11.2022	 annual-safeguarding-practice-audit-kcsie-part1-feb2022 (1) October22 v1
 5. Draft minutes 17:10	 annual-safeguarding-practice-audit-kcsie-part2-feb2022 (1) October 22 v1
 9. Link Visits	 annual-safeguarding-practice-audit-kcsie-part4-feb2022 - October 22
 9. Training-KingsLangley 28.11.2022	 annual-safeguarding-practice-audit-kcsie-part5-feb2022 - October 22
 2021-22 CLA Progress Report	 annual-safeguarding-practice-audit-kcsie-part-three-feb2022 (1) KLS Oct 22
 Headteacher report December 2022	 Attendance report
 Kings Langley School Homework Policy	 Kings Langley School CEIAG Entitlement Statement
 Kings Langley School SDP Priorities	 Kings Langley School Complaints Procedure Policy
 Kings Langley School SEF	 Kings Langley School Online Meeting Best Practice
 Termly Governors Report - Term 1 November 2022 V2	 KLS Equality scheme 2022-2025

Documentation circulated in advance of the meeting by the clerk:

Performance data webinar in 2022 (with Better Governor)

Ofsted – Report on SEN

DfE – Changes to KS2 testing arrangement 2023

DfE – Exclusion data

NGA - Widening the lens on disadvantage guidance

NGA - Poverty toolkit

NGA - SEND toolkit

NGA - Vulnerability toolkit

NGA - webinar, Disadvantage: Widening the lens,

IDSr guide

Ofqual speech

EEF guide to support school leaders to implement tutoring effectively.

The Education Policy Institute's (EPI) - workforce management in schools

Academic Year 2021/22 - A level and other 16 to 18 results

HfL Conference

NSPCC Safeguarding in Sport

Access the latest research in our 'Impact in Practice' series, exploring the relationship between staff satisfaction and pupil wellbeing.

Mentally Healthy Schools brings together quality-assured mental health resources, information & advice for schools and further education settings in England,

ASCL FUNDING SURVEY | OCTOBER 2022

The NJC pay award for support staff has now been agreed. Employers that use the NJC scales should now implement the new rates which should be backdated to 1 April 2022. The new pay scales are in the link

Equality and Human Rights Commission = Preventing hair discrimination in schools

Guidance on provision for transgender pupils

Guidance 'Now the whole school is reading': supporting struggling readers in secondary school Ofsted carried out a research project on struggling readers in secondary schools. This report sets out our findings and recommendations.

Guidance Common themes arising from ESFA's assurance work in 2021 to 2022 Updated 2 November 2022

DfE Prevent update

DfE PPG update

The Key – Performance management questions

Entrust – Cyber resilience

The Key – safeguarding training links

NGA – safeguarding guidance, link role description, etraining link

School Environment and Leadership: Evidence Review marks the next phase in the Great Teaching Toolkit project.

The COVID Social Mobility and Opportunities (COSMO) study is the largest study of its kind into the effects of the COVID-19 pandemic on the life chances of a generation of young people.

STPC

Addressing educational disadvantage: from strategy to the classroom Marc Rowland explores addressing educational disadvantage

Claire Stoneman - a teacher's blog

A new series - focusing on the Trust Trifecta - a methodology to facilitate Trusts to be effective in your own shape and on your own journey - explored by Luke Sparkes and Jenny Thompson:

This publication provides the attainment of pupils in the 2022 phonics screening check and key stage 1 national curriculum teacher assessments (TA).

Internet Safety Guidance for Boards

Stone King – exclusions

CofE MATs

The Key - induction training session

NGA Curriculum effectiveness

NGA Ofsted inspections

DfE Governance update

DfE webinars re Ofsted

1 Welcome:

1. The Chair welcomed colleagues to the meeting
2. The Chair noted that the meeting is quorate
3. It was agreed to amend the order of the agenda according to attendance
4. Governors noted that the school had been closed today due to the inclement weather however the site is safe for students and adults tomorrow. The feedback from parents on the school closure was positive and supportive

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: Simon Wood

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

4 To consider notification of any items for AOB:

1. Attendance and MAT growth

6 To receive Safeguarding review:

HP introduced the documentation which was circulated in advance of the meeting. Further questions and discussion elicited that:

1. Governors reviewed the changes to KCSIE 09.22 in detail and the impact and activities across the school in response
2. The role of the DSL was outlined and governors noted that the number of recorded incidents reflect the proactive culture of vigilance across the school
3. Governors were assured that all areas of KCSIE are robustly addressed and the reporting, recording and following up processes and protocols are rigorous
4. Governors agreed that the volume of cases being monitored and addressed by the school is an increasing area in particular health and wellbeing
5. Question - How do we get consistent student feedback? Govox is an effective package. The questions are devised by psychologists and periodically students are invited to respond to surveys. It provides the school with support and resources to help the students. It is an exciting programme across the school which the students are embracing. Length and quality of sleep has been identified across the school as an issue – this is a national issue
6. Question - What support is available for the staff around supervision
7. The team are supported by Herts with supervision and they join our DSL meetings. The other factor of support is a large team who talk together and share within meetings and around school to share issues and offer support.
8. Thanks were extended to the team for the quality of the work and support being provided to our school community.
9. Reports were submitted that highlight the work that goes on with safeguarding.
10. **ACTION: Staff wellbeing to be addressed at a future meeting** – it was noted that staff line management meetings now start with wellbeing check. It's an opportunity for staff to discuss their mental wellbeing with their line manager and governors' approach this during their visits and the HT reports on this termly.
11. The school has also been selected to take part in a wellbeing pilot.
12. Students reporting that they are feeling safe in school is welcomed in school based surveys and in Govox

DF

7 The Board noted the update
To receive Behaviour and Attendance review:

MM invited questions of the documentation which was circulated in advance of the meeting. Further questions and discussion elicited that:

1. Thanks were extended to the team for producing such detailed information on behaviour and attendance.
2. Persistent Absence 90% or less attendance (equivalent to 1 day or more a fortnight across a full school year). Severely Absent 50% or less attendance (New terminology introduced in the guidance). KLS is above the national

average and case studies were reviewed on the impact of work on attendance and behaviour.

• **Hertfordshire v National Average 2021/2**

(2 terms)

School / Setting	Hertfordshire (%)	National Average (%)
Primary	94.3	94.2
Secondary	92.4	91.85
Special	87.2	87.2
Education Support Centre	65.9	64.4

- Governors were assured that the rigour in monitoring and addressing attendance is reflected in the data and the school is performing better than national averages and is working on any identified barriers to attendance.
- Exclusions were discussed and our stance to TikTok trends and surging that had caused issues at other schools recently and how we saw a spike. November spike matches national trend in fixed term suspensions but also our stronger stance on those that are indirectly involved in incidents who seemed to be the root cause of incidents and our approach was discussed and supported by Governors.

The Board noted the update

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

- The minutes of the meeting dated 17.10.2022 which were circulated in advance of the meeting were agreed as an accurate record; signed and dated
ACTION: To be added to the school file

FS

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

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

9 To receive Committee and Link Visit Reports since the last meeting, consider recommendations from the Committees and note action taken under delegated authority:

- The **Curriculum Committee** met on 07.11.2022 and minutes published on GHUB
- Executive Summary: External results; reading monitoring and update; staffing update
- The **Audit and Risk and Resources Committee** met on 14.11.2022 and minutes published on GHUB
- Executive Summary: The external auditors presented the accounts and provided a positive set of findings; The programme of internal Scrutiny Programme for 2022-3 and the next focus is Safeguarding and GDPR
- Government funding not keeping pace with costs has been added to the Risk Register; 3G pitch, Policies

6. The Resources Committee accepted the recommendation of the pay committee for the pay award for the headteacher and agreed the uplifts for teaching and support staff and performance management increases as recommended by the Head
7. Question – The report refers to the Finance and General-Purpose Committee members – should this be Finance, Premises, Audit and Risk Committee. The ToR for the General-Purpose Committee are noted in the report but do not appear on the structure on the website? **Action: Consistency required**
8. **The Trust Board approved Audited Accounts for the year ended 31 August 2022 and agreed to present them to the members at the next AGM**
9. **The Trustee Report and Financial statement for 31.08.22 were agreed by the Board**
10. **The Trust Board agreed to recommend the appointment of Lee & Co as the external auditors to the members for 2022-2023** - The newly appointed accountancy firm is part of the Xeinadin Group. The auditors reported that the school is extremely well run and this is evident by the school's excellent financial position and the good practice demonstrated through curriculum led financial planning and the integrity demonstrated relating to the financial administration processes and procedures
11. The Board noted the financial position of the school
12. The Governor link visits were reviewed in line with the governor monitoring calendar and posted on Governorhub

GC

Term 1 2022/3 Summary		
Summary	Area	Impact
ICT and Stakeholder voice	ICT 13.09.2022 ICT 30.10.2023	Stakeholder voice regularly sought and parent workshops provided improving skills and understanding of e-safety across the school community Investment in ICT and school ICT strategy beneficial - home learning beneficial for learning Assurance that cyber security is monitored and addressed Follow up visit on password security and provision of devices to students Attended parent workshop evidencing support for wider stakeholders and opportunities to elicit stakeholder feedback
Monitoring curriculum intent and implementation and stakeholder voice	History 12.09.2022	Evidence of curriculum implementation that develops learning through acquisition of knowledge and skills A high-quality history education to help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world evidenced in handbook

Monitoring of SCR and concerns	Safeguarding 29.09.2022	The SCR is being managed and the September new starters have been added - Assurance that all staff have undertaken training on the importance of recording concerns relating to (but not limited to) protective characteristics, bullying and child on child abuse and there is rigour in this process demonstrating the proactive culture across the school community with regards to safeguarding - CPOMs training has been provided to all staff and is becoming embedded in daily reporting and consistency A proactive approach continues to be taken to safeguarding and feedback from student voice is that they feel safe in school
Monitoring curriculum intent and implementation and stakeholder voice	PSHE 25.09.2022	Clearly demonstrated the broader curriculum supporting our vision and values including the views of stakeholders – PSH programme reflects the needs of our students and equips them with a sound understanding of risk and with the knowledge and skills to make sound and informed decisions External agencies are engaged with and areas of good practice shared - The County Advisor's recommendations for curriculum development were met by approval from the parents
Monitoring curriculum intent and implementation and website	English 03.11.2022	Review of department and changes since previous visit in November 2021 Evidence of progress against the Action Plan reflected in the subject SEF The inclusive curriculum is ambitious and the teaching of language through literature demonstrated across the school
To review the SEF and determine development of a sixth form plan	6th Form 26.09.2022	School values are clearly reflected across the provision and there is a proactive culture of safeguarding The SEF is a true reflection and inconsistencies are being addressed
Monitoring course work element	P.E 15.09.2022	The diversity of the staff is currently male weighted and the impact on engagement of girls in sport is a key focus The wider curriculum offering opportunities for cultural capital is evident in the provision of after school clubs however engaging with the parent community for additional practice for

		teams and competitive preparedness is a requirement
Student outcomes and Self-Evaluation	Geography 07.10.2022	The mixed profile of the staffing reflects the school's vision to create its own leaders with support being provided to the NQT Engagement at revision sessions is being developed to ensure all students are provided with every opportunity to success
Department familiarization	P.R.E 26.09.2022	The intent for the curriculum has been reviewed in line with the subject leader's clear vision
Monitoring curriculum intent and implementation and staff CPD	Maths 14.11.2022	The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment External verification has been sought to triangulate school evaluation The environment allows the learner to focus on learning CPD is encouraged to enhance the teachers subject, pedagogical and pedagogical content knowledge to support quality first teaching
Monitoring	H&S 18.11.2022	Assurance provided that the school's H&S obligations are fully met as evidenced in the - Governors/SLT Annual Health & Safety Inspection Checklist and Health and Safety Compliance Report from Carter Jonas reviewed
Policy Monitoring	Behaviour 12.10.2022	Recommend to GB
Monitoring curriculum intent and implementation and stakeholder voice	Computer Science 18.11.2022	The intent of the curriculum and teaching methods have been audited and amended accordingly The afterschool clubs provide opportunities for an enthusiasm for computing Preparing students for their next stage in their careers aligns fully with the ethos and vision
Pupil Premium monitoring	PP 30.11.2022	Recovery Funding is reported through Pupil Premium Strategy
Behaviour monitoring	Behaviour, Attitudes & Anti-bullying 08.12.2022	The school atmosphere is one of purposeful learning with students engaging in their lessons Assurance was provided that DfE guidance 106-109 in place i.e., Board's duty to challenge and evaluate what their school's data is telling them about exclusions from the school and pupil movement more generally (DfE 106 to 109)

Curriculum Monitoring and stakeholder voice	MFL - 06.10.2022 and 08.12.2022	The current students were keen and eager to be at Open Evening, happy to speak to potential students and parents – engaging them in ‘languagenut’ activities. The presentation of photos from the two trips was great to see leading to interest and excitement about future trips in the department MFL curriculum for KS3 has been redesigned, starting in September 2022. Moving away from working through units in text books the new spiral curriculum has been designed to enhance the engagement and learning of French and Spanish.
Curriculum Monitoring and Assessment	Business Studies 06.12.2022	Intent reflected in the priorities that are in the SEF and DIP Systems in place to ensure any gaps in learning identified and addressed
Curriculum Monitoring and Assessment	Science 23.11.2022	Outcomes reflect the impact of the intent and implementation of the curriculum in particular PP an SEN - Value added at A level was +0.99 for Biology, +0.57 for Chemistry and +0.42 for Physics. Overall GCSE science was significantly improved at 4+ and 5+ but static at 7+. PP students improved by 22.3% at 4+, 19.4% at 5+ and 10.5% at 7+

13. The Equality and Diversity work across the school has been welcomed and addressed some sensitive issues. The Great Representation celebrates the variety of work being undertaken across the school and is proactively addressed. The micro aggressions are being consistently challenged across the school.

14. The GDC has audited the training across the Board and identified a training path according to responsibilities. The GDC provided an overview of the training undertaken to date as recorded on GHUB

15. **ACTION:** Please ensure that your school email is being used and this is registered on your personal tab on GHUB

ALL

16. **ACTION:** Please ensure that you add any training attended to your record on GHUB

ALL

10 To receive and ask questions of the head’s report including: Monitor progress of priorities of the School Development Plan for 2022/3:

1. The Board noted the progress the school has made against the SDP and SEF and agreed the revisions for 2022/3
2. 3 vacancies to recruit in support staff.
3. National comparisons have been released and we were pleased to report at the curriculum and personal committee the headline figures were positive and showed a marked improvement on 2019 (the last normal examination

year). Kings Langley School are above the National Average for all measurements at GCSE level, which shows the positive direction we are moving. Average Attainment 8 grade was 5.08, above the National Average of 4.87. The Average Attainment 8 of our Pupil Premium students is 0.63 higher than the national average and the Average Attainment 8 of our SEND students is 1.48 higher than the national average. With relation to the EBacc, every category is above National Average, with 8% more students in Kings Langley being entered for the EBacc qualifications in comparison to the National Average and the average point score per pupil for the EBacc is 0.25 higher than the National Average. While there are still gaps between certain groups of disadvantaged learners and their peers at Kings Langley School, the gaps are closing and staff are continuing to focus on these areas.

4. When the A-Level figures are validated in February 2023, we will have the opportunity to benchmark our Key Stage 5 results. However, initial indications suggest that we are above National Average here as well and as highlighted the B grade average is a significant improvement on historic outcomes for our Sixth Form and also outcomes for facilitating subjects being so positive highlight our progress and leadership
5. Staff illness in November has really spiked with a, strep A, scarlet fever, flu and sickness bug going around the school but this does match the local and national picture as referenced in the FFT data shown.
6. Sixth form provision under discussion - expanding the Sixth Form curriculum provision to include additional courses: Another set of more well-being related provisions to potentially include cooking, PE, art/drama as enrichment to enhance our current offer and ensure all students meet the new higher demands of the guided learning hours
7. ECT numbers have grown from 5 to 7 in year 2 and we have 2 year 1 ECTs who have joined us. The year 1 ECTs now have a different approving body, Chiltern Teaching Hub rather than Hertfordshire. There is no real difference apart from having to use two different systems – one for year 1 and a different for year 2. There are three trainee teachers so far this year. One in maths, one in English and one in languages. We have one student from each university that we work from: Hertfordshire, Middlesex and Bedfordshire
8. PSHE & Relationships and Sex Education RSE - HCC reviewed the curriculum and resources in September. The outcomes were extremely positive and with only a few tweaks suggested which we are currently working through
9. Extracurricular being expanded and audit of clubs each term continues to see if we need to offer anything new and these are promoted in a variety of means.
10. LitOracy - This has been identified as a priority for the school this year and has been addressed as such mainly via the teaching and learning team and the subject development plans.
11. External Sixth Form Review Audit - HfL Post-16 Effectiveness Advisor) conducted a full day review and audit of the sixth form provision.

12. Teaching and learning briefings have been introducing greater rigour of evidence-based research this term when modelling high quality teaching strategies to teachers. A new Teaching and Learning site have been built on SharePoint with biweekly articles relating to the teaching and learning briefings, and a teaching and learning directory for all teachers to access in addition to the study library in StepLab. Staff are working in coaching pairs this year rather than trios as per their feedback from last academic year.
13. Equalities Award and Equality scheme - The school has achieved 70% of the equalities award with much of the criteria resting on the submission of the new equalities award once approved by governors.
14. Further questions and discussion elicited that:
15. Question -- ICT: What is the cost of IT infrastructure for the sixth form centre and the potential cost of a similar upgrade for the main school? We are currently waiting for the Architects to produce the detailed internal drawings so that Daniel can seek quotes. The Sixth Form centre is the first step and once a specification for the equipment required is identified for the Sixth Form Centre a quote can then be sought on a larger scale for the main building.
16. Question -- Sixth form centre: Are there any programme delays as a result of the current adverse weather? We have a meeting on 15/12/2022 where this question will be raised, as of last week they were progressing well with the piling works.
17. Question - 3G pitch: Is the grant application still on track (due before Christmas)? As detailed in the HT report the submission is now April 2023 to the Football Foundation and this will then be going to the panel in July 2023.
18. Question -- Standards and Operations: Have we had any external reviews of Music and Technology to help with improvement plans? Yes - we had a visit last year James Tubb organised this. We need to look at long term provision for developing composition at KS3 to prepare KS4/5. KS3, 4 & 5 need to have means to access composition through technology. There is a comprehensive plan to improve outcomes.
19. **ACTION: Governor Music link to visit and provide feedback on progress** S S
20. Question - Curriculum: Has there been any external review of KS5 curriculum balance? HIP report from Oct/Nov. Included commentary on KS5 curriculum and confirmed that it was a rich and diverse curriculum that offered a broad subject coverage that responded to the lower school curriculum. JEN/TUB conducting review of curriculum in preparation for Sept. 23.
21. Question - EBacc: Can EBacc level rise as well as increase in triple science?
22. Due to blocks it is unlikely that numbers of both will rise. If a student wants to do triple science and do EBacc – there is no additional option for them to choose. So, need to drop language of they want to do a different GCSE
23. Question -- Curriculum: Can a governor be involved in A. Sharp initiative on supra curriculum and homework? Yes please, are there any governors who would be interested in working with Ruth, Sabra and I on this? A Ivey and D Ludlow volunteered.

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24. Question - Trainee teachers: Are DFE aware of time burden for mentoring and what can we do? Have sent information back but this is getting worse not better as there is more expectations for this for PGCE as well as for ECT. We give staff time on timetable for ECT as per guidance and the coaching time is on top of this to support them further, we also ensure all our ECTs are co-tutors to offer additional support.
25. Question -- Interventions: Are stretch interventions planned for 7+ students in all subjects? This is being done in English via the lecture programme. All middle leaders have been spoken to about interventions for the top end students during middle leaders' meetings earlier in the year. This has featured on subject meeting agendas for discussions within departments. The Year 11 core trial examinations have already been completed and the non-core trial examinations are being completed this week with the finalised data being entered into SIMS during the first week back in January. This will provide teachers with initial indications as to where students are – which means that meaningful interventions can then be administered. This is likely to be a fluid arrangements as additional subject tests and the second round of core trial exams are completed in February.
26. Question - LitOracy: How differentiated is the reading programme to stretch the top ability as well as support the lower ability. The 5 step reading strategies not only scaffold and support weaker readers but also stretch and challenge stronger readers. The tutor time literacy programme also broadens student's reading skills of inference and reading for meaning through challenging texts such as Greek myths and classics such as Great Expectations by Charles Dickens. This programme includes oracy-based exercises which also helps less confident students engage with their reading. All subject areas also push the more able readers in their subject areas through deliberate vocabulary instruction and recommending further reads through their curriculum. HIL is also working on display material of extended reading for each subject area. The NGRT tests completed for years 7 and 8 (years 9 and 10 in February) and shared with all staff to highlight the weakest readers in the school as well as the strongest readers. Year 12 key students have also been tested and all data is available for staff to use.
27. Question - Sixth Form: Who has responsibility for improvement in summer bridging work and how will improvement be measured? Subject leaders are responsible for the content and standard of the bridging work, but EAS will be responsible for ensuring that it meets expectations of the sixth form and that it is prepared in advance of the Summer HT2. All subjects require students to complete 'bridging work' over the summer term between Year 11 and Year 12. Some subject leads have clearly used their knowledge of areas of the KS4 curriculum that students sometimes find more challenging, together with their understanding of the requirements of the A level to create effective transition units e.g., the Art bridging work, which requires students to produce an artist exploration board on Leonardo da Vinci. This is in preparation for the foundation studies programme that has been designed to

provide students with a smooth transition from GCSE to A level. Other subjects appear to have produced bridging material that is more generic e.g., a series of questions on a range of topics or that introduces entirely new concepts without any prior input, which runs the risks of students developing misconceptions very early in their studies. Leaders should establish clear expectations around the purpose of how the bridging work with subject leads and ensure that it is quality assured.

28. Question - Sixth form recruitment: Is there an update on internal numbers applying to sixth form? (Only 33). As of 12/12/22, 67 internal applications and 17 external applications. All external applications have been invited to the sixth form for a tour, meet & greet, and discussion about application ahead of the interview stage. JEN/TUB/FIN have met to discuss targeted application review process.
29. Question -- Student Leadership: Have student ambassadors had any coaching on the scope and definition of their roles in the subject they champion? Student leaders have attended the first student leadership conference and should have met with subject staff responsible for student ambassadorship. Next student leadership conference is in January which is designed to get students to plan out leadership activities in order to generate autonomy and ownership of the role. Student leadership handbooks to be given out to students at this event.
30. Question - Equality questionnaire: Please can we review the feedback and action plan from the Equality questionnaires currently being sent out at the next FGB. Information from the student and parents survey is still being collected as this was rolled out one year group per week. Full analysis and action plan will be available at the next FGB. Staff survey has been analysed and actions are detailed on the last page of the slide.
31. Question -- Staff vigilance training: Is there any governor training on unconscious bias and prejudice? There are two courses below that the National College offer, but the 10-minute guide might be a useful starting point for them and all staff? Mini Masterclass: A 10-minute Guide to Unconscious Bias | National College. Developing Resilience in the Classroom to Support Pupil Outcomes | National College
32. Question -- What is the current national expectation for EBaac for a similar cohort/school (recent Ofsted discussion) National, so we are above.
33. ACTION: Phillipa Lark invited to the next gb meeting to present on Equalities

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11 Annual Review of the Risk Register:

1. The Board considered the arrangements for monitoring and prioritising the risk register and noted updates from Resources Committee

12 Chair's Business:

1. The Chair thanked colleagues for their proactive engagement with the school this term

2. Capacity has been impacted due to staff illness at the end of the term. Thanks were extended to the staff for the work this term and governors celebrated the student outcomes
3. The Chair confirmed that there are no notifications and correspondence received to share
4. AI provided an overview of a presentation she attended regarding Computer Science provision, support, loan kits and funding
5. 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
6. Confirmation was given that no action has been taken by the chair on behalf of the board since the last meeting

13 Stakeholder Voice:

1. The Board agreed arrangements for seeking and feedback the views of pupils, parents, staff were considered
2. Surveys are continually undertaken to elicit feedback from different stakeholders to inform school development as outlined in the HT report
3. The quality assurance process for guest speakers was outlined and governors were assured that this is proactively managed

14 Policies:

1. Governors debated the quality impact assessments on policies during the approval process

The following policies which were circulated in advance of the meeting and recommended by the Safeguarding Link Governor were ratified by the Board

2. Behaviour Management Policy
3. Restraint and Restrictive Intervention Policy
4. Mobile Phones Policy
5. Drugs Policy
6. Action on Bullying Policy
7. Attendance, Registration and Punctuality Policy

The following policies which were circulated in advance of the meeting and recommended by the Committees were ratified by the Board

8. CEIAG Entitlement Statement
9. Complaints Procedure Policy
10. Homework Policy
11. Online Meeting Best Practice
12. Equality Scheme 2022-2025
13. **ACTION: Page 6 amendment to be made re copyright; Page 9 SDP**
14. School Code of Conduct
15. Employee Wellbeing Policy
16. Staff Disciplinary and Procedure Policy

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15 Any Other Business:

1. The Strep A outbreak has impacted Attendance and the school is following the published guidance

2. The White Paper continues to be a strategic discussion and building relationships with colleagues
3. RI, lead support manager has been awarded Partner of the Year by HCC and colleagues extended their congratulations to her

16 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 Mon 30 Jan 2023 **at 18.30 in school**
4. Governors were invited to attend the Christmas Concert

The meeting closed at: 20.30

Date	Start	End
Mon 27 Mar 2023	18:30	20:30
Mon 10 Jul 2023	18:30	20:30
Mon 16 Oct 2023	18:30	20:30
Mon 4 Dec 2023	00:00	20:30
Mon 29 Jan 2024	18:30	20:30
Mon 18 Mar 2024	18:30	20:30
Mon 3 Jun 2024	18:30	20:30
Mon 15 Jul 2024	18:30	20:30