



Minutes of the meeting of the Governing Body held at Kings on Tuesday 7th December 2021 at 6pm.

Governing Body:

Name	Initials	Position	Type	Attended
Jenny Tuck	JT	Chair	Co-opted Governor	Y
Jo Luhman	JL	Head	Ex Officio	Y
David Harrison	DH		Parent Governor	Y
Martin Sands	MS		Local Authority Governor	Y
Paul Jackson	PJ		Co-opted Governor	Y
June Phillips	JP		Co-opted Governor	Y
Bindi Sarl	BS		Co-opted Governor	Y
Vivienne Morell	VM		Staff Governor	Y
Keith Dixon	KD		Co-opted Governor	Y
Heather Caudle	HC		Parent Governor	Y
Kel Finan-Cooke	KF		Community Governor	Y

In attendance:

Jennie Morgan	JM	Clerk to Governors
Bruce Guyett	BG	Deputy Headteacher
Roane Haywood	RH	Assistant Headteacher
Steve Price	SP	BET
Damon Wilson	DW	New governor

	TOPIC	ACTION
1	<p>APOLOGIES FOR ABSENCE</p> <p>There were no apologies for absence.</p>	
2	<p>DECLARATIONS OF INTEREST</p> <p>PJ declared that Steve Price is chair of governors at Northwest Surrey Short Stay school where PJ is headteacher.</p>	
3	<p>CHAIR(S) ACTIONS</p> <p>A letter has been circulated to all governors. At the personal development behaviour and well-being committee it was suggested that governors write a letter to the local authority regarding lack of support, especially in the areas of attendance, SEN, and permanent exclusions.</p>	

	<p>JT introduced Damon Wilson who will be a new parent governor. His daughter is in year 9 and his wife is a teacher at Kings. He hopes to contribute positively as the months progress.</p> <p>JT introduced Steve Price who is an executive leader of the Bourne Education Trust (BET). Kings is an associate member of BET and he is focused on developing the quality of education and overall school provision. He has worked with Rob Isaacs on estates and was formally a headteacher and an executive head in many schools. He oversees 11 schools in BET.</p> <p>JT announce to governors that it was with sadness that we say goodbye to Martin Sands this evening. It is his last full governing body and he has been with us for almost 6 years to the day. As a governing body we appreciate everything Martin has done and he has always stepped up when we have needed help and support.</p> <p><i>MS commented that the school has made amazing strides in the last six years and he's pleased to leave with the school in such good shape.</i></p> <p>JT told governors that we have a possible new local authority governor, Owen Gardner, and all governors agreed they were happy for him to join the governing body.</p> <p>Hopefully we will also gain another governor in January who JT has been speaking to who has financial expertise and could fill a skills gap.</p> <p>Lastly JT told governors that she has decided to step down as chair from the end of this term and KD will be stepping in temporarily initially. JT will stay on the governing body and thinks the team going forward will move from strength to strength.</p>	
4	<p>MINUTES OF THE MEETING OF 8TH SEPTEMBER 2021</p> <p>The minutes were agreed and signed.</p>	
5	<p>MATTERS ARISING FROM THE MINUTES</p> <p>At the next full governing body we need to look at the make up of committees. We are looking for a chair for PDBW. DH has offered to chair the resources committee.</p> <p>Please see Part 2 for more matters arising.</p>	
6	<p>COMMITTEE UPDATES</p> <p>DH presented an update on the Resources Committee. We have had two meetings since the last full governing body and the biggest change now is that DH is chair. We have had focused discussions on the health and safety updates on the Covid situation where one third of children are regularly testing and reporting through the website. The case rates in school are low.</p> <p>We will have a £100,000 in year surplus and will end up with approximately £500,000 at the end of the year. We have looked at budgets going forward and</p>	

	<p>will be running deficit budgets for the next three years. There is, however, money that can be spent on curriculum development.</p> <p><i>KD asked if there is still a total maximum percentage that we can carry forward.</i></p> <p><i>PJ replied yes.</i></p> <p>JL noted that we need to be cautious but if we get the bulge class next year we can be slightly less cautious.</p> <p><i>JT asked for an update on the bulge class.</i></p> <p>JL answered that the oversubscription meetings take place in January.</p> <p>DH continues that the biggest uncertainty is around agency TA costs and also energy suppliers.</p> <p>MS presented the update on the Personal Development Behaviour and Well-being committee.</p> <p>The PDBW report has been circulated to governors. The impact of the pandemic has obvious effects on attendance but we are still ahead in national terms on percentage of attendance. The impact of the pandemic is higher on disadvantaged groups but we are focusing on getting up to speed including confidence in literacy. School has done a lot in trying to improve attendance. It is worth always noting that small numbers can have a disproportionate effect and the biggest concern is how to raise morale and standards with more disadvantaged groups.</p> <p>We looked at lone working information and emphasised the importance of everyone doing the safeguarding survey in school. Looking ahead we will be focusing on exclusions and attendance.</p> <p><i>JT commented that the lone working policy was a direct result of the BET health and safety audit.</i></p> <p>JT presented the update on the Education and Standards Committee (BS was absent).</p> <p>At the last meeting we had a presentation from Jo Wilson on curriculum, how it is formed and how it is disseminated to students. Governors were impressed with the visual representation of key stage 3 and key stage 4 curriculum. They had asked BG if this was consistent across the school but were told that every faculty has the freedom to choose how to represent their curriculum.</p> <p>There had been a recommendation that the health and safety governor should do some spot checks.</p> <p><i>DH noted that he has arranged a health and safety monitoring visit.</i></p> <p><i>JT noted that we also discussed pupil premium and results in the year 10 mocks. We looked at reasons results were not necessarily as we would have liked.</i></p> <p>BS and BG will now meet before each Education and Standards Committee to align the agenda to the college development plan so that we can monitor and evaluate progress against targets and desired outcomes.</p> <p>There has been a gap analysis in year 7 and there are clearly massive gaps which can be looked at further in the headteacher report.</p>	
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HEADTEACHER REPORT

As a school we are set targets for exclusion, attendance, outcomes and then challenged by BET. It is hard to tell governors how we compare to other schools.

JT asked about targets.

JL replied we are looking at FFT50 for the whole school but students are individually set higher.

HC asked with the drop we have described from FFT5 to FFT50 are we atypical.

SP answered that he would say it is typical to drop down to pre-2019. There is a realism about the fracture year 10 have had in education and a vast difference between formal exams in 2019 and the teacher assessed grades. We need to be cautiously ambitious and look at what we can do to mitigate losses. BET are working across the trust with raising standards team and drops of knowledge and resilience. We may adjust the milestones again. Kings is a wide ability school and some children have been disproportionately affected.

PJ asked with the current year 10 data he realises that it is very early in their GCSE pathway but is there a concern around the high numbers in core subjects below target? Or is it just not enough teaching time at the point of assessment?

RH replied that for core subjects we track data throughout. We have more than enough data for core subjects and these are being tracked against FFT5 at the moment so if we looked at something like FFT20 or 50 this may be different. We are looking at adjustments for personal targets for students.

PJ asked if there is a good set of dialogue with the heads of faculty.

RH answered yes. Governors see snippets but it is tracked constantly.

SP noted that the shift now has very little dialogue around data but they need to ask if we are teaching the right things, the time, the depth and learning more. We have been brainwashed for years to look at numbers but we need to look at what we are teaching and we can ask if we work out the gaps and mitigate them and re-sequence. It will show we know what is going on in the school.

JL gave an example of A Christmas Carol - we have moved to teaching this in year 9 and changed the Shakespeare text to Romeo and Juliet as it is more accessible.

JT noted that we still have the three 'I's – Intent, Implementation but we still need to monitor the Impact.

SP commented that the impact should be the robust reflection. The Head of English has realised results would have dropped and has introduced challenging texts at KS3. At KS4 we need to ensure we have the right texts. We could say 'is the data presented indicative of poor teaching?' but there is a story around each subject.

In the quality of education review English was a real strength. The head of department presented flawless self-evaluation. The report was published on Monday and will be sent over and we can plan sessions regarding triangulation and top tips on what we can do together.

JT told governors that she has been in touch regarding learning walks post-Christmas.

HC commented that we could also add Inclusion to the 3 'I's. When we go through a dip the disadvantaged group can be hit harder.

	<p>JL told governors about the year 7 data and CAT4 report. All students have taken part in key stage 2 tests and cognitive tests. When we compare, 60% of students are below standard score for reading which is 83 students but only 44 are below in CATS so there may be a gap that we can fill quickly. In maths 44% are below.</p> <p>At the top end only 7 children are performing above and there are only 8 or 10 children who are now reading above standard. Of free school meal children only 15 students, around 50%, are looking to achieve grades 9-to-5 at GCSE. <i>PJ asked what is the plan.</i> JL replied that we have a phonics reading programme and are trying to recruit two staff to release our 2 ex-primary school teachers to work with small groups. We will also be re-setting maths after Christmas. The whole year group needs to be taught in a slightly different way. We have looked at an analysis against primary schools and where the students have come from in order to work with schools where attainment is poor.</p> <p>There is complex behaviour in this year group Including racist incidents and being unkind and the fact that they cannot do group work. We need to identify if this is a SEN need or a pandemic need but we are significantly different to BET schools. SP interjected that we are in the lower quartile of the data seen. <i>PJ asked if this was being regarded as a five-year project.</i> JL replied yes. We are not shying away from challenging texts though. SP noted that once the data is all uploaded headteachers can work together on the five-year plan. JT asked if this ties in with the literacy plan. JL answered yes but it has had to be adjusted. <i>BS asked if any conversations have been had with the primary schools.</i> JL noted that RH is a governor at South Camberley and our head of year 8 is a governor at another local school. South Camberley did not know and found the data useful - it is interesting that they could do the questions but could not apply their knowledge in maths and could not use inference in English. <i>JT asked if the intention was just to set in maths.</i> <i>VM commented that we always set after October half term but have done later this year and will still see problems in January.</i> BG commented that not every subject wants to set. JL noted that it is about precision teaching in the 100 minutes. We will present this data to class teachers at the January inset day. BS noted this will be a learning curve for teachers too. <i>JT asked when will we know if programmes like Lexia are having an impact.</i> JL replied that we hopefully can report this at Education and Standards in January</p> <p>Pupil premium report</p> <p>RH presented the Pupil Premium Report and told governors that the strategy statement had changed a number of times since the summer.</p> <p><i>JT asked if we know if we carry forward any pupil premium funding from last year or previous years.</i> RH replied no, we will always spend it. In terms of Covid catch up there is a slight delay in reporting this.</p>	
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<p><i>JT stated in the statement of intent she is keen to reference our more able youngsters within the disadvantaged cohort.</i></p> <p>RH confirmed that he has not made any amendments but will make a change to the strategy.</p> <p><i>JT commented that challenges two and three are virtually the same.</i></p> <p>RH agreed that they are similar but two separate challenges. He will look at the wording to make them more specific to address content and to adjust the large differences between higher and lower attaining.</p> <p><i>JT asked, regarding the final intended outcomes, are we looking to extend laser meetings into other year groups this year rather than just year 11.</i></p> <p>RH replied that Laser meetings take place with year 10 and 11 and are attended by faculty heads to regularly discuss outcomes but in reality these discussions don't only take place in these meetings and happen all the time in line management meetings and SLT.</p> <p><i>JT asked if, regarding activity in this academic year, should we mention specific programmes in the research section E.g. maths mastery? And given the year 7 CAT 4 results should we include the two primary school teachers who will teach phonics to those children. Should this be included? It will require additional spend which could come out of the PP/recovery funding.</i></p> <p>RH answered that JL has addressed some of these issues. He explained that we will be using 2 ex-primary school teachers if we can recruit successfully. It also needs to be remembered that the plan runs from September to September and the finances run from April to April. We need to make it both broad and flexible. RH noted it is about moving money around. When he prepared the strategy, he looked at addressing needs. We will never have anything left over but we are also not expected to include everything in the strategy statement.</p> <p><i>JT asked if we should reference the work that Martin Byrne has been doing around staff CBT using a range of research-based activities.</i></p> <p>RH is going to check and make amendments if necessary.</p> <p><i>JT noted that as a school we are moving rapidly towards using research-based evidence.</i></p> <p><i>JT asked should we include additional spend on educational psychology input as we don't have enough to meet our needs from the local authority.</i></p> <p>RH replied we do this for our students as needed but not all children who need an EP are pupil premium. This is already done through high needs block funding.</p> <p><i>JT asked as total spend comes to £120,000 leaving a balance of £60,000 how are we intending to use this money to support our disadvantaged and others?</i></p> <p>RH answered that finances were updated but not showing on this version, this has now been changed and will be sent tomorrow.</p> <p><i>JT asked if we could include the Duke of Edinburgh award in this. Do any disadvantaged pupils do this.</i></p> <p>RH replied that this is tracked using the precision mapping tool and every case is considered. We do this on a number of other things and can look at all opportunities for disadvantaged students.</p> <p>JL interjected that we have bespoke packages for post LAC children.</p> <p>RH commented that we also track pupil premium clubs.</p>	
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<p><i>KD asked, bearing in mind the data from the cognitive abilities test, does the allocated budgeted cost for teaching take into consideration the outcome of the tests and is it high enough.</i></p> <p>JL replied that these things will need to be adjusted but the money is what it is. RH noted that we look at needs and don't focus on money. <i>MS commented that something should be added regarding including career advice and support as what Kings do in terms of this is very impressive and more can be pushed across the board.</i> RH said he needs to look at this.</p> <p>JT thanked RH for the report.</p> <p>SP noted that it is about making the best use of the current resources we have.</p> <p>JT asked governors if they are happy for the report to be added to the website and they agreed.</p> <p>Quality of education review.</p> <p>SP told governors that the due diligence document is slightly delayed due to estate issues. The school knows what it is doing and has a plan and BET are supporting the school to be practised in the new way of responding to OFSTED. OFSTED look at the website, have a two-hour conversation with the headteacher and then test everything that has been said.</p> <p>In the quality of education review BET did a deep dive into English, science, history and ADT. They also did a sense check on the new satellite centre, behaviour and attitudes, personal development behaviour and well-being, and year seven transition.</p> <p>It is recommended that this report goes to education and standards committee.</p> <p>The headlines are:</p> <p>Key strengths</p> <ul style="list-style-type: none"> • Robust and effective action had taken place to develop a middle leadership team. • Curriculum provision since the last OFSTED has made a substantial improvement. There is a real rationale about why children are doing what they are doing. • It is an inclusive school and this is felt across the school. • Huge strength in the opening of the satellite centre. <p>Recommendations</p> <ul style="list-style-type: none"> • Consider how we can be increasingly effective about juggling whole school initiatives for developing departmental effectiveness and co-ordinate initiatives across the school. • Make the structures you have put in place work. • Ensure the SEN team work is coordinated. 	<p>RH</p> <p>JM</p>
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	<ul style="list-style-type: none"> Audit the content of the school's website as there is a variability in messaging on particular subjects. Ensure consistency and how curriculum areas of the website are developed over time. <p>JL noted that our website does not sell us as effectively as we would wish so requires an overhaul.</p> <p><i>HC questioned if there is a risk of being too bright and shiny but this is not a true picture and could the website be linked somehow to public confidence and maybe used to mitigate attacks on the school.</i></p>	
8	<p>GOVERNOR VISITS</p> <p>Pupil premium JT has met with RH.</p> <p>Equality JP told governors that the feedback on the equality visit has been circulated. She met with BG in October and looked at the four objectives on the equality policy. The biggest drive still is upscaling teachers to narrow the gaps and improve the quality of teaching. Inclusion can be seen in the introduction of the literacy program and the introduction of the satellite centre. When in school JP was able to see an equality assembly and felt that this was well pitched. There will be another one in January and HC has offered to come and see this. The main push is in bridging the academic gaps but seeing an emphasis being placed on wider issues. BG noted that we are looking at the confidence of staff challenging certain language e.g. racist and homophobic. There will be training in the next half term and we need to look at what makes us inclusive: A diverse intake, staff and governing body. Planned trips consider all students. Community links - we are working with feeder schools on languages, giving bikes to the wider community and open evening. The rights of all students are protected.</p> <p>PJ noted that there is a safeguarding meeting tomorrow.</p> <p>KD commented that he has undertaken a brief meeting with the SENCO. KF told governors she came today regarding careers and had an introduction. MS noted that there are good initiatives and at some point soon there will be a paper on career development at Kings.</p>	HC
9	<p>DECLARATION OF TRUST</p> <p>PJ offered to become a trustee. KL will organise.</p>	
10	<p>AOB</p> <p>MS commented that the school is going in the right direction and he wishes Kings every success and would be interested to know the outcome of OFSTED.</p> <p>JL thanked all governors for their visits and reports.</p>	

	DATE OF NEXT MEETING 8th February 2022	

Meeting closed at 20.00

Signed:

Chair of Governors:

Date:

Professional Negligence Statement

Advice given by governors at this school is incidental to their professional expertise and is not being given in their professional capacity.

Confidentiality Statement

Governors respect the confidential nature of discussions and do not disclose governor business or decisions. When minutes of governing body meetings, Part 1, are approved they are made available to any member of the public who requests sight of them.

