

Minutes of the Kings Langley School Board of Trustees meeting
Held on Monday 3rd February 2020 at the School

Present:

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

In attendance:

Tracey Middleton, Clerk to Governors; Nick Monk (DHT)

Absent:

Graham Craggs COM; Dawn Helfgott COM (VCh 01/10/20), Simon Wood COM, Helen Young SP, Mark Hutchings PAR

Documentation circulated in advance of the meeting by the clerk:

DFE website publication update

Creating the right dynamic: A guide to help governing boards work effectively as a team
























<https://www.childrenscommissioner.gov.uk/wp-content/uploads/2020/01/cco-the-state-of-childrens-mental-health-services.pdf>

<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

<https://www.gov.uk/government/publications/school-governance-update/academy-trusts-school-governance-update-january-2020>

The KEY – budget questions

Documentation circulated in advance of the meeting:

 a Kings Langley School Admission Arrangements 2021_22 final (1)  A Kings Langley School Admission Definitions final 2021_22  A. Schools Consultation & Determination Guidance  1. KLS Agenda 03.02.20  6. Copy of Circulated Draft KLS Minutes 02.12.19  8. Committee membership and link roles-kingslangley  8. Declarations-KingsLangley  8. External Examinations Appeals Policy  8. External exams policy review 2021 February  8. Meetings attended -KingsLangley  8. Training-KingsLangley  8 UserConfirmations-KingsLangley	 11. Online safety policy  11. Online safety  11. Supporting Students at School with Medical Conditions Review Jan 2021  Copy of Year Group Summary - Final new  Curriculum benchmarking 2018  Curriculum KS4 2018 results  Curriculum KS4 2019 results  Feeder School Impact analysis  IDSR Jan 2020  Non examination assessment appeals policy  Non Examination assessment policy Jan 2020
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Meeting opened at: 18.35

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: Graham Craggs (work commitment), Dawn Helfgott COM (VCh 01/10/20) (travelling), Simon Wood COM, Helen Young SP (work commitment), Helen Young SP (maternity), Mark Hutchings PAR (personal)

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 monitor and discuss data:

NM presented the Year 11 data from the recent trial examinations

Further questions and discussion elicited that:

1. The Pupil Premium group shows a reduced gap in attainment and progress compared to last year and highlights the improved progress and attainment of this group following bespoke intervention and support looking at the student need.
2. A small increase in the progress gap between male and female students along with a small fall in the attainment of female students has been seen. The attainment of male students has improved compared to last year
3. The progress gap between Pupil Premium males and females is smaller compared to last year compared to last year
4. Question – Will we meet national averages next year? This group is on target to do that
5. Question – How has the profile of this cohort differed from last year? The Progress 8 figure contributed significantly last year – 11 PPG boys. This year the PPG boys are nearer national averages and overall the PPG group is closer to the national average. The profile is the same however. The strategies around pastoral support and attendance have impacted on pupils. Strategies are based on pupil need and targeted accordingly.

Individualised learning is impacting on student outcomes and barriers to learning are identified, monitored and mitigated

6. Exclusion data is showing a downward trend reflecting the focussed and active pastoral and academic support being provided to ensure students remain in school
7. Question – Is behaviour impacting on the learning of others? This is carefully monitored to minimise any disruption so that all students are receiving a good quality of education. The staff briefings share pertinent information to ensure that the teachers know their children. The Behaviour Policy is strictly adhered to which has impacted on a positive learning culture across the school. Consistency in approach and building relationships is being developing across the staff but knowing the child is key to this process.
8. Question – What are the challenges around behaviour for our hard to reach students? Unstructured and social time is challenging for some students in year 11. Strategies have included: students remaining on site at lunch time and able to attend lunchtime activities ensuring they are prepared for the afternoon lessons. Headteacher giving up every lunch time to ensure the group have a space they can revise and socialise in under controlled conditions with support from teachers when needed e.g. additional maths support.
9. Question – Do many students have repeated lessons in inclusion? There are some students with emerging complex needs and external professional advice and support is secured to work on breaking the cycle of events, but the data now having a centralised system allows us to track patterns and issues related to them to ensure bespoke strategies are put into place. However, external support at times is lacking due to capacity in social care and behaviour services.
10. The attainment and progress of SEND students is higher compared to last year
11. The middle and higher prior attainment bands indicate improved progress in the trial exams compared to last year
12. For all students, examination data show an improved position for attainment and progress from compared to last year
13. Question – Why is there no progress for a group? These relate to children arriving without KS2 data (12 this year compared to 3 last year) which will impact on the data however assurance was provided that attainment has been monitored since entering the school and this group are doing very well but this does not impact on progress scores.
14. Question – Will changes be anticipated for Technology? Course work is not included in this data it is purely examination based e.g. Technology has 50% coursework grade. Additional support has been given to the faculty to ensure improved outcomes this year in terms of resources and time.
15. The trial data at this time reflects 1 grade in noncore and 2 grades in core subjects which is a significant trend to celebrate
16. Question – Are we secure with the data? There is greater consistency in assessment across the school, however circumstances change with some students very much out of control e.g. S20, CP, home life, illness
17. Question – Is the SEN Register accurate? Yes, the register has been reviewed and moderated and is an accurate reflection of the cohort. They do not have EHCPs however the criteria have been assessed appropriately and associated SEND needs verified. SEND provision is stronger across the school in a graduated approach focussing on quality first teaching
18. Biology, Chemistry and Physics represents the 40 students doing the Triple Science and overall the grade shows that when dual and triple awards are reviewed, they are overall performing well
19. Governors debated at length the grade boundaries and the impact on subject choice. The different cohorts in the tables. The changes in the timings of the examination weeks. The

new GCSE courses and the marking and moderation. The predicted Year 10 score and links to Progress 8 scores were explained. It was noted that a parent workshop will be arranged to support their understanding

20. Governors were assured that the recalibration of the assessment should provide a more accurate picture at the end of the year. Governors agreed that the strategic decision around the school's approach to assessment is having the desired impact on accuracy of outcomes and identifying appropriate interventions for targeted individuals
21. The Year 11 intervention programme was tabled at the meeting and governors reflected on the independent learning. Governors agreed that the programme is an excellent support for all concerned and noted that parent feedback has been positive. Thanks, were extended to RJ and the subject leaders for producing such an effective document
22. Question – Is the refundable deposit for additional classes accessible to all parents? Some parents have been given special arrangements to support their children in attending these additional classes
23. The links to growth mind-set were debated in terms of students seeking to achieve more
24. Governors reviewed the contribution from each subject and compared outcomes
25. Governors thanked NM for the informative presentation and clear explanation of the data

NM left the meeting at 19.44

DF presented the IDSR and year group data published in November and explained the significance of the report

Further questions and discussion elicited that:

26. The school continues to offer GCSE qualifications only and EBAC is challenged largely with languages outcomes being below, student uptake and a cultural parental view of languages
27. The Head of MFL has secured external visitors to explain the importance of languages including MI5 and has been given additional funds and support to grow languages. He is supported by 4 languages teachers one being an NQT and one an AHT along with himself and an experienced teacher.
28. An online tool has been purchased to increase vocabulary and it is having the desired impact. 1 student has been placed the national number 1 user of the system
29. There is currently 1 student attending DESC and on a dual role in year 11.
30. Exclusions are lagged by 2 years and 2017 data is reflected and grouping on the reports has been addressed
31. There has been an increased in sustained training – 100% on the GATSBY profile is an area to celebrate
32. It was noted that EHCP cluster meetings have been halted at present by HCC and the school are finding the HCC process with SEND difficult to manage. Head has raised concerns at DSPL and ISL level.
33. Governors noted the positive information regarding staff attendance which reflects the reintegration and return to work procedure
34. Governors considered the funding implications detailed in the report
35. Pupil mobility has tended to be stable other than one-year group
36. Governors noted the improvements in maths and that languages are the challenge

DF gave an in-depth explanation of the FFT profiling and KL Summary report and Feeder school profiles

Further questions and discussion elicited that:

37. The curriculum benchmarking for 2018 was reviewed and points discussed included: All children will be entered for English literature this year. Well below on triple science but

well above for double science. All children undertake RE. Geography or History are compulsory in the options. All children will be entered for Design and Technology this year

38. The current Year 7 cohort is very male heavy. In Year 8 there are 33 PPG students. The school has a high level of ability range which is skewed by the maths versus English and writing. Year 9 is a group with significant needs
39. Question – What is the primary data telling us? This is based on Year 6 SATs
40. Thanks, were extended to DF for the information provided

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

1. The minutes of the meeting dated 02.12.19 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)

7 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: Skills Audit outstanding**
3. **ACTION: Areas of the School Improvement Plan to be linked to governors**
4. **ACTION: Website audit being progressed**
5. The **Schedule of Financial Delegation** which was recommended by the Resources Committee was ratified by the GB

**DH
FS
DF**

8 To review GB and Committee membership:

1. The GB reviewed the terms of office and considered vacancies and succession planning
2. The GB reviewed the committee and link role tabs on GHUB and confirmed they were accurate
3. Governors confirmed that the information on their personal tabs on GHUB was accurate including declarations and training

9 Resource Management:

1. Refer to the Resources Committee minutes and supporting documentation

10 To monitor stakeholder voice:

1. The parent consultation on the Sex and Relationship Policy was attended by a group of well-informed parents who engaged in a good debate and provided good feedback. 2 governors were in attendance. Governors agreed that there is balance in the curriculum. Assurance was provided that there are pit-stops in place to support staff
2. The school has produced booklets about a variety of mental health issues and delivers parent training events which to date have received positive feedback. An overview of the rationale was provided and governors welcomed supporting resilience in families
3. There have been no Subject Access Requests or data breaches to report

11 To monitor and adopt policies:

1. The GB considered the updated model policies from HfL HR and the statutory requirements published by the DFE:
<https://www.gov.uk/government/publications/statutory-policies-for-schools-and-academy-trusts>
2. The GB considered the Equality Plan and undertook the annual review of the equality information and noted the objectives require updating at least once every 4 years
3. The Admissions Policy which was circulated in advance of the meeting was reviewed
4. The Board reviewed their agreement of the admission rules for 2021/22. This follows on from the decision on 14/10/19 not to consult this year regarding any changes to the rules
5. Governors robustly debated over allocation and to increase the Planned Admission Number (PAN) to 190 which do not require consultation and the impact on the school's strategic vision
6. Governors debated the Appeals process and how to mitigate the risk. This year there were 27 appeals received. Governors were alerted to the costs to the school of processing the appeals
7. Governors agreed not to change the PAN i.e. 186 and allow HCC to over allocate by 4
8. The GB adopted the **Admissions Policy**
9. The External Appeals Policy which was circulated in advance of the meeting was reviewed
10. The GB adopted the **External Appeals Policy**
11. The External Exams Policy which was circulated in advance of the meeting was reviewed
12. The GB adopted the **External Exams Policy**
13. The Online Safety Policy which was circulated in advance of the meeting was reviewed
14. The GB adopted the **Online Safety Policy**
15. The Supporting Students with Medical Conditions Policy which was circulated in advance of the meeting was reviewed
16. The GB adopted the **Supporting Students with Medical Conditions Policy**
17. The Non examination Assessment Appeals Policy which was circulated in advance of the meeting was reviewed
18. The GB adopted the **Non examination Assessment Appeals Policy**

12 To receive Chair's Report:

1. The Ann Frank Exhibition was well attended and much appreciated by the school community. Student leadership was promoted and there were a number of guides. There are external trips for students
2. A qualified Ofsted complaint has been received and assurance provided that it is being followed up appropriately with HCC
3. Governors were reminded to complete their declarations and confirmations on their personal tabs

13 To receive Committee and Link visit reports:

1. The Curriculum Committee met on 13.01.20 and minutes to be added to GHUB
2. Middle leaders have been presenting to the Committee which is proving effective and informative
3. The Resources Committee met on 20.01.20 and minutes to be added to GHUB
4. Confirmation was given that the ESFA financial requirements have been submitted within the time frames and there are no areas of concern

14 Items from Annual Programme of Work:

1. Confirmation was given that there no risks were identified at the meeting to be added to the Risk Register

15 Any Other Business:

1. None

16 To agree Date of next meeting:

1. Colleagues were thanked for their contribution to the meeting
2. The next meeting will be held on

Mon 23 Mar 2020 (app - LW)	18:30	20:30
Mon 18 May 2020	18:30	20:30
Mon 29 Jun 2020	18:30	20:30
Mon 12 Oct 2020	18:30	20:30
Mon 7 Dec 2020	18:30	20:00
Mon 1 Feb 2021	18:30	20:30
Mon 22 Mar 2021	18:30	20:00
Mon 24 May 2021	18:30	20:00
Mon 12 Jul 2021	18:30	20:00

The meeting closed at: 20.50