



Minutes of the Kings Langley School Board meeting
Held on 24.06.2026 IN SCHOOL/MS Teams

Present

Graham Craggs COM, Dawn Helfgott COM, Rosemary Inskipp COM (MS Teams), Alex Micheals COM, Mark Morant COM, Geoff Shepphard COM, Phil Slade COM (MS Teams), Frances Stickley COM, Alana Ivey PAR (MS Teams), Stacey Kingshott PAR, Alison Martin PAR, Fionnuala O'Driscoll PAR (MS Teams), David Fisher HT, Martin Bell PAR

In attendance

T Middleton (Governance Professional), Lisa Harris - Assistant Head Teacher

Absent:

Emma Kell COM, Tania Giles PAR

Documentation circulated in advance of the meeting:

 KLS Board Of Trustees Meeting Agenda 24.06.26	 7. ARRC draft minutes 11.05
 13. 4d governance	 7. Link visit reports
 3. Confirmations-Summary-Kings Langley School	 9. Draft Curriculum18.05
 3. Members-KingsLangley	 12. Kings Langley Mobile Phone Policy
 3. Register-of-interests-Kings Langley School	 12. Kings Langley School 16-19 Bursary Policy
 5. Draft meeting minutes 30.04	 13. 19.06.2026 Governors Impact Report
	 13. Training-KingsLangley

Meeting opened at: 08.03 ACTION

1 Welcome:

1. The chair (DH) welcomed colleagues to the meeting
2. The chair noted that the meeting is quorate (one-third of those in post)
3. Virtual attendance protocols were outlined

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: Emma Kell, Tania Giles

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 governance professional 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 undertook an annual review of the register of the statutory declarations register and noted any links to the contract register
8. Confirmation was given that the GHUB register reflects completion by all governors/trustees for the current academic year

8 Pupil Premium Strategy Statement

The AHT introduced the presentation. Further questions and decisions elicited:

1. The Statement for this academic year was noted and agreed
2. Governors noted the positive impact that the strategy is having on student outcomes including behaviour, attendance, reading and parent engagement
3. The summer outcome data will be added and the report published on the website at the end of December. Outcome data was shared for previous academic years and from the IDSR that clearly showed sustained narrowing of gaps for FSM/PP learners over time.
4. A young carer case study was outlined and governors celebrated the success being achieved
5. Student B with social challenges case study was outlined and governors noted that examinations were attended
6. Student C with attendance challenges case study was outlined and governors noted that engagement with external professionals and the family have increased the student's life chances

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Equality and Diversity

The AHT introduced the presentation. Further questions and decisions elicited:

7. The cohort of students is changing
8. Staff religious observance 13.5 days since 2023 and for students 106 sessions 53 days absent in 2025-6
9. Parental engagement with ethnicity has been monitored and strategies to support bringing these parents into school outlined
10. Inclusivity for the curriculum and the sense of belonging is a key focus for the school
11. The charity walk for 2025 was fully inclusive
12. Governors agreed that the context of the school and how different ethnicities are represented
13. Question – Do we buddy non-native speakers and use MfL team for support? Yes, small groups of students is identified. Community languages are supported at GCSE level. Interpreters and adaptive technologies are used as required but continued work on adaptive technologies are needed to support parents/students and staff on using these. Governors debated the power dynamics in facilitated conversations and engaging with families
14. The school is seeking to achieve the Gold Award

LH left the meeting at 08.33

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 meetings dated 30.04.2026 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

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: GS to complete Co House registration by the end of this week and advise the clerk**

GS

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

1. The **ARR Committee** met on 11.05.26 and minutes circulated on GHUB. An overview of the discussions was provided and there are no concerns to bring to the attention of the Board. Thanks were extended to colleagues for robust financial management across the school and the developments in presenting documentation
2. The **Curriculum Committee** met on 18.05.26 and minutes circulated on GHUB. An overview of the discussions was provided. The new facilities and how they support attendance was outlined, 5 period day, curriculum development
3. The following **link visits** were noted for this academic year

Financial Reporting / management Accounts	12 Jun 2026	 Martin Bell
SEND Link visit	3 Jun 2026	 Mark Morant
SEND Link visit - SEND overview	3 Jun 2026	 Mark Morant
Pupil Premium	20 May 2026	 Mark Morant
Duke of Edinburgh	18 May 2026	 Tania Giles
Safeguarding, Wellbeing, EDIMS	29 Apr 2026	 Emma Kell
School Tour / Induction	14 Apr 2026	 Martin Bell
Link visit organisational chart 2025/6	27 Mar 2026	
Computer Science	20 Mar 2026	 Alana Ivey
ICT Internet Monitoring Test	20 Mar 2026	 Alana Ivey

4. ACTION: Parent news letters to be circulated to governors

DF

The Board noted the update

- 9 To receive an End of Year report from the headteacher, including progress and impact in key areas defined by the SDP, and to confirm that all is up to date with statutory admissions requirements:

Further discussion and questions elicited that:

1. The 2025–2026 academic year at Kings Langley School has been marked by continued progress, innovation, and a strong commitment to outstanding

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education, exceptional pastoral care, and extensive personal development opportunities. This is all underpinned by effective governance and strategic leadership.

2. **Strategic Leadership and Financial Sustainability** - The governing body has provided robust strategic oversight, supporting ambitious projects such as the Farmstead development, KL Sport facilities, Padel courts, and a proposed Solar Canopy project. These initiatives aim to enhance education, community engagement, and long-term financial sustainability.
3. The school has maintained strong financial management despite economic pressures. Commercial lettings generated over £88,000 profit, and improvements in catering led to a budget surplus, enabling further investment in facilities and student experiences.
4. **Investing in Staff** - Staff wellbeing and professional development remain a priority. Staff turnover is extremely low, mainly due to promotions or relocations rather than dissatisfaction. Workload reduction, flexible working, wellbeing initiatives, and staff recognition contribute to a positive working culture. 100% of new staff reported feeling welcomed and supported. The school will continue to focus on staff wellbeing and leadership development.
5. **Safeguarding and Student Wellbeing** - Safeguarding is a key strength, with effective systems, comprehensive training, and a culture of shared responsibility. The school achieved the Advanced Emotional and Mental Wellbeing in Schools Mark, recognising outstanding support for students and staff. There is increasing student confidence in self-referring for support, reflecting trust in the school's wellbeing provision.
6. **Supporting Every Student** - Exceptional support is provided for vulnerable learners. For the third year running, all Personal Education Plans for Children Looked After received the highest grading. Support for disadvantaged and SEND learners has been strengthened through targeted interventions and inclusive systems.
7. **Behaviour and Attendance** - Positive behaviour culture has led to a reduction in suspensions by over 50% and no permanent exclusions. Over 160,000 positive recognition points were awarded, with almost 90% of behaviour points being positive.
8. Attendance is in line with national averages, with improvements among vulnerable groups, though further work is needed for girls and some year groups.
9. **Curriculum and Character Education** - The school delivers an ambitious curriculum, developing both academic and wider life skills. Kings Langley became the first school to achieve the Character Kitemark+ three times, demonstrating national leadership in character education.
10. Curriculum planning is evolving to meet national reforms, with a focus on literacy, numeracy, and personal development.
11. **Literacy and Reading** - Whole-school literacy is a strength. Year 7 reading ages are significantly above national averages. Reading interventions and library use

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have expanded, with increased engagement from disadvantaged and SEND students.

12. **Personal Development and Enrichment** - Enrichment opportunities are extensive, including Duke of Edinburgh, educational visits, and national STEM success. The school is committed to ensuring all students benefit from a broad range of cultural, sporting, creative, and leadership opportunities.
13. **Careers Education** - Careers provision is a significant strength, with Gatsby Benchmark performance exceeding most Hertfordshire schools. Employer engagement and use of the Unifrog platform are expanding.
14. **Academic Outcomes and Parental Engagement** - Examination preparation and parental engagement have strengthened, with record attendance at Year 11 Parents' Evening. Structured revision support has been extended to younger year groups. Exam systems have improved, with fewer cases of malpractice.
15. The Board agreed that the school continues to make a substantial positive impact through high-quality teaching, outstanding pastoral care, and exceptional personal development.
16. The Board agreed that the Key priorities for 2026–2027 include further improvements in attendance, literacy, curriculum development, careers engagement, and enrichment.
17. The Board agreed that the school is financially secure, strategically ambitious, and committed to continuous improvement, ensuring exceptional opportunities and outcomes for every student.
18. **Question - How will live marking be introduced, supported and measured for impact?** We will be using the shift to 60-minute lessons as an opportunity to relaunch/promote the power of live marking when students are doing independent practice (as the longer lessons will provide more time for students to do this) and provide training for teachers as part of our INSET days in September and October. We are developing the KLS teaching repertoire to signpost particular recommended techniques including those linked to live marking (e.g. Active Observation) and basing our training around these. To enable us to embed the September INSET themes, we will be running an autumn term CPD programme for all teachers taking the form of 4 compulsory Tuesday after-school sessions based around a model of 'Theory' followed by 'Theory and practice', 'Theory into practice' and 'Sharing best practice' combined with use of the CPD lesson in between sessions to observe each other, to ensure there is a change in teachers' practice over time rather than simply asking them to attend standalone INSET sessions. We have not finalised our priorities for this programme but it is likely that it will focus on effective use of the extra 10 minutes in lessons in terms of independent practice and the opportunity for live marking while students are working independently. New teachers and ECT will attend a bespoke version of this CPD programme enabling us to upskill them in the 'way we do things at KLS' in terms of teaching and learning and this will include aspects of assessment including live marking, and will continue into the spring term. The impact of this work will be

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monitored through work reviews carried out in subject areas and year groups, and through case sampling of key groups, and will be visible through increased red-pen marking in students' books. Governors agreed that this will support the requirement for consistency across the school and will be closely monitored for impact by the Curriculum Committee and evidenced during link visits

19. Question - Relating to the attendance of girls and our plans to improve in this area? I am sure the Governors are aware, but overall, KLS is only -0.55% below the national figure for female attendance, and only the girls in Years 8 (-1.31%) and 10 (-0.28%) are contributing to this. The attendance of girls in Years 7 and 9 is above the national figure. The reason for this is that in both Year 8 and 10, there are a very small number of girls with extreme Social, Emotional and Mental Health needs which manifests in huge anxiety levels associated with school. 75% of these students have Education Health Care Plans to reflect this. As a result, these students fall into the nationally recognised category of Emotional Based School Non-Attendance (EBSNA). The strategies we are using to remedy this at Kings Langley School are: The Pastoral Leader will coordinate completion of the KLS Intervention Programme for Poor Attendance GOVERNORS.docx After this point, if required, the Pastoral Leader and the KLS Family Support Worker will liaise with the parent and child to complete the EBSNA Booklet KLS.docx (this is the framework that Hertfordshire Education Authority have devised and expect all schools to use). We will also utilise our KLS Family Support Worker and Individual Student Needs Coordinator to meet regularly with the family via home visits and school-based meetings in order to bring the student back into school. Our main aim from September 2026 is to use the mechanisms outlined above to highlight and support students / families at an earlier point in time. The sooner we start administering support, the greater the chance of the student attending school regularly. Governors agreed that attendance is a key priority for the school and proactive management of removing barriers to attendance is evidenced especially FSM and SEND
20. Question - How will the Foundation Skills programme be embedded next term and how will the impact be measured and how are we working with Primary Schools? Year 8 and 9 scheme written by BUT which will be taught by BUT and MUR. The aims will be shared with all staff so these skills can be mirrored outside of the Foundational skills lessons. Also share strategies to use in lessons by all staff through CPD. I have worked on this in the past with Kings Langley Primary and will certainly explore this area. I will build connections via Andy Bilton and see if I can get something in place for the next academic year. I could then use this information to build something into summer school. Governors agreed that the curriculum has a foundation skills element and allows for extended challenge as well as supportive interventions. School leaders are working with primary schools to better understand the provision. Link visits will also evidence how writing and reading is being delivered across

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the subject areas so that every student is accessing and recording what is required in their learning

21. Discussion including biodiversity agreements are being pursued so that the school is not compromised by the developers in the future
22. Governors debated that feeder primary schools can be challenging and this is considered during transition and collaborative working. The Primary School in the village does not challenge attendance which makes it difficult with families in the Secondary School. Overall attendance is currently 92.9% for the recent weeks which is above national averages. The new year 7 will join a well attending KS3 cohort following all the work and efforts of the staff and community at Kings Langley. Year 10 and Year 11 will be a focus next year. Harry Potter film licences have impacted on attendance and C1s are reported. 20 children on C1 have negatively impacted on school attendance however the school is keen to support students with 20 days to develop their career aspirations
23. Governors agreed that the work across this year has been admirable as demonstrated in the delivery of the SDP which is aligned to the Ofsted framework. The curriculum and enrichment are in place and the focus is on teaching and learning in the classroom to ensure the best outcomes and consistent delivery of our repertoire in every classroom every lesson.

AI, FO, AM left the meeting at 09.15

The Board noted the update

10 To receive an update on finance:

1. The Board was assured that the committee had scrutinised the budget including the following assumptions in the budget setting process - GAG funding confirmed for 2026/27; Known additional grant funding included, student numbers, 6th form numbers, Teacher pay increase of 2% (2% in 27/28 and 2.5% in 28/29) - all unfunded, Support staff pay increase of 3%.
2. The Board approved the Budget scenario 7 as recommended by the ARRC

The Board noted the financial position of the school

11 Governance Statutory Requirements

1. Membership terms of office, recruitment, succession planning review
2. Arrangements for annual governors' self-evaluation and skills audit were outlined – **ACTION: DH to circulate for completion before the end of term** DH
3. Governor Meeting Schedule 2026/27 – on GHUB
4. **ACTION: Code of Conduct 2026/27 to be circulated** DH
5. **ACTION: Governors Induction Pack 2026/7 to be circulated** DH
6. Programme of Work 2025/6 all duties discharged and update for 2026/7

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7. **ACTION: All committee ToR and POW to be reviewed and recommended to board in September – Committee chairs to add links to the GB meeting folder** DH
8. Governor training - Academy training subscribers– must book in-house before end of the summer term (<https://app.governorhub.com/s/hfl/training>
<https://www.hfleducation.org/business-services/governance/governor-training>)

12 Review School Website and approve any policies

1. The 16-19 Bursary Policy was reviewed and ratified by the Board
2. The Mobile Phone Policy was reviewed and ratified by the Board
3. **ACTION: Policies to be published to stakeholders** DF

13 Chair's Business:

1. **ACTION: Link governors were reviewed and colleagues advised to inform the Chair if they wish to change their current links or have an interest in others before the end of the month** ALL
2. The Co-Chair arrangements were reflected on and it was agreed that it will continue next year
3. There have been no formal complaints this term to report
4. There have been no GDPR breaches, SARs or FOIs to report.
5. The Chair confirmed that there are no notifications and correspondence received to share
6. Confirmation was given that no action has been taken by the chair on behalf of the board since the last meeting
7. It was agreed that there are no items to be added to the risk register from this meeting
8. 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
9. Priorities for the next agenda were considered in line with the PoW

14 Any Other Business:

1. None

15 To agree Date of next meeting:

1. Colleagues were thanked for their contribution to the meeting
2. The next meetings will be held on Tue 8 Sep 2026 **8:00 - 9:30** at the school
3. **Friday 3rd July at 08.30 Prevent training in school**

The meeting closed at: 09.32

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