

Minutes of the Meeting of The Malling School Full Governing Board held on Wednesday 27 January 2021 at 5.00pm via Virtual Governance arrangements

Present: A Antao Blithrey (AAB), R Crome (RCR), M Fawcett (MFA), T Holditch (THO), C Kennedy (CKE), Z Khan (ZKH), P Maisey (PMA), M Perry (MPE) (Chair), J Vennart (JVE), Headteacher (HT), S Wallis (SWA)

In Attendance: K Chimanga (KCH) (Head of 6th Form) (Item 1 only), B Chadwick (BCH) (Deputy Headteacher (DHT) (Item 1 only), R Gately (RGA) SENCO (Item 1 only), S Birchall (SBI), Business Manager (BM) (Items 6 only), L Hardwick (LHA) (Clerk),

Action

1. PRESENTATIONS

Sixth Form Development Plan

DHT Ben Chadwick (BCH) and Head of 6th Form Kelly Chimanga (KCH) provided information about the KS5 Development Plan (presentation charts uploaded to GovernorHub).

Improvement Plan Summary

KCH pointed out that the KS5 Improvement Plan linked to the SIP in respect of the priorities to develop the curriculum, deliver high quality teaching and excellent behaviour and attitudes, and confirmed that, at KS5, the focus was also to prepare students for the next stage in their education, or for work, when they left the School at the end of Year 13.

- Implement an ambitious Knowledge Rich Curriculum – KCH advised that the School currently offered 15 subjects in the Sixth Form, and planned to increase to 17 subjects from September. She explained that it was hoped that this broad offer would encourage students who had attained top grades in their GCSEs to remain at TMS, rather than leaving for a grammar school sixth form.
- Provide exceptional teaching across TMS - KCH commented that delivering this broad curriculum required all teachers working in the sixth form to be appropriately trained. In this connection she advised that teachers were undertaking official IBO training to enable them to teach for the International Baccalaureate Diploma Programme (IBDP) from September 2021. She advised that the School would also be building in Department time specifically for the IBDP.
- TMS students display Outstanding behaviour and attitudes – KCH remarked that the School received frequent praise from visitors to the school about its students' behaviour and attitudes, such as their confidence to stand up and speak in a group situation. She commented that it was difficult for Sixth Form students to act as mentors or leaders within school during the school closure, but that the School was looking at ways to do this, for example by students going into Year 11 assemblies to promote the TMS Sixth Form.
- Ensure students of all starting points and backgrounds make good progress – KCH explained that, in the Sixth Form, the focus was on helping students to make progress that would enable them to access their chosen onward destinations. She confirmed that staff worked with students to broaden their horizons and advised that 19 students had applied for university this year – compared to seven in 2020 – and that their choices included universities across the UK, rather than the local HE

providers (Kent, Christchurch and Greenwich) that had been the usual choices in the past.

- Provide students with exceptional Personal Development and Pastoral care – KCH remarked that this was still a 'work in progress', as the Sixth Form timetables were very different to the rest of the school. She advised that the School was looking to move away from using Period 1 for personal development work, and instead intended to set up tutorials during P1 and to hold 1:1 personal development meetings in study periods, so students did not need to come into school until the morning break unless they had a lesson. She commented that the intention was to offer development opportunities that would teach students about 'real life', for example personal finance, cooking, household management, that would prepare them for leaving home if they went on to university.
- Sixth Form recruitment – KCH advised that the School had changed its approach to Sixth Form recruitment (to be covered later in the presentation)

Lockdown Update

KCH reported that activities that had been put in place during the current lockdown included daily assemblies, a Friday tutor quiz, completing of UCAS forms and providing information on apprenticeships. She commented that the current lockdown was having a greater impact on Sixth Form students than the previous one, with many indicating that they were not coping well. The School had introduced a number of initiatives to support wellbeing, including an 'Everest Challenge' – where students aimed to walk 65km and sent in evidence of their daily steps to the Pastoral Support Team – and the development of a wellbeing and safeguarding app. KCH provided further information about this app, which would allow students to log how they were feeling using an emoji and a sliding scale, which would alert staff to provide additional support if necessary.

KS5 Recruitment

KCH reminded Governors that traditionally TMS had promoted its Sixth Form through open evenings which provided an opportunity for potential students and their families to see the School's 'offer' and to ask questions. This had not been possible this year and applications had so far been weaker than usual. Consequently a programme of promotional 'slots' had been built into Year 11 assemblies, involving subject teachers and current Sixth Form students, and a series of question and answer sessions were being held for Year 11 students in Period 6. KCH reported that the number of applications had now increased, with 69 having been received.

IBDP Implementation

KCH advised that the School was currently completing the process to enable it to run the IBDP, in addition to the Careers Programme (the IBCP) which TMS had been offering for a number of years. She reported that Head of School and Leader of Learning training had already taken place and that subject staff were now undertaking specific IB training, including training to deliver the CAS and TOK elements of the Diploma. Budget Plans had been completed, school policies had been updated to be in line with the IBDP philosophy, collaborative planning was in place and the Library had been equipped with IBDP and international resources. KCH advised that the application needed to be supported by a letter from the Governors and suggested some appropriate wording.

Governors confirmed the Governing Board's support for the IBDP application. The Chair confirmed that he would sign a letter to this effect on the School's headed paper.

In response to a question, the HT explained that the IBCP had been very successful for students, and for the School in terms of its Level 3 Value Added score, but that it did not enable the highest ability students to progress to certain courses, such as Medicine. He confirmed that the IBDP would facilitate this, and that the qualification was very well

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regarded by the UK's best universities. He explained that students taking the IBDP were required to take six subjects – usually three at Higher and three at Standard level – English, Maths, a Science subject (which could include Sports and Computer Sciences), a Humanities subject, a language and either an Arts subject or another subject from one of the first five categories. He confirmed that the highest ability students in school would be able to take the IBDP and that initially the qualification would be offered to a small number of students and that 2021/22 would be a 'trial' year. He was confident that by running the IBDP the School would be able to retain the highest performing students who might have wanted to remain at TMS but who would have needed to move to another school to take the qualifications that they needed for their chosen onward destination.

The Chair thanked BCH and KCH for attending and they left the meeting.

SEND/Excellence for All

Ruth Gately (RGA) delivered a presentation on SEND provision at TMS (presentation slides uploaded to GovernorHub).

Provision at TMS

She outlined the structure through which SEND support was delivered across the school, commenting that the School's 'Excellence for All' approach aimed to provide support for all students with an ECHP or those on the SEND Register across the School. She advised that three temporary members of staff had been recruited to provide support and confirmed that there were now 40 members of staff providing support across the School. She reported that there were 103 KS3 and KS4 students in the SRP, with 23 students in KS5, together with 18 students with ECHPs in the main school and she advised that this accounted for 23% of students on the roll. She noted that the TMS SRP was the largest in Kent and one of the largest in the UK.

The SRP and Inclusion

RGA explained that the School had dropped the Tydeman Centre name, as she believed that a separate name gave the impression that students enrolled in the SRP were educated separately to other students at TMS. She pointed out that, wherever possible the students in the SRP were integrated into the main school, although the Unit continued to provide support for students who were not able to manage within the wider school environment. She confirmed that students in the SRP followed the same curriculum as the rest of the School and took the same qualifications, with some being amongst the School's highest attaining students. RGA added that interaction between the SRP and the Main school also allowed main school students who were struggling in larger classes to be educated in the smaller classes within the SRP, where there was sufficient capacity for this.

RGA commented on the role of the TAs and LSAs on the specialist support that they provided to students in the SRP and in the main school. She noted, from a training session held the previous week, that EEF research had highlighted the importance of TA support and she confirmed that she intended to promote their roles within the School. She advised that she would be presenting a document on core standards to the Leadership Team and advised that she intended to carry out an audit to identify areas of best practice and areas for development. She also noted that staff were aware that there were students within the school who did not have a SEND diagnosis but who had a learning disability and who needed support to fully access their education.

Priorities for the Year

RGA confirmed that the priorities for the year included: high quality teaching; highly effective classroom support; CPD; removing barriers; greater training and accountability;

and three reviews each year – two with parents to review their children's provision plans and one being the legal annual review of the EHCP. She referred to each of these in turn:

- High Quality Teaching – RGA confirmed that the School would be exploring how the School would deliver high quality teaching to SEND students, particularly during remote learning. She confirmed that to do this staff needed to understand the profile of each student, their reading age, their likes and dislikes and strategies that needed to be in place for them to access lessons. She advised that this information was available to all teachers, and needed to be embedded within lessons.
- Highly Effective Classroom Support – RGA confirmed that the LSAs and TAs knew their students well and could be a source of information for other staff. She advised that the LSAs and TAs were now working within their specialist areas and confirmed that they would in future be invited to departmental meetings so they were part of the co-planning process.
- CPD – RGA confirmed that CPD promoted strong and excellent practice, currently through online courses and information sent to staff on topics such as mental health and exam support and advised that a presentation was being prepared for parents to provide support for home learning. CPD was also used to scaffold information and to support less experienced staff.
- Removing barriers to success – RGA confirmed that resources produced by the School were dyslexic-friendly and that students were taught to use techniques such as Immersive Reader to support their online learning.
- Greater Training and Accountability – the RGA pointed out that support for students was linked to their provision plans and that interventions were put in place for them as necessary. She added that during lockdown records of students' work were sent to the pastoral team every evening and that the Pastoral Manager would contact parents and students if there were any concerns.
- Three Reviews each Year – RGA confirmed that these reviews were a legal requirement and part of SENCO practice, and that it was essential that these were up to date and reflected students' successful progress up the school.

The Chair thanked RGA for her presentation and she left the meeting.

2. GOVERNING BOARD MEMBERSHIP

Reappointment of LA Governor

The Chair reported that the LA's Governor Appointment Panel had approved Zak Khan's nomination as the School's LA Governor.

Zak Khan was therefore reappointed as LA Governor for a four year term of office from 27/1/21 to 26/1/25.

Co-opted Governor reappointment

The Chair advised that Matt Fawcett's (MFA's) current term of office would end on 14 March 2021. He reported that MFA had confirmed his wish to remain a Governor at TMS and asked Governors to consider his reappointment, commenting on his valuable contribution to the Board's discussions and the expertise that he was able to share.

Matt Fawcett was reappointed for a further four year term of office as a Co-opted Governor with effect from 14/3/21.

The Chair reported that Richard Crome (RCO) had advised that he was unable to stand for a further term of office, due to work commitments and that he would therefore leave the GB on 14/3/21. He thanked RCO for his commitment and for his work as a Governor over the past four years, commenting that his expertise would be missed.

Resignation of Parent Governor

The Chair reported that Parent Governor Carrie Baines had resigned with effect from 31/12/20, creating a parent governor vacancy. ***The Clerk confirmed that a new parent election would need to be held, although she suggested that this should be deferred until the School was fully open.***

JVE

Skills Audit and recruitment

The Clerk confirmed that she would update the skills audit to take account of recent resignations and appointments and bring it back to the next meeting to inform a discussion about recruitment to the two Co-opted Governor and one Parent Governor vacancies.

LHA

3. APOLOGIES FOR ABSENCE

There were no apologies for absence. The Clerk confirmed that the meeting was quorate.

4. DECLARATION OF BUSINESS INTERESTS

No interests were declared on any agenda item, at the beginning of the meeting or during subsequent discussions..

5. MINUTES OF LAST MEETING AND MATTERS ARISING

Minutes of FGB Meeting held on 9 December 2020

The minutes of the meeting held on 9 December 2020 were approved as an accurate record of the meeting (to be signed by the Chair at a future date).

Update on Governor Actions arising from the minutes

- TMS Canon – The HT confirmed that information about the Canon had been uploaded to GovernorHub. He explained that the Canon set out recommended books for students to read, to encourage them to access higher quality literacy texts.
- Kitemark Plus – ZKH reported that he had discussed progress towards this accreditation and would be observing a meeting with the Assessor later in the academic year.
- Live Lessons – ZKH reported that he had discussed the possibility of observing a live lesson, but that it had been decided that this would put too much pressure on teachers. He would however be observing a pastoral briefing session. SWA advised that he had observed a Friday Awards session, which had been very well run.

Other Matters Arising

There were no other matters arising from the minutes.

6. BUSINESS

The Business Manager (BM) joined the meeting.

Finance Monitoring Report

Governors noted the content of the Finance Monitoring Report, which had focussed on the Nine Month Financial monitoring.

Budget Monitoring – Nine Month Financial Monitoring and Budget Control Mechanism (BCM) Limit Calculator Form

The BM confirmed that the projected Revenue Outturn was currently £284,716, a positive variance of £22,546 against the approved budget estimate of £253,433, and that the Capital Outturn was projected at £215, a negative variance of -£5,831 against the approved budget estimate of £6,046. She confirmed that the Revenue outturn was

considerably below the BCM Limit of £572,487, explaining that the limit had now been increased to 7.5% of income. She reported that the School had received some unbudgeted-for income this year, for Teachers Pay and Pension grants, and also from Covid Catch Up funding, which she advised would be incorporated into schools' delegated funding in 2021/22.

The BM referred to her summary report, which had been uploaded to GovernorHub, which explained the key variances against the approved budget. She explained that some departmental funding remained unspent and that the final budget outturn might therefore be higher than the nine-month projection.

With regard to the capital rollover, the BM explained that the majority of the budget had been spent on IT equipment, particularly laptops to support online learning. She noted that the School had also received some laptops from the DfE and from an application to the Digital Enterprise Fund. The BM advised that the School would be looking to carry out work to the school environment during the next financial year, to make the one-way system introduced in September permanent, including work to the fire doors and construction of external paths, which were likely to cost in the region of £50,000. She pointed out that, as a PFI school, TMS received a very low delegated Capital budget and that she was therefore exploring the possibility to put aside monies from the Revenue budget to facilitate this.

A Governor noted that the School site was currently at capacity and, asked, given the intention of increasing the Sixth Form, how the School could grow with limited Capital funding. The BM advised that the location of the Sixth Form Hub had been 'swapped' with the Library to provide break out space for a larger Sixth Form cohort. She confirmed that the buildings were now at full capacity under the PFI contract but advised that room usage was being reviewed to explore where further changes could be made. She advised that she had discussed the potential for LA funding for building expansion with the Area Education Officer but from these discussions, it seemed unlikely that the LA would not in a position to fund new buildings. The BM advised that the SRP building was not at capacity, in terms of student numbers but pointed out that students in the SRP needed to work in smaller groups with smaller classrooms and that would not be possible to swap space within the SRP for use by the main school. The HT advised that there were 150 students in the current Year 11 cohort and that it was anticipated that there would be between 50-60 students in the Sixth Form next year, and commented that once the current Year 11 left the school, larger year groups would be coming through, including the 'bulge' year with over 200 students, so that space within the school would become a significant issue in a few years' time. He remarked that the larger Sixth Form would not create an immediate issue in terms of staff capacity, as students were currently taught in small classes for most subjects. The Chair noted that the School had previously committed to finding a place in the Sixth Form for any TMS student meeting the entry requirements.

Virements and Write-offs above delegated limits

The BM confirmed that there were no virements or write-offs requiring FGB approval

Tenders, quotes and expenditure

The BM confirmed that there were no tenders, quotes or expenditure requiring FGB approval as the IT purchases had been made in small batches which had not exceeded the financial limits in the Finance Policy.

Update on the Business Operations Group

The Chair advised that he was discussing a number of options with the HT and would report back to a future meeting.

MPE

Business Related Policies

- Finance Policy – The BM confirmed that the policy had been updated to take account of staff changes, with one further minor textual amendment
The Finance Policy was approved
- Finance Signatories Policy – The BM confirmed that this policy had also been updated to reflect staff changes
- **The Finance Signatories Policy was approved.**

Health and Safety Issues

The BM confirmed that she reviewed all the Risk Assessments protocols and procedures each term and advised that there had been a number of recent changes. She reported that staff had been given a Risk Assessment to complete for home working and that they were able to contact the Business team if they needed advice about their home working arrangements. She anticipated that wellbeing would become a health and safety issue for the School and that she was putting arrangements in place to make sure that all staff had someone to talk to and were supported. ***The HT advised that the recent staff survey included questions on wellbeing and confirmed that he would share the results of this survey with Governors at the next FGB meeting. The Health & Safety Governor advised that the monitoring pair had discussed the impact of Covid-19 on staff and students at a recent meeting and that he would prepare a report on this visit for the next FGB meeting.***

The HT thanked the BM for the support that she was giving to staff, including phone calls to check on their wellbeing.

Other Business Related issues

The BM confirmed that support staff appraisals would be taking place shortly, with increases taking effect in the next financial year.

The Chair thanked the BM for attending and she left the meeting.

7. SCHOOL IMPROVEMENT PLAN 2020-21

Progress against the School Improvement Plan

The HT confirmed advised that the SIP folder on Sharepoint had been rearranged to include sub-folders for each monitoring area and that the SIP itself had been RAG-rated before the previous round of monitoring visits and annotated during the visits. He confirmed that the Leadership Team was currently balancing actions to drive the School forward and deliver the improvements in the SIP against the need to deliver effective remote education. He thanked Governors for their input and support into this process.

Monitoring Visit reports

- Leadership and Management – One of the monitoring governors confirmed that he issues discussed during this visit would be covered within the HT's report.
- Learning Outside the Classroom – A Governor commented that the majority of students were learning outside the classroom during lockdown. He advised that the monitoring governors had discussed the potential to run clubs and other extra-curricular activities whilst the school was closed. The HT advised that a character development programme was to be put in place with tasks for students to complete that would take them away from their screens – such as planning a walk with the family, reading a text and giving feedback on it or preparing a meal. He explained that it was intended that the time scheduled for these activities would give staff time to reflect and prepare curriculum booklets, commenting that the challenges that staff were facing in teaching, responding to emails, communicating with students and parents, producing effort grades for each student and preparing the curriculum

booklets were significant, particularly for those who had a full teaching timetable. He reported that this initiative had been welcomed by staff, students and parents.

- Sixth Form – The monitoring governor remarked that it was interesting to note the progress that had been made since her monitoring visit in November 2020.
- Behaviour and Attitudes – One of the monitoring Governors commented that he had been impressed by the way that attendance levels had been maintained and how attendance was being monitored during lockdown, noting that the current average attendance of 90% was higher than the national average. He noted however that it was more difficult to assess students' engagement in remote learning.
- Curriculum Impact: Outcomes – The monitoring governor confirmed that the issues discussed at monitoring visit would be covered within the HT's report.

8. HEADTEACHER'S REPORT

Quality of Education

The HT praised the work of the pastoral team and in particular the Attendance Manager, who, despite a recent family bereavement, continued to work hard to maintain attendance records and to contact parents where students were not logging on to remote learning each day. He added that this was being made more difficult because the SIMS system could not be used to automatically register attendance at online lessons. The HT advised that the attendance of PPG students remained an issue and that PPG and other disadvantaged students were encouraged to come into school, provided that this could be done safely. He noted that attendance had been 94% on 26/1/21, although not all those students were necessarily engaging with online learning. He also reported that the way in which teaching and learning would be monitored had been reviewed, as the learning walks had been creating too much pressure on staff, with developmental discussions now taking place to share best practice and to review feedback from parents. He confirmed that further consideration would take place on how gaps in learning would be assessed and filled once the school was fully open and on how to best support staff. The HT reported that the Remote Teaching Survey would help to inform the discussions on how remote learning could be improved and developed, which would also include a review of the DfE's published framework on remote provision.

Leadership and Management

The HT advised that feedback from parent and student surveys had been positive and had enabled the School to identify where wellbeing or mental health support was needed, where respondents had been prepared to share their names. He commented that the surveys were a useful way of improving engagement and that more would be run in future, using Microsoft Forms. The HT reported that one development issue arising from the surveys had been that parents were not always aware of what their children were learning and he advised that in this connection the website was being improved to enable curriculum content and the curriculum booklets to be accessed from the site. He also commented that it was disappointing that only 68% of respondents had felt that the School dealt effectively and swiftly with bullying. He advised that students who felt unsupported had been contacted and that further lessons looking at perceptions around bullying would be built into the curriculum. As an example he reported that a member of staff had delivered an assembly on the Holocaust to 138 Year 9 students, linked to acceptance and zero tolerance of bullying, using experiences from within her own family.

In response to a question, the HT confirmed that the School's Remote Learning Statement had been uploaded to the website and shared with parents. ***He agreed to circulate the document to Governors.***

JVE

Admissions

In response to a question received in advance of the meeting, the HT provided context to the drop in first to fourth choices for September 2021 Year 7 admissions this year. He explained that the application process had been different this year, and that the School had not offered tours to prospective parents, on guidance that this would not be appropriate, and so that staff and students were not put under undue pressure. In addition, due to the delay in the timing of the Kent Test, applications had had to be completed and submitted before the Test results were published. The advice to parents of children who had taken the test from the LA had been to list grammar schools for their first three places and to select a non-selective school in fourth place as a fallback position, and he believed that this had significantly impacted on the number of first to third places for TMS. The HT reported that the School had received 118 first place nominations for the main school, and that, together with first place nominations for the Tydeman Centre, he was confident that the School would again be oversubscribed, as it had received 386 first to fourth place nominations in total. The HT advised that the School had emailed all 386 families to discuss what the school was doing, the results of parent surveys and the TMS transition offer and had invited them to visit the school when it was safe to do so. He advised that one of the School leaders was developing a project for Year 5 and Year 6 children, linked to the primary curriculum.

Personal Development, Pastoral Support and Safeguarding

The HT confirmed that as discussed previously during the meeting, the School had an effective tracking system in place and advised that home visits would take place where students failed to engage in remote learning.

Supporting Disadvantaged Students

The HT reminded Governors that the School's Covid Catch Up funding would be targeted at disadvantaged students and that before lockdown, 1:1 and 1:3 catch up sessions had been set up, using support paid for through the Catch Up funding. He confirmed that Year 11 students were a priority and that the Masterclasses were continuing, although they were now held remotely. He added that disadvantaged students who were not engaging were encouraged to come on site to receive support there.

Curriculum Development

The HT confirmed that the School was moving forward with its Curriculum Development programme, with meetings between the SLT and subject leads. He also advised that subject lead and whole school CPD was currently focused on remote learning, and assessments would be taken using Microsoft Forms to enable teachers to diagnose weaknesses and address misconceptions. He confirmed that support on adapting the curriculum to remote learning was being delivered through meetings with Heads of Department and Line Managers, and that some curriculum topics were being amended to address world issues through Pre Unit Briefings.

Changes to the Risk Assessment

Governors noted that the Risk Assessment had been amended at the beginning of Term 3 to take account of new DfE guidance and the introduction of Lateral Flow tests.

9. POLICIES

No policies had been submitted for approval at this meeting.

10. SAFEGUARDING

The HT had no safeguarding issues to report. The Safeguarding Governor confirmed that she would be carrying out monitoring during w/c 1/2/21.

11. **MONTHLY TEP GOVERNANCE BULLETIN**

Governors reviewed the January TEP bulletin circulated with the meeting papers. The Clerk noted that the bulletin included a link to new guidance on what schools were required to publish on their websites.

12. **GOVERNANCE**

Governor Training attended since the previous meeting

AAB confirmed that she had attended Careers and Destinations Training.

Forthcoming Training

The Clerk asked new Governors to book onto Governor Services Induction training if they had not already done so and suggested booking onto the waiting list if a course was full, as she understood that it was likely that a place would be made available whilst training was taking place remotely. A Governor confirmed that a District Governor Briefing was taking place on 2/2/21, although he was unable to attend
The Clerk agreed to circulate guidance on accessing training through GovernorHub.

AAB/
PMA/
CKE

LHA

13. **CHAIR’S ACTION AND CORRESPONDENCE**

The Chair reported that he had taken Chair’s Action to ratify changes to the Child Protection Policy Addendum to take account of the new lockdown, and asked Governors to ratify this decision.

The action taken by the Chair to ratify the Addendum to the Child Protection Policy was ratified

14. **ANY OTHER URGENT BUSINESS**

Staff Training Day

The HT noted that the staff training day he had spoken about during the meeting had not yet been discussed with the SLT and asked that this information should not be shared for the time being.

The HT thanked RCR for the support and challenge he had provided as a Governor. RCO commented that it had been a privilege to be a part of the school’s transformation and passed on his congratulations to the HT and Leadership Team.

There were no other items of urgent business.

15. **CONFIDENTIALITY**

No items of confidentiality were identified

16. **DATE OF NEXT MEETING**

The date of the next meeting was confirmed as Wednesday 24 March 2021

The meeting closed at 6.50pm

Signed.....
Chair

Date.....

ACTION POINTS

Date	Item	Action	Responsibility	Deadline	Status
4.12.19	3	A date to be arranged for MIND	ZKH/JVE	End T2	Date to be confirmed
29.1.20	4	School Programme training			
29.1.20	6	The reporting of near misses to be discussed with the BM	JVE/SBI	End T3	Deferred
29.1.20	8	A full data report to be submitted to the next meeting	JVE	25.3.20	Deferred
8.12.20	11	The next HT's report to focus on the use/impact of Covid Catch Up Funding	JVE	27.1.21	Deferred
27.1.21	1	A Letter of Consent to the IBDP application to be prepared on headed paper and signed by the Chair	JVE/MPE	End T3	Completed
27.1.21	2	A new Parent Election to be held	JVE	End T5	
27.1.21	2	The skills audit to be updated and brought to the next meeting to inform a discussion about recruiting to Governor vacancies	LHA	24.3.21	Completed
27.1.21	6	A report on options for the Business Team to be brought back to a future meeting	MPE	24.3.21	On agenda
27.1.21	6	The results of the new staff survey to be shared at the next FGB meeting.	JVE	24.3.21	On agenda
27.1.21	6	A Health and Safety Monitoring report to be prepared for the next meeting	MFA	24.3.21	Deferred to T5 meeting
27.1.21	12	New Governors to book onto Governor Services Induction training	AAB/PMA/CKE	End T4	Completed
27.1.21	12	Guidance on accessing training through GovernorHub to be circulated	LHA	End T3	Completed

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In Attendance: S Birchall (SBI), Business Manager (BM) (Item 4 only), L Hardwick (LHA) (Clerk),

	Action
<p>1. APOLOGIES FOR ABSENCE There were no apologies for absence. The Clerk confirmed that the meeting was quorate.</p> <p>2. DECLARATION OF BUSINESS INTERESTS No interests were declared on any agenda item, at the beginning of the meeting or during subsequent discussions..</p> <p>3. MINUTES OF LAST MEETING AND MATTERS ARISING Minutes of FGB Meeting held on 27 January 2021 <u>The minutes of the meeting held on 27 January 2021 were approved as an accurate record of the meeting (to be signed by the Chair at a future date).</u></p> <p>Update on Governor Actions arising from the minutes</p> <ul style="list-style-type: none"> <u>H&S Monitoring Report</u> – <i>MFA confirmed that he would send his monitoring report to the Clerk for inclusion with the Term 5 meeting papers.</i> <p>All other due actions had either been completed or would be dealt with through other agenda items.</p> <p>Other Matters Arising There were no other matters arising from the minutes.</p>	
<p>4. BUSINESS [This item was taken after agenda item 5] The Business Manager (BM) joined the meeting.</p> <p>Finance Monitoring Report Governors noted the content of the Finance Monitoring Report, which had focussed on the Nine Month Financial monitoring.</p> <p>LA Feedback on 9 Month Financial Monitoring Governors noted the LA's feedback. The BM confirmed that the adjustments proposed within the feedback report had now been made.</p> <p>Projected Year End position The BM commented that it had been difficult to predict the rollover position this year and that the Revenue rollover at closedown had been £411,528, which was £126,812 above the nine month projection and considerably higher than the approved budget estimate. She advised that this variance had been questioned by the Chair and that she had provided</p>	MFA

summary of the adjustments made since the beginning of January 2021, which had included the receipt of some additional income and under-expenditure against a number of budget codes, including departmental budgets. She reported that the some of the additional surplus would be used for capital projects, such as work to fire doors to provide two-way access to the barns, external pathways and improvement to outside spaces, to provide outside seating and dining areas.

The Staff Governor remarked that Heads of Department were not provided with regular updates on the amount left within their departmental budgets and suggesting that providing this would avoid the situation where budgets were unspent at the end of the financial year. In particular he explained that the HoDs did not know how much was being spent on copying which was a considerable area of spending for some departments. The BM confirmed that she had provided regular updates on departmental spending, including copying, in the past, but that the HoDs had not picked up the hard copies left in their pigeon-holes. She confirmed that the Business Team could easily find the information if HoDs were to request it.. She added that the departmental budgets were based on the bids submitted by the HoDs and that the HoDs should be aware of the resources that had been used even if they did not know the exact amount left within their budgets. ***The HT confirmed that he would review this matter outside the meeting with a view to introducing regular feedback as he was anxious that the Heads of Department were able to focus on the quality of teaching and learning.***

JVE

The BM confirmed that the Capital Rollover at closedown was £215 and that the Revenue rollover was well below the BCM Limit.

The Chair noted that he had been concerned about the increase in the Revenue rollover figure, pointing out that schools should spend their delegated funding on their provision for their students and not build up a substantial reserve. He was also concerned at the very high variance between the figures at the ten month monitoring compared to the close. Action would be taken to challenge more vigorously the budgeted figures where there we significant amounts of underspend in year.

Key Issues for 2021/22 Budget

The Chair pointed out that the School would be in a very comfortable financial position going into the new financial year, and confirmed tht he would therefore be prepared to consider setting an in-year deficit budget in 2021/22 to reduce the level of reserves and to use the surplus rollover monies to fund projects that would benefit the school including increases in staffing, as long as these were sustainable. The BM pointed out that 2020/21 had been an exceptional year and that spending had been reduced as a result of Covid 19. The HT noted that there had however been some additional Covid-19 related expenditure – for example on postage to send booklets and workbooks out to students and in purchasing extra laptops - which had offset the saving made by students not being in school.

The BM advised that delegated funding for 2021/22 would be 6% higher than in 2020/21, although the budget would assume a 3% increase in staffing costs. She confirmed that she and the HT were considering building additional staffing capacity into the budget, although she stressed that any increase in numbers would need to be sustainable as staffing costs would always increase year on year. ***She advised that she hoped to prepare an indicative 2021/22 budget by the end of April and that this would then be discussed with the Finance Monitoring Group.***

SBI

One of the finance monitoring Governors acknowledged that it had been difficult to manage the budget over the past year with so many variables, but did not feel that lack of departmental spending was entirely responsible for the above-budget surplus. He also agreed that schools should spend their funding on students rather than accruing surpluses, provided spending was sustainable, suggesting that preparing the current Year 10 for examinations in 2022 should be a priority. A Governor commented that this issue had been discussed as part of Pupil Premium monitoring and that the School had taken positive action including working with the National Tutoring Programme and arranging for catch-up sessions over Easter. The HT confirmed that the School was already committed to preparing Year 10 for exams in 2022 and had plans in place to do this. **A Governor commented that the 2021 Year 7 students were also likely to need considerable support, particularly in Literacy.** The HT confirmed that staffing requirements would be driven by curriculum modelling, but that he would be prepared to overspend in 2021/22 to develop capacity and if possible to give teachers additional time for marking, feedback and planning.

Virements and Write-offs above delegated limits

The BM confirmed that there were no virements or write-offs requiring FGB approval.

Tenders, quotes and expenditure

The BM confirmed that there were no tenders, quotes or expenditure requiring FGB approval. She advised that the contracts for some of the work she had referred to previously would be project-managed by the PFI contractor, although this might involve an additional cost to the school.

2021 SFVS

The BM advised that the deadline for the submission of the SFVS had been deferred to 28/5/21 and that she would therefore bring a draft to the next meeting.

SBI

DfE Financial Benchmarking

The BM referred to the Benchmarking Report Card document and to her accompanying report. She advised that the School continued to use the curriculum based financial planning tool, which would enable targeted and more relevant benchmarking.

Business Related Policies

- Redundancy and Restructure Policy – The BM confirmed that the policy had been personalised for TMS using the SPS Model Policy

The Redundancy and Restructure Policy was approved

Health and Safety Update

The BM reported that there had been a break-in to the School field overnight and that some equipment had been damaged. She confirmed that this would be dealt with by the School's Insurers.

Other Business Related issues

The BM had other no business related issues to report.

The Chair thanked the BM for attending and she left the meeting.

Update on Business Operations Team

The HT reminded Governors that the Business Team was a shared resource with the Holmesdale School through a Partnership agreement. He advised that the Holmesdale School was due to become an academy within the Swale Academies Trust in September 2021 and had therefore given Notice that it would terminate the Partnership Agreement at that point. He confirmed that both Schools had been aware of this change for some time

and that consequently over the past 18 months a number of actions had been taken to reduce the size of the BOTS team, for example by not replacing any BOTs staff who had left the School.

The HT provided information about the proposed structure from September 2021 and the action that the School and Governing Board needed to take (reported in the Confidential minutes)

The Chair explained that the GB needed to appoint a Redundancy Panel and a Redundancy Appeals Panel (both with three Governors) in case a full redundancy process was needed.

Membership of these Panels was confirmed as:

- **Redundancy Panel – Annabelle Antao-Blithrey, Tina Holditch, Zak Khan**
- **Redundancy Appeals Panel – Matt Fawcett, Catherine Kennedy, Steven Wallis**

The HT reported on a further potential redundancy situation (details in the Confidential minutes).

It was agreed that if necessary the Redundancy Panel and Redundancy Appeals Panel would comprise the Governors identified above.

5. SCHOOL IMPROVEMENT PLAN 2020-21

Progress against the School Improvement Plan

The HT advised that the focus on the return to school had been on re-establishing a strong learning environment in work with students in the classroom, and that staff training was continuing and was working well. He advised that extra-curricular clubs would be relaunched at the beginning of Term 5, and that the priority would be to encourage all disadvantaged students to attend at least one club. ***He also confirmed that he would bring a updated RAG-rated SIP, which had been discussed at monitoring visits, to the next meeting.***

JVE

Reports of monitoring against SIP Priorities

- **HT Mid Term Review (Leadership & Management)** – One of the Governors on the HT's Performance Management Panel reported that this had been a thorough and challenging review.
- **Pupil Premium** – The Pupil Premium Governors provided a verbal report from the visit carried out earlier that day. Governors had raised concern at the attendance and engagement of the current Year 9 cohort and had also discussed the support that would be needed for Year 10 students who would be the first cohort for two years to sit formal public exams in 2022. The Staff Governor confirmed that Heads of Department were already planning strategically for the reintroduction of exams and advised that all Pastoral Leaders had been set targets relating to student involvement and attendance. He advised that mental health issues were being dealt with on a case by case basis and provide targeted support, noting that there were a small number of very difficult cases, although a strong pastoral tracking system was in place. The HT concurred with the Staff Governor's comments regarding Year 10, although he stressed that the School needed to continue to support Year 11 students, which would be done through catch up sessions over the Easter break and interventions during Term 6, in addition to strong classroom teaching. He commented that the School was in a good position, due to the remote provision during lockdown, and pointed out that the aim was to make every lesson count through a strong curriculum and classroom behaviours, rather than operating an intervention culture. The PP Governors commented that they had been

impressed by the effort that the School had put into remote learning and in helping PP students to catch up.

- **SEND** – The SEND Governors provided an update from their monitoring visit earlier that day. They reported that the SENCO had discussed the opening of Snowfields – a new Special School in Bearsted – and had spoken about her aim that the School's SRP should be more integrated into the main school, rather than being considered as a separate facility. Governors had asked how the opening of Snowfields would impact on the SRP. The SENCO had explained that Snowfields would cater for students with more significant needs, and that she did not anticipate any adverse impact on applications to the SRP, as applications for September 2021 remained strong.
- **KS5** – The KS5 monitoring governors had also met earlier that day. The Head of Sixth Form had reported that numbers for September 2021 were strong, and had anticipated that more applications would be received once KS4 results were published. Governors had noted that students taking the IBCP would be sitting standard and higher level papers. They had also discussed Sixth Form students' onward destinations and had noted that the numbers' applying to university, and the range of universities that they had applied to, had increased. The HT reported on the amount of work that was taking place to prepare for the launch of the IBDP in September and the ongoing support for Year 13 throughout lockdown. **The Staff Governor commented on the amount of paperwork involved in preparing for the IBDP and remarked that staff who were not directly involved with Sixth Form students often had little knowledge about the IB and were not able to answer students' questions about the IB qualifications. He suggested that raising awareness amongst staff and promoting the IBDP amongst younger students would help recruitment into the Sixth Form.** One of the governors who had carried out the monitoring visit praised the Head of Sixth form for the impact that her work had had on applications and on students' aspirations, commenting that students were not always aware of or did not have the confidence to take higher level qualifications in subjects such as Performing Arts, even when they did well in these subjects at KS4. **She suggested that it would be helpful if former students who had gone on to university were invited back to talk to students to share their experiences and to give them confidence to apply for courses that they might not normally have considered. The HT confirmed that he would take this away as an action point** and commented that it was a good time to consider initiatives such as this as the Sixth Form increased in size. Another Governor remarked that he had discussed the issue of aspiration with the HT previously and was pleased to note that students were now receiving offers from universities such as Durham and were considering an Oxbridge application. He commented that the IB Diploma Programme would be an unique selling point for the School given the demographic of its students. He also noted that students needed to be supported in their decision making during the UCAS application period and at the end of the academic year. The HT reported that the Careers Advisor would be returning from maternity leave shortly. He agreed that developing students' confidence was key, to change students' mindsets about their onward destinations. **A Governor remarked that it would be particularly beneficial for PP and HPA students to have access to mentoring, either from alumni or external organisations, to give them positive role models.** The HT confirmed that introducing the IBDP provided an opportunity to work with targeted groups of students, particularly disadvantaged students, to give them the confidence to enrol for the course. He also recognised that this work needed to begin with students in KS3 and confirmed that he would feed this into the SIP. A Governor remarked that it would be positive to celebrate successes as part of this process. **Another Governor agreed to contact the HT outside the meeting to share contact details of organisations that she worked with that would be prepared to talk**

JVE

AAB

to and mentor students.

A Governor suggested that the Chair should write to the Head of Sixth Form to congratulate her on her work in preparation for the launch of the IBCP. ***The Chair agreed to do this. (It was subsequently agreed that this would be done by THO in her Sixth Form monitoring role).***

THO

- **Personal Development: Character Development** – One of the monitoring governors commented that this had been a very positive meeting which had explored how work on character development had continued during Lockdown, including making suggestions as to charitable work that students could do at home and TED talks with Year 10 students that had been very well received. **The monitoring visit had also included a discussion about student morale and the need to ensure that students in the SRP were also able to access extracurricular clubs. In this connection he advised that clubs would be held at lunchtimes as well as after school to give all students the opportunity to attend and he commented that it would be important that the School measured the quality as well as the quantity of its extracurricular offer.** The HT confirmed that the TED talks would continue now students had all returned to school and advised that staff had been asked to volunteer to run the extracurricular clubs. One of the monitoring governors commented that in his meeting the AHT had discussed the possibility of some kind of incentive for staff running extracurricular clubs. The HT commented that he would like to be able to give staff time back, but that the situation was complicated as there was traditionally an expectation that PE staff would deliver extracurricular sessions as part of their role. The Staff Governor remarked that staff missed running clubs but that time was an issue.. He suggested providing food for those running clubs as an incentive and also providing resources that staff running clubs could apply for to improve what their club was able to offer students. ***The HT confirmed that he would consider both these options and commented that having a project for a club to work on should also encourage students to attend it.*** A Governor remarked that providing support for the clubs themselves would be preferable to a financial incentive.

JVE

6. HEADTEACHER'S REPORT

Return to School

The HT advised that the return to School had been very successful and that students were happy to be back. He confirmed that he focus had been on re-establishing strong behaviour and teaching routines and on building resilience.

Attendance

The HT confirmed that attendance for home learning had averaged 93% and that whole school attendance for the academic year to date was 93.6%

Remote Learning Parent survey

The HT reported that participation in this survey had been strong, with responses received from over 200 parents. He confirmed that the full results had been uploaded to GovernorHub but advised that some key finding had been:

- TMS was delivering high quality home learning (97% Agree/Strongly Agree)
- Children were able to successfully access remote learning (90% Agree/Strongly Agree)
- TMS responded to parents'/children's concerns (94% Agree/Strongly Agree)
- TMS kept parents and children well informed of remote learning expectations and was communicating well with children (94% Agree/Strongly Agree)

Staff Survey

The HT confirmed that the full results of the survey had been uploaded to GovernorHub. He reported that this survey had been completed in January 2021 and that 80% of staff had responded. The HT confirmed that the responses had been positive and advised that areas for improvement identified through the survey had been workload, wellbeing, induction and 1:1 feedback/time with line managers. He advised that in response to issues raised in the survey, the School had introduced a workload charter (uploaded to GovernorHub for information), would be running further training on appraisals, line management and feedback, would continue to communicate with staff regularly on Covid adaptations and would be reviewing and rewriting the staff induction programme. The Chair remarked that he had reviewed the full survey analysis and had been impressed with the positivity of the responses.

A Governor asked whether it would be possible to build a 'pot' of funding into the budget for additional PPA time that staff could bid for, for example to work on specific projects or for those running extracurricular clubs. The HT agreed that he would like to provide additional time if it was possible to do this within the teaching timetable. **A Governor remarked that small changes (as raised under the discussion on budgets) could have a significant impact for staff and that initiatives such as the potential for additional PPA time could also have a positive effect on recruitment and retention.** The HT commented that he was also aware that HoDs would like to have more time to go into lessons to provide coaching and mentoring.

JVE

A Governor noted that the results of the survey indicated that there was genuine goodwill amongst staff towards the leadership team, despite the difficult situation of the past year and suggested that, from anecdotal evidence, this compared well with some other schools. The HT stressed that he was grateful to staff for all the work that they had done and the way in which they had 'stepped up' during the past year.

Process for Centre Assessed Grades

The HT confirmed that teachers were trying to ensure that students had the best possible opportunity to be awarded the grades that they deserved. He explained that staff would be working to a clear timetable, and that class time would be used to gather evidence to support CAGs through consolidation tasks, to revisit content, to run mini assessments and tests and assessments in exam conditions, and for portfolio and coursework tasks, with additional Period 1 sessions for English Maths and Science. He confirmed that teachers would also continue to deliver key content that would prepare students for the next stage in their education.

Staff CPD

The HT advised that the CPD programme for Terms 4 and 5 had been adapted to reflect lessons learnt as part of the discussion about and training for remote learning, as set out in the overview document appended to his report.

Covid-19 Risk Assessment

The HT confirmed that the Risk Assessment had been updated for the reintroduction of Clubs after Easter.

7. POLICIES

The Clerk confirmed that all Policies that had been submitted for approval had been uploaded to GovernorHub in advance of the meeting.

SEND Policy

The SEND Policy was approved.

Performance Development Policy

The Performance Development Policy was approved.

Fire Policy

The Fire Policy was approved.

Complaints Policy

The Complaints Policy and Procedure was approved.

Managing Absence and Ill Health Policy

The Managing Absence and Ill Health Policy was approved.

8. SAFEGUARDING

The HT reported that staff had received a safeguarding briefing and refresher training had taken place in preparation for students' return to school. He also advised that the Lead DSL had arranged for a Desktop Safeguarding Review from KCC, which would take place on 30/4/21. The Safeguarding Governor confirmed that she would be available to provide support on that date.

9. MONTHLY TEP GOVERNANCE BULLETIN

Governors noted the content of the March TEP Bulletin.

10. GOVERNANCE

Governing Board Skills Audit

The Chair confirmed that he had reviewed the updated skills audit and that the Board was currently well represented across all areas, although it was a little 'light' on Governors who had skills or experience in community development.

Governor Training attended since the previous meeting

No training had been attended since the previous meeting.

Forthcoming Training

Three Governors suggested that they would like to attend finance training. ***The Training & Development Governor agreed to research any forthcoming training courses on GovernorHub.***

PMA

11. CHAIR'S ACTION AND CORRESPONDENCE

The Chair reported that he had written to a member of staff to thank her for her work as Attendance Officer during lockdown.

12. ANY OTHER URGENT BUSINESS

There were no items of urgent business.

13. CONFIDENTIALITY

It was agreed that the discussion on the Business Operations Team and other staffing issue raised under Item 4 should be reported within the Confidential Minutes.

14. DATE OF NEXT MEETING

The date of the next meeting was confirmed as Wednesday 26 May 2021

The meeting closed at 6.55pm

Signed.....

Chair

Date.....

ACTION POINTS

Date	Item	Action	Responsibility	Deadline	Status
4.12.19	3	A date to be arranged for MIND School Programme training	ZKH/JVE	End T2	Date to be confirmed
29.1.20	4				
29.1.20	6	The reporting of near misses to be discussed with the BM	JVE/SBI	End T3	Deferred
29.1.20	8	A full data report to be submitted to the next meeting	JVE	25.3.20	Deferred
8.12.20	11	The next HT's report to focus on the use/impact of Covid Catch Up Funding	JVE	27.1.21	Deferred
27.1.21	2	A new Parent Election to be held	JVE	End T5	Deferred to T1 2022/23
27.1.21	6	A Health and Safety Monitoring report to be prepared for the next meeting	MFA	24.3.21	On agenda
24.3.21	3				
24.3.21	4	The way in which budgetary information is shared with HoDs to be reviewed	JVE	26.5.21	Completed
24.3.21	4	The indicative 2021/22 budget to be prepared and shared with the Finance Monitoring Team	SBI	30.4.21	Completed
24.3.21	4	The draft SFVS to be brought to the next meeting for approval	SBI	26.5.21	On agenda
24.3.21	5	The RAG-rated SIP to be brought back to the next meeting for review	JVE	26.5.21	On agenda
24.3.21	5	Mentoring/support for students from alumni or from outside agencies to be discussed outside the meeting	JVE/AAB	26.5.21	In progress
24.3.21	5	Consideration to be given to providing a 'pot' of funding for staff to bid for to support their extracurricular clubs and/or providing food for staff running clubs	JVE	26.5.21	Completed
24.3.21	5	The Head of Sixth Form to be thanked for her work in preparing for the introduction of the IBDP	THO	End T4	Remains outstanding
24.3.21	10	The T&D Governor to research Finance Training for Governors	PMA	End T4	TBC

Minutes of the Meeting of The Malling School Full Governing Board held on Wednesday 7 July 2021 at 5.00pm via Virtual Governance arrangements

Present: A Antao Blithrey (AAB), M Fawcett (MFA), C Kennedy (CKE), Z Khan (ZKH), P Maisey (PMA), M Perry (MPE) (Chair), J Vennart (JVE), Headteacher (HT), S Wallis (SWA)
In Attendance: L Hardwick (LHA) (Clerk),

	Action
<p>1. APOLOGIES FOR ABSENCE Apologies from Tina Holditch were received and accepted. The Clerk confirmed that the meeting was quorate.</p> <p>2. DECLARATION OF BUSINESS INTERESTS No interests were declared on any agenda item, at the beginning of the meeting or during subsequent discussions..</p> <p>3. MINUTES OF LAST MEETING AND MATTERS ARISING Minutes of FGB Meeting held on 26 May 2021 <u>The minutes of the meeting held on 26 May 2021 were approved as an accurate record of the meeting (to be signed by the Chair at a future date).</u></p> <p>Update on Governor Actions arising from the minutes</p> <ul style="list-style-type: none"> • <u>Mentoring and support from alumni</u> – AAB confirmed that she had spoken to a number of contacts and would arrange a meeting with the HT at the beginning of the next term. • <u>Finance Training</u> – The Training & Development Governor advised that Governor Services would be running Finance Training courses in the new academic year and confirmed that he would let governors know when dates were available to book. • <u>Behaviour & attendance report</u> – It was confirmed that there was no report on the last monitoring visit as all the points raised were covered within the HT's reports. <p>All other due actions had either been completed or would be dealt with through other agenda items.</p> <p>Other Matters Arising There were no other matters arising from the minutes.</p> <p>4. BUSINESS Due to an Ofsted visit at another school the business manager was unable to attend the meeting but the chair dealt with business matters, having attended a monitoring visit earlier in the day.</p> <p>Finance Monitoring Report The Chair reported on the Finance monitoring visit that had taken place earlier that day. He advised that Governors had asked a number of questions about the voluntary fund and budget, which had been satisfactorily answered, with the exception of one miscoded entry, which was to be amended which would have an impact of £8,000 on the budget.</p>	<p>AAB/ JVE</p>

LA Feedback on 2021/22 Budget and Three Year Financial Plan

The Chair explained that this feedback was based on a desktop analysis of the budget, primarily comparing the Three Year Plan against the previous year's outcomes. He confirmed that the Feedback document had been reviewed by the Finance Monitoring Team, who had been satisfied with the School's responses.

Current financial position

The Chair advised that the Business Manager had issued a revised financial monitoring statement following the financial monitoring meeting. He reported that the projected in-year deficit had reduced to -£216,358, from the budget estimate of -£247,805 and advised that the Business Manager was anticipating that the deficit would reduce further as she had been made aware that the School would be receiving some additional income. He pointed out that the deficit had been planned for as the School was using the 2020/21 rollover to fund some significant Capital projects. Despite the predicted deficit for the 2021/21 year the school is in a good financial position and has a predicted surplus over the three year budgeting period.

Virements and Write-offs above delegated limits

The Chair confirmed that there were no virements or write-offs requiring FGB approval. However, he advised that the finance monitoring group had reviewed and agreed a schedule of fixed assets for write off at their meeting earlier that day.

Tenders, quotes and expenditure

The Chair reported that the finance monitoring group had reviewed quotes for new computers and for the canopy discussed at the previous meeting, and were recommending the quotes for the School's preferred suppliers for approval.

- IT equipment - The Chair reported that the monitoring group was recommending a quote for £14,000 from Dell Technologies for new computers for students in the SRP, and a quote for £25,000 from Ruckus for an updated wireless system.
Governors approved the quotes from Dell Technologies and Ruckus for £14,000 and £25,000 respectively.

- Canopy – The Chair reported that Governor had reviewed all the quotes that had been received and were recommending the quote from Streetspace.
The Chair advised that Governors had questioned whether Mitie would require an additional contribution for project managing the installation work. He reported that it had been confirmed that Mitie would charge for the drainage works, but would not be asking for any additional contribution. He advised that there would however be some additional costs to be met by the School in respect of planning consent and building control fees.

A Governor asked whether maintenance of the canopy would be Mitie or the School's responsibility, pointing out that the arrangements for this installation would set a precedent for any other new buildings on the school site going forward. The Chair advised that the cost of maintenance of the structure would rest with the School, although Mitie might charge for day to day maintenance, such as cleaning.

Governors approved the quote from Streetspace for £42,932 for the new canopy.

Business Related Policies

- GDPR/Data Protection Policy - The Chair reported that this policy had been reviewed by the financial monitoring group and was recommended for approval
The DPR/Data Protection Policy was approved
- Health and Safety Policy – The Chair reported that this policy had been reviewed by the financial monitoring group and was recommended for approval
The Health and Safety Policy was approved.

Voluntary Fund Audit

The Chair confirmed that the Fund's accounts had been externally audited.

The Chair reported that the finance monitoring group had questioned the component elements of the audited accounts and that the BM had explained that the most significant item was a bank transfer of £7,000 which had been made in error and had been refunded

The Voluntary Fund Audit was approved.

Other Business Related issues

There were no other finance or business-related issues.

5. SCHOOL IMPROVEMENT PLAN 2020-21

Progress against the 2020-21 RAG-rated School Improvement Plan

The HT reported that there had been only one change to the Plan presented to the previous FGB meeting, relating to the Character Kitemark Plus award. He advised that the award had been confirmed in June, following a site visit, which had including observing tutor time and lessons and work with students and staff. He believed that the School was one of five in England to have been awarded the extended accreditation and pointed out that this would be evidence of being more than Good in the event of an Ofsted Inspection. The HT reported that the assessor had been able to see significant improvement from his previous visit, but had identified some issues for further development, including the need for a more consistent approach amongst staff. In this connection the assessor had delivered training to staff on positive behaviour strategies and building a positive culture, which had been very well received.

The HT confirmed that the award of the Character Plus Kitemark would be publicised on social media. **Governors suggested preparing a press release for local media, particularly the Kent Messenger and Downs View magazine, and noted that it would be particularly effective to emphasise that the School was the first in the County to win the extended award.**

Monitoring Visit Reports

- Behaviour and Attendance – This monitoring visit had been discussed under agenda item 3.
- Site Visits during the Governors Review and Reflection day – One of the Governors who had walked round the School with the HT on 23 June commented on the calm atmosphere, excellent behaviour and focus that she had observed around the School. Another Governor concurred with these comments, remarking on the change that he had observed in the attitude displayed by students and on the success of the 'Malling School Way'. He commented that the next step would be to make sure that students were learning when they were quiet and focussed in lessons.
- Pupil Premium – A Governor remarked that she had observed a Science lesson during her visit and had been extremely impressed at the level and quality of the work that had been taking place.

Another Governor commented that the data for KS3 had been disappointing, in respect of the percentage of students reaching the 80% target and asked whether this was due to the assessment process. The HT reported that the data shared during the visit had been gathered from the cumulative assessments and had not yet been fully analysed. He noted that the format and content of the assessments was still evolving. He also explained that the 80% target was based on the level that would be expected in class teaching and should not be applied to the cumulative assessments, although it would apply to mini assessments or topic tests.

A Governor noted that some Year 10 assessments had been postponed, due to 'bubble' closures as a result of students having to self-isolate, and asked how students' progress in those subjects would be reported to parents. The

HT advised that he hoped that it would be possible to run some of the postponed assessments in class when students returned to school in w/c 12 July although assessments for some practical subjects such as Art would need to be postponed until September and reporting to parents therefore needed to be flexible. The Staff Governor added that staff found the assessments difficult to 'pitch' across a year group as coverage of the curriculum had varied from class to class due to lockdown and covid-related absence. He added that a great deal of work had been carried out to improve the curriculum but that the School now needed to assess its effectiveness and that the 80% target was intended to measure how successful lessons were rather than students' outcomes. The HT commented that, before the lockdowns, it had been intended that the assessments would be used to help students revise, but he acknowledged that not it had yet not been possible to arrive at an optimum design for them. He also noted that ideally knowledge assessments would take place before the cumulative assessments. In addition the cumulative assessments had included GCSE-style questions, which some KS3 students did not have the skills and/or reading age to interpret. The HT commented that the assessments created a great deal of work for staff and agreed that further work was necessary to ensure that they were more synoptic and effective.

A Governor supported the points made by the HT and Staff Governor, noting that there had previously been concerns that the KS3 curriculum was not strong enough and that improving it was part of a long term plan. He therefore felt that it was necessary to review the detailed outcomes, rather than headline data. He also suggested that the School could allocate Covid Catch Up funding to improve the design of assessments for certain year groups and to run Summer Schools or Boot Camps, particularly for Year 10 students going into Year 11, as this cohort had missed out on a significant amount of face to face teaching, He also did not believe it was appropriate to expose Year 7 and 8 students to GCSE-style questions, and suggested that the School should prepare an Action Plan to implement the measures necessary to bridge identified gaps.

- Website Review - The Staff Governor reported that he had reviewed the existing website and the new website which would be launched shortly. He advised that a new system to review, update and publish policies was in place and was proving effective. A Governor noted that this system had been brought forward as a result of governor challenge.

6. HEADTEACHER'S REPORT

HT's response to Governor challenge

Governors noted the HT's responses to challenge raised in advance of the meeting:

- **In your headteacher's report (Section 2) under Building Reading Stamina you mention that the average improvement was 17 months (15 for PPG students). How was this evidenced? In view of the spectacular success of this initiative do you have plans to expand this to more students?**

The HT had explained progress was evidenced through taking the same Accelerated Reader test students took at the start of the programme and that the School was building capacity through the 1:1 tutor increasing his time from three to four days from September and a couple of other staff having the BRS training.

- **Please update the governors on the current situation on sexual harassment in the school and advise of the action being taken to prevent this.**

This item was discussed in more detail later in the meeting.

- **The focus of your response in the draft plan for TMS on sexual harassment appears to be on sexism rather than sexual harassment**

The HT had confirmed that this had been an error which had subsequently been rectified.

- **What is going to be done to try and determine the level of sexual harassment in the school?**

The HT had reported that student interviews already been undertaken and that more sampling was planned for the next week and for September. A staff survey was taking place on 12/7/21 to assess level, understanding and training need. A member of staff would be attending Df E training on 8/7/21 and would be meeting with the HT later in the week.

- **Are there firm proposals that will make it easy for students (and staff) to report sexual harassment?**

- The HT had confirmed that various methods would be communicated through assemblies and P1 sessions in the first week of the new school year, including a box outside the Guidance Managers' office, email accounts, and informing relevant staff.

- **Could you include a comment on the way staff have generally responded to the developments in the monitoring of QTLA?**

The HT had reported that the developments had on the whole been well received. More training on instructional coaching and providing high leverage feedback was to be undertaken by all staff and more in depth by Subject Leads in the September INSET.

- **The average improvement in reading age is very impressive! But in that context 2 students did not improve at all, which made me wonder why they didn't respond as the majority did?**

The HT had advised specific reason as to why, confirming that students who had not improved were targeted in second round of intervention.

- **I think that there is an error in the table - 20/21 column row 2 should presumably be 16/1025 (not 13/1025) which would then be consistent with the 16 in row 1 and the 1.56% in row 3.**

The HT had confirmed that the error would be amended.

- **Any further comment on the significant reduction in internal isolation? maybe it's as simple as everyone behaving better. Would a comparative figure of SWAT transfers be of interest?**

The HT had confirmed that the School would produce a 3-year trend of SWAT figures for end of term analysis. Providing shoes and spare uniform was reducing isolation. Issuing detentions and less isolations for minor infringements was also reducing isolation.

- **Under Attendance, I would be very worried if PPG absence rates were 89.1%! I can of course see that it should read 'attendance rates', and including the national figure here would be helpful to see just how much better than national we are.**

The HT had advised that this information was not currently published but that the School should continually aim for PPG absence rates to be in line with Non-PPG and sig better than national average for all.

- **Section 5: I am no expert at all on sexual harassment and what goes on in schools, so I may be wrong in my understanding of correct terminology, but I see a distinction between 'sexual harassment' and 'sexism' /'sex equality'. My reading of the Draft Plans for TMS in this area seem to show a focus mainly on sexism/sex equality (important areas in themselves) whereas it is surely sexual harassment which was the focus of the Ofsted report and which the school's plan should be more fully addressing (mentioned only in points 4 and 9 of the plan)?**

This query had been answered in the response to a previous query.

Covid-19 Update

The HT reported that Year 10 students were isolating for the current week and would be back in school on Monday 12/7/21. A number of teachers were self isolating and/or had tested positive. The HT advised that the School was limiting the use of supply teachers as

much as possible, but commented that the situation was currently manageable as there was capacity because Years 11 and 13 students were no longer in school.

Quality of Teaching and Learning and CPD

The HT reported that the SLT had discussed training for subject leaders on improving the curriculum, quality assurance, feedback and work sampling in a positive way. He advised that there would also be separate training for TAs, a meeting with TAs and teachers to discuss the most effective use of TAs, and bespoke training for other support staff.

PPG and Covid Catch Up funding

The HT confirmed that catch up interventions were being run in-house and that their impact would be assessed through testing at the beginning and end of the intervention.

In response to a governor challenge, the HT confirmed that interventions would continue throughout the Summer, prioritising the Year 10 students who were moving into Year 11 and the new Year 7 students.

A Governor asked whether the interventions for the Year 10/11 students would include revision techniques, as many students did not understand how to do this.

The HT confirmed that a booklet would be available for Year 11 students in September and that this would be shared with students. He also advised that the strongest teachers would be tutoring Year 11 groups from September and would be able to provide support for Maths, English and Science during tutor time.

Behaviour and Attendance

The HT confirmed that there was no national data for PPG attendance, but confirmed that the School's priority was to bring PPG attendance in line with non-PPG attendance and to reduce persistent absence.

Sexual Harassment

Governors noted that the Ofsted report had identified a culture where schools did not acknowledge that sexual harassment was taking place, and where students were not comfortable to report harassment and had concluded that schools needed to do more, be more open and transparent about reporting incidents and invest in staff training.

In response to a question, the HT confirmed that this was a major area of focus and that the School would work with students in September to encourage them to be more comfortable about reporting harassment. In the meantime a member of staff had already spoken to students and would be feeding back to staff following attendance at a DfE training session. He confirmed that students would have the opportunity to raise concerns during tutor time, and that reporting would be made easier, including providing boxes where students could report harassment anonymously. The HT pointed out that it was part of the Malling School Way to encourage diversity and he remarked that he would want to reach a point where students would 'call out' unacceptable behaviour and recognise that it was not part of the School's culture. He acknowledged that there was still work to be done and noted that although it would be a 'quick win to provide more options for harassment to be reported, working with students to address attitudes and perceptions would be a more significant piece of work.

A Governor noted that this was an area where the School could have an impact in the wider community by communicating with parents commenting that students might be bringing language that they had heard at home into school.

A Governor commented that the HTs report had combined sexual harassment, equality and sexism. The HT confirmed that the focus of this work would be sexual harassment although he hoped that it would also empower students to be comfortable reporting other issues such as homophobic comments.

Covid-19 Risk Assessment

The HT reported that he had stopped the tours for prospective parents during school hours as the number of cases had increased, although he was still offering the option of after-school visits. He advised that there had been no changes to the Risk Assessment itself.

7. POLICIES

Special Leave Policy

The Special Leave Policy was approved.

Allegations against Staff Policy

The Allegations against Staff Policy was approved.

Admissions Policy

The Clerk advised that she believed that the 'Determined' Policy was the final policy lodged with LA.

A Governor noted that the GB had agreed previously that requirement for staff to have been employed by the School for two years for their child(ren) to be given priority under the oversubscription criteria should be removed from the Policy. The HT agreed to make this amendment provided the criterion would be accepted by the LA.

A Governor also queried the School's PAN. The HT confirmed that the PAN should be 156 plus 24 (for the SRP) and agreed to amend this.

The Admissions Policy was approved, subject to the amendments agreed above.

8. SAFEGUARDING AND WELLBEING

The HT reported that the School had produced a booklet for staff on The Malling Way and had published a Workload Charter. He advised that the Business Manager was working with vulnerable staff who were still at home and was confident that they were being well supported, including having the option for Keeping in Touch meetings. He also commented that he had reverted to online staff briefing sessions in the light of the number of Void-19 cases.

9. MONTHLY TEP GOVERNANCE BULLETIN

Governors noted the content of the June TEP Bulletin.

10. GOVERNANCE

Revised Governors' Vision Statement

Governors confirmed the wording of the revised Statement agreed at the Review and Reflection meeting ("To transform lives by providing opportunities for all pupils to achieve their maximum potential in a happy, safe and inclusive environment")

Revised form for reporting Governor monitoring

The form circulated by the Chair was approved.

Chair's Review and Governor Self-Evaluation

- **Chair's Review** – ZK and SW reported on the results of the review, which had been discussed with the Chair earlier that day. It was reported that the two governors had reviewed the returned feedback forms and that, as all responses had been 'Agree' or 'strongly Agree' had focussed on those with the highest number of 'Agree' responses. Four areas had been identified through this process:
 - Governors had acknowledged that the Chair was aware of individual skills and strengths within the FB, but had felt that this was not formally acknowledged, for example through 1:1 meetings. When discussing this with the Chair, the governors had accepted that it would not be appropriate to evaluate governors, as volunteers, ***but the Chair had agreed to***

consider offering the opportunity for all governors to have 1:1 meetings if they wished to do so.

- Governors had commented that scope for further delegation to other members of the Governing Board was limited, ***The Chair had noted that it would not be appropriate to delegate some aspects of his role, and that others would be extremely time consuming, but had agreed to consider potential options in September.***
- Strategies that had been considered previously to improve induction for new governors, such as mentoring, had been delayed due to lockdown but would be reintroduced in the new year.
- Governors had commented that meetings were often rushed without sufficient time for discussion. The Chair had agreed with this, but had also commented that he believed that it was important to keep to allocated times for planning. ***The Chair suggested that he would consider arranging staff presentations to take place before meetings in future and to focus on exception reporting.***

A Governor noted that this approach would depend on reports and other papers being available in sufficient time to give governors the chance to read them thoroughly in advance of the meeting and to raise queries in advance. The Chair commented that he had discussed this particular issue with the HT.

- Self Evaluation Forms – ***The Chair confirmed that he would review the completed self evaluation forms for any training or monitoring requests and would discuss these with governors on an independent basis.***

Governor Training attended since the previous meeting

No Governors had attended any formal training sessions since the previous meeting.

Meeting dates for 2021/22

Governors agreed provisionally that they would wish to continue with the Circle model of Governance, although this would be formally confirmed at the Admin FGB in September.

The meeting dates were confirmed as:

- **8 September 2021 (Admin Meeting)**
- **13 October 2021**
- **8 December 2021**
- **19 January 2022**
- **30 March 2022**
- **18 May 2022**
- **13 July 2022**

11. CHAIR'S ACTION AND CORRESPONDENCE

The Chair advised that he had not taken any Chair's Actions since the last meeting or dealt with any correspondence on behalf of the GB.

12. ANY OTHER URGENT BUSINESS

There were no items of urgent business.

13. CONFIDENTIALITY

No issues of confidentiality were identified.

14. DATE OF NEXT MEETING

The date of the next meeting was confirmed as Wednesday 8 September 2021

MPE

MPE

MPE

MPE

The Chair commented that he would normally ask the HT to present a report on Outcomes at the first meeting of the academic year, but that there would be no formal outcomes to report on this occasion. ***The HT advised that he would prepare a report on destinations, commenting that a number of Year 13 students had places at top universities and advising that he would be preparing case studies on exceptional cases, such as a student from the SRP who was expected to be awarded very high grades. He commented that students such as this were role models for others.***

JVE

It was agreed that, if possible, the Board would revert to face to face meetings from September although the Clerk confirmed that she would set the meetings up with the option to be held virtually, using Teams, in case circumstances changed or governors were not able to attend a meeting in person.

The meeting closed at 6.36pm

Signed.....
Chair

Date.....

APPROVED

ACTION POINTS

Date	Item	Action	Responsibility	Deadline	Status
4.12.19	3	A date to be arranged for MIND	ZKH/JVE	End T2	Date to be confirmed
29.1.20	4	School Programme training			
29.1.20	6	The reporting of near misses to be discussed with the BM	JVE/SBI	End T3	Deferred
29.1.20	8	A full data report to be submitted to the next meeting	JVE	25.3.20	Deferred
27.1.21	2	A new Parent Election to be held	JVE	End T5	To be held in T1 2021/22
26.5.21	6				
24.3.21	5	Mentoring/support for students from alumni or from outside agencies to be discussed outside the meeting	JVE/AAB	26.5.21	To be taken forward
26.5.21	6				
7.7.21	3				
24.3.21	5	The Head of Sixth Form to be thanked for her work in preparing for the introduction of the IBDP	THO	End T4	Remains outstanding -defer until IBDP awarded
26.5.21	6				
7.7.21	3				
7.7.21	10	The Chair to consider offering 1:1 meetings to all governors	MPE	End T1	
7.7.21	10	Potential options for extending delegation to more governors to be considered	MPE	End T1	
7.7.21	10	Consideration to be given to arranging for staff presentations to be held before the start if FGB meetings to provide sufficient time for discussion at meetings	MPE	End T1	
7.7.21	10	Comments or suggestions made by governors in self-evaluation forms to be discussed with them individually	MPE	End T1	
7.7.21	14	A report on student destinations to be prepared for the next FGB meeting	JVE	8.9.21	

**Minutes of the Meeting of The Malling School Full Governing Board held on
Wednesday 8 September 2021 at 5.00pm
at School and via Virtual Governance arrangements**

Present: A Antao Blithrey (AAB), T Holditch (THO) (attending virtually), C Kennedy (CKE). Z Khan (ZKH) (attending virtually), P Maisey (PMA), M Perry (MPE) (Chair), J Vennart (JVE), Headteacher (HT), S Wallis (SWA) (attending virtually)

In Attendance: L Hardwick (LHA) (Clerk); B Chidwick (BCH, Senior DHT (Item 1 only); P Williams (PWI), Lead DSL (Item 2 only)

1. PRESENTATION: KS4 AND KS5 OUTCOMES

Senior DHT Ben Chidwick (BCH) provided an update on the 2021 KS4 and KS5 outcomes.

KS4

BCH referred to the summary of outcomes over the past three years, reminding Governors that the upward trajectory needed to be considered with caution, as students had not sat formal exams since 2019 and the outcomes process over the last two years had been uncertain and disrupted. Nevertheless, he was confident that, although the 2022 results (which would be based on public examinations) might show a drop in attainment compared to 2020 and 2021 assessed grades, they would be an improvement on 2019 outcomes and would deliver a positive 'value added' score. He also noted that, although the assessment and evidence collection process had been extremely robust, it had been, based on evidence collected from 'low stakes' assessments and completed work and had therefore removed the potential detrimental impact of exams for some students (for example those who struggled in exam situations or who failed to sit their exams). However, he confirmed that evidence sent to exam boards to support the teacher assessed grades (TAGs) had been subject to an internal moderation process and had subsequently been moderated and accepted by the boards, with the exception of TAGs for Retail Business, where the TAGs had been queried with and subsequently adjusted by the School.

Governors noted the headline outcomes data and the subject P8 scores, noting the overall positive P8 score of 0.77, and the P8 scores for the different student groupings. They also noted that only three subjects had returned negative P8 scores this year.

KS5

BCH advised that, in many subjects, the KS5 results were based on more official assessment evidence. Governors noted that the IBCP continued to deliver positive results, despite the increase in the number of students taking the qualification (the IBCP having initially been offered to a smaller group of selected students).

Responses to Governor Challenges

A Governor had noted the Pupil Premium gap and had asked if that had been in line with expectations and whether there were any new initiatives to try and reduce this.

BCH confirmed that Summer catch up programme had run between 16th August – 23rd August 2021 for Maths, Science, History, Hair & Beauty and ASDAN, with an Easter session planned for the second week of the Easter holidays. He advised that period 6 catch up sessions in English, Maths and Science would be beginning on 20th September 2021, taking account of lessons learned previously to invite fewer more strategically targeted students, with a maximum of 6 students allocated to each TMS tutor, who would be responsible for all parent contact from invitation and confirmation of attendance to

Action

following up absences. There would be a relaunch of homework routines and expectations - homework policies had been reviewed for each subject and homework timetables had been created for each student matching the department policy and the students' individual timetable. Timetables were published on the school website for better communication with parents and for parents to support their children, homework sampling was built into the academic year calendar conducted by subject leaders and SLT links and homework codes were logged accurately and monitored by behaviour and pastoral teams to initiate detentions and support for insufficient homework. The library had been stocked with 30+ new laptops and would be supervised by an adult between 08:00 and 08:30, 15:30 and 16:30 daily from 13.09.21 and pastoral leaders could direct students to attend these sessions when homework has been identified as a barrier to learning. BCH also reported that a new SIMS APP would greatly enhance parental engagement, as it would enable parents to be kept up to date and contact between school and home streamlined. Any issues could be challenged and dealt with rapidly by subject and pastoral teams. The CDM would attend parent meetings with Pastoral Leaders when students' absence moved them to that tier of the attendance ladder and the Attendance officer would inform the CDM of PPG absences with supportive pupil conversations being conducted on first day of return when students had fallen beneath the parental meeting threshold.

A Governor had asked what action was being taken to improve performance on those few subjects where the P8 was negative.

BCH referred to each of the three subjects concerned. With regard to 3D Design, he explained that this was the first year of the course which meant there had been new content and lack of specification knowledge as well as part coverage from an unqualified teacher and trainee teacher (due to maternity leave). He confirmed that this year the teaching was more stable, with fully qualified staff with a better understanding of course requirements. He also noted that the course also relied on a large amount of coursework which had been difficult to administer remotely (despite allowances from the exam board), meaning demonstrating positive evidence had been difficult, especially considering the challenges that he had referred to previously. With regard to Statistics, BCH explained that only one student had been entered for this subject, and that they had been educated off site, although they were on the TMS roll. Finally, in respect of Retail Business, BCH explained that results were all adjusted down following a query from the exam board and that students had not completed enough of the course to be able to securely demonstrate better progress. He confirmed that in the future students would have completed the whole course and therefore have more assessments to support higher grades. He also noted that this had also been the first year of teaching for a newly qualified teacher and that the department now had a better knowledge of the specification and assessment criteria.

A Governor had noted that English had not achieved positive value added in the IB and had asked if there had been consideration as to whether the higher level was appropriate for TMS students.

BCH advised that significant changes had now been made to the planned IB English curriculum to ensure higher grades were attainable and more flexibility was possible if students were not achieving above expectations. He confirmed that for 2021-22 the IB English curriculum had been re-written with the most experienced teachers delivering the course, all teachers had had in-depth IB CPD in the summer term and that this year there would be two classes - both classes starting with Higher content, with the capacity to re-shuffle the groups so one could become Standard level if required later in the course following assessment analysis. He finally advised that the sixth form team had planned a system with more QA of planning, teaching and student progress to identify and address any issues/performance earlier in the year.

The Chair thanked BCH for his presentation and he left the meeting.

2. PRESENTATION: SAFEGUARDING UPDATE

Lead DSL Paul Williams (PWI) delivered a safeguarding update using the presentation given to staff at the beginning of term providing the statutory information schools were statutorily obliged to deliver. He confirmed that staff had completed and returned acknowledgement slips to confirm that they had read and understood Keeping Children Safe in Education (KCSIE) 2021 and advised that in addition to the face to face update, staff had also completed an online questionnaire.

PWI summarised the main changes within the 2021 KCSIE document, which included a higher profile for online safety and recognition of the groups of students who were likely to be most susceptible to abuse, including those suffering with mental health issues following the pandemic, and persistent absentees.

PWI advised that the DSL team had been increased this year, with a DSL for every year group and an Operation Encompass lead. He summarised the information that all staff and governors needed to know, including the potential for safeguarding issues to arise in any school and that everyone working in a school, in any capacity had the responsibility (and was under a legal duty) to pass on any concerns. In this connection PWI confirmed that the School used an online system – The Safeguarding Company (formally My Concern) – to record and monitor safeguarding information, and advised that Governors who became aware of a safeguarding issue during a visit to school should report any concerns to him or to another DSL. He also confirmed the four steps in reporting should a member of staff (or governor) become aware of a student at immediate risk of harm, which included reporting the issue to the Police if it had not been possible to contact a DSL or a member of the Kent safeguarding team.

PWI reported that his presentation to staff had also provided advice on keeping themselves safe by demonstrating high standards of behaviour, professionalism, openness and transparency, including behaviour outside school and the use of school email addresses at all times. He reminded governors that all staff and visitors were required to wear an appropriately coloured lanyard on site at all times, and that anyone on site without a lanyard should be challenged.

PWI reminded governors that staff should use the Whistleblowing Policy to report concerns if they believed that the school had not acted appropriately. He also confirmed that he had covered Channel and Prevent issues in his presentation to staff, noting that right wing extremism was likely to be the greatest area of radicalised behaviour in the local area.

PWI turned to the issue of sexual harassment in schools, which had become a focus for the DfE following reports to an online site and advised that it had become clear that this was an issue for all schools, including TMS. He confirmed that the School had surveyed students and had followed up on reports of peer sexual harassment. A lead member of staff had been identified and incidents of sexual harassment would in future be reported and recorded in the same way as behaviour incidents. PWI commented that girls had been more vocal than boys in reporting harassment and that work with students included tips on challenging behaviours and not treating comments as 'banter' and supporting victims of harassment.

The Chair thanked PWI for his presentation and he left the meeting.

The Clerk asked Governors to complete the declaration on GovernorHub to confirm that they had read and understood Part 2 of KCSIE 2021.

All

3. ELECTION OF CHAIR

[The Clerk took the Chair for this item of Business]

Standing Order for the election process and term of office

Governors approved the Standing Order within the Terms of Reference, including the length of term of office (one year) and the self nomination process.

Nominations sent in advance and received at the meeting

The Clerk reported that Mike Perry had been nominated as Chair in advance of the meeting. Mike Perry also nominated himself for the position. No further nominations were received.

Mike Perry was duly elected as Chair of Governors for the 2021/22 academic year.

[Mike Perry took the Chair for the remainder of the meeting]

4. ELECTION OF VICE CHAIR

Standing Order for the election process and term of office

Governors approved the Standing Order within the Terms of Reference, including the length of term of office (one year) and the self nomination process.

Nominations sent in advance and received at the meeting

The Clerk reported that Steven Wallis had self-nominated for the Vice Chair position in advance of the meeting. The Chair supported this nomination. No further nominations were received.

Steven Wallis was duly elected as Vice Chair of Governors for the 2021/22 academic year.

5. APOLOGIES FOR ABSENCE

There were no apologies, although Matt Fawcett was absent. The Clerk confirmed that the meeting was quorate. The Chair welcomed everyone to the meeting. Governors attending remotely confirmed that they could fully participate in the meeting.

6. DECLARATION OF BUSINESS INTERESTS

Annual Declaration of interest on Governorhub

The Clerk reminded Governors to review their business interests on GovernorHub and to complete the declaration (also on GovernorHub) to confirm that they had done so. She agreed to re-send instructions on this process.

Declaration of any business interests against any agenda items.

No interests were declared on any agenda item, at the beginning of the meeting or during subsequent discussions.

7. MINUTES OF LAST MEETING AND MATTERS ARISING

Minutes of FGB Meeting held on 7 July 2021

The minutes of the meeting held on 7 July 2021 were approved as an accurate record of the meeting (to be signed by the Chair at a future date).

Update on Governor Actions arising from the minutes

- MIND training – ***ZKH confirmed that he would discuss potential dates for this training with the HT.***
- Reporting of near misses – ***it was agreed that this could be picked up through monitoring.***
- Mentoring and support from alumni – ***AAB confirmed that she would arrange a meeting with the HT at the beginning of the next term.***

All
LHA

ZKH

MFA

AAB/
JVE

- Letter of thanks to Head of Sixth Form re IBDP – The HT reported that the IBO's decision on the School's application to offer the IBDP should be confirmed in a week or two. ***The deadline for this action was therefore extended to Term 2.***
- 1:1 Meetings – the Chair confirmed that he had offered governors the option of 1:1 meetings with him, but that no governors had taken up this offer.
- Extension of delegations – This issue had been discussed at the strategy meeting in July.
- Self evaluation forms – the Chair confirmed that he had reviewed the returned self evaluation forms and had discussed issues raised with individual governors as appropriate.
- Staff Presentations before meetings – The Chair confirmed that this would be an item for ongoing consideration during the year.

It was confirmed that all other due actions had either been completed or would be dealt with through other agenda items.

Other Matters Arising

There were no other matters arising from the minutes.

8. SCHOOL IMPROVEMENT PLAN 2021-22

The HT presented the draft School Improvement Plan

The HT confirmed that the development of the 2021-22 Plan had started at the meeting with governors on 23/6/21, which had agreed on a revised vision (to transform lives) and four stranded strategy to implement it. He advised that all staff had been involved in the initial development of the Plan and that the draft that he was presenting to governors had been worked up in consultation with Heads of Department, Subject Leaders and Pastoral Leaders.

The HT reminded governors of the four strategic strands that had been developed to create a number of priorities with associated actions, timescales and success criteria:

- Maximising Outcomes: High Quality T&L, Curriculum Implementation & Development - The HT confirmed that leaders had worked on Subject Action Plans and that discussions had taken place on curriculum development, training and CPD, including the development of the wider curriculum. He noted that some subject action plans were well developed and that others required more support.
- Maximising Outcomes: Intervention – The HT advised that members of the staff Pastoral Team had had a separate meeting led by the Lead DSL, and had discussed attendance, particularly for disadvantaged students, and the importance of extra curriculum activities and clubs for these students
- Maximising Outcomes: Literacy
- Maximising Outcomes: Excellence for all

The HT suggested that governor monitoring of the Plan should move away from meetings with senior staff and should instead involve discussions with students and teachers, for example discussing subject action plans with subject leaders. He advised that the outcome of monitoring visits would be recorded in the SIP as part of a reflective process at the end of Terms 2, 4 and 6, which would replace the 'RAG-rating' of the Plan.

The HT reported that the Plan was still to be costed and that subject leaders plans would be added once they were finalised, and that the Plan therefore remained a draft at this stage.

A governor noted that some of the priority areas of the Plan, such as student engagement, were difficult to quantify, in terms of how success would be identified and measured, and asked what the success criteria would be. The HT explained that

a number of measurable performance aspirations were set out on p3 of the draft Plan. He noted, as stated in the SDHT's presentation, that the evidence in terms of progress and attainment data was not completely robust, but he pointed out that all other schools were in a similar position. He commented that the quality of teaching could be assessed through discussions with students, curriculum sampling, book reviews and discussions with subject leaders and teachers, which would build up a significant body of evidence and would also be measured by outcomes. In this connection he acknowledged that the P8 target of 0.2 was an aspirational one.

A Governor remarked that it could be too late to take corrective action if the school waited until outcome data was available to judge the effectiveness of teaching and initiatives to develop engagement. The HT confirmed that the School would be gathering quantitative performance data across the year and remarked that students who appeared to be engaged in class might not necessarily be making good progress. He also noted that Ofsted would not judge individual lessons. **A Governor noted that the evidence and impact of the actions in the SIP would need to be targeted to different subjects.**

The HT remarked that destination data was another way of assessing success and impact. In this connection he referred to the information on KS5 data that he had circulated in advance of the meeting. He advised that one student, who was currently taking a gap year, might possibly become NEET (although the school was working with them to avoid this), but that the data was overall very positive, particularly in respect of the range of universities that students were moving on to.

The Staff Governor agreed that some of the success criteria were harder to measure, but suggested that by talking to staff, governors would be able to identify progress. He commented that the system of regular advice and feedback from senior staff was strengthening the quality of teaching, and that teachers were now used to, and appreciative of, this approach.

A Governor asked for further information on Summer intervention classes. The HT advised that although it had not been possible to provide as many classes as originally intended in all subjects, a number of science classes had taken place. He also confirmed that the Period 6 lessons would continue and that in addition whole class interventions would take place during Period 1, covering topics such as how to approach revision. He noted that some disadvantaged students were reluctant to attend after school classes and that subject Masterclasses would therefore continue to be held as part of the regular timetable.

It was agreed that final costed SIP would be brought to the October FGB meeting for formal approval.

JVE

9. STRATEGY

Governors Strategy to Implement Vision Statement

The Chair commented that the Statement was closely linked to the SIP and suggested that, as Governors had been involved in the initial development of the SIP, as set out on p2 of the draft SIP, there would be no need for a separate statement this year.

Governors agreed with this proposal.

10. POLICIES

Child Protection Policy

The Child Protection Policy was approved.

Governor Allowance Policy and Admissions Policy

Both policies were deferred to the next meeting

JVE/
LHA

Anti Fraud Policy
The Anti Fraud Policy was approved

11. CODE OF CONDUCT 2021-22

Model Code of Conduct 2021-22

Governors approved the Code of Conduct 2021-22

The Clerk asked Governors to complete the declaration on GovernorHub to confirm they had read and understood the approved Code and agreed to include instructions as to how to do this with the instructions about Declarations of Interest.

All
LHA

12. INSTRUMENT OF GOVERNMENT - REVIEW OF CONSTITUTION AND MEMBERSHIP

Update on membership and vacancies

The Chair noted that elections would be held shortly to fill the current Parent Governor vacancy and advised that he would be meeting with a potential Co-opted Governor, with a view to bringing an application to the next meeting if appropriate.

Size of the GB

The Chair reminded Governors that the GB had reconstituted during 2020-21 to increase the total membership to 12 governors. It was agreed that the current constitution was fit for purpose and did not need to be amended.

Information on GovernorHub

Governors reviewed the information provided by the Clerk and confirmed that it was up to date and matched the constitution.

13. ANNUAL REVIEW OF GOVERNING BOARD – ORGANISATION, STRUCTURE, EFFECTIVENESS AND IMPACT

Effectiveness and impact of the governance structure

The Chair pointed out that this issue had been discussed at the Review and Reflection Day in July and at the previous FGB meeting, when the Board had received a report on the Chair's appraisal and on comments made as part of the self evaluation process.

Governors agreed that they were satisfied with the effectiveness and impact of the current governance structure.

Governance objectives/action plan for 21-22

Governors noted that the Board's objectives for 2021-22 had been discussed at the Review and Reflection day and had been incorporated within the 2021-22 SIP.

Governance structure for 2021-22

Governors agreed that the GB should continue to operate through the Circle Model of Governance.

Terms of Reference 2021-22

Governors approved the draft Terms of Reference for 2021-22 circulated with the meeting papers.

Skills audit matrix

Governors reviewed the skills audit matrix, which had been updated to include new governors joining the Board during 2020-21.

DfE identified monitoring roles and other monitoring appointments

The following monitoring appointments were confirmed:

1. <u>Curriculum Intent and Implementation</u>	<u>Matt Fawcett</u> <u>Tina Holditch</u> <u>Steven Wallis</u>
2. <u>Curriculum Impact/Outcomes</u>	<u>Matt Fawcett</u> <u>Mike Perry</u> <u>Steven Wallis</u>
3. <u>Pupil premium/catch up premium</u>	<u>Catherine Kennedy</u> <u>Steven Wallis</u>
4. <u>Behaviour Attendance & Punctuality</u>	<u>Catherine Kennedy</u> <u>Zak Khan</u>
5. <u>Personal Development – Character Education</u>	<u>Annabelle Antao Blithrey</u> <u>Zak Khan</u>
6. <u>Learning Outside the Classroom</u>	<u>Matt Fawcett</u> <u>Mike Perry</u>
7. <u>Effectiveness of Leadership & Management</u>	<u>Mike Perry</u> <u>Steven Wallis</u>
8. <u>Website</u>	<u>Phil Maisey</u>
9. <u>Key Stage 5</u>	<u>Tina Holditch</u> <u>Catherine Kennedy</u>
10. <u>Finance & Resources</u>	<u>Matt Fawcett</u> <u>Mike Perry (named finance governor)</u> <u>Steven Wallis</u>
11. <u>SEND</u>	<u>Catherine Kennedy (named SEND governor)</u> <u>Steven Wallis</u>
12. <u>Safeguarding (including Child Protection)</u>	<u>Annabelle Antao Blithrey</u> <u>Tina Holditch (named Safeguarding Governor)</u>
13. <u>Careers guidance (secondary)</u>	<u>Annabelle Antao Blithrey</u> <u>Zak Khan</u>
14. <u>Health and safety</u>	<u>Annabelle Antao Blithrey</u> <u>Matt Fawcett</u>
15. <u>Governor training and development</u>	<u>Phil Maisey</u>
16. <u>Governor & Chair Reviews</u>	<u>Zak Perry</u> <u>Mike Perry</u> <u>Steven Wallis</u>

Headteacher Performance Management Panel

The Panel was confirmed as: Matt Fawcett, Zak Khan and Mike Perry

Pay Panel Membership

The Pay Panel was confirmed as Zak Khan, Tina Holditch and Mike Perry.

14. **EXTERNAL ADVISOR TO HEADTEACHER'S PERFORMANCE MANAGEMENT PANEL**
Governors agreed that Ian Wilson should be appointed as the Panel's external advisor.

15. GOVERNOR MONITORING

Governor Monitoring Visits Policy

Governors approved the draft Monitoring Visits Policy circulated with the meeting papers.

Monitoring Visits Schedule for 2021-22

The Chair confirmed that the schedule of visits for 2021-22 had been uploaded to the shared Sharepoint site.

16. MONTHLY TEP GOVERNANCE BULLETIN

Governors noted the content of the most recent TEP Bulletin.

17. GOVERNOR TRAINING

Planned Training for 2021-22

The Training and Development Governor noted that planned Preparing for Ofsted training had not taken place last year as originally planned, ***and it was agreed that this training session should now be arranged.***

The Training & Development Governor confirmed that details of forthcoming Governor Services training courses had been published on GovernorHub and asked Governors to let him know if they felt they needed training in a subject that was not covered in the current training programme. The Vice Chair confirmed that he would attend the next District Governor Briefing Session.

18. CHAIR'S ACTION AND CORRESPONDENCE

The Chair advised that he had not taken any Chair's Actions since the last meeting or dealt with any correspondence on behalf of the GB.

19. ANY OTHER URGENT BUSINESS

There were no items of urgent business.

20. CONFIDENTIALITY

No issues of confidentiality were identified.

21. DATE OF NEXT MEETING

The date of the next meeting was confirmed as Wednesday 13 October 2021

The meeting closed at 6.40pm.

Signed.....
Chair

Date.....

JVE

ACTION POINTS

Date	Item	Action	Responsibility	Deadline	Status
4.12.19 29.1.20 8.9.21	3 4 7	A date to be arranged for MIND School Programme training	ZKH/JVE	End T2	Date to be confirmed
29.1.20 8.9.21	6 7	The reporting of near misses to be discussed with the BM	JVE/SBI	End T3	To be taken up through H&S Monitoring
27.1.21 26.5.21 8.9.21	2 6 7	A new Parent Election to be held	JVE	End T5	To be held in T1 2021/22
24.3.21 26.5.21 7.7.21 8.9.21	5 6 3 7	Mentoring/support for students from alumni or from outside agencies to be discussed outside the meeting	JVE/AAB	26.5.21	AAB and JVE to meet. To be completed by end T2
24.3.21 26.5.21 7.7.21 8.9.21	5 6 3 7	The Head of Sixth Form to be thanked for her work in preparing for the introduction of the IBDP	THO	End T4	Remains outstanding -defer until IBDP awarded
8.9.21	2	Governors to complete the safeguarding declaration on GovernorHub	All	End T1	Governors to complete if they have not done so
8.9.21	6	Governors to review business interests, amend as necessary and complete the GovernorHub declaration	All	End T1	Governors to complete if they have not done so
8.9.21	11	Governors to complete the declaration on GovernorHub regarding the 2021 Code of Conduct	All	End T1	Governors to complete if they have not done so
8.9.21	2, 6, 10	The Clerk to send out instructions on completing the three declarations on GovernorHub	LHA	End T1	Completed
8.9.21	8	The final costed SIP to be brought to the next meeting for approval	JVE	13.10.21	On agenda
8.9.21	10	Governors Allowances and Admissions Policy to be deferred to the next meeting	JVE/LHA for agenda	13.10.21	On agenda
8.9.21	17	A Governor training session on Preparing for Ofsted to be arranged	JVE	End T2	To be held before Term 2 FGB

**Minutes of the Meeting of The Malling School Full Governing Board held on
Wednesday 13 October 2021 at 5.00pm
at School and via Virtual Governance arrangements**

Present: A Antao Blithrey (AAB), M Fawcett (MFA) (attending virtually), T Holditch (THO) (attending virtually), Z Khan (ZKH), M Perry (MPE) (Chair), J Vennart (JVE), Headteacher (HT), S Wallis (SWA)
In Attendance: L Hardwick (LHA) (Clerk; K Davy (KDA) (Item 1 only); K Chimanga (KCH) (Item 1 only)

1. PRESENTATION: INTERNATIONAL BACULAREATE DIPLOMA PROGRAMME

Karen Davy and Kerry Chimanga delivered a presentation about the IBDP programme. The HT noted that the Inspector who had visited the school had been very impressed with what he had seen and he remarked that The Malling School was the only non-selective school in Kent to be offering the IBDP. The Chair remarked that he understood that there were only very few High Schools in the country offering the qualification and only a small number of maintained schools altogether.

The differences between the Diploma Programme and the Career Programme were explained. Governors noted that to access the IBCP students would need to have five GCSE Grade 5 passes, including English and Maths and usually the subject they wished to study, and would take two or three IB subjects and either one (if a double subject) or two BTECs (in any combination from the subjects offered). Students taking the IBDP would be expected to have consistent GCSE grades, usually at Grade 6 or above, reflecting the expectation that students taking the Diploma qualification would be aiming to attend university. Students would take six subjects (usually three at Higher and three at Standard level) – one English, Maths, Science, language and Humanities subject and a sixth, either an art subject or a second science or humanities subject.

It was explained that, although the fundamentals of both courses were the same, and both had a core element, the two differed considerably, with the CP Core being PPS (Personal and professional skills), Service learning, Language development and the Reflective project, and the DP Core being Theory of Knowledge, CAS (Creativity, Activity and Service) and the Extended Essay. It was noted that the Core element of both qualifications was appreciated by universities, as it helped to prepare them for independent study. It was confirmed that the number of students taking the IBDP would be limited, and that the qualification would be offered to those students looking to go on to university.

A Governor asked whether additional staffing resources would be needed to run the two IB courses. It was explained that the number of students meant that the most popular courses, such as Psychology, were already running with two groups, and was confident that the timetabling would be flexible enough to offer the full range of subjects in both courses without requiring additional teaching staff.

A Governor asked whether a minimum number of students was required in a subject to make it viable. It was confirmed that the school would be as flexible as possible, although independent study sessions would be rearranged as necessary to make subject options work.

Action

A Governor questioned whether smaller classes were beneficial for the students. The HT commented that there were some benefits, in terms of personal feedback, but felt that students missed out on the interaction with others in very small classes.

A Governor noted that students would need five GCSE passes to access the IBCP and six to access the IBDP and asked how the school was building expectations among younger students. It was confirmed that the school had traditionally targeted students in Year 11 but would be looking to raise awareness of the qualifications amongst Year 10 students, and also amongst Year 9 students when they were considering their subject options. She commented that there were now over 100 students taking Level 3 courses in the 6th Form. The HT remarked that parents who were taking the current round of Year 6 tours often asked about 6th Form options.

The HT remarked that larger year groups were already coming up through the school and that space was already limited in the Sixth Form Hub (in the former Library). He advised that consideration was being given to potential options, such as opening up more space in the rooms adjacent to the Hub on the first floor to give students sufficient study space and providing toilets for Sixth Form students (something that students had requested). **A Governor asked whether there were any opportunities to develop within the school site.** The Chair advised that there was no chance of any funding from the LA for new development. The HT explained that, for that reason, the school was looking to reconfigure its internal space. **A Governor remarked that these were short term plans and suggested that the School also needed to consider longer term options.**

A Governor asked how the IB qualifications compared to A Levels, with regard to the number of guided learning hours. It was confirmed that both qualifications required more time, as the IBCP was the equivalent of four A Levels and the IBDP the equivalent of five (if students were to take four subjects at higher level and two at Standard (which was similar to an AS Level standard). In addition, the Core involved an additional 150 hours teaching time for the IBCP, and an additional 210 hours for the IBDP.

The HT commented that it was already possible to see a change in the current Year 12 students taking the IB qualifications in the way that they presented and learnt.

A Governor reported that he had spoken to a parent who had told him that their child would have stayed at the School if it had offered A Levels, and suggested that there was a need to educate parents about the benefits of the IB, and its standing with universities. The HT commented that in the past, the highest-attaining students with aspirations to go on to study subjects such as medicine would have chosen to leave to take A levels at a grammar school, but he pointed out that this would no longer be the case. He agreed that the benefits of the IBDP needed to be shared with students and parents at an earlier stage, recognising that it was not surprising that parents had some reservations about their children taking what was, for many, an unknown qualification. He pointed out that a number of last year's Year 13 students had gone on to top universities and confirmed that this achievement would be featured in newsletters and at parent events.

The Chair thanked Karen Davy and Kerry Chimanga for their presentation and they left the meeting.

2. GOVERNOR APPOINTMENTS

Parent Governor Elections

The HT reported that he would be circulating information regarding the parent governor vacancy and inviting interested parents to an informal meeting to explain what is involved, with him and the Chair before initiating the formal election process.

MPE/
JVE

Co-opted Governor vacancies

The Chair explained that it had not been possible to meet with the potential new Co-opted Governor before this meeting but confirmed that this meeting would be rearranged and, if appropriate, an application put before Governors at the next FGB meeting.

3. APOLOGIES FOR ABSENCE

Apologies from Phil Maisey and Catherine Kennedy were received and accepted. The Clerk confirmed that the meeting was quorate. The Chair welcomed everyone to the meeting. Governors who had been able to log into the meeting remotely confirmed that they could fully participate.

4. DECLARATION OF BUSINESS INTERESTS

No interests were declared on any agenda item, at the beginning of the meeting or during subsequent discussions.

5. MINUTES OF LAST MEETING AND MATTERS ARISING**Minutes of FGB Meeting held on 8 September 2021**

The minutes of the meeting held on 8 September 2021 were approved as an accurate record of the meeting and signed by the Chair

Update on Governor Actions arising from the minutes

It was confirmed that all other due actions had either been completed or would be dealt with through other agenda items.

Other Matters Arising

There were no other matters arising from the minutes.

6. BUSINESS**Finance Monitoring Report**

Governors noted the contents of the Monitoring Report circulated with the meeting papers.

Six-Month Financial Monitoring

The Chair reported that the six-month position was more robust than expected, with the anticipated -£247,805 in-year deficit projected to reduce to -£132,168, and the rollover projected to increase to £313,530, compared to the approved budget estimate of £197,893.

He questioned the accuracy of the forecasting on this basis and, whilst appreciating that schools always took a prudent approach when preparing their budgets, the delegated funding should be spent to obtain the best possible outcomes for students attending the school.

A Governor asked how the variances had arisen. The Chair referred to the questions raised and responses given during the monitoring visit (recorded below) but advised that the most significant variances arose because income received from the LA had been higher than anticipated in a number of areas, and because there were currently some savings in expenditure on staffing costs.

The HT confirmed that the School would spend the budget surplus wisely. As an example, he advised that the School would be running some school trips without asking for donations towards the cost, where these had a clear connection to one or more areas of the curriculum, and he also confirmed that the school would be recruiting an additional Science teacher. He also commented that the School would look at options for some internal reconfiguration of the buildings to create additional space for the Sixth Form, as discussed

previously. The Chair pointed out that new buildings were very expensive, and that there would be no LA funding for expansion. In response to a question, the HT confirmed that it should be possible to reconfigure the existing buildings to provide more space. Another Governor pointed out that this was not a long-term solution and suggested that there were less expensive options to traditional new buildings, such as prefabricated mobile classrooms. *AAB advised that her husband was a surveyor with experience of working on school refurbishment projects and agreed to put him in touch with the HT to explore potential options to create more internal space.*

AAB/
JVE

Questions submitted in advance of the finance monitoring meeting and the School's responses:

- Funds delegated (I01) – **A Governor had asked why delegated funding had increased by a further £15,000.** The HT had explained that this was due to excess E1 and E2 SRP funding that the school was now predicted to receive to the end of the school year and was matched to the monthly funding statement from KCC.
- Sixth form funding (I02) – **A Governor had questioned the rise of a further £12,000.** It had been explained that this was due to an increase in additional HN funding that the School was now predicted to receive to the end of the school year and was matched to the monthly funding statement from KCC.
- High needs funding (I03) – **A Governor had noted that funding had risen by a further £60,000 and had asked why this had not been anticipated and to what extent the funding was matched by higher expenditure.** The HT had explained that this is due to additional claims submitted by the school that were now filtering through to the funding statement this was being used to fund additional expenditure on TA's in E03.
- Pupil premium funding (I05) – **A Governor had asked why income was £13,000 higher than budget.** It had been explained that this was as is shown on the funding statement and was due to additional Post-LAC funding received in July.
- Other grants and payments (I07) – **A Governor had questioned the increased funding (£8,000).** It had been explained that this was due to various grants received by the School, including Maths Hub, Stem Learning, Enthuse and Canterbury CCU
- Donations (I13) – **A Governor had asked why income was £8,000 ahead of budget.** The HT had explained that this was due to monies received from 6th form students for Chrome books (matched to expenditure in E19) and a donation for old laptops which had been used to purchase new laptops (shown in E20)3
- Covid Exception Costs and Catch Up Funding (I18B/I18C) – **A Governor had asked whether these additional amounts had been expected and whether there would be any additional Covid Catch Up payments during the remainder of the financial year.** It had been confirmed that the School was not expecting any more catch-up funding this financial year, as the amount received in June had been the final payment of the one-off universal catch-up premium announced by the government for the 2020-2021 academic year.
- Teaching Staff (E01) – **A Governor had noted that there was a variance of £40,000 and asked whether this was due to the School employing another member of staff, questioning why, if this was the case, provision had not been made in the submitted budget.** The HT had explained that this underspend was due to provision having been made for additional science teacher in the budget that has not yet been appointed to. He had also advised that a member of staff who had been anticipated to be on teacher contract in the original budget was now on a cover supervisor contract (shown in E03).
- Support Staff (E03) - **A Governor had asked whether the variance of £51,000 was related to the additional income shown under I03.** It had been confirmed that the additional TA posts were covered by the additional funding and that Tydeman TAs were budgeted for separately in the budget management software

- Admin and Clerical staff (E05) – **A Governor had queried the variance of £39,000 and had asked why this amount had not been included within the budget.** The HT had explained that this variance was due to a member of staff who had been budgeted to be on maternity leave for a longer period of time returning after only a few months and also to the deputy MIS manager's salary
- Indirect employee Expenditure (E08) – It had been explained that this was due to vouchers given to staff.

Approval of virements and write-offs

There were no virements or write-offs requiring FGB approval.

Approval of Quotes, Tenders, Contracts or other expenditure

The HT reported that the installation of the Outdoor Canopy (the expenditure for which had been approved previously) had been delayed through the planning process and was now unlikely to be installed until February, although the associated seating would be put in place.

Financial Risk Register

Review of the Risk Register was deferred to Term 2.

Business-focussed policies

- Debt Recovery Policy
The Debt Recovery Policy was approved.
- Anti Fraud Policy
The Anti Fraud Policy was approved.

Financial Benchmarking

The Chair reported that the spreadsheet circulated with the meeting papers had been reviewed at the Financial Monitoring visit, although it had been noted that it was difficult to compare schools on a like by like basis, as there were differences in the way that expenditure was coded.

7. RISK ASSESSMENT

The HT reported that 12 or 13 students were currently isolating and that parents had been reminded of the Covid-19 protocols that students were expected to follow. He reminded Governors that the one-way systems originally introduced when the school reopened after lockdown had been retained for Covid and for health and safety reasons.

8. HEALTH AND SAFETY

Health and Safety Update

The HT had no issues to report.

Health and Safety Monitoring Report

It was noted that the Health & Safety monitoring visit was being rearranged and that a report would be brought to the Term 2 meeting.

9. SCHOOL IMPROVEMENT PLAN

School Improvement Plan 2021-22

The HT confirmed that the draft Plan presented to the previous meeting now included costings. He reminded Governors that the SIP had been based on the four strategic strands agreed at the Governors' review meeting in July and he also referred to the Subject Action Plans which had been circulated with the meeting papers and which sat below the over-arching SIP.

JVE/
LHA

MFA

The costed 2021-22 School Improvement Plan was approved.

Monitoring of SIP Priorities

- Effectiveness of Leadership and Management – Governors reviewed the monitoring report included with the meeting papers. One of the Governors who had carried out the monitoring reported that this had been a good meeting, linked to Curriculum Intent. Challenges had been raised on the School's preparation for Ofsted, new arrangements for Period 1, the 'Developing Exceptional Middle Leaders' Plan (including links with the SLT), changes to protocols for Marking, the development of Departmental Improvement Plans, on CPD and on the deployment of TAs.
- Curriculum Intent and Implementation – It was explained that this visit had taken the form of a 'walkabout' with two Heads of Department (History and Geography), which had given governors an opportunity to triangulate what they had been told by the SDHT in the Leadership & Management monitoring meeting and to see the initiatives that had been discussed at that meeting, and at FGB meetings, being used in the classroom. A Governor remarked that he had observed Sixth Form students arriving at the beginning of the school day and had been extremely impressed at the quiet, orderly way in which they had entered the school. He added that the same calm orderliness had been observed throughout the school during the monitoring visit.

The HT reported that he had delivered 40 tours for potential parents since the beginning of the year and remarked that he had found that visitors came to the school with one perception of what they would see but had left with another and more positive perception. A Governor commented that, compared with previous visits, the Transfer Room was not being used as much as it had in the past. The HT confirmed that the Behaviour Policy was now embedded across the school and added that having low staff turnover meant that staff were now confident in using SWOT techniques. A Governor reported that a member of staff at another school had spoken of not feeling supported by the Senior Leadership Team in a conversation with him and advised that this was not the impression that he was given by TMS staff. The HT reported that there had been 20 applications for a recent Maths vacancy which suggested that the school had a good reputation as an employer.

- Safeguarding – ***The Safeguarding Governor reported that this monitoring visit had been cancelled and would be rearranged. She confirmed that she would bring a monitoring report to the next meeting.***

THO

10. HEADTEACHER'S REPORT

The HT reported on a number of issues:

Attendance

The HT reported that attendance was higher than the national average but had been impacted by Covid-19. He confirmed that the school continued to support students who were still anxious about coming into school.

With regard to the number of 'lates' a Governor had questioned the information within the appendix to the report. The HT confirmed that the total number of 'lates' should be 1549.

Behaviour

As mentioned previously, the HT confirmed that behaviour in school had been good, and that consequently the number of isolations and 'late' marks had reduced. There had only been two exclusions 'suspensions' so far this term, to different students as a result of one-off incidents.

A Governor had noted in advance of the meeting that there was data for attendance, isolation and suspensions, but not for transfers and had asked if that information would that be readily available, together with comparative data for ASR sessions. The HT confirmed that this information would be included in the end of term PDBW report, which he would forward on to the Governor who had raised the question but confirmed that the number of transfers appeared to have reduced across the school. **Governors asked the HT to provide a fuller report on Behaviour to the next meeting.**

Safeguarding Training

The HT confirmed that most staff had completed their safeguarding training and advised that the Lead DSL was following up on any uncompleted training.

Curriculum Development/CPD

The HT commented that he would like to develop collaborative working with other schools, such as the work with Bennett on the Maths curriculum. He advised that 'deep dives' were being used as part of developmental learning, and that the coaching model had changed so that, in the majority of cases one or two specific areas of focus would be identified from feedback from learning walks. He confirmed that any serious concerns were identified, a conversation would take place with the teacher concerned and more extensive support would be put in place.

A Governor referred to the CPD Workbooks, which had been shared with the L&M Monitoring Pair. The HT explained that these books covered the whole academic year and outlined that way in which CPD was being delivered. He advised that a training session based on the relevant topic in the Workbook was held weekly, reinforced through 10-minute pre-lesson briefings and discussed at departmental meetings and he added that the Workbook would also be used as part of line managers' review meetings. The books also included QR code links to examples and further reading. The HT confirmed that Early Framework Teachers had several coaching sessions during the week.

A Governor asked how leaders were supported in their own CPD. The HT reported that leaders had advised that they found the information in the Workbook useful as a reminder of pedagogy and good practice.

A Governor praised the breadth of the CPD programme but noted that the school also needed to make sure the programme was not too time-consuming. The HT confirmed that the sessions were all relatively brief, the longest being the weekly 45-minute departmental meetings and advised that he hoped that support staff would in future cover teachers' supervision duties to enable them to attend the briefing sessions.

A Governor asked whether the Workbook would be updated each year. The HT confirmed that the sessions would be planned on the basis of the information that teachers had indicated that they needed.

Transition

A Governor had noted in advance of the meeting that the HT had referred to year 5 transition workshops and asked for more information about this initiative. The HT advised that **the workshops in Year 5 were an introduction to TMS and that in Year 6 students then fell under the transition programme of visiting primaries, summer school, and induction days.**

School Improvement Advisor's Note of Visit

Governors noted the contents of the SIA's note of visit.

11. POLICIES

Child Protection Policy

The Chair confirmed that he had approved this updated model policy by Chair's Action earlier in the term.

The action taken by the Chair in approving the Child Protection Policy was ratified.

Governors Allowances Policy

The Governors Allowances Policy was approved.

Admissions Policy

It was confirmed that the policy had been updated to take account of changes in the Admissions Code regarding the priority which should be given to former Looked After Children in the over-subscription criteria, together with some changes to in-year admission protocols. The Chair recalled that he had previously questioned the restrictions in the over-subscription criteria on giving priority to children of members of staff but had reviewed the relevant section of the Admission Code and acknowledged that the criteria in the Policy could not be changed.

The Admissions Policy was approved.

Minibus Policy

The Minibus Policy was approved.

Whistleblowing Policy

The Whistleblowing Policy was approved.

Capability Policy

The Capability Policy was approved.

Disciplinary Policy

The Disciplinary Policy was approved.

Behaviour Policy

A Governor suggested that the Policy should be updated to clarify the action that the school would take in response to incidents involving sexual harassment. *The HT agreed to bring a revised Policy back to the next meeting.*

JVE

12. GOVERNANCE

Governor Declarations

It was confirmed that an update on declarations would be brought to the next FGB meeting.

LHA

Training attended since the previous FGB Meeting

- Preparation for Ofsted - A number of governors had attended 'preparing for Ofsted' training. The HT commented that the Inspector who had carried out training with staff had raised some challenging questions and had provided examples of questions that Inspectors were likely to ask. ***It was agreed that a training session would be delivered to all governors before the next meeting, starting at 4.30pm.***
- Monitoring Visits – A Governor reported on Governor Services' training on Monitoring, which had indicated that the GB was following best practice. He advised

JVE

that the training had also stressed the importance of monitoring in GBs that used the Circle Governance model, where monitoring visits replaced Committee meetings.

Forthcoming Training

A Governor confirmed that he would be attending training on Pupil Premium monitoring.

Rota for Newsletter articles 2021-2

The Chair confirmed that he would bring a schedule with deadlines for the remainder of the year to the next meeting. In the meantime AAB agreed to draft an article for the Term 2 newsletter.

13. MONTHLY TEP GOVERNANCE BULLETIN

Governors noted the content of the most recent TEP Bulletin.

14. GOVERNOR TRAINING

This item had been covered under Item 12 above.

15. CHAIR'S ACTION AND CORRESPONDENCE

The Chair advised that he had taken Chair's Action to approve the Child Protection Policy and had also approved the issuing of vouchers to all staff to thank them for their work over the past year, at a cost of approximately £7,000.

16. ANY OTHER URGENT BUSINESS

There were no items of urgent business.

17. CONFIDENTIALITY

No issues of confidentiality were identified.

18. DATE OF NEXT MEETING

The date of the next meeting was confirmed as Wednesday 8 December 2021, starting at 4.30pm with a preparing for Ofsted training session.

The meeting closed at 6.58pm.

Signed.....
Chair

Date.....

ACTION POINTS

Date	Item	Action	Responsibility	Deadline	Status
4.12.19	3	A date to be arranged for MIND	ZKH/JVE	End T2	Date to be confirmed
29.1.20	4	School Programme training			
8.9.21	7				
29.1.20	6	The reporting of near misses to be discussed with the BM	JVE/SBI	End T3	To be taken up through H&S Monitoring
8.9.21	7				
27.1.21	2	A new Parent Election to be held	JVE	End T5	In progress.
26.5.21	6				
8.9.21	7				
13.10.21	2				
8.9.21	2	Governors to complete the safeguarding declaration on GovernorHub	All	End T1	Exceptions to be reported to T2 meeting
13.10.21	12				
8.9.21	6	Governors to review business interests, amend as necessary and complete the GovernorHub declaration	All	End T1	Exceptions to be reported to T2 meeting
13.10.21	12				
8.9.21	11	Governors to complete the declaration on GovernorHub regarding the 2021 Code of Conduct	All	End T1	Exceptions to be reported to T2 meeting
13.10.21	12				
8.9.21	17	A Governor training session on Preparing for Ofsted to be arranged	JVE	End T2	To take place before T2 meeting
13.10.21	12				
13.10.21	2	Meeting to be held with potential Co-opted Governor and an application brought to the next FGB meeting if appropriate	MPE	8.12.21	On agenda
13.10.21	6	The Risk Register to be reviewed at the next FGB meeting	JVE/SBI	8.12.21	On agenda
13.10.21	8	H&S monitoring to take place before the next FGB meeting	MFA	8.12.21	Deferred to T3
13.10.21	9	Safeguarding monitoring to take place before the next FGB meeting	THO	8.12.21	Completed
13.10.21	10	A detailed Behaviour update to be prepared for the next meeting	JVE	8.12.21	On agenda
13.10.21	11	A revised Behaviour Policy to be submitted to the next meeting	JVE	8.12.21	On agenda