

Minutes of the Kings Langley School Board of Trustees meeting
Held on Monday 2nd December 2019 at the School

Present:




























Melusi Moyo STF, Mark Morant COM, Dave Butler PAR, Rosemary Inskipp STF, Geoff Shephard STF, Simon Wood COM, Mark Hutchings PAR, David Fisher HT, Frances Stickley COM (Ch 01/10/20), Jo O'Sullivan PAR, Graham Craggs COM, Deborah Ludlow COM, Angela Westlake COM, Simon Setterfield PAR

In attendance:

Tracey Middleton, Clerk to Governors; Ruth Jennings (Deputy Head), Fiona Winfield (Principal Deputy Head)

Absent:

Dawn Helfgott COM (VCh 01/10/20), Lisa Welling PAR, Helen Young SP

	 Healthy Young Minds in Herts Activity Guidance March 19 (002)	
	 History Curriculum Overview 19.20	
 1. Circulated KLS Agenda 02.12.19	 Mental Health Strategy 2019 -2020 Draft	 - 016. Support Staff Attendance Management Policy
 5. Circulated draft KLS Minutes 14.10.19	 Pupil premium and year 7 catch up strategy Sept 2019	 Behaviour management Policy 2019_20
 10. Safeguarding Report November 2019	 RAG table Word March 19 (003)	 Copy of Year Group Summary - Final new
 10. Sixth Form Report November 2019	 School Priorities	 Eng repertoire
 10 top tips for school leaders and senior staff on supporting mental health and wellbeing	 Sept 2019 Pupil premium review	 English Curr map
 15. Complaints policy review Oct 2020 v2 for Governors	 Sixth Form SDP 2019_20	 English curriculum plan
 17.10.19 - Kings Langley School SEF 2019_20	 Teachers attendance management policy	 Exclusions November Trends
	 What does the curriculum look like in your school	 Exclusions October Trends
	 Year Group Summary - Final new	 Exclusions September Trends

Meeting opened at: 18.30 ACTION

1 Welcome:

1. The Chair welcomed colleagues to the meeting
2. The Chair noted that the meeting is quorate

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

1. Governors 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 GB whether to approve an absence. Governors 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: Dawn Helfgott, Lisa Welling, Helen Young (Congratulations extended to HY)

3 To receive notification of any conflict of interest from the agenda:

1. Governors were reminded that if a governor, 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 to declare a conflict and voluntarily withdraw and not for another governor to instruct withdrawal
2. None declared

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 14.10.19 which were circulated in advance of the meeting were agreed as an accurate record; signed and dated by the Chair and added to the school files (refer to file)

6 To consider matters arising from the last meeting's minutes:

1. The matters arising from the last meeting's minutes were considered and it was agreed that all actions are closed or in hand or on the current agenda
2. **ACTION: The skills audit is outstanding**

DH

7 PP Policy and procedure, PPG and catch up funding:

RD introduced the Pupil Premium Review presentation which was circulated in advance of the meeting

1. Governors noted the gap in attainment, impact of expenditure and the feedback from the students
2. Question – Is maths mastery not being accessed by this vulnerable group? The recently introduced programme is new and the students are not removed from class in the same way as English for integration. Sets 4 and 5 teaching is under review to better understand the barriers to learning
3. Question – If students do not turn up at revision classes what is done? This has been reviewed and is addressed in the current strategy. Some students did not turn up to the exams last year
4. £157k has been allocated to PPG this year and most has been allocated to teaching and learning
5. Parental disengagement has been challenging and student aspirations are a barrier
6. PPG with FSM and PPG ever 6 outcomes are significantly different and appropriate strategies to address this have been put in place. Student engagement, cultural capital, learning difficulties, economic hardship are key barriers to address
7. The provision of school meals has been invested for this vulnerable group

8. The school will continue to equip students at the start of the year and provide additional equipment during the year as required
9. The services of MR, a PPG expert has been secured and is supporting the school for the next 3 years. His recent visit commented positively on the behaviour and the school welcomes his feedback which is already being included in teaching. Governors agreed that Quality First teaching is key to the success of this vulnerable group
10. Parental engagement strategies are being explored to personalise the experience for the parents to support learning
11. The whole school reads weekly in tutor time on Monday with the tutor which incorporates discussion; numeracy ninja takes place on Tuesdays; alternate weeks look at literacy impacting on whole school learning and CPD
12. Assurance was provided that the student tracker is now in place to monitor PPG
13. An overview of the Year 7 catch-up strategy was provided including the registration programme for targeted students focussed on identified barriers
14. Question – Will the outcomes for the six-week programmes be measurable? Yes, baseline and tests will be undertaken and the programme will be extended to year 8 to support closing the gap
15. A list of interventions for 2019-20 was provided and governors noted that independence is being encouraged
16. Governors agreed that the wide variety and creative interventions are welcomed and look forward to seeing outcomes in due course
17. Question – How is afterschool transport being addressed? Planning is an area for parents to consider however transport will be provided where possible
18. Saturday and holiday intervention sessions are free to students if all sessions are attended
19. The examination and study leave timetables and prom date have been considered to optimise maximum learning time
20. Mental health including stress management during the examination period has been considered and plans are being put in place well in advance

8 To receive Pupil Premium and Year 11/13 intervention presentation:

FW introduced the Pupil Premium Year 11/13 group presentation which was circulated in advance of the meeting

1. Student passports have been introduced for this smaller group of students who have not experienced the newly introduced PP programme
2. A personalised programme with a mentor has been introduced to provide targeted and specialised support to individuals. A number of personalised case studies was provided
3. Question - How many of the 26 are above the line? One third however the trial data is not yet available, judgements have been made on student and teacher feedback. Resilience and continuous support are key to maintain performance for this vulnerable group
4. Subject content gaps have been identified and staffing organised to ensure that strategies are in place to fill these gaps in learning
5. School trips for the group are monitored to ensure maximum inclusion

6. Question – Do you work on a revision timetable with each student? Yes, the plan is included in the big picture to help students organise their workload in a timely and effective fashion
7. Currently Year 11 remain on site during lunchtime and prefer to use this time for interventions
8. Governors agreed that the caring nature of the school in supporting the students demonstrates the ethos of the school and enhances their experience at school
9. The governors agreed to develop the strategy over a 3-year period
10. Question – Is the PPG budget sufficient? The funding received is used to support the students with teaching and learning and individual need
11. Question – Are all the PPG children identified? Yes, support is provided with families to register and the next group to identify and review is just about managing
12. Thanks, were extended to RD and FW for the informative presentations

RD and FW left the meeting at 19.40

9 To receive and ask questions of the Head's report:

The Head referred to a number of documents which had been circulated in advance of the meeting – refer to item 10

10 To monitor School Evaluation including: SEF, School Priorities, Action Plans, Safeguarding, Exclusions updates, Curriculum planning updates, staffing

School Self Evaluation

1. The Self Evaluation Form (SEF) was reviewed and it was noted that the Herts Improvement Partner (HIP) (Liz Shapland) has visited the school and judged the school was declining good based on results as not enough green shoots which aligns with the school's evaluation. The GB agreed the SEF judgements
2. Question – Is the format in line with the Ofsted framework? Yes
3. Question – Has external verification been sought? Yes, the HIP has provided challenge with the data. Specialists have been secured to develop key areas e.g. PPG, curriculum and SEND and their feedback used to triangulate evidence
4. Question – Has it effectively informed the School Development Plan (SDP)? Yes, the focus on disadvantaged children in closing the gap and curriculum development to meet the needs of all students are key priorities
5. It was suggested that acronyms are expanded on in future revisions
6. **ACTION: Governors agreed that link governors will be allocated to monitor areas of the SEF as well as subject links**

FS

School Priorities

7. The School Priorities Document was reviewed and it was noted that it has been shared with the staff and assurance was provided that there is significant rigour in the monitoring of it
8. **ACTION: Governors agreed to add the document to the school website to share with wider stakeholders**
9. Governors were assured that work on breadth and depth continues within the curriculum and the links to character development meet the strategic objectives of the school.

DF

Confirmation was given that the middle leaders are able to articulate the intent and implementation of the curriculum

10. Each SLT member leads a development plan for key school priorities e.g. sixth form and mental health wellbeing
11. The exclusion, bullying and racist incidents data was discussed. There has been a significant drop in the number of fixed term exclusions compared to last year and it was noted that 2 male PPG students and 1 SEND female student are included in the data
12. Question – How has this improvement been achieved especially as standards and expectations have been raised? The school takes an inclusive approach to behaviour management and introduces learning strategies to support these children. A proactive approach to support students prior to exclusion is having the desired impact. The leadership team discuss behaviour management and consequences to ensure the best outcome for each student. Heat mapping and analysis continues on a weekly basis and we work closely with external providers to ensure therapeutic services are considered first.
13. Governors agreed that an additional member of staff is recruited to support the mental health and wellbeing. It was noted that a resignation has been received for a TA
14. The mental health KiteMark is progressing and the assessor has intimated that the application should be successful if the work undertaken to date continues. This is a key area of school improvement.
15. It was agreed that the mental health and emotional wellbeing link governor will be M Morant who will report to the GB under link visits on a termly basis
16. The Safeguarding monitoring was reviewed and governors were assured that safeguarding is effective and the staff continue to have a proactive approach
17. **ACTION: Governors are encouraged to undertake the e-learning training and update their GHUB training records accordingly and add certificates to the GHUB folder “training and certificates” so that the school can print reports**
<https://www.virtual-college.co.uk/resources/free-courses>
 Including: GDPR, Understanding Young Minds, FGM, Keeping them Safe, Awareness of Forced Marriage, Get moving get healthy
 FGM online training and WRAP and Exploitation online training –update GHUB training record and certificate file accordingly
<https://www.fgmelearning.co.uk/>
<https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>
<https://paceuk.info/training/keep-them-safe/>
 The Children’s Society article
https://www.childrenssociety.org.uk/news-and-blogs/our-blog/how-children-and-young-people-are-forced-to-sell-drugs-through-county-lines?utm_source=Twitter&utm_medium=Social&utm_campaign=TwOrg_BlogCountyLines_09Jan2018
 NSPCC video on gangs
<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/staying-safe-away-from-home/gangs-young-people/>
 County Lines
<https://www.lgfl.net/digisafe/countylines>
<https://www.childrenssociety.org.uk/what-we-do/our-work/tackling-criminal-exploitation-and-county-lines/county-lines-resources>
18. Question – What are we doing to support the students? PSHE programmes have been introduced including externally run workshops. The school has access to a number of agencies to support interventions as required

ALL

19. Question – Is the school rising to the culture change? Yes, all stakeholders have bought into the strategy. However, it is a careful balance to ensure work life balance is considered whilst change management takes place.
20. Question – What is the key concern on the whole school data report? The curriculum and historical teaching have impacted on specific year groups and rapid improvement has been identified in priority areas. Building relationships and investing time in groups has been key in addressing individual needs and performance
21. The partnership meetings are used to share learning experiences and transition with feeder schools. The school invited local primary school years 4 and 5 pupils to see the Wizard of Oz to support engagement with the school and boost confidence and develop inner character with young students as it was a mainly KS3 cast.

11 To monitor GDPR:

1. There have been no Subject Access Requests or data breaches to report
2. A freedom of information request has been received and the school is following the statutory requirements to meet the time frames. Following the meeting this has now been reclassified as a subject access request.

12 School Development Plan and Self Evaluation:

1. Refer above

13 To receive Committee and Link visit reports:

1. **ACTION: Link visit reports to be added to GHUB**
2. Business studies link visit has been added to GHUB
3. The Curriculum Committee has met and minutes added to GHUB
4. The external auditor has presented the annual accounts, and the GB agreed that they should be presented to the members
5. The audit has not identified any issues to bring to the attention to the GB
6. The audit identified that the division of responsibility of members and trustees is an area to consider
7. Governors debated the budget and agreed that the measures in place are positively impacting on the deficit whilst there is still stringent management in place and discussed the related impact of outcomes. The governors acknowledged that the unknown political field presents challenges

ALL

14 Chair's Business:

1. An overview of the HfL HIP discussion at the Standards Visit was provided
2. Confirmation was given that the HIP is involved in the Head's performance appraisal so there is one professional conversation
3. The data trend was thoroughly interrogated and the external professional challenge and view was welcomed by the leadership team. The staff were included in the feedback and appreciated the comments around rapid improvement. The governors agreed that the ambition for the school is clear and the plan clearly identifies priorities
4. Governors agreed that the HIP service is effective, provides challenge, shares good practice and it is good value for money

5. Governors agreed that the investment in external experts has been key in impacting on teaching and learning and supporting the strong teacher profile
6. Question – How are the subject leaders and middle leaders held to account? Auditing the curriculum, reviewing data following exams and data points, reviewing internal in class tests and internal meetings to review class needs, external experts auditing areas, high quality professional development, presenting progress and impact of plans to the Governors and the Performance Management System
7. Question – How do our feeder schools impact on entry? Teaching to the top level and giving students complex text is key to developing students. Curriculum ordering and sequencing are key. The students respond well to individual motivation. The changes in the curriculum, enquiry led learning and discrete subject areas are now becoming more robust. The variety of feeder schools does have different challenges
8. The school is linking with local groups to discuss the local building requirements
9. The GB agreed that it continues to strategically view the MAT landscape
10. Governors agreed that the investment in quality CPD for the staff is welcomed and debated the benefits and risks to retention
11. The in-house exclusion training has been arranged for Monday 09.12.19 at 19.00

15 To review Policies:

1. The following policies were recommended by the Committee: Complaints, Capability, Homework, S&R, staff induction, teacher training
2. The Capability Policy is a model policy
3. The Complaints Policy has been reviewed by the ESFA
4. The GB ratified the **Capability Policy** and **Complaints Policy** and **Behaviour Policy**

16 Any Other Business:

1. None

17 To agree Date of next meeting:

1. Colleagues were thanked for their contribution to the meeting
2. The next meeting will be held on Monday 03/02/20 6.30-8.00pm;
Monday 23/03/20 6.30 - 8.00pm; Monday 18/05/20 6.30-8.00pm; Monday 29/06/20 6.30-8.00pm

Date	Start	Meeting
Mon 19 Oct 2020	18:30	Governing Board
Mon 7 Dec 2020	18:30	Governing Board
Mon 8 Feb 2021	18:30	Governing Board
Mon 22 Mar 2021	18:30	Governing Board
Mon 24 May 2021	17:00	Governing Board
Mon 12 Jul 2021	18:30	Governing Board

The meeting closed at: 21.00