

**To Minutes of the Meeting of The Malling School Full Governing Board held on  
Wednesday 19 January 2022 at 5.00pm  
at School and via Virtual Governance arrangements**

**Present:** M Perry (MPE) (Chair), A Antao Blithrey, M Fawcett (MFA), N Harvey (NHA), T Holditch (THO), Catherine Kennedy (CKE), Z Khan (ZKH), P Maisey (PMA), J Vennart (JVE), Headteacher (HT), S Wallis (SWA)

**In Attendance:** L Hardwick (LHA) (Clerk), S Birchall (SBI), Business Manager (BM), Items 1 – 5)

	Action
<p><b>1. APOLOGIES FOR ABSENCE</b> There were no apologies for absence. The Clerk confirmed that the meeting was quorate. The Chair welcomed Nigel Harvey to his first FGB meeting and governors introduced themselves.</p> <p><b>2. DECLARATION OF BUSINESS INTERESTS</b> No interests were declared on any agenda item, at the beginning of the meeting or during subsequent discussions.</p> <p><b>3. MINUTES OF LAST MEETING AND MATTERS ARISING</b>   <b>Minutes of FGB Meeting held on 8 December 2021</b>  <u>The minutes of the meeting held on 8 December 2021 were approved as an accurate record of the meeting</u>   <b>Update on Governor Actions arising from the minutes</b> <ul style="list-style-type: none"> <li><u>MIND School Programme training</u> – It was agreed that this outstanding action should be removed from the minutes.</li> <li><u>Parent Elections</u> – <i>The HT advised that he had received an informal expression of interest from a parent who was also a member of school staff, but that he would be running a formal election process shortly.</i> The Clerk confirmed that the number of staff governors on the GB could not be more than one-third of the total number of governors and commented that there could also be a potential conflict of interest for the member of staff concerned. [Note from Clerk: It was subsequently confirmed to the Chair and HT that staff employed at the school for more than 500 hours in a year were not eligible to stand for election as Parent Governors]</li> <li><u>Questions on preparing for Ofsted training</u> – the HT confirmed that he had not received any questions from governors following his presentation at the previous FGB meeting.</li> </ul> <p>It was confirmed that all other actions had been completed or would be dealt with through other agenda items.</p> <p><b>Other Matters Arising</b> There were no other matters arising from the minutes.</p> </p>	
<p><b>4. GOVERNING BOARD MEMBERSHIP</b>   <b>Parent Governor Elections</b> This item had been dealt with under agenda item 3.</p>	JVE

## Welcome to Co-opted Governor

This item had been dealt with under agenda item 1

### 5. BUSINESS

#### Financial monitoring

Governors noted the monitoring report from the Finance Monitoring governors, and the challenges that had been made and responded to:

- **It appears that the overall in year budget situation has improved by a further £46k leading to an improvement of £136k on the original budget set and a revised forecast in year deficit of £112k. Can you please confirm that this is correct?** Yes this is correct, this has arisen due to additional testing funding received and confirmation of an increase in the high needs funding - in addition to this we also now know that the CPD budget will not spend.
- **I03 High Needs top up - The explanation is that this related to additional income corresponding to increases in expenditure under E03. However, I03 has increased by £14k whilst the expenditure has only increased by £4k. Can you explain the discrepancy please?** The high needs budget changes monthly, we have some predicted back dated changes in this forecast hence the increase in income. E03 contains other staff, not just high needs funded staffing hence the difference.
- **I18B Covid Exceptional - Why has the expected income gone down by £28k since the last monitoring report?** This is due to coding changes from I18B to I18C and I07.
- **I11 Non insurance receipts - Why has this reduced by £8k?** This is maternity claims that we have been estimating in our budget reports, we now know that some of this income will not be received until the following financial year.
- **I18C Covid Catch up - This has increased by £90k since the last report. £68k is as a result of a transfer from I07 but what does the balance relate to?** This is the summer school claim that was originally budgeted in I07 but has been moved to I18C to agree with the advance for KCC
- **E09 Staff development (Not a finance query) – what action is being taken to ensure that there is adequate CPD bearing in mind the Covid constraints?** You are correct in assuming changes for the last eighteen months due to covid. However, the lack of attendance at external training has been mitigated by internal support such as lecturettes, Monday CPD and staff training through weekly online events. Some areas of CPD have also been covered by support that is coming in from our partner schools and school improvement and is enhanced by subject leaders sharing at SLT meetings. John will be able to give you more detail.

The Chair provided further information about the issue relating to Knowledge Organisers referred to at the previous meeting. The Chair explained that there had been a breakdown in approval processes which had resulted in a new supply of Organisers being purchased before the purchase order had been put forward for approval. The BM confirmed that the school had gone through the process of obtaining quotes and had chosen the supplier who provided the best value but that, due to a breakdown in communication, the order had been made before having been referred to Business Team for review and approval. She added that benchmarking had been carried out against a number of suppliers, but that only one had been able to provide the Organisers within the required timescale. Although she was confident that the chosen supplier offered the best value, the next step would be to make sure that the Organisers were being used effectively. The HT advised that the School was reviewing the way that the Organisers were produced and used. He also confirmed that the school was also refining the use of its Curriculum Booklets, which had originally been introduced to support remote learning during lockdown, especially for students who might not have had good IT access at home. The HT advised that it had become clear that the Booklets were more effective in some subjects than others, confirming as an example that the Science department produced a Teachers' Guide with sample questions and a blank Booklet that teachers could annotate. He confirmed that the Booklets had been discussed at Head of Department

meetings and that they were generally felt to have a positive impact which provided quality assurance as to what was happening within classrooms. The Chair noted that the challenge had not been about the value of the Organisers, but about the failure to follow the correct processes.

### **Budget Monitoring**

Governors reviewed the nine-month financial monitoring report, noting that the In-Year Revenue deficit had reduced to -£111,884 (compared to the submitted budget of -£247,805) and that the projected rollover was now £333,815 (a positive variance of £135,921 against the submitted budget of £197,893). The Capital rollover was projected to be £30,891, a positive variance of £27,177 against the submitted budget rollover of £3,500.

The BM referred to her summary report, which explained the reasons for the variances in Income and in Revenue and Capital expenditure. She advised that it was possible that the revenue rollover would be higher than the nine-month prediction, if Department spend was lower than anticipated. The Chair noted that although there would be an in-year deficit, despite the positive variance, this had been budgeted for as part of the Three-Year Financial Plan and was not a concern, as the school would be taking a positive rollover into the 2022/23 budget setting process. ***He asked governors to speak to the HT, BM or himself outside the meeting if they there were any areas of additional expenditure that they felt would help improve outcomes at the school.***

All

The BM advised that she and the HT had carried out initial curriculum planning for the next academic year and had appointed a Maths trainee teacher to increase capacity. She also reported that a Curriculum Development meeting with the Head of PE had provided an opportunity to discuss a number of potential resources purchases that would improve the quality of PE provision.

**A Governor noted that the Finance Monitoring governors had previously discussed the need to invest in digital systems and hardware to benefit the generic curriculum as well as the IT curriculum, commenting that, on a recent visit to school, it had been clear that some of the IT equipment was dated and/or not working.** The BM confirmed that the school had implemented a three-year ICT Plan, and already had detailed plans in place to replace the ICT suites. A considerable amount had already been spent on improving the infrastructure to support new and more advanced equipment, and the focus would now move on to ICT hardware.

**A Governor asked whether the school took advice from external consultants on the equipment that it needed to ensure that it was best preparing students for the future.**

The Staff Governor advised that, as Head of ICT, he had worked with the school's IT Manager and confirmed that two ICT suites were due to be replaced. He also explained that improved air conditioning needed to be installed in the ICT suites, to enable any new equipment to work effectively, and confirmed that new equipment would be purchased once this work had been done to support the GCSE and IB ICT curriculum (although these were currently largely paper-based), and potentially BTecs and/or T-Levels in future.

**The Governor who had raised this point acknowledged the points the Staff Governor had made but pointed out that it was also necessary to consider the equipment that the school needed overall to create a state-of-the-art facility for the benefit of all its students.**

### **Budget Control Mechanism (BCM) Limit form**

The BM explained that as part of the nine-month financial monitoring, schools were required to confirm the balance that they anticipated carrying over at the year end. The LA permitted schools to carry over a percentage of their budget (based on income) into the next financial year but was entitled to recoup any amount over this amount, although schools could apply to commit funding into the next financial year for specified items of expenditure if they expected to be over the BCM Limit at the year end. The BM advised that the percentage applied for secondary schools was 7.5% of income and commented that the School's income (and

therefore its BCM Limit), at £618,781.95, was high compared to other similar size secondary schools, because its large SRP which attracted additional SEND top-up funding. She confirmed that the school's projected rollover of £333,815 was therefore well within the BCM Limit.

#### **Approval of virements and write-offs**

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

#### **Approval of Quotes, Tenders, Contracts or other expenditure**

- Minibus – Following the approval of the purchase of a new minibus at the last meeting, the BM reported that the purchase price (anticipated to be between £31,000 and £32,000) had increased and was now £33,733.00 plus VAT plus £220.00 road fund license and first registration fee. She indicated that she had not approached alternative suppliers as their costs would also have increased.  
**Governors approved the purchase of a new minibus at the increased price referred to above.**
- Pathways – The BM advised that, as anticipated at the previous meeting, the cost of the new pathways had increased and was now £90823.20  
**Governors approved the revised quote for pathway replacement**
- Canopy – The BM reported that the Canopy had been installed and was being used. She confirmed that the structure had a 10-year guarantee and that some snagging work was due to be completed, including improvements to the paint finish
- New Telephone System – The BM advised that the school would be moving to a Voiceover IP system, which should result in a saving on its phone bills. She anticipated that she would be in a position to bring quotes to the next FB meeting, with the installation taking place over the Summer.

#### **Health and Safety**

The Health and Safety Governors reported on their recent virtual visit, which had examined key health and safety documentation. One of the governors confirmed that there had been no recorded near misses or health and safety incidents. The Monitoring Governors had had two recommendations:

- To appoint an Equality and Diversity Governor  
**Matt Fawcett agreed to take on this role with Nigel Harvey**
- To appoint a Governor to lead on Green and Carbon Reduction issues  
**Matthew Fawcett and Zak Khan agreed to take on this role. It was also confirmed that those two governors would lead on External Employer Engagement.**

The BM had no further Health and Safety issues to report. The HT reported that a group of Year 5 students had been carrying out an ecology project at the lake. He also advised that four recycling bins had been installed on the school site. A Governor remarked that the school might be able to obtain support and/or sponsorship from local employers for a range of 'green' projects.

#### **Other Business Related Issues**

- Financial Risk Register – The BM confirmed that she had updated the Risk Register to reflect points from discussions at the Finance Monitoring Visit.  
**A Governor asked if the Register could be amended to add a column to confirm when items had been updated. The BM agreed to do this.**

SBI

## **6. SCHOOL IMPROVEMENT PLAN**

#### **School Improvement Plan 2021-22**

The HT confirmed Curriculum Development meetings were in progress for all subjects and that that progress against all SIP priorities was positive. He commented that the SEND and Pupil Premium monitoring visits had also focussed on SIP priorities.

## Monitoring Visit reports

- SEND - The SEND Governor reminded governors that she had reported verbally on her visit at the last meeting and that the written report of that visit had been circulated with the meeting papers.  
**She commented on the amount of admin work involved in managing the 156 EHCPs, in respect of meetings and reviews, and also the three Provision Planning meetings a year for other 90 students on the SEND register and asked there was potential to increase the admin support for the SEND team.** The HT advised that admin support had been increased two years ago but agreed to consider a further increase as part of the 2022/23 budget planning, with a view to removing some of the admin burden from teaching staff.
- Pupil Premium - The Pupil Premium governor commented that it had been helpful to have the documentation for his visit in advance to provide time to ask for additional information if necessary. He remarked that the Executive Summary from the PP Lead had also been very helpful

There had been no further monitoring visits.

**The Chair asked whether the HT would be comfortable to recommence face to face monitoring, given the change to the guidance about working from home.** The HT advised that, although the school was still trying to limit the number of visitors on the school site, these visits would be welcome, although he asked that governors coming onto site should take a lateral flow test and continue to wear face coverings in communal areas. He remarked that it was a reflection on governors' commitment to the school that monitoring had continued remotely throughout the pandemic. ***It was agreed not to reschedule any missed Term 3 meetings, except for Safeguarding, which would be completed before the next meeting.***

S/G  
Govs

## 7. HEADTEACHER'S REPORT

### Headteacher's Report

The HT reported on a number of issues:

- Covid 19 cases in school - The HT reported that 80 cases amongst students had been reported since the beginning of the week and that advice from the DfE had been to continue with whole-school student testing, which would be carried out during Tutor Time on 24/1/22. He confirmed that alternative arrangements would be made if any staff were not comfortable testing their students. He also confirmed that, although the requirement for students to wear face coverings in class would be lifted from 21/1/22, he would ask students to continue to do so whilst cases remained high, although the school would not be able to enforce this.

**The Staff Governor remarked that some staff would not be comfortable carrying out mass testing in tutor time and confirmed that other staff would provide support if necessary.**

With regard to staff, the HT reported that the school's pastoral lead was currently absent with Covid 19 and that two other teachers and two members of support staff were also absent.

The HT confirmed that morale in school remained high. He also advised that he had not been able to provide his usual reports about Behaviour, Safeguarding and Personal Development because of the Pastoral Lead's absence, but would forward this information on to governors once it became available.

- 6<sup>th</sup> Form - The HT reported that the Head of 6<sup>th</sup> Form would be leaving the school at Easter, which provided an opportunity for a 'fresh pair of eyes' to lead the 6<sup>th</sup> Form into the future. He advised that 75 applications had been received for Year 12 for September 2022, including the highest-ever number of first-choice applications. He confirmed that the school would continue to guarantee a place for current students who met the entry requirements.

- Curriculum Development - The HT confirmed that curriculum development work was continuing, to make sure that the curriculum was coherent and had the correct focus so that students were able to learn and to retain the knowledge they had gained.
- Disadvantaged Students - The HT reminded governors that there were two strands to the school's work with disadvantaged students: interventions focussing on removing barriers (such as providing shoes for students to wear if they came to school in trainers), and extra-curricular opportunities, including the expectation that all disadvantaged students would attend a club.

**A Governor asked if the school ran a second-hand uniform scheme.** The HT advised that it did not do so currently, but that plans were in place to run a second-hand uniform stall from the East Malling Community Centre, and also at the Summer Fair.

The HT also confirmed that support was provided for Disadvantaged students who might not be appropriately supported at home and that teachers were trained to have high expectations of all students. He advised that, as part of the school's strategy to increase the number of students taking EBacc subjects, all students would be expected to study a language at KS4, unless they found English particularly challenging (for example due to SEND). He commented that the number of disadvantaged students opting for a language had historically been very low, but he believed that studying a language at KS4 would increase access to university or other further education courses and would be well-considered by employers.

- SEND - The HT confirmed that teachers were 'teaching to the top' and scaffolding for students as required. He added that teachers used modelling to support students in tackling difficult exam questions by explaining the answer to the whole class, taking the class through the question together and finally by students tackling the question on their own in class.

The SEND governor reported that the SENCO had been asked to speak to a group of trainee teachers to share the school's best practice. The HT explained that the SENCO had spoken to Kent and Medway trainees (KMT), adding that the school offered a number of placements to KMT trainees and had a record of employing these trainees at the end of their training, and that the SENCO's presentation would help to raise the school's profile as an employer. The SEND governor congratulated the SENCO on this achievement.

The HT also advised that the SENCO was looking to apply for the Inclusion Mark, and to work with other schools to share TMS's inclusion practices.

- Character Development - The HT reported that the School had been invited to join a Regional Hub for Schools of Character to share good practice.
- September 2022 Admissions - The HT reported that the initial information from the LA on September Year 7 places indicated that the highest ever number of parents had given The Malling School as their first choice and he commented that, despite being a RI school, it was clear that parents had been able to see, from their visits to the school, that this grading was not reflected in practice. He advised that he and the Chair had been asked by the LA if they would be prepared to accept an over-PAN number of students in September but had informed the LA that they would prefer to retain the current PAN of 180, to avoid pressure on space and to ensure the school was able to maintain its 'small school' and community environment.

### **Covid-19 Risk Assessment**

The HT confirmed that the Risk Assessment would be updated as necessary to reflect new guidance. He also advised that the school held individual risk assessments for vulnerable staff and made adjustments as necessary (for example by giving a pregnant teacher a 'base' classroom so she did not have to move around the school site and offering the option of working from home). He also reported that arrangements were made for staff who did not feel comfortable attending staff briefings in person and confirmed that these briefings were held in a room that was large enough to maintain social distancing. He noted that, although some vulnerable staff would inevitably be uncomfortable about the change in guidance about wearing face coverings in class, the school could now not enforce this.

## 8. POLICIES

### Staff Code of Conduct

**The Staff Code of Conduct was approved.**

### Dog Policy

The HT explained that the SENCO's own dog had been trained as a therapy dog and came into school to support students, particularly those in the SRP with high anxiety.

**In response to a question, he confirmed that some students also read to the dog as a reading intervention.**

**The Dog Policy was approved.**

## 9. SAFEGUARDING

The HT confirmed that, in the Lead DSL's absence, the remained six DSLs within the staff team were able to deal with an safeguarding incidents.

## 10. GOVERNANCE

### Monthly TEP Governance Bulletin

The Clerk reported that the Bulletin included guidance from the DfE on the use of electronic signatures and provided information on forthcoming Governor Training.

### Training attended since the previous FGB Meeting

No training had been attended since the previous meeting.

### Forthcoming Training

NHA advised that he would be attending a Governor Induction course on 24/1/22. The Vice Chair confirmed that he would be attending the next County Governor Briefing.

## 11. CHAIR'S ACTION AND CORRESPONDENCE

The Chair advised that he had investigated a complaint at the end of Term 2 and had concluded that in this case there had been a degree of miscommunication between the parent and the school, which would be addressed going forward. He noted that there was no indication that the parent intended to escalate their complaint to the next stage of a Governor Panel.

## 12. ANY OTHER URGENT BUSINESS

There were no items of urgent business.

## 13. CONFIDENTIALITY

No items of confidentiality were identified

## 14. DATE OF NEXT MEETING

**The date of the next meeting was confirmed as Wednesday 30 March 2022, starting at 5.00pm, to be held in school if possible.**

The meeting closed at 6.40pm.

Signed.....

Chair

Date.....

# **ACTION POINTS (from September 2021)**

<b>Date</b>	<b>Item</b>	<b>Action</b>	<b>Responsibility</b>	<b>Deadline</b>	<b>Status</b>
8.9.21 13.10.21 8.12.21 19.1.22	7 2 4 3,4	A new Parent Election to be held	JVE	End T5	In progress.
19.1.22	5	The Financial Risk Register to be amended to include a column indicating when risks had been updated	SBI	30.3.22	
19.1.22	5	<b><i>Governors to speak to the HT, BM or Chair outside the meeting if they there were any areas of additional expenditure that they felt would help improve outcomes at the school.</i></b>	All	30.3.22	
19.1.22	6	The cancelled Safeguarding monitoring visit to be rescheduled and to take place before the next meeting	Safeguarding Governors	30.3.22	



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Wednesday 30 March 2022 at 5.00pm  
at School and via Virtual Governance arrangements**

**Present:** M Perry (MPE) (Chair), A Antao Blithrey, N Harvey (NHA), Catherine Kennedy (CKE) , Z Khan (ZKH), P Maisey (PMA), J Vennart (JVE), Headteacher (HT), S Wallis (SWA)  
**In Attendance:** L Hardwick (LHA) (Clerk), S Birchall (SBI), Business Manager (BM), Items 1 – 5)

	Action
<p><b>1. APOLOGIES FOR ABSENCE</b> Apologies for absence from Matt Fawcett and Tina Holditch were received and accepted. The Clerk confirmed that the meeting was quorate.</p> <p><b>2. DECLARATION OF BUSINESS INTERESTS</b> No interests were declared on any agenda item, at the beginning of the meeting or during subsequent discussions.</p> <p><b>3. MINUTES OF LAST MEETING AND MATTERS ARISING</b>   <b>Minutes of FGB Meeting held on 19 January 2022</b>  <u>The minutes of the meeting held on 19 January 2022 were approved as an accurate record of the meeting</u>   <b>Update on Governor Actions arising from the minutes</b> <ul style="list-style-type: none"> <li><u>Safeguarding Monitoring</u> – <i>The monitoring visit had not yet taken place. The Chair asked the HT to arrange for the Lead DSL to contact Governors to arrange a visit as soon as possible. CKe confirmed that she was happy to take the governor lead on this if THo was unavailable.</i></li> </ul> <p>It was confirmed that all other actions had been completed or would be dealt with through other agenda items.</p> <p><b>Other Matters Arising</b> There were no other matters arising from the minutes.</p> </p>	
<p><b>4. GOVERNING BOARD MEMBERSHIP</b>   <b>Parent Governor Elections</b>  <i>The HT reported that several parents who attended the recent Parent Forum meeting had indicated that they might be interested in applying for the Parent Governor vacancy and confirmed that he would begin the election process at the beginning of Term 5.</i></p>	JVE
<p><b>5. BUSINESS</b>   <b>Financial monitoring</b>  Governors noted the comments in the monitoring report from the Finance Monitoring governors, and the challenges that had been made and responded to:  <b>Comments</b> <ul style="list-style-type: none"> <li><i>The monitoring figures now show an in-year surplus of £154k as opposed to the original budgeted deficit of £248k. This is a difference of £402,000. These figures</i></li> </ul> </p>	JVE

also represent a difference of £266k since the previous monitoring report brought to governors two months previously and although £136k is explained by way of the change in the revenue to capital budget changes (see comments below) this still leaves a budget that has changed by £130k in the last two months.

**Questions raised and responses:**

- **The figures that we are reviewing are for 11 months. To what extent is it expected that there will be further variations when the 12-month figures are presented?**  
*As discussed at the meeting, we are expecting some variances with creditors/debtors and last minute spends.*
  - **What additional training is required for the members of the finance department involved in budget setting, to improve their accuracy in setting budgets?**  
*We have ongoing training throughout the year – this is not a budget setting concern but about the difficulty with monitoring due to the many influences throughout the year.*
  - **What actions will be taken to change the culture of excessive prudence in managing the finances of the school?**  
*The budget that is set is agreed in consultation with SLT and governors and then agreed. We set the budget according to CFR and LA guidelines on known income and expenditure. It is appropriate and not overly prudent, we support all budget holders to spend their budgets with regular reports, advice and prompting.*
  - **These challenges specifically relate to the differences between the nine-month report and the report to 28 February. Looking at specific points in the budget report and the notes to this:**
    - **I01 delegated LA funds have increased by £11k. Why is this? Why did we not know about this before?**  
*This was additional excess SRP places – this is received when a student joins, which can be at any time.*
    - **I02 sixth form funding. This has increased by £6k. What is this? Why did we not know about this before?**  
*Again – additional SRP place plus element 2.*
    - **03 High needs funding. Why has this gone down by £12k?**  
*Due to movement of students*
    - **I18c Covid catch up funding. This has increased by £24k. Why were we unaware of this previously?**  
*We had assumed that this was being paid in the next financial year.*
    - **E09 Staff development. Only 58% of the budgeted expenditure has been incurred by month 11. Are we certain that the rest of this money will be spent in March?**  
*We have been assured that this will spend in its majority.*
    - **E13 Grounds maintenance. Only a small part of this budget has been spent. Are we certain that the rest of this money will be spent in March?**  
*As above*
    - **A significant element of the following budgets remain unspent at the end of month 11, is the school confident that the budgets are correct for the following:**
      - **E19 Learning resources**
      - **E20 ICT**
      - **E22 Admin supplies**
      - **E26 Agency supply**
      - **E27 Bought in prof services curriculum**
      - **E28 Bought in prof services other**
- We have supplied an indepth report to show the balances as they reached year end. As we discussed, we make the budgets available until to the last minute to support the school.*
- **E19 Learning resources. This reduced by £36k since the 9 month figures. Why? Was this due to inaccurate forecasting at the 9 month period or a cut**

### in planned expenditure?

*This takes into account the department predicted underspends.*

- **E21 Exam fees. This has reduced by £30k. Was this due to a rebate due to the lack of physical exams? When did we know about this? Why was it not previously provided for?**

*This is writing back the additional £30k that governors requested be added at the start of the 20/21 budget due to student number increases which proved not to be needed.*

- **Can you please confirm that we are unable to accrue for capital expenditure and that this is the reason that we have not been allowed to make the planned level of transfer from revenue to capital. Can you advise if there is any difference with expenditure contracted but not undertaken, as opposed to capital expenditure not yet contracted.**

*We are unable – as per the 9 month monitoring report from the LA, to carry forward a revenue to capital transfer if it is not spent. Either way, both contracted and uncontracted are treated the same at year end, they haven't happened so cannot belong to that year.*

- **Have we had written confirmation that our capital expenditure falling out of this period will be fully taken into account when looking at the balance control mechanism?**

*I e-mailed SFS and confirmed.*

- **We have been constantly assured that there is no danger of our surplus exceeding the limits determined by the balance control mechanism. This no longer appears to be the case. Can we please have a separate note clarify the risks of this happening.**

*There is no risk as we are unlikely to hit BCM. Also, I spoke to the LA and explained the situation with the capital works and they were happy for us to identify this on our returns and it would be adjusted accordingly*

The Chair confirmed that the action points for the FGB from the monitoring (Financial Risk Register, SFVS and 11-month monitoring) had been included on the agenda, with the 11-month monitoring being replaced with the Year End Revenue Balances Report.

### LA Feedback on 9-month Financial Monitoring

The BM reported that the LA had confirmed that the transfer to Capital in respect of the paths and minibus purchase would need to be recorded within the Revenue budget, as the projects would now not take place until the next financial year. She confirmed that the other comments from the LA had all been covered at the Financial Monitoring visit.

### Budget Monitoring – Year End balances

Governors reviewed the analysis of Year End Revenue balances. The BM explained that income had increased from the nine-month financial monitoring report as a result of an unbudgeted-for £140,000 being received between January and March 2022, and that, as already explained, £130,000 had been transferred back to the Revenue account from Capital due to planned work and purchases not having taken place. She confirmed that the outturn Revenue rollover was £583,045.61, a positive variance of £385,153 against the submitted budget of £197,893, and a difference of £249,230 from the 9-month position. The BM advised that work to install the new paths would begin over the half term break and that planning permission had been obtained to enable the second phase of the works to take place over the Summer. The minibus was on order and should be received in May or June. The BM confirmed that a transfer to Capital to cover the planned expenditure would be made from the 2022/23 budget.

**The Chair pointed out that, although having a healthy rollover surplus was positive, the school should be spending its funding to improve outcomes for students and confirmed that when setting the budget for 2022/23 and the Three-Year Financial Plan, the school would be looking for the most effective way to spend its income.** He advised that he had discussed this with the HT and the priorities for curriculum spending would be on

resources to improve Literacy and Numeracy, particularly for disadvantaged students. He also advised that he had suggested that the HT should begin the budget planning process from an overspend position, rather than having to look to build in additional capacity at a later stage in the process.

**A Governor asked whether the additional income received in the last three months of the financial year had been unexpected.** The BM confirmed that the school often did not receive advance notification from the DfE as to when additional Covid-relating funding would be released, as had been the case with the grant relating to Covid testing and Covid Catch Up but commented that she did not anticipate this situation continuing into the next financial year as covid-related support was withdrawn.

### **Key Issues for 2022/23 Budget Setting process**

The BM reported that the DfE had confirmed that schools would receive a Supplementary Grant in 2022/23, which would bring together some of the separate amounts of additional funding previously received across the year and would also cover the Health and Social Care Levy on Employers NI contributions. She advised that this grant equated to a 6% increase in funding and that there would be a further, although smaller, Supplementary grant in 2023/24. The BM confirmed that the school would be in strong position financially in 2022/23, particularly as it would be receiving additional High Needs Funding for 27 students with EHCPs who would be joining the school in September. She also noted that there would be increase in 6<sup>th</sup> form numbers, although this would not impact on the budget next year and that the 6<sup>th</sup> Form would continue to be subsidised by the main school. The BM confirmed that expenditure on teaching staff was likely to increase over the next two years as the government had reconfirmed its intention that teachers' starting salaries should be a minimum of £30,000 by 2023. She advised that she expected energy costs to increase, confirming that, although costs had not increased as she had anticipated in 2021/22, the additional provision made within the budget would be carried forward into the 2022/23 budget as an accrual. She also confirmed that the school would continue to streamline costs and seek best value, for example by tendering through the DfE process for major purchases.

### **Approval of virements and write-offs**

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

### **Approval of Quotes, Tenders, Contracts or other expenditure**

There were no quotes, tenders or other expenditure requiring the FGB's approval.

### **2022 SFVS Report**

The Chair confirmed that some changes had been made to the draft SFVS following its review by the Finance Monitoring group, and that he was now happy to recommend the checklist document to governors. He noted that the school would also need to submit a Related Parties transaction return with the SFVS report. The BM confirmed that this would be a Nil return.

### **Governors approved the 2022 SFVS report and the Related Parties Return**

### **Business Related Policies**

There were no Business-related policies for approval.

### **Financial Risk Register**

The BM confirmed that she had added the risks relating to Term Time Only payments and ongoing post-Covid staff absence. In this connection the HT reported that the school had advertised for more Cover Supervisors and would also be introducing a progression structure for TAs, with a view to aiding recruitment, retention and engagement. He noted that it was likely that the budget for support staff would be increased next year.

### **Health and Safety Premises**

One of the Health and Safety Governors reported on their recent virtual visit, which had included a review of risk assessments. The BM added that it had been agreed that one of the

H&S governors would attend a site monitoring visit with Mitie. ***It was confirmed that a written monitoring report would be prepared for the next monitoring visit.***

The BM reported that there were concerns regarding the cleanliness of the toilets, and the standard of cleaning more generally across the school. She advised that there had also been some vandalism within the toilets and that Mitie had addressed this by locking the toilets, rather than looking for a more proactive solution. Mitie had now agreed that the toilets would be cleaned four times each day and that there would also be spot checks on cleanliness. She was also exploring the possibility of bolting the outside entrance door to the toilets open, so it was easier for staff to monitor the toilet areas. The HT advised that the number of staff on duty at breaks and lunchtimes had been increased, with staff specifically monitoring the entrances to the toilets. The BM commented that she had spoken to the Mitie officer responsible for the Malling contract, who had advised that there were concerns regarding the quality of the site team at TMS, which were being addressed.

#### **Other Business Related Issues**

- Support Staff Pay – The BM advised that the minimum and maximum salaries for the Kent Range scales had been published, together with the percentage performance awards for 2022. She confirmed that the increases were affordable. The Chair recommended that the school should apply the increases recommended by KCC on this occasion.

**Governors approved the recommended Kent Range scales and performance-based pay awards.**

- Policy Review – The BM confirmed that the school office maintained a Policy Review schedule and notified the Business Team when policies were due for renewal. The Chair noted that it had previously been agreed that policies would be shared with the relevant monitoring governors at the point that they were reviewed by staff, before being submitted to the FGB for approval. ***The BM agreed to take this issue back to the relevant member of staff.***

SB

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

## **6. SCHOOL IMPROVEMENT PLAN**

### **School Improvement Plan 2021-22**

The HT confirmed that he had updated the SDP to show success and/or impact as at the end of Term 4 and would repeat this process again at the end of the academic year. He advised that the attendance of disadvantaged students remained a priority, as these students' attendance was below the national average. The HT commented that from discussions with other HTs, it was clear that attendance remained an issue for local schools post-covid. He advised that the school had appointed a new pastoral leader, who would be working in a family liaison role. He added that the SLT continued to highlight the need to progress this issue with staff, although leaders were aware that this was a testing time for staff as absence levels remained high and remarked that he was grateful for the continuing support of leaders and the pastoral team. He was also pleased to report that the Staff Governor had been appointed to the Head of 6<sup>th</sup> Form position and that it had been confirmed that the school could begin to run the IB Diploma Programme from September 2022.

### **Monitoring Visit reports**

The HT thanked governors for carrying out face to face monitoring visits, commenting that being on site allowed them to see the school in action and led to a more collaborative approach than remote monitoring with school leaders. Governors reported on their recent visits:

- Pay Committee – The Chair reported that the Committee had reviewed and accepted the HT's recommendations for support staff pay after some challenges. The HT confirmed that line manager's recommendations for performance management awards had been moderated by the SLT and was satisfied that the process was robust.

- Pupil Premium – The PP Governor referred to his written report which had been circulated with the meeting papers and confirmed that this had been an effective meeting, discussing attendance and lateness and Pupil Premium and High Needs Funding.

**A Governor asked the HT if there was a proven link between attendance and outcomes.** The HT confirmed that there was and advised that the pastoral leaders were working to identify policies to improve attendance. He noted that Covid 19 had exacerbated some gaps.

**A Governor asked if gap in attendance led to corresponding gaps in attainment.**

The HT commented that it was likely that there would always be a gap between the attainment of disadvantaged pupils and their peers, but that the school was working to reduce the gap by engaging and working with families and had increased its pastoral capacity to do so. He noted that from recent Ofsted reports, there was less focus on disadvantaged students than there had been in the past. He also pointed out that there was a limit to what the school could do to support disadvantaged students, compared to SEND students where interventions and scaffolding could significantly improve outcomes and progress. The HT commented that previous initiatives for disadvantaged students, such as seating arrangements in class, questioning those students first and giving them priority when marking their work, had not been effective, as these students in most cases did not have a specific learning need. He confirmed that it was clear that attendance and parental engagement were key but pointed out that it was extremely difficult when students did not come into school and parents were not supportive. He commented that the school's policy was not to agree to requests from parents for elective home education, but to keep the students on roll and work with the family to encourage them to come into school.

**The other Governor who had attended the meeting remarked that she had been extremely impressed by the Student Welfare Officer. She commented on the size of her workload and asked whether there would be capacity in the budget to employ an additional member of staff to provide her with Admin support.** The HT agreed with the comments regarding the Welfare Officer's work, commenting that she had a good connection with students and their families and was well respected, and confirmed that he would explore the possibility of building in additional capacity. The Staff Governor supported this proposal, commenting that the Student Welfare Officer worked well with the most challenging students and also provided support for teachers, and particularly trainee teachers, who were struggling with students' behaviour in their classes. ***The HT confirmed that he would pass on Governors' positive comments to her.***

JVE

- SEND - The SEND Governor advised that the LA's SEND Evaluation Officer had been visiting the school at the time of her monitoring visit and had been very impressed with what they had seen. They had particularly praised the extent of SRP students' inclusion with the main school, which was only possible as a result of the high standards of teaching, learning and behaviour in the main school. The SEND Governor noted that the LA was directing the school to take additional students into the SRP, with 27 due to start in Year 7 in September, against the PAN of 24. She also reported that she had met a number of staff colleagues and had visited a number of lessons. The HT concurred with the comments regarding the work of the SEND team, commenting that previously the students in the SRP had been more isolated from the main school. He advised that the school had initially appealed against the LA's decision to direct additional students to the SRP in September but had subsequently decided to accept them. He advised that he had again asked the LA whether it would consider providing more classroom space on the school site to reflect the increase in student numbers but had not received a response.

The SEND governor reported that the SENCO had recently been selected to be a Leader of Inclusion in Education. ***Governors asked for their congratulations on this achievement to be passed on to her.*** The HT added that he would be reviewing the DfEs Green Paper on Education but commented that the school's policy of inclusivity reflected the drive towards educating students with SEND in mainstream

JVE

schools, which he pointed out was also a cheaper option for the government than creating additional special school places. He remarked that the school's success demonstrated how successful this approach could be. In particular he commented that it was particularly rewarding for the school when students who had started in the SRP were able to join the main school in the 6<sup>th</sup> Form. He confirmed that training for staff in scaffolding and ongoing support was essential for integration to be successful, especially for those with more complex needs.

The SEND Governor reported that the monitoring visit had also included a discussion on TAs and supported the proposal to develop career opportunities by introducing HLTAs roles. She noted that many schools were finding it difficult to recruit teaching support staff and believed that a progression scheme would provide TMS with an advantage in recruitment and retention. The HT commented that the school had developed a strong CPD programme for its teaching staff but was still working to provide an effective CPD programme for admin and teaching support staff.

**In response to a question, the HT advised that details of the new HTLA posts would be shared with staff shortly and that the positions would be internally advertised.**

The SEND Governor also reported on the transport issues for SEND students across KCC, which had impacted upon attendance in other schools. She advised that this had not been identified as a particular issue at TMS, although some students now had extended journey times, as the LA was using larger vehicles that could accommodate more students, which impacted on the time that students arrived at school and their readiness to learn once they had arrived.

- **KS5** – One of the governors who had carried out the monitoring visit commented that he had been impressed with what was going on and with the staff he had spoken to. **He confirmed that a written report would be submitted to the next FGB meeting.**
- **Careers** – The Governor who had carried out this visit commented that the Careers team were passionate about their work and were anxious to embed careers within the school's programme and curriculum. He advised that all the Gatsby Benchmarks except one were 100% completed. **However, he reported that the staff he had spoken to had felt that the importance of including careers within the curriculum needed to be raised amongst teachers.** The HT advised that Careers would be the focus of the next CPD session and that teachers would be encouraged to embed careers within the curriculum by making part of lessons. He commented that teachers sometimes did not appreciate the importance of the Careers Interview for students. The Staff Governor suggested that the timing of the interviews for Year 11 students needed to be reviewed, as students needed to spend as much time as possible in the classroom at this stage in the academic year.

**The Governor who had carried out the visit noted that the only Gatsby Benchmark that was not 100% compliant related to Work Experience. He recalled that this subject had been discussed at previous FGB meetings and felt that the school still did not take advantage of the many local businesses who would support it in this, including governors with their own businesses.**

KS5  
Govs

## 7. HEADTEACHER'S REPORT

The following challenges had been asked and answered before the meeting:

- Challenges arising from the Student Survey
  - **Bearing in mind the amount of work that has gone into improving behaviour in the school, it is surprising that 24% of students feel that bad behaviour is tolerated. What is going to be done to look further into this to ensure there is not a misapprehension of the behaviour standard?**  
*Following positive reviews from external reviews, student panels, governor monitoring and visitors, I agree that this student perception is surprising, reflections and actions are detailed below:*
    - *Over the past 2 years there has been significant staff absence due to COVID. The consistency in application of SWAT from supply teachers can be variable, despite training and monitoring from SLT. Continuing*

to recruit and provide excellent training for Cover Supervisors for September is a priority.

- SWAT has three chances built in before a transfer. So potentially that could be viewed as tolerating poor behaviour. Having compared our behaviour system to other schools, we benefit because we are able to have a lower threshold of what we will tolerate. Consequently, feedback from staff that have worked across other schools is positive regarding consistent expectations across the school. For example, we are able to 'SWAT' a student for minor things which they are able to correct without them being transferred. Communicating the thinking behind this to our students through assemblies could improve the perception.
- There is a balance that needs to be struck between high expectations and de-skilling teachers by over-use of SWAT leading to many more students being transferred. This could be detrimental to our most disadvantaged students. We need to continue to focus on training our staff in 'Positive Behaviour Strategies'. Reviewing classes with high levels of transfers and providing bespoke training will be carried out next term. This has already taken place with a Year 7 class and their combined teachers earlier this week.

- **Only 58% of students state that they know their target grades for each subject. This is not the first time that this has arisen. What is going to be done to radically improve this?**

*This is not surprising as we have moved away from using current and target grades completely at KS3. We do not collect or report this data. This has allowed us to think much more deeply about our curriculum and how we can support students to know more and remember more. On reflection we should have re-worded this question to something more useful like "Are you supported to improve in your work?" This is something we use regularly in our Curriculum Development Reviews. For the next survey we should consider using the updated student voice questions from Ofsted. Reflections below:*

- *Focusing on whether students know their target grade can lead to activities that are detrimental to learning and waste time. For example, encouraging students to remember their target grade for an observation. This is often for the myth that Ofsted will ask for this.*
- *A concern for us is that setting an arbitrary data target from students' Key Stage 2 data goes against our principle of high expectations and teaching to the top. We should not be setting a ceiling for our students. All students should aspire for the highest grade possible. Our curriculum has been carefully designed so every student, regardless of background or starting point experiences this ambitious content. This is particularly important for our DA students who may have under-performed at Primary School and therefore would have a lower target. By not setting these lower targets for these students we aim to reverse the 'Matthew Effect'.*
- *In the new Ofsted Framework there is an emphasis on ensuring data collection is sustainable and used to inform clear actions. TMS follows this advice with two cumulative assessments that result in % scores for each subject. Post Assessment Reflections are held in every subject to ensure that every data conversation is a curriculum conversation. Interventions are put in place for students that are a cause for concern.*
- *Interesting extract from Amanda Spielman's speech to the National Governance Assembly when the new framework was introduced: "And please tread carefully with predicted grades. You need to think about how, and on what basis, they have been compiled. Has the school made these predictions based on a careful understanding of where a child is with a particular subject – what they know and what they're able to do? Or has the school just pulled through the SATS*



*results from primary school? And is it even helpful to be asking schools to predict? An overblown interest in predictions can drive schools away from the substance of education. I can understand the superficial attraction, but it's sometimes allowing the wrong things to happen"*

- **What is going to be done to improve the cleanliness of the toilets?**

*There has been regular reporting of our concerns to MITIE by both HT and SBL. Increased duty rotas have also been put in place to support this term. The outcomes of the student survey have been reported and some improvements have been made this term. Employing more cleaning staff would help to resolve the issue and something that needs to be discussed further. Also implementing a better system amongst the team of checking and signing off when cleaned should improve the cleanliness. This could be added to the Health & Safety monitoring group to check the cleanliness at the start of the day in the next visit.*

- **34% of students either agree or strongly agree that bullying is a problem in the school. This is worrying. What is being done to investigate this and take action?**

*This is a disappointing result, especially in light of the numbers of bullying incidents reducing across the school and a significant focus through P1 and assemblies throughout the year. This will be discussed with PWi in detail and form the basis of the next student voice council and anti-bullying ambassadors meeting. An action plan will be formulated for T5 & T6 and circulated to FGB. It may be beneficial to do another survey at the end of the year to assess impact.*

- **Do you know what has led to the dramatic increase in the Year 7 transfers?**

*We view transfers as training students in how to behave well in lesson. This is the first year of face to face teaching for all students and perhaps more of a challenge for our year 7 students as they reach the end of Term 4. We will continue to monitor the transfers carefully and meet with teaching staff to share best practice and implement Positive Behaviour Strategies.*

HT then reported on a number of issues detailed within his report:

- **Assessments and PPEs** - The HT confirmed that students in Year 11 and Year 13 had completed their mock exams and that the data had been analysed. He advised that he had asked the SAHT to email Governors a summary of the data. He reported that the Progress 8 (P8) score from the PPE's was estimated at -0.26, which was extremely positive and compared against the (published) 2019 P8 score of -0.6 and the estimated 2020 P8 score of -0.4 (no estimated score had been produced in 2021 due to the use of Teacher Assessed Grades). However he pointed out that it was very difficult to produce firm and accurate predictions this year.

**Referring to a question raised in advance of the meeting, a Governor asked if the target grades applied across the school. The HT advised that the school was moving away from target grades for KS3 students.**

- **Behaviour and Attitudes**

- **Student Survey** - The HT referred to the results of the Student Survey, explaining that this had been a paper survey carried out during tutor time during Term 3. He highlighted a number of results:

- 68% of students liked being in school – The HT commented that this figure was lower than he would like it to be, although it was not surprising and contrasted with the response from parents to a similar question.
- 83% of students feel safe in school – The HT commented that this figure was also lower than for an equivalent question in the Parent survey. He advised that there would now be further work to identify the areas of the school where students felt unsafe. The Staff Governor commented that he had attended a recent student voice session, where there had been a significant amount of discussion about the students' toilets

**A Governor commented that it would be useful to know if there were other areas of school where students did not feel safe, in addition to the toilets.** The HT remarked that he was aware that some older groups of

students liked to gather around the toilets to eat at breaks and lunchtimes and that some younger students found this intimidating. He confirmed that the school was trying to address this and pointed out that staff on break or lunch break duties monitored toilets and other potential areas. He also remarked that a large number of students in the SRP suffered with anxiety which might have had an impact on the response to this question in the student survey.

**A Governor suggested running a targeted survey, or student voice session to explore this further.**

A Governor thanked the HT for the detailed and robust analysis of the survey results, commenting that, in retrospect, the question about students knowing their grades should not have been included. The HT remarked that he was aware that many schools were still reporting on grades for their KS3 students.

- Bullying - The HT commented that the school's work against bullying had been well received by parents but noted that it was still an issue for some students. However, he was confident that the school performed well compared to others and he noted that students coming into the school from other schools, including from schools outside the UK, commented on its friendly and positive atmosphere. He confirmed that the school ran clubs which were targeted to students who were on the edges of friendship groups to help them to integrate.
- Attendance/Lateness - The HT referred to the attendance data in his report, explaining that students were deemed to be persistent absentees if their attendance for the year fell below 90%. He confirmed that the school's cumulative overall attendance data was above the national average, although the data for persistent absence was a little higher.

**A Governor asked if the data on lateness included lateness to lessons, as well as students who were late coming into school.** The HT advised that the school used to issue detentions to students who were late coming into school in the morning (by having a teacher on the gate), but that lateness was now picked up through the registers and reported to parents

- Suspensions and Transfers – The HT commented that, the school aimed to avoid suspensions (Fixed Term Exclusions), these were sometimes necessary, for example for verbal abuse or physical assault.

**A Governor noted that the incidence of transfers for Disadvantaged students appeared to be higher than the school average.** The HT confirmed that this was an issue and that the school was trying to reduce the number of DA students transferred from class. He commented that, in addition to work with individual students and families, staff meetings had focussed on positive behaviour management strategies, such as 'front loading' instructions, and leaders were working with teachers to discourage the use of SWOT through explaining to students the consequences of poor behaviour and using positive reaffirmation techniques. He also pointed out that feedback from External Reviews indicated that Behaviour was strong and that students were compliant.

- Personal Development - The HT commented on the number of clubs that were now taking place and confirmed that a high percentage of disadvantaged students were attending at least one club. He commented that staff were working to encourage disadvantaged students to attend in year groups where the percentage of attendance was lower, such as Year 7 and confirmed that attendance at clubs was tracked through the attendance registers maintained by the club leaders. The HT also confirmed that the school was anxious that all students were able to access and attend trips, to build cultural capital, such as a visit to Cathedrals and Art Galleries. He wanted to ensure that all Year 7 students took part in an outdoor, team building trip and commented that, as the school was in a positive financial position, it should be possible to offer this to the whole year group. He also confirmed that the school was looking to use its own facilities for a wider range of outdoor facilities, such as kayaking on the lake.
- CPD - The HT confirmed that the school's CPD offer for teachers was strong but noted that currently not all teachers were able to attend the weekly lecturettes, due to other duties. He advised that from Term 5, 6<sup>th</sup> Form students and members of the admin

team would take on these duties to enable teachers to attend the lecturettes. The HT also drew governors' attention to the results of a staff survey on the school's CPD offer.

- SEND and Disadvantaged Student support - The HT had nothing to add to the discussions which had taken place as part of other agenda items.
- Curriculum Development - The HT advised that the DHT was working with subject leaders on curriculum design, confirming that this included curriculum sequencing. He reminded governors that traditionally leaders used Term 6, once Year 11 students had left the school, to plan the curriculum for the next academic year.
- 6<sup>th</sup> Form - The HT confirmed that developing the 6<sup>th</sup> Form was a priority for the school. He referred to the four priority areas listed in his report and to the planned actions for Terms 4 and 5.

## 8. POLICIES

**Administering Medication Policy, CEAIG Policy, Managing Absence and Ill Health Policy, Performance Development Policy, Rewards Policy**  
These Policies were all approved

### SEND Policy

A Governor questioned the wording of the wording of the policy regarding accessibility improvements made by the Governing Board. *It was noted that the draft policy was based on the standard LA model, but agreed that the wording should be checked, amended as appropriate and the policy brought back to the next meeting.*

JVE

### Anti Bullying Policy

The Staff Governor advised that the Policy should be amended to include a specific reference to Biophobic incidents. *It was agreed that the draft policy should be amended and brought back to the next meeting.*

JVE

## 9. SAFEGUARDING

### Safeguarding and Wellbeing Update

The HT had no urgent issues to report. *He confirmed that he would prepare a more detailed report on safeguarding for a future meeting.*

JVE

### Safeguarding Monitoring Report

The Chair commented that he was concerned at the delay in carrying out a safeguarding monitoring visit *and asked the one of the safeguarding monitoring team, who was present at the meeting to liaise with the Lead DSL and the other Safeguarding Governor to arrange a meeting as soon as possible.*

JVE/  
CKE

## 10. GOVERNANCE

### Governors' Strategy Session

The Chair commented that the afternoon session held in 2021 (which had focused on reviewing the school's vision) had been very useful and asked if governors would wish to repeat it in Term 6, this time with a focus on the SDP, potentially then moving the Term 6 FGB meeting to the same date.

This proposal was agreed. *The Chair confirmed that he would email Governors with a suggested dates for the Strategy session and rescheduled FGB meeting.*

MPE

### Self Evaluation Forms and Chair's Appraisal

*It was agreed that the self evaluation and Chair's Appraisal forms should be sent out to governors during Term 5, with the results reported to the Term 6 FGB meeting.*

LHA

## Monthly TEP Governance Bulletin

Governors noted the content of the March Governance Bulletin.

### Training attended since the previous FGB Meeting

NHA reported that he had attended Governor Induction and Pupil Premium training, both of which had been extremely informative.

### Forthcoming Training

The Clerk confirmed that details of forthcoming training had been included in the March TEP Bulletin and had also been confirmed in a separate email.

#### 11. CHAIR'S ACTION AND CORRESPONDENCE

The Chair advised that he had taken Chair's Action to approve a quote for the new telephone system, as urgent approval had been necessary to enable the school to enter into the new contract.

**Governors ratified the decision taken by the Chair in relation to the new telephone system.**

#### 12. ANY OTHER URGENT BUSINESS

There were no items of urgent business.

#### 13. CONFIDENTIALITY

No items of confidentiality were identified

#### 14. DATE OF NEXT MEETING

**The date of the next meeting was confirmed as Wednesday 18 May 2022, starting at 5.00pm, to be held in school if possible.**

The meeting closed at 6.55pm.

Signed.....  
Chair

Date.....

# **ACTION POINTS (from September 2021)**

<b>Date</b>	<b>Item</b>	<b>Action</b>	<b>Responsibility</b>	<b>Deadline</b>	<b>Status</b>
8.9.21 13.10.21 8.12.21 19.1.22 30.3.22	7 2 4 3,4 4	A new Parent Election to be held	JVE	End T5	In progress.
19.12.22 30.3.22	6 3, 9	The cancelled Safeguarding monitoring visit to be rescheduled and to take place before the next meeting	Safeguarding Governors	30.3.22	completed
30.3.22	4	A report on the H&S monitoring visit to be prepared for the next meeting	H&S governors	18.5.22	Visit still to take place
30.3.22	4	Draft policies to be sent out to the relevant monitoring governors for review before being submitted to FGB meetings for approval	SBI	Ongoing	In progress
30.3.22	5	The GBs praise and positive comments to be passed on to the SENCO and Student Welfare Officer	JVE	End T4	Completed
30.3.22	5	A report on the KS5 monitoring visit to be prepared for the next meeting	KS5 governors	18.5.22	Visit still to take place
30.3.22	8	The wording of the SEND and Anti-bullying policies to be checked, revised if necessary and the policies brought back to the next meeting for approval	JVE	18.5.22	No changes required to policies. Approval on agenda
30.3.22	9	The HT to provide a more detailed Safeguarding report for a future meeting	JVE	End T6	Annual report to governors for T6 meeting
30.3.22	10	A date for the Governor's Strategy meeting and rescheduled T6 FGB meeting to be circulated	MPE	End T4	Completed
30.3.22	10	Governor self-evaluation and Chair's Appraisal forms to be sent to Governors and the results reported to the T6 FGB meeting	LHA	End T5  T6 FGB Meeting	To be sent out at end of Term 5

**Minutes of the Meeting of The Malling School Full Governing Board held on  
Wednesday 18 May 2022 at 5.00pm  
at School and via Virtual Governance arrangements**

**Present:** M Perry (MPE) (Chair), M Fawcett (MFA (attending remotely), Catherine Kennedy (CKE) (attending remotely), Z Khan (ZKH) (attending remotely), P Maisey (PMA), J Vennart (JVE), Headteacher (HT), S Wallis (SWA)(attending remotely).  
**In Attendance:** L Hardwick (LHA) (Clerk), S Birchall (SBI), Business Manager (BM), Items 1 – 5), B Chidwick (BCH) (DHT) (Item 1 only)

**1. OFSTED ‘CRIB SHEET’**

BCH explained that the document circulated with the meeting papers had initially been created as an aide memoire for senior leaders and other staff who might meet with Ofsted Inspectors, but would also be useful for governors, as it summarised what was done across the school to deliver the vision and curriculum statement. He added that the document would help to ensure that there was consistency across the school in the language used and in key points relating to curriculum delivery, such as pedagogy and classroom practice, although staff speaking to Inspectors would need to ensure that they related the information on the sheet to their specific subject(s). He also confirmed that the CPD section included links to IBSCA training and NQT/ECT programmes.

BCH pointed out that the document highlighted the school’s drive for high standards and expectations demonstrated by the ‘teaching to the top’ approach with scaffolding for students who needed greater support to access the curriculum. He confirmed that TAs now attended the Monday subject meetings to help them develop the skills that they needed to support students in the classroom and advised that Literacy Leaders were developing strategies to support KS3 students who were working at below age-related expectations to access age-related texts, in all subjects.

With regard to assessment, BCH pointed out that there had been a shift in focus since the introduction of the new Ofsted Framework, away from regular summative data drops to collecting information that could be used to help students develop and to close gaps. In this connection, he explained that cumulative assessments were used to measure knowledge gathered over time and that Heads of Departments were responsible for ensuring that the assessments that teachers were using were fit for purpose.

The HT explained the terminology ‘Interleaving Spiral Progression. He advised that ‘interleaving’ referred to the way in which elements of one topic would be introduced into others to support new learning and that a spiralled curriculum would be one where the same topics were taught every year to reinforce knowledge. He confirmed that the school could not fully deliver spiral progression, but that some element of different topics would be brought forward into subsequent years’ curricula. He also explained that the Progression Model aimed to create more fluency within the curriculum to enable students’ knowledge and understanding to develop incrementally as they progressed through the school.

**A governor commented that some of the acronyms used within the document were school-specific and asked if the HT could add a glossary for governors.** The HT agreed to do this and, in response to a further question explained the acronyms PUB (Pre Unit Briefing) and PUR (Post Unit Reflection).

**Action**

The HT confirmed that, in addition to providing a 'crib sheet' for Ofsted, the Leadership Team intended that it would be used to share best practice and help staff development.

**A governor noted that there was no reference to disadvantaged students within the document.** The HT advised that the crib sheet had been intended for Heads of Department and teachers who would be speaking to Ofsted about learning and the curriculum, and the expectation would be that they were able to explain the positive impacts for all students on improved behaviour, teaching and the curriculum. A governor agreed that improvements in curriculum delivery should improve standards and outcomes for all students.

## 2. APOLOGIES FOR ABSENCE

Apologies for absence from Anabelle Antao Blithrey and Tina Holditch were received and accepted. Nigel Harvey was also absent. All governors attending remotely confirmed that they could participate fully. The Clerk confirmed that the meeting was quorate.

## 3. DECLARATION OF BUSINESS INTERESTS

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

## 4. MINUTES OF LAST MEETING AND MATTERS ARISING

**Minutes of FGB Meeting held on 30 March 2022**

**The minutes of the meeting held on 30 March 2022 were approved as an accurate record of the meeting**

### Update on Governor Actions arising from the minutes

- Parent Elections – The HT advised that two potential candidates had put themselves forward and that a ballot was in progress. He confirmed that the process should be completed in time to enable a successful candidate to join the Board at its next meeting.
- Health & Safety Monitoring – ***The H&S Governor confirmed that the next monitoring visit would be taking place during w/c 23/5/22.*** He confirmed that his previous H&S report had been incorporated with his report on his review of the Ofsted 'grab bag'.
- KS5 monitoring – ***This monitoring visit had not yet taken place.***
- Safeguarding monitoring and reporting - The safeguarding monitoring report had been circulated with the meeting papers. ***The HT advised that he would bring the Annual Report for Governors for 2022/23 to the next FGB meeting.***
- SEND and Anti-bullying Policies – The HT confirmed that these policies had been reviewed as requested at the last meeting, but that no changes had been necessary. **Governors therefore approved the SEND and Anti-Bullying Policies as presented to the March FGB meeting.**
- Chair's Appraisal and self-evaluation forms – The Clerk confirmed that she had intended to send these forms out to governors at the beginning of Term 6, to enable the results to be reviewed at the Term 6 FGB meeting. ***The Chair asked for the Chair's Appraisal forms to be sent out as soon as possible, as the date for the feedback meeting had been brought forward to early June.***

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

### Other Matters Arising

There were no other matters arising from the minutes.

## 5. GOVERNING BOARD MEMBERSHIP

### Parent Governor Elections

Governors had received an update on the Elections under agenda item 4.

## 6. BUSINESS

### Financial monitoring

Governors noted the comments in the monitoring report from the Finance Monitoring governors, and the challenges that had been made and responded to:

- **I03 - Why do the SEN funding figures fall in years 2 and 3?**  
*We have added an amount for element 3 year 7 as it is unknown as per the report. This is a very fluctuating budget item and influenced by local and central decisions. There are a significant number of HNF students leaving this year and some of the mainstream that we have been receiving are now taking SRP places – open to increasing this but preferably not to this year levels*
- **I05 - Pupil premium is static for years 2 and 3 – do we have to leave this at this level?**  
*It is customary to leave it at a flat rate unless you know otherwise*
- **I06, I08B, I13 - In reality I suspect that there will be extra monies, but we simply do not know where this will come from at the moment.**  
*Agreed and as it is so volatile we would be predicting based upon no expectation*
- **E30 - Point to note – I am sure that we will have further transfers to capital funding for unforeseen projects, however I am happy leaving this as it gives us the opportunity to flex and indeed is likely to be determined by available resources.**  
*Agreed – we have in year expenditure over income in both scenarios – any excess can be used to support capital projects*

### 2022/23 Year End Outturn

The BM confirmed that the submitted Outturn report had been approved by the LA, as set out in the Oracle report circulated with the meeting papers. Governors noted the final outturn figures:

- Revenue: In Year surplus £137,346.98, Rollover £583,045.61
- Capital: Rollover £0

### Draft 2022/23 Budget and Three-Year Plan

The BM reported that there had been a 6%-7% increase in income per student this year, although she pointed out that there was no certainty that this would continue into Years 2 and 3. She explained that advice from KCC had been that all additional funding (such as Catch-Up Funding) had been brought together into a Supplemental Grant paid through I01, although some additional funding had already been received since the beginning of the year. The BM advised that the budget provided for 195 Year 7 students would be joining the school in September 2022 but pointed out that, at this stage the amount of top up funding for new SEND students was an estimate, as details of any EHCPs were not yet known. She also commented that information about the use of Catch-Up funding had only just been published and that the budget therefore included assumptions about where the funding would be spent.

The BM highlighted some key elements within the draft budget and three-year plan:

- Staffing – The BM advised that the school would be over-staffed in all core departments in 2022/23, to take advantage of the higher than predicted rollover and to support teaching and learning. There was also further provision for further development in IT technology to support teaching.
- Rollover – The BM confirmed that the school was recording an in-year deficit in each of the three years, as it spent the significant rollover from 2021/22, but that the rollover amount remained positive, (although reducing) for Years 1, 2 and 3 of the financial plan. She noted that currently there was a predicted rollover deficit in Year 4, although



she pointed out that it was difficult to plan so far ahead because income could not be confirmed. She commented that there would be a degree of flex within the budget if necessary. She also advised that little capital expenditure was planned over the three years, as, given its strong financial position, the school should be using all available resources for current students.

- **Teaching and Learning – A governor asked how the addition £100,000 provision in the budget, for teaching and learning would be used.** The HT advised that it would be used to address low literacy levels, particularly amongst disadvantaged and SEND students, whose literacy levels had been disproportionately affected by the pandemic, by back-filling TA positions to provide the support that students needed. He would also be recruiting a RE teacher to free up History and Geography teachers, given the increased number of students taking those subjects, and had been able to employ a Family Liaison Officer who would also be working with disadvantaged students. He also confirmed that there was also provision to employ an additional science teacher if needed.
- **6<sup>th</sup> Form accommodation** – The HT advised that he had been considering installing a mobile unit to provide a Hub where 6<sup>th</sup> Form students could work and study independently. However, he confirmed that this would be too expensive and that, although it would be 'tight', it would be possible to provide sufficient space within the current school buildings for the next few years. He pointed out that the school intended to 'grow' its 6<sup>th</sup> form and needed to create an environment that would encourage existing students to stay at TMS and that there would therefore be a point where further accommodation was needed.

**In response to a question, the HT confirmed that he had approached the LA but that there was no capital funding available to extend existing school provision.**

The BM commented that it might be possible to secure funding for the SRP, on the basis that more SRP students were joining the 6<sup>th</sup> form and needed appropriate space.

**A governor asked if the school would have to apply for a variation to the PFI contract if it was to install a new mobile unit within the school site.** The Chair confirmed that consent from the PFI provider would be needed. He also pointed out that, as a result of a falling birthrate, there would be a fall in student numbers in future, although this was a greater concern for primary schools at the current time, especially those who had expanded to accommodate more children and now needed to maintain those additional buildings. The HT commented that TMS remained popular, with 48 pending appeals for Year 7 entry, and a waiting list of 53 students.

The Staff Governor confirmed that he was working with the BM to provide appropriate space for 6<sup>th</sup> form students, potentially using the existing meeting rooms as a teaching space for seminar-type lessons. He also commented that some students preferred to work in smaller spaces,

- **SRP – A governor asked if there was potential to expand the SRP if student numbers in the main school began to fall, pointing out that this would be in line with the government's vision for more integrated SEND provision.** The HT felt that this was unlikely but commented that it was difficult to predict the long term impact of the falling birthrate for TMS.

Governors noted the in-year and rollover figures for the first three years of the Financial Plan, which would be submitted to the LA:

- **2022/23** – Revenue: in-year deficit -£156,715.84, rollover £426,329.16, Capital rollover £0.
- **2023/24** – Revenue: in-year deficit -£154,708.27, rollover £271,620.80, Capital rollover £0.
- **2024/25** – Revenue: in-year deficit -£189,000.10, rollover £82,620.79, Capital rollover £0.

The Chair commented that the school continued to be in a very positive financial position and remarked that governors would be willing to provide any help and support needed. He further

added that based on previous years it was likely that each year's financial position will be better than forecast.

### **Governors approved the 2022/23 Budget and Three Year Financial Plan.**

#### **Approval of Quotes, Tenders, Contracts or other expenditure**

- **Purchase of laptops for 6<sup>th</sup> Form students** – The BM explained that the school had for a number of years offered laptops to all 6<sup>th</sup> form students at a discounted price. She confirmed that she had liaised with the Staff Governor (Head of 6<sup>th</sup> Form) regarding the specification for the laptops and reported that she had obtained three quotes and had been able to secure a price of £400 per device, at a total cost of £34,000. She added that the laptops would be offered to students for £200 and that school offered staged payments to disadvantaged students.

The Staff Governor explained that the laptops that students had been using were not fit for purpose, as they did not have the capacity for them to access key websites, such as academic libraries, which was especially necessary for students studying for the IB with its focus on independent study. He also confirmed that, with a higher specification, students would be able to use the devices when they moved on to university.

**A governor questioned whether, financially, it would be preferable for the school to loan the devices to students and take them back when they left the school.** The BM pointed out that the school would recover half of the cost from students when they purchased the devices. She also commented that the school had in the past followed a similar practice with cameras for students taking Photography as one of their 6<sup>th</sup> form options. The HT pointed out that 6<sup>th</sup> form courses included a significant amount online learning and felt that students would be disadvantaged if they did not have a device that enabled them to access the online resources they needed.

**A governor noted the comment that the laptops would outlast the students' time at TMS and remarked that collecting them back when students left the school would enable them to be re-used for the next Year 12 intake.** The Staff Governor commented that the cost of maintaining the laptops was likely to outweigh the £200 net cost of each device to the school and added that laptops might not be returned in good condition. He also pointed out that having a laptop at university would put former TMS students on a similar footing to their peers, particularly those from disadvantaged families. The HT commented that the current system was affordable on current student numbers but might need to be reviewed as 6<sup>th</sup> form numbers increased. He commented on the goodwill generated by this initiative. The Staff Governor added that the IB philosophy highlighted the importance of developing independent research skills, and that students needed equipment to facilitate this. He also pointed out having their own laptops would enable students to work throughout the school, rather than in an IT suite, freeing up those rooms for use by other year groups.

**Governors approved the purchase of 85 laptops from Dell at a total cost of £34,000**

#### **Business Related Policies**

- **Data Protection Policy** – Governors reviewed the draft Policy. The BM reported that a GDPR Audit had been carried out the previous week and that no concerns had been raised.

**The GDPR Policy was approved**

#### **Health and Safety/Premises issues**

The BM had no urgent Health and safety or Premises issues to report. She advised that she was currently updating the Risk Assessment and Fire Management protocols and **would bring a revised Health and Safety Policy back to the next FGB meeting.**

SBI

## Other Business Related Issues

- Spacetime Grant Funding – The BM advised that this grant funding needed to be used for work with the local community, and that the school had launched a crowd funding page to bring in match funding of £17,000 for a project to improve the lake area, including installing owl boxes and information boards.

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

## 7. SCHOOL IMPROVEMENT PLAN

### Progress against the 2021/22 School Improvement Plan

The HT confirmed that the SIP had been updated at the end of Term 4 and advised that some actions that remained outstanding at the end of Term 6 might be taken forward into the next academic year. The Chair confirmed that the SIP was reviewed at Leadership and Management monitoring visits throughout the year and advised that governors would have an opportunity to discuss priorities for the next academic year at the Reflection Day in June.

The HT provided an update on progress against some key priorities:

- High Quality Teaching and Learning – The HT confirmed that HoDs were being supported to deliver coaching to improve the quality of teaching. He noted that leaders were currently time-poor but hoped that there would be additional capacity next year to enable them to drop into lessons and provide more targeted support and advice.
- Pastoral staff – The HT reported on the transition from the previous House system, explaining that Heads of House had now been appointed as Heads of Year, reflecting the changes that had initially been introduced during the lockdown when it was no longer practical to have a member of staff responsible for pastoral support across all five year groups. He explained that following the end of lockdown, the school had questioned the benefit of returning to the house system and had continued with the Head of Year arrangements to provide pastoral support.
- SEND focus – the HT confirmed that the school continued to provide TA training sessions and had created HLTA posts to deliver higher level interventions.
- DA attendance – The HT reported that there was still a significant gap in the attendance of DA students, compared to their peers, and that, although attendance for this group of students was improving it was still just below the national average.
- Phonics interventions for literacy – The HT confirmed that the number of interventions within the SRP had increased to build students' Reading stamina. He advised that this approach had worked for some students, but it had become clear that phonics-based interventions were needed for some students with the lowest reading ages. He explained that this would be done by taking students out of a language class for targeted interventions and advised that next year the school would run a slightly different curriculum for those Year 7 students with the lowest reading ages.  
**A governor asked how the school would deliver languages to those students who had only taken one language in Year 7 when they moved into Year 8.** The HT explained that the school had a target that more students would study languages, as this was a key element of the IBDP, and that students took two languages in Year 7 with the expectation that they would then opt for one language in Year 8. He confirmed that with careful planning, the students who had only taken one language in Year 7 would continue to take that language in Year 8.
- Anti-bullying strategy – The HT advised that student surveys suggested that some students were unsure about how bullying was handled. He confirmed that this would be addressed through assemblies and the Reward programme.

### Monitoring Visit reports

Governors noted the reports on recent visits:

- Leadership and Management – Governors noted that the monitoring team had asked if the school could consider maintaining and publishing a 'wellbeing index'. The HT

commented that Wellbeing was a strength of the school but remarked that it was difficult to find an appropriate 'index' to use. The team had also reviewed recent survey results.

- School Improvement Advisor's Note of Visit – Governors noted the content of the SIA's report. The HT advised that the SIA had reviewed Ethics, which was one of the least developed subjects in the school, as students only took one lesson a week, delivered in Period 1 in KS4 and KS5. He confirmed that the school had now appointed a part time RE teacher to provide additional teaching capability.

## 8. HEADTEACHER'S REPORT

Governors reviewed the HT's report. The HT commented on a number of key issues:

- PPE data – The HT commented that this data needed to be treated with caution, as the results had been compared against 2019 grade boundaries and this group of students would not have sat any exams for a considerable period of time. He confirmed that, although no information was available about the 2022 grade boundaries, it was known that they would be adjusted to take account of lost learning during the pandemic and he added that exam questions in some subjects had also been adjusted accordingly.
- Preparation for GCSE exams - The HT confirmed that teachers had worked with their students to address gaps identified from the PPE results. He noted that this was a large year group (the first at PAN to go through the school), with 181 students, and that they had received strong teaching, with good behaviours, and that communication with parents was also positive. He reported that students were calm and focussed, and were being supported by staff and, in this connection, he advised that students had not been given any study leave during Term 5 so staff could continue to support them in school. He commented that the school would compare the final P8 score from the 2022 exams against the 2019 outcomes, although he again stressed that comparisons would be difficult this year. The Staff Governor commented that, although students seemed calm, this was the most anxious group of Year 11 students he had dealt with during his time as a teacher. He confirmed that staff were doing everything possible to keep students calm, commenting that six teachers had been in school that day to support students taking their English exam, including one who had come in on a day when they would not normally be in school. In response to a question, the Staff Governor advised that some students were being given more rest breaks in recognition of their anxieties about the exams but noted that the school always needed to provide different access arrangements due to the number of SEND students in the school.
- Feedback from Year 7 parents – The HT commented that the recent Parents' Evening had been the first face to face meeting held this year and had been very well attended. He commented that it seemed that the wording of the survey question about bullying, could have given rise to some confusion as it might have led parents who had no experience of bullying at TMS to give a negative response. He added that the responses from the parents of children with SEND had been very positive and a credit to the SENCO and her team and remarked that this was very motivating for the staff concerned.
- Behaviour and Standards – The HT advised that there was currently a focus on DA students' attitude to learning following a number of repeat transfers.
- Inclusion – The HT commented that the number of students being home educated was higher than he would have wished and confirmed that the school always advised parents who had opted to home educate their children that the school would welcome them back if they wished to return. He stressed that this was not 'off rolling' but that home education was sometimes parents' choice if the Education Welfare Officer had been pursuing the family over the student's absence from school.

**A governor asked whether the increase was a consequence of the pandemic, with students not feeling able to return to school (or parents not wishing them to return).** The HT confirmed that this could be a contributing factor and advised that sometimes if students could not return to TMS (for example following a serious

behaviour incident) parents opted for home education, rather than a managed transfer to another school, or a permanent exclusion.

- **Mobility report** – The HT reported that some 40 students had left the school during the year. He commented that this relatively high level of mobility was common to all three local schools (TMS, Holmesdale and Aylesford) as they worked together through managed moves, often to avoid a permanent exclusion, but also to address other issues such as a breakdown amongst a friendship group. He also noted that, on occasions, students in the SRP moved on to more specialist provision, if it was agreed that TMS was not the right school for them. The HT also reported that 32 students had joined the school during the year and remarked that sometimes these students found it difficult to settle initially due to the different expectations of students at TMS compared to their previous school.

## 9. SAFEGUARDING AND WELLBEING

### Safeguarding and Wellbeing update

The HT reported that the school had asked KCC to complete a Safeguarding Review to provide reassurance that safeguarding at TMS was secure. **He agreed to circulate the LA's report to governors, but confirmed that it had concluded that the school provided a safe culture for students and staff.** Staff involved in safeguarding had displayed good knowledge and were aware of the role that they played in promoting a safe culture within the school. There had been evidence of positive relationships between staff and students and feedback from students had confirmed that they felt safe in school and recognised the work of the safeguarding team in this respect. Although there had been some suggestions for improvement, no significant concerns had been raised and he had been pleased at the outcome. He confirmed that he had arranged a staff briefing for 23/6/22 when he would feed back to staff on the outcome of the review and thank them for their work.

JVE

One of the Safeguarding governors advised that she had briefly reviewed the report and felt that it would provide useful guidance for the Safeguarding governors on questions to ask at future monitoring, for example whether students were taught about peer on peer abusive relationships. She noted that the report had also included some practical suggestions for record keeping and for providing information about DSLs throughout the school.

### Safeguarding Monitoring Report

Governors noted the report, which had been uploaded to GovernorHub. One of the Safeguarding governors explained that the team had reviewed My Concern with the Lead DSL and had noted that, although the records were up to date, some of the DSLs' work had not been recorded. The team had also discussed a high-profile case with the Lead DSL and had spoken to a group of Year 9 students.

The Safeguarding governor referred to points raised at the student voice session, including the request for a 'safe space' that students could go to, for example if they had had an argument with a friend, which was not the SRP or the '42 Club'. The HT advised that he had discussed this request with the SLT and was considering the potential of opening up a classroom to provide the 'safe space' that students had requested or using the Library. He remarked that the issue that had been raised was less of a problem in the Summer, as there were quiet shady spaces within the grounds where students could go but confirmed that he would consider it in the winter when students were confined within a smaller space.

**In response to a question, he confirmed that any safe space' would be supervised.** The Staff Governor explained that the '42 Club' had not been set up to provide a 'safe space' but was a IT Club which tended to attract students who felt 'different'. He advised that the school also intended opening up a BBGT Club room shortly where students could study for exams or study at lunchtime. He remarked that students would tend to go to staff that they knew they could relate to. The HT remarked that he would not wish to over-publicise these facilities, as it was important that they were available for students who really needed them. With regard to younger children feeling unsafe in the toilets, the HT remarked that he believed that this had

arisen because Year 11 students had tended to congregate in the toilets at lunchtimes, but he confirmed that staff were now checking the toilets regularly and were moving students on. He advised that he had now asked Mitie to keep the outer doors to the toilets open, to discourage groups of students to gather there, but confirmed that he would not wish to keep the toilets locked, which had been Mitie's proposal to deal with the issue, especially given the number of students in the school with medical issues.

## 10. POLICIES

### **SEND Policy and Anti-Bullying Policy**

These policies had been approved under agenda Item 4.

### **Accessibility Plan**

**The Accessibility Plan was approved**

## 11. GOVERNANCE

### **Monthly TEP Governance Bulletin**

Governors noted the content of the May Governance Bulletin.

### **Training attended since the previous FGB Meeting/Forthcoming training**

SWA reported that he had attended the recent Countywide Governor Briefing, which had covered the White Paper, 16-19 provision and academisation, including models where the LA could take a lead in the process. The HT reported that the school had now received a letter from KCC regarding academisation.

## 12. CHAIR'S ACTION AND CORRESPONDENCE

The Chair advised that he had not taken any Chair's Actions since the previous meeting or entered into any correspondence on the FGB's behalf. He reported that he had been informed of a parental complaint, which was currently being dealt with by BCH.

## 13. ANY OTHER URGENT BUSINESS

There were no items of urgent business.

## 14. CONFIDENTIALITY

No items of confidentiality were identified

## 15. DATE OF NEXT MEETING

**The date of the next meeting was confirmed as Monday 27 June 2022, as part of the Reflection Day.** It was agreed that lunch would be provided at 1.00pm for a 1.30pm start.

The meeting closed at 6.55pm.

Signed.....  
Chair

Date.....

**ACTION POINTS (from September 2021)**

Date	Item	Action	Responsibility	Deadline	Status
8.9.21 13.10.21 8.12.21 19.1.22 30.3.22 18.5.22	7 2 4 3,4 4 4	A new Parent Election to be held	JVE	End T5	In progress.
30.3.22 18.5.22	4 4	A report on the H&S monitoring visit to be prepared for the next meeting	H&S governors	18.5.22	Visit has not yet taken place
30.3.22 18.5.22	5 4	A report on the KS5 monitoring visit to be prepared for the next meeting	KS5 governors	18.5.22	Report not yet received
30.3.22 18.5.22	9 9	The HT to provide a more detailed Safeguarding report for a future meeting	JVE	End T6	LA Safeguarding review report to be circulated
30.3.22 18.5.22	10 4	Governor self-evaluation and Chair's Appraisal forms to be sent to Governors and the results reported to the T6 FGB meeting	LHA	End T5 T6 FGB Meeting	Forms still to be sent out
18.5.22	4	The Annual Safeguarding Report for Governors to be brought to the next FGB meeting	JVE	27.6.22	
18.5.22	6	The Health & Safety Policy to be reviewed at the next FGB meeting	SBI	27.6.22	
18.5.22	9	The report from the LA's Safeguarding Review to be circulated to governors	JVE	End T5	

## Minutes of the Meeting of The Malling School Full Governing Board held on Monday 27 June 2022 at 5.00pm at School

**Present:** M Perry (MPE) (Chair), M Fawcett (MFA), Catherine Kennedy (CKE), Z Khan (ZKH), J Millsom Mills (MM), J Vennart (JVE), Headteacher (HT), S Wallis (SWA).

**In Attendance:** L Hardwick (LHA) (Clerk), S Birchall (SBI), Business Manager (BM), Items 1 – 5)

### 1. MEMBERSHIP

The Chair formally welcomed newly elected Parent Governor James Millsom Mills to his first FGB meeting.

### 2. APOLOGIES FOR ABSENCE

Apologies for absence from Anabelle Antao Blithrey, Phil Maisey and Tina Holditch were received and accepted. Nigel Harvey was also absent. The Clerk confirmed that the meeting was quorate.

### 3. DECLARATION OF BUSINESS INTERESTS

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

### 4. MINUTES OF LAST MEETING AND MATTERS ARISING

**Minutes of FGB Meeting held on 18 May 2022**

**The minutes of the meeting held on 18 May 2022 were approved as an accurate record of the meeting**

**Update on Governor Actions arising from the minutes**

- Health & Safety Monitoring – *It was confirmed that the monitoring visit had taken place although the report was not yet available.*
- KS5 monitoring – *This monitoring visit had not yet taken place.*

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

#### **Other Matters Arising**

There were no other matters arising from the minutes.

### 5. BUSINESS

#### **Financial monitoring**

The chair advised that no monitoring visit had taken place so far this term, due to the rescheduling of the FGB meeting

#### **LA Feedback on 2022/23 Budget and Three-Year Plan**

The BM reported that she had not yet received any official feedback from the LA on the submitted budget, although it had been accepted by the LA ~~without any queries having been raised.~~

**Action**

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### **Current financial position**

The BM reported that the school was currently approximately £3,000 ahead of the submitted budget, having received additional income in Recovery Premium (the first of four instalments) and £1,000 per student for some Ukrainian students, which was being used to provide items such as uniform, travel and language support.

**In response to a question the HT advised that the students were being supported by a TA and mentored by a Year 11 student who spoke Ukrainian.**

The BM advised that the school had also received £3,000 as part of the Behaviour Hub programme and confirmed that the Capital budget was in line with the submitted budget.

### **Virements and Write Offs**

The BM confirmed that she did not wish to make any virements. She referred to the schedule of IT Equipment circulated with the meeting papers and asked governors to approve that the items be written off.

**In response to a question the BM explained that the school would pay for the equipment to be wiped and properly disposed of.**

**Governors approved the write off of the IT items listed in the schedule circulated with the meeting papers.**

### **Approval of Quotes, Tenders, Contracts or other expenditure**

The BM advised that she was not presenting any quotes or other expenditure for approval on this occasion.

### **Update on planned improvement works**

- Minibuses – The BM advised that the new minibus should be delivered shortly and confirmed that she was seeking quotes for the disposal of one of the school's existing buses.
- Pathways – The BM confirmed that the school had been granted planning permission to enable the work to lay new pathways to be completed.
- 6th Form Hub – The BM advised that the Hub area would be updated over the Summer, including a new kitchen area and new furniture to make it more suitable for use by 6<sup>th</sup> Form students.
- Air Conditioning for IT Suite – the BM confirmed that the air conditioning would be installed over the Summer.

### **Health and Safety/Premises issues**

The BM had no urgent Health and safety or Premises issues to report.

### **Business Related Policies**

- School Emergency Management and Business Continuity Plan (SEMBCP) – The BM reported that the LA was undertaking a major review of Emergency Planning and that she would eventually need to share all the relevant documentation with the FGB.

#### **The SEMBCP was approved**

- Health and Safety Policy – Governors reviewed the revised Health and Safety Policy circulated with the meeting papers.

#### **The Health and Safety Policy was approved**

- Harassment Policy – The BM explained that this draft Policy would cover harassment against staff by parents or other people from outside the school and not to the harassment of staff by their peers or managers (covered through a separate Cantium model policy).

***It was agreed that the draft Harassment Policy would be further reviewed by the Chair and approved by Chair's Action if appropriate.***

- Uniform Policy – The BM explained that the Policy had been revised in accordance with recently published DfE guidance. She confirmed that TMS was in line with other local schools in respect of the cost of uniform and that the school was looking at ways to support parents to reduce the total cost, such as a second-hand 'swap

MP

shop. She also reported that the school's Uniform supplier had agreed to offer a 10% cost reduction and was exploring the potential to make further savings.

**A governor asked whether the school was able to use more than one supplier, on the basis that competition might reduce costs.** The BM confirmed that there was no requirement to use a single supplier but that building a good relationship with a sole supplier was likely to be more beneficial, as all suppliers would be using the same manufacturer. The HT commented that the skirt and PE kit were the most expensive items of uniform. He confirmed that he would speak to staff in the PE department to check whether all students needed the full range of PE clothing and equipment.

**A governor asked whether all PE kit needed to have a logo, as this added significantly to the cost. Other governors suggested that using iron-on or sew-on logos that could be added to a plain top from a non-specialist supplier would significantly reduce the cost to parents, particularly for the PE kit.**

**The Uniform Policy was approved**

### **Voluntary Fund Audit**

The BM referred to the schedule of items raised by the Auditor and to the actions that would be taken. She confirmed that the Auditor had not raised any significant issues of concern.

### **Other Business Related Issues**

- **Spacetime Grant Funding** – The BM reported on progress in raising the amount needed to secure the matched grant funding for the lake project. She confirmed that she had requested a three-month deadline extension and asked governors to raise awareness of the project wherever possible. She explained that the funding would need to be returned if the school was not able to raise the amount needed to match fund the grant.
- **Credit Card limit** – The BM advised that she was looking to increase the credit card limit within the finance policy, as so many suppliers were now asking for payment by credit card that the limit on all the credit cards was regularly being reached. ***The Chair asked the BM to send her proposal to him for review, with an amended policy and agreed to approve the change by Chair's Action if appropriate.***
- **Additional accommodation** – The BM reported that she had investigated the potential cost of a mobile classroom to provide more accommodation on the school site, and that an outright purchase would be in the region of £250,000 to £300,000. Alternatively, the school could rent a mobile classroom for £22,000 per annum, plus additional costs to connect utilities and pay PFI charges. She advised that she was exploring the possibility of securing funding from the LA's SEND budget for work to create a Care Suite for a student who would be joining the school in September, with a view to adding this facility to the Tydeman building.

**A governor asked whether there was potential for the school to access any of the S116 funding paid by developers to the Borough Council for local housing developments as part of the planning process. The BM agreed to investigate this further.**

A governor commented that the local MP might also support a SEND-based project.

SBI/  
MPE

SBI

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

## **6. SCHOOL IMPROVEMENT DEVELOPMENT PLAN**

### **Feedback from Governor Reflection Session**

Governors discussed some of the key points arising from the Reflection Session held immediately before the meeting, which had included a review of progress against the

2021/22 SDP and a discussion of priorities for 2022/23 and 2023/24. ***The Clerk confirmed that she would be producing summary notes of the discussions.***

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Several governors commented that it had been helpful to meet with the full SLT for the Reflection Session. A governor suggested that it would have been helpful if a member of the SLT could have led on the discussion on each of the seven identified priorities for 2022/2. The HT confirmed that the plan that he had presented at the Reflection Session had been developed by the whole SLT working collaboratively. A governor suggested that SLT members should join FGB meetings more often, as part of their career development. It was also suggested that this should be extended to middle leaders, to help them to appreciate the role of the FGB in challenging senior leaders and to give them a broader perspective outside their own area of responsibility, and to help them to 'benchmark' across other areas of the school.

***The Chair confirmed that he would review monitoring arrangements for 2022/23 to align them more closely with the priorities that the SLT had identified, noting that these might cut across a number of Ofsted areas, notwithstanding the requirement to retain the statutory monitoring functions.***

MPE

### **Monitoring Visit reports**

Monitoring visits had not yet been completed, due to the rescheduling of the FGB meeting.

## **7. HEADTEACHER'S REPORT**

Governors reviewed the HT's report. The HT commented on a number of key issues:

- 2022/23 & 2023/24 SDP – The HT commented the priority areas and actions that he had presented to the Reflection session would be refined once 2022 outcome data was published.
- Staffing - The HT reported that, in addition to the actions discussed by DHT Ben Chidwick at the Reflection Session, the school continued to develop Instructional Coaching to Heads of Department.  
**A governor asked which departments would have the additional capacity referred to by the HT in the previous session.** The HT confirmed that the school was currently overstaffed in English, Science and Humanities. There was further capacity to recruit one additional teacher, potentially either a technology specialist or a Maths teacher.
- SEND - The HT advised that the specialist TAs that he had referred to earlier would primarily support SEND and other Year 7 students with low literacy levels. He also commented that the SENCO's appointment as an Inclusion Leader would benefit the school as she would be visiting other schools as part of this role and would be able to disseminate any good practice observed during these visits with TMS staff.
- Literacy Development – The HT advised that the school would be implementing a new system to monitor literacy. He confirmed that, although the focus would be on developing literacy within KS3, the school continued to run literacy interventions in older year groups.
- Attendance – The HT confirmed that the decision to give one of the AHTs responsibility for attendance would provide a more concentrated focus and would help to develop pastoral leaders' capacity to manage attendance.
- Tutoring – The HT advised that schools were required to report on the impact of their tutoring provision by the end of the school year.

**In response to a question the HT confirmed that the school had used teachers to deliver tutoring during the year, as they knew the students and the curriculum, but would be using the funding to employ an outside provider (an accredited partner under the National Tutoring Programme) to deliver Summer School sessions for current students in English and Maths.** He added that school staff would be running the Summer School for the new Year 7 students.

- Homework – The HT advised that the school had surveyed parents about Homework, and was working on improvements to the current arrangements, including better communication about expectations, videos explaining how various apps worked, and drop in sessions in the next academic year.
- Personal Development and Character Development – The HT confirmed that the school would continue to train staff delivering the Period 1 lessons, including training on SRE
- 6<sup>th</sup> Form – The HT advised that the school would be reviewing the vocational ‘offer’ in the 6<sup>th</sup> form, as a result of plans for the removal of funding for the BTEC qualifications which made up part of the IBCP curriculum.

The Chair reported that he had raised several challenges relating to issues discussed within the HT’s report, as set out below:

- **It is pleasing to see that references to interventions are not confined to year 11 but are also being put in place for year 7. Whilst appreciating that these may be important years to focus on, what is being done with interventions for years 8 to 10, particularly with literacy?**

The HT had confirmed that students in Year 8 – 10 continued to receive Building Reading Stamina interventions with a designated member of staff. This was mainly focused at KS3 and would continue next academic year. In addition to this, following the cumulative assessments, interventions in English, Maths and Science were set up for students that need more help. The impact of these interventions would be analysed and a report circulated.

- **Can you please give the governors more information on the homework code system?**

The HT had explained that when students failed to hand in a homework, teachers would record this as a homework code on SIMS. If a student received five codes they would receive a supportive phone call from a Guidance Manager to see what support they needed. If a student received 10 codes they would be invited in for a meeting with a Senior Leader to discuss how the school could further support with things like organisation or providing place to study.

## 8. POLICIES

### Anti Bullying Policy

**The revised Anti Bullying Policy was approved.**

## 9. SAFEGUARDING AND WELLBEING

### Safeguarding and Wellbeing update

Governors noted the content of the Annual Safeguarding Report to Governors. Several challenges had been raised in advance of the meeting, as below:

- **Nowhere in this document is there specific mention of sexual harassment. Whilst I appreciate that this may be implicit in other areas, should this not be referred to separately bearing in mind the importance of this area.**

The HT had agreed that this was not included in the KCC template but that the school would provide a summary of this important work. There had been a significant focus in this area throughout the academic year, which had included working with students, assemblies and staff training. The termly behaviour reports identified any reports of sexual harassment and review action taken.

***It was agreed that the HT would prepare and circulate an annual summary of this area and would in future report on action being taken within his HT reports to the GB.***

- **The staff behaviour policy, listed under section 8, states that it is due for review in June 2019. I think that this is incorrect but if not it needs to be updated urgently.**

The HT had confirmed that he would discuss this at the SLT Briefing on Monday

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morning and confirm the Policy review date. He added that this Policy would form part of the Induction Pack for new staff.

## 10. GOVERNANCE

### Monthly TEP Governance Bulletin

Governors noted the content of the most recent Governance Bulletin.

### Chair's Review and Governor Self Evaluation Forms

***The Chair asked governors to return these forms to the Clerk if they had not already done so.*** It was confirmed that SWA and ZKH would be reporting back to the Chair on the outcome of the Chair's Review on 6/7/22. The Chair reminded governors that they should be checking their school email accounts regularly as this should be the only account used for communicating with them on school business.

### Training attended since the previous FGB Meeting/Forthcoming training

The Clerk reported on two items raised at the recent County Clerks Briefing:

- HTPM Training – The next Governor Services training course on HTs' Performance Management would be held on 14/7/22. The Chair noted that the GB would need to appoint a new member of the Panel in September, as ZKH would be leaving the GB at the end of the current academic year.
- NGA GB Evaluation template – The Clerk advised that the NGA had produced an updated '20 questions' survey template for Boards to use as part of a self-evaluation process. ***She confirmed that she would send a copy to the Chair for review and added that she could set up an online survey if he wished to use it for the TMS GB.***

***Governors agreed that another training session on Ofsted should take place immediately before the Admin FGB Meeting in September.***

### Meeting Dates for 2022/23

**The following dates were agreed (all starting at 5.00pm)**

- 14 September 2022 (Admin Meeting)
- 19 October 2022
- 7 December 2022
- 25 January 2023
- 29 March 2023
- 24 May 2023
- 12 July 2023

***The Clerk confirmed that she would send out electronic meeting invitations shortly.***

## 11. CHAIR'S ACTION AND CORRESPONDENCE

The Chair advised that he had not taken any Chair's Actions since the previous meeting or entered into any correspondence on the FGB's behalf.

## 12. ANY OTHER URGENT BUSINESS

There were no items of urgent business.

## 13. CONFIDENTIALITY

No items of confidentiality were identified

All

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14. **DATE OF NEXT MEETING**

**The date of the next meeting was confirmed as Wednesday 14 September 2022 at 5.00pm**

The Chair noted that this had been ZKH's last meeting and thanked him for his contribution to the GB over the past five years. The HT added he and other members of the SLT were sorry that ZKH was leaving, commenting that had played a significant part in the school's improvement. ZKH remarked that he was pleased at the improvement that he had observed during his time as a governor and delighted that he had been able to support the school on this journey.

The meeting closed at 6.25pm.

Signed.....  
Chair

Date.....

APPROVED

# **ACTION POINTS (from September 2021)**

<b>Date</b>	<b>Item</b>	<b>Action</b>	<b>Responsibility</b>	<b>Deadline</b>	<b>Status</b>
30.3.22	4	A report on the H&S monitoring visit to be prepared for the next meeting	H&S governors	18.5.22	Report still outstanding
18.5.22	4				
27.6.22	4				
30.3.22	5	A report on the KS5 monitoring visit to be prepared for the next meeting	KS5 governors	18.5.22	Visit still outstanding
18.5.22	4				
27.6.22	4				
27.6.22	5	Draft Harassment Policy to be reviewed by the Chair and agreed by Chair's Action if appropriate	SBI/MPE	End T6	
27.6.22	5	The proposal for increased credit card limits to be sent to the Chair, approved by Chair's Action if appropriate and the Finance Policy revised accordingly	SBI/MPE	End T6	
27.6.22	5	The potential use of S116 (planning) funding to provide a mobile classroom on the school site to be explored further	SBI	End T1	
27.6.22	6	Summary notes to be produced of the Reflection Session discussions	LHA	End T6	
27.6.22	6	Monitoring arrangements for 2022/23 to be reviewed to align with the proposed SDP priorities	MPE	14.9.22	
27.6.22	9	An annual summary of action taken to address sexual harassment to be produced and circulated	JVE	14.9.22	
27.6.22	10	Chair's Review and Self evaluation forms to be returned	Governors still to return their forms	1.7.22	
27.6.22	10	The updated NGA '20 questions' survey to be sent to the Chair for review and an online survey created if appropriate	LHA/MPE	End T6	
27.6.22	10	An Ofsted training session to be held before the T1 Admin FGB meeting	JVE	14.9.22	
27.6.22	10	Electronic Invitations to be sent out for 2022/23 meetings	LHA	Start of T1	

**Minutes of the Meeting of The Malling School Full Governing Board held on  
Wednesday 14 September 2022 at 5.00pm  
at School**

**Present: M Perry (MPE) (Chair), A Antao Bilfrey (AAB), N Harvey (NHA), Catherine Kennedy (CKE), P Maisey (PMA), J Millsom Mills (MM), J Vennart (JVE), Headteacher (HT), S Wallis (SWA).  
In Attendance: L Hardwick (LHA) (Clerk), P Williams (PWI), Designated Safeguarding Lead (DSL) (Item 1), B Chadwick (BCH), Senior DHT.**

	Action
<p><b>1. SAFEGUARDING UPDATE</b></p> <p>Paul Williams (PWI), the Designated Safeguarding Lead (DSL), introduced himself and presented a safeguarding update.</p> <p>PWI reminded governors of the school's vision to create a culture and environment where students were safe, happy, positive and caring, encapsulated in 'The Malling School Way'. He also referred to the Safeguarding Audit that the school had commissioned from KCC during the last academic year, during which the Auditors had spent a whole day in school talking to students and members of staff, confirming that the outcome of the Audit had been very positive and that any recommendations had already been implemented.</p> <p>PWI referred to some of the most significant changes to Safeguarding guidance within Keeping Children Safe in Education (KCSIE) 2022:</p> <ul style="list-style-type: none"> <li>• Children of families where Domestic Abuse had taken place being recognised as victims, with schools being notified of incidents involving their students' families through Operation Encompass, which had now been running in Kent for a few years.</li> <li>• Confirmation that children could be victims and perpetrators of abuse</li> <li>• The renaming of 'peer on peer' abuse as 'child on child' abuse, recognising that abuse might take place outside a child's peer group.</li> <li>• The need for staff to be aware that students might not be ready to disclose abuse, or might not recognise certain situations or behaviours as being abusive.</li> </ul> <p>PWI advised that the school had increased its pastoral team this year, with a member of staff taking pastoral responsibility for Year 7 and another for the Sixth Form, who had both undertaken DSL training.</p> <p>PWI outlined some points that governors needed to be aware of:</p> <ul style="list-style-type: none"> <li>• Abuse could, and did, take place within the school community</li> <li>• Students were deemed to be 'children' under KCSIE until the end of Year 13</li> <li>• All adults in the school, whether present as staff, governors or other volunteers, were responsible for safeguarding within the school and any concerns needed to be dealt with professionally and reported.</li> <li>• Staff could find dealing with disclosure or incidents of abuse upsetting and challenging</li> <li>• The school was committed to ensure that students were able to grow up in a safe environment, and felt safe, happy and well cared for.</li> </ul> <p>PWI reminded governors of the four categories of abuse (physical abuse, sexual abuse, neglect and emotional abuse) and advised that neglect was the category of abuse that was</p>	



most commonly identified at TMS, particularly amongst the most disadvantaged students. He also pointed out that the school had a legal duty to make sure all concerns were reported, wherever suspected abuse was taking place and commented that the school would find itself in a difficult position if it was subsequently found that staff had had concerns but had not reported them.

PWI reminded governors that the school managed safeguarding through the My Concern system and advised that, although governors had access to My Concern, if they became aware of a concern whilst visiting the school, they should ask a member of staff to contact him if he was on site and report it to him, or if he was not available, to ask to see another DSL. He also confirmed that he was available 24/7 through a dedicated mobile phone number but advised that, in the unlikely event that a governor could not contact him, or another DSL, they should report any concerns to the LA's Social Services team (out-of-hours if appropriate) or, as a last resort to the Police.

PWI outlined key safe practice for staff and governors:

- Open and transparent behaviour
- High standards of personal behaviour and language, and making sure that conversations with other members of staff and with students were professional
- High standards of behaviour out of school, for example in respect of personal social media posts
- Avoiding being alone with a pupil, particularly in a room or behind a closed door
- Not giving pupils gifts
- Ensuring that they wore the appropriate lanyard whilst on the school site.

PWI advised that KCSIE also highlighted the requirement on schools to make sure that their Whistleblowing Policy was clear and understood by all staff. He reminded governors that, under the Policy, staff should report any concerns to the HT, with concerns about the HT being reported to the Chair of Governors. He also advised that the NSPCC ran an advice line that staff could access if they had any concerns about the way in which the staff had handled a safeguarding incident.

PWI provided information about the school's actions to tackle sexism and/or sexual harassment within school. He reminded governors that the school had appointed a pastoral leader as the nominated Sexual Harassment Lead, and that work had taken place during the previous academic year to identify and address these issues, through a survey and then with a group of students (mostly girls) who had reported incidents. He confirmed that the LA's Audit Team had spoken about sexism and sexual harassment with students during the Audit Visit, and had been complementary about the action that the school had taken.

The HT confirmed that staff continued to talk to students, for example through the Period 1 curriculum, which included discussion about relationships and friendships and the positive use of language. The Sexual Harassment lead would be meeting the students she had worked with during the previous academic year, to identify any remaining issues and to monitor the impact of the measures that had been taken. He added that there was a reporting facility on the school website and that postboxes had been installed outside the pastoral teams offices for students to report concerns if they did not wish to speak to a member of staff or use the website facility. He confirmed that student surveys had confirmed that students felt safe at school and that safeguarding issues would also be followed up through assemblies.

The HT advised that the school had now asked Mitie to keep the outdoor door to student toilet areas locked open during the school day, as some younger students had reported feeling uneasy about using the toilets when groups of older students had gathered there. He commented that students had not raised any concerns about the doors being kept

open. He also confirmed that CCTV had been installed to monitor those areas of the school and that staff carried out regular patrols at break and lunchtime. A governor commented that the outer doors to the toilet areas were fire doors and should therefore be kept closed, unless the locks that had been used would automatically be released when the fire alarms were activated. The HT agreed to discuss this issue with Mitie, commenting that Mitie had already identified that the school needed to review the way that students exited from assemblies following their most recent fire risk assessment.

## 2. APOLOGIES FOR ABSENCE

Apologies for absence from Matt Fawcett and Tina Holditch were received and accepted. The Clerk confirmed that the meeting was quorate.

## 3. DECLARATION OF BUSINESS INTERESTS

### Annual Declaration of Business Interests

*The Clerk reminded governors to review their business interests on GovernorHub, review them as necessary and complete the declaration to confirm that they had done so.* She confirmed that she had uploaded the instructions for this process into the folder with the meeting papers.

### Declarations relating to agenda items

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

## 4. MINUTES OF LAST MEETING AND MATTERS ARISING

### Minutes of FGB Meeting held on 27 June 2022

**The minutes of the meeting held on 27 June 2022 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 any actions relating to the 'business' meeting had been completed and that any other actions would be reviewed at the next FGB Meeting.

## 5. ELECTION OF CHAIR

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

### Standing Order for the Election of the Chair

Governors confirmed that they wished to continue to operate a self nomination process and that the election of a chair should be by show of hands, unless there was more than one candidate, in which case there should be a secret ballot. They also agreed that in the event of a tied vote, the candidates should be asked to give a short presentation outlining their reasons for standing and their suitability for the role.

**The Standing Order was confirmed subject to the amendments outlined above.**

### Nominations received in advance and at the meeting.

The Clerk advised that she had not received any self nominations in advance of the meeting and asked if any of those present wished to self-nominate for the role. Mike Perry (MPE) confirmed that he would be willing to serve as Chair for a further year if elected to do so. There were no further nominations.

### Election of Chair

MPE left the meeting whilst governors discussed his self nomination. They agreed that he had the skills and experience necessary to lead the Board and praised the way in which he had done so previously.

**Mike Perry was unanimously elected as Chair of Governors until the first meeting of the 2023-24 academic year.**

All

Mike Perry returned to the room and took the Chair for the remainder of the meeting.

## 6. ELECTION OF VICE CHAIR

### **Standing Order for the Election of Vice Chair**

Governors agreed that the processes agreed for the election of the Chair should also apply to the election of the Vice Chair (or Co Vice Chairs).

**The Standing Order for the election of the Vice Chair (or Co Vice Chairs) was therefore approved.**

### **Nominations received in advance and at the meeting.**

The Clerk advised that she had not received any self nominations in advance of the meeting and asked for self nominations from those present at the meeting. The Chair advised that the former Vice Chair, Steven Wallis, had confirmed to him that he did not wish to stand for a further term of office. SWA explained that his current commitments would make it difficult for him to devote sufficient time to the Vice Chair role. The Chair thanked SWA for his work and support over the past five years. Catherine Kennedy self-nominated for the role of Vice Chair. There were no further nominations.

### **Election of the Vice Chair**

CKE left the meeting whilst governors considered her self-nomination. The Chair commented that, although she had not been a governor for long, CKE had proved herself to be a reliable and available member of the board, with a common sense approach and had been balanced and supportive when challenging the HT and senior leaders. He remarked on her experience of working in education, currently as a part time SEND tutor, and added that she would be an appropriate replacement for SWA as Vice Chair. Other governors concurred with these comments.

**Catherine Kennedy was unanimously elected Vice Chair of the Governing Board until the first meeting of the 2023-24 academic year.**

[CKE returned to the meeting. The Chair congratulated her on her election]

## 7. GOVERNOR CODE OF CONDUCT 2022-23

### **Model Code of Conduct 2022-23**

Governors reviewed the draft model Code of Conduct, confirming that they would not wish to specify that governors attended a specific number of training courses or undertook a specific number of monitoring visits during the year (although the number of monitoring visits would be set out in the Monitoring Schedule).

**The Code of Conduct 2022-23 was approved**

### **Online declaration regarding the approved Code of Conduct**

***It was agreed that governors should all complete the declaration on GovernorHub to confirm that they agreed to abide by the approved Code of Conduct. The Clerk confirmed that she would send an email to remind governors to do so.***

All

## 8. INSTRUMENT OF GOVERNMENT, REVIEW OF CONSTITUTION AND MEMBERSHIP

### **Review of membership and vacancies**

Governors noted the GovernorHub report on membership.

### **Appointments and arrangements for recruiting to vacancies**

The Chair reminded governors that following Zak Khan's resignation at the end of the previous academic year, there was now a LA Governor vacancy and one Co-opted Governor vacancy on the Governing Board. The Vice Chair agreed to contact colleagues or former colleagues with experience of SEND and suggested contacting the LA officers who had carried out the recent SEND review at the school. ***The Clerk explained that***

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*there were some eligibility restrictions attached to the LA Governor role and agreed to send information on these to the Chair and HT.* The Chair confirmed that, in line with the Board's usual practice, he and the HT would meet any prospective candidates before putting their applications forward to the FGB for approval.

#### **Size of the FGB**

**Governors agreed that the size of the FGB was appropriate and enabled a realistic spread of monitoring and other responsibilities.**

#### **GovernorHub and the Instrument of Government**

Governors reviewed the GovernorHub report and confirmed that it was consistent with the Instrument of Government. *The Clerk asked governors to check their profile information on GovernorHub and update it as necessary, and in particular to ensure that their contact information was up to date.*

All

### **9. STANDING ORDERS**

#### **Standing Order for the Appointment of Co-opted Governors**

Governors reviewed the draft Standing Orders and agreed that appointments would be made through a show of hands at the FGB meeting, unless there were more candidates than places, in which case a secret ballot would be held, and that, in the event of a tie, the candidates would be asked to provide some additional information to support their application.

**The Standing Order for the Appointment of Co-opted Governors was approved.**

#### **Standing Order for the Appointment of Partnership Governors**

Governors reviewed the draft Standing Order and agreed that, for consistency, the arrangements agreed for the Appointment of Co-opted Governors in respect of voting should apply.

**The Standing Order for the Appointment of Partnership Governors was approved.**

#### **Standing Order for Virtual Governance**

Governors reviewed the draft Standing Order and agreed that the chat facility could be used during meetings (relating to the business of that meeting).

**The Standing Order for Virtual Governance was approved.**

### **10. ANNUAL REVIEW OF GOVERNING BOARD – ORGANISATION, STRUCTURE, EFFECTIVENESS AND IMPACT**

#### **Effectiveness and Impact of the Governance Structure**

The Chair advised that, having reviewed the latest NGA Board Effectiveness questionnaire, he had decided not to circulate a survey for all governors to complete but to complete it himself and bring the results to a future meeting for discussion. He confirmed that he had reviewed the results of governors' individual self evaluation questionnaires over the summer and that the former Vice Chair had now fed back to him on the results of the Chair's appraisal. He confirmed that he was satisfied that the current structure was effectiveness and impactful. Governors concurred with these comments.

#### **Governance Objectives/Action Plan for 2022-23**

The Chair confirmed that the SIP incorporated the governance objectives identified at the Reflection Day in June.

#### **Governance Structure for 2022-23**

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

**Terms of Reference and appointment to DfE required and LA/Governor Services recommended roles**  
**Governors approved the draft Terms of Reference for the Circle Model for 2022-23.**

**The following appointments were made to DfE-identified, LA-required and Governor Services recommended roles, and to other monitoring roles reflecting the SDP Priorities:**

<b>DfE identified roles:</b>	
Safeguarding (including Child Protection)	Tina Holditch, Catherine Kennedy, Phil Maissey
SEND	Catherine Kennedy, Annabelle Antao Blithrey
Careers guidance (secondary)	Annabelle Antao Blithrey, Nigel Harvey
Headteacher Performance Management (HTPM) Panel	Mike Perry, Matt Fawcett, Nigel Harvey
Pay Panel	Mike Perry, Matt Fawcett, James Milsom Mills
<b>LA required roles:</b>	
Health and safety	Annabelle Antao Blithrey, Nigel Harvey
Finance governor	Mike Perry, Matt Fawcett
<b>Non statutory/best practice:</b>	
Training and development governor	Phil Maissey
Pupil premium/recovery/other targeted funding	Steven Wallis, Catherine Kennedy
Whole school wellbeing, happiness & culture	Catherine Kennedy, James Millsom Mills
<b>Any other governor monitoring roles in accordance with school priorities</b>	
Pupil Development	Steven Wallis, Annabelle Antao Blithrey
Communication	Matt Fawcett, Nigel Harvey
Skills & Knowledge (inc Curriculum)	Steven Wallis, Catherine Kennedy
Leadership & Management	Mike Perry, James Millsom Mills

A governor commended that there could be an overlap between the role of the Careers governor and with Wellbeing/Culture monitoring. It was agreed that the Wellbeing/Culture monitoring visits should focus on other key areas, such as attendance, and not on Careers-related issues.

It was also agreed that governors should continue to talk to groups of students during their visits and to visit classrooms. The Clerk pointed out that it was not governors' role to comment on the quality of teaching or the content of lessons. The HT agreed although he confirmed that governors could observe students' engagement and behaviour in their lessons.

#### **11. EXTERNAL ADVISOR TO THE HTPM PANEL**

The Chair advised that Maureen Johnson, formerly HT of Weald of Kent grammar school, had agreed to act as the Panel's External Advisor, explaining that the previous External Advisor had carried out the role for a number of years and that it was good practice for schools to change External Advisors after a period of time.

**Governors confirmed Maureen Johnson's appointment as External Advisor to the HTPM Panel.**

## 12. GOVERNOR MONITORING

### Governor Monitoring Visits Policy

Governors reviewed the draft Policy. ***It was agreed that the model report form appended to the Policy should be replaced by the school's own version.*** The Clerk pointed out that the model forms emphasised governors' responsibility to be aware of the culture of the school, safeguarding and SEND during any visit to the school and reminded them that this was a key element of their responsibilities under KCSIE.

**The Governor Monitoring Visits Policy was approved**

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### Monitoring Schedule

***The HT confirmed that the Monitoring Schedule for the year would be uploaded to the school's Sharepoint site.***

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## 13. GOVERNOR SAFEGUARDING

### KCSIE Declaration on GovernorHub

***The Clerk reminded governors to complete the Declaration on GovernorHub to confirm that they had read and understood KCSIE Part 2 (the Management of Safeguarding) and Annex A, adding that the Safeguarding governors and the Chair should be familiar with the entire document.***

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### Governor Safeguarding requirements

Governors noted the requirement for all governors to receive safeguarding updates and for safeguarding to form part of the governor induction process.

## 14. 2022-23 KS4 AND KS5 OUTCOMES

Senior DHT Ben Chidwick (BCH) delivered a presentation on the 2022-23 outcomes.

### KS4 Outcomes

BCH reminded governors that the data he was presenting was unvalidated and that the Progress 8 (P8) scores were only estimated at this stage. Nevertheless he confirmed that the results were an improvements on the previously published (2019) data. He also advised that many exam papers had been, and continued to be re-marked, and that a number of students had seen their grades increase as a result,

The HT commented, although the data was positive, the final P8 score would depend on all schools' outcomes, although he confirmed that the Attainment (A8) information was accurate as it was based on actual results.

**A governor commented that the grade boundaries had changed this year and asked if that would impact upon the final P8 score.** The HT confirmed that the changes in grade boundaries would affect all schools and all students and that there would be no specific impact on TMS.

Governors noted that there had been a 11% increase in the number of students attaining Grade 4+ in English and Maths this year, and that there had also been an increase in the numbers in the EBacc and other 'buckets'. The HT remarked that the 59% 4+ English/Maths score was the highest average that the school had achieved and reflected the impact of the policy of 'teaching to the top' and of high expectations.

**In response to a question BCH confirmed that the students KS2 data (used as the base point when calculating the progress scores) was comparable to 2019 with similar numbers of lower, middle and higher attaining students and students with SEND.** The HT remarked that this was likely to change over time as TMS was now attracting higher ability students who might previously have chosen to go to a grammar school.

**A governor noted that the outcomes for HPA students were more positive this year than in the past, having previously been an area of concern at TMS.** The HT

remarked that these students had benefitted from a strong KS3 curriculum for two years and added that the current Year 10 had had four years of good KS3 provision. He reminded governors that the school's intention was that all students had a good KS3 experience, even if they subsequently did not take a subject at KS4. He also confirmed that the school would continue to refine and improve KS3 provision, including encouraging independent study and developing students as self-motivated learners.

The HT noted that the results for Pupil Premium students had improved, but that their P8 score was still negative. He confirmed that the school did not deliver a different or differentiated curriculum to these students but might check on understanding more frequently or follow up on uncompleted homework to provide additional support. He pointed out that research indicated that these students had been most affected by the pandemic, and that this could be seen at TMS, for example in levels of attendance and the difficulty experienced in getting students back into school. He confirmed that the school was working hard to 'close the gap' and hoped that the culture within the school would encourage students to benefit as much as possible from the KS3 curriculum.

A governor questioned the definition of 'SEND-K students. BCH explained that these were students without EHCPs, who needed additional SEND support. The HT added that it was the school's decision whether to add these students to the SEND register. He added that there was no requirement to report separately on these students' outcomes.

A governor remarked that, from the point of view of a parent, the school had been right to put additional support in place for these students. The HT commented on the work of the Inclusion Lead, SENCO and the TAs who worked with SEND students, commenting that the results of students with EHCPs had been positive. He added that the school would also be providing case studies to record the support put in place for its SEND students.

**A governor noted that there had been a change amongst students in respect of their own aspirations for the future but that this had previously not been shared equally by all school staff and asked whether this situation had now been addressed.** The Staff governor commented that there was still progress to be made, with both staff and students. The HT added that one of the priorities for the School Development Plan was to continue to improve students' aspirations, including increasing the numbers of students taking the IBDP. He remarked that the target grades, which had been used previously to raise students' aspirations of what they would be able to achieve were not as important now, although he commented that it would inevitably take time for the new culture to permeate throughout the school. He added that the school continued to 'set' students in English, Maths and Science but would be looking to run 'mixed' classes for other subjects in KS4.

A governor remarked and commented that the successes recorded this year would help to encourage students in lower year groups to raise their own aspirations as to what they could achieve.

A governor commented on the school's improved reputation within the local community and added that the fact that the school was now out-performing some local grammar schools at KS4 had had a positive impact on the whole area.

**A governor asked if there were any areas where the results had been disappointing.** BCH advised that the Maths P8 score remained negative, commenting that this might have been affected by decisions to enter students for the Higher or Foundation exams. The HT added that departments had already identified the areas where improvements were necessary and at any further support that students might need to help them further improve their outcomes, for example in using questioning that would support retention and recollection of information. With regard to Maths, he pointed out that the enhanced KS3 Maths curriculum had only been in place for a year and added that the assessment policy for Maths was currently being reviewed. Nevertheless, he pointed out that the work with Bennett had helped to improve grades and that TMS students had achieved Level 8 and 9

results in Maths for the first time. He confirmed that the school had been able to recruit strong Maths teachers and that the department was strong overall.

BCH reported that the departments were still evaluating the KS4 results and deciding on the next steps. The HT confirmed that the school would continue to put interventions in place as required.

**In response to a question, BCH confirmed that the timetable now included the same number of English and Maths lessons for KS4 students.**

BCH turned to the subject breakdown, confirming that every department knew where improvements were needed. He advised that the results that had improved since 2019 were shown as green in the table of results included in his report, although in some cases the subject had not been taken in 2019 and that it was therefore not possible to make a direct comparison.

The HT commented that there had been approximately half a grade improvement from the last set of Mock exams to the actual results. He advised that this year there would only be one set of Mock exams, held in January, as teachers had reported that having the last set of Mock exams in February had not given them sufficient time for interventions to be effective.

### **KS5 Outcomes**

BCH confirmed that KS5 outcomes were positive and commented on the growth of the 6<sup>th</sup> Form and the change from limiting the number taking the IBCP to only a small number of students to the current position where current students achieving the necessary grades would automatically be given a place. The HT advised that the school's Value Added score remained positive. He also commented that more students were now sitting IB subjects at Higher rather than Standard Level.

**A governor asked if there were any concerns regarding the Sixth Form.** The Staff Governor, who was also Head of the 6<sup>th</sup> Form, remarked that, although the outcomes were positive, there were still areas where further improvement was needed. He remarked that there had been a significant shift in grade boundaries for the IB, which was a global qualification, and a variety in the percentage of all students taking the IB achieving the highest grade (Grade 7) between subjects.

The HT commented that, as the quality of teaching in KS3 and KS4 improved it was anticipated that the number of students who were eligible and choosing to join the 6<sup>th</sup> Form would continue to increase, and that space within the school would become more of a problem. The Staff Governor remarked that there was already not sufficient room in the 6<sup>th</sup> Form Hub for both Year 12 and Year 13 students to be in the room at the same time and that some teaching spaces were also cramped. BCH confirmed that these issues had been discussed by the SLT who recognised the urgent need to find additional accommodation for the 6<sup>th</sup> Form. The HT advised that there were currently 30 students in Year 13 and 70 in Year 12, with a similar number of admissions being anticipated in September 2023, which emphasised the need to find additional capacity within the school site.

### **Press Release**

Governors reviewed the sample press release included within BCH's report. BCH explained that this section summarised the detailed information contained in the preceding pages of his report.

**A governor asked if the release had been shared with the press.** The HT advised that it had not yet been published, but that he would be prepared to release it to the press, as the results had been very positive. In response to a further question, he advised that it was anticipated that the validated data would be released in early November.



## 15 SCHOOL SAFEGUARDING

### Confirmations regarding KCSIE 2022 Part 1 and Annex A

The HT confirmed that staff who did not work directly with students were required to confirm that they had read and understand KCSIE Annex A, and that all staff who worked with children were required to confirm that they had read and understood KCSIE Part 1.

***The Chair asked that the Safeguarding governors should review the Single Central Record (SCR) to enable the GB to satisfy itself that all staff had completed the relevant declarations.***

THO/  
CKE/  
PMA

### Safeguarding Updates

The HR confirmed that all staff and volunteers had received a safeguarding update at the beginning of the term,

## 16 SCHOOL DEVELOPMENT PLAN

The HT advised that the draft plan had not yet been costed, but reflected the priorities discussed and agreed at the Governor Reflection Day on 27/6/22.

**The School Development Plan was approved.**

## 17 POLICY APPROVAL

It was agreed that only the most urgent policies, and those brought forward from the previous academic year would be considered at this meeting, with all other policies being taken forward to the next FGB meeting in October.

### Child Protection Policy

Governors noted that this updated policy reflected the changes in KCSIE 2022.

**The Child Protection Policy was approved.**

### Sex and Relationship Education Policy

**This statutory policy was approved.**

### Positive Handling Policy

**This policy was approved**

### Update on the review of school uniform

Governors noted the update from the Business Manager.

## 18. TEP MONTHLY GOVERNANCE NEWSLETTER

The Clerk confirmed that she had uploaded a copy of the September bulletin, which had also been circulated through GovernorHub to the meeting folder for information. She commented that this edition of the bulletin included important updates on a range of governance and other educational issues and urged governors to read it to ensure they were up to date with recent changes in regulation and guidance.

## 19 GOVERNOR TRAINING

### Impact of training undertaken during 2021-22

Governors reviewed the training record that the Clerk had downloaded from GovernorHub and those who had undertaken training confirmed that it had been impactful and informative, noting that the fact that training had been all held online had made it easier for them to attend. ***In response to a question the Clerk explained that the GovernorHub report only recorded Governor Services training courses and asked governors to pass on details of any other training courses to her.***

All

### Training Expectations for 2022-23/Forthcoming training

Although the Board had agreed not to require governors to complete a specific number of training courses, ***the Chair urged governors to review the available courses listed on***

All

**GovernorHub and book on to any which were relevant, particularly any relating to their monitoring role(s).**

**20. CHAIR'S ACTION AND CORRESPONDENCE**

The Chair advised that he had approved an update to the Behaviour policy, at the recommendation of governors, to cover Sexual Harassment Policy. He had also approved, after consultation with the finance monitoring group, payments of £500 to three members of staff who had left at the end of the previous academic years with over 20 years of service to the school. ***It was confirmed that this Policy would be taken forward to the October meeting for ratification.*** The Chair also confirmed that he had not entered into any correspondence on the FGB's behalf.

JVE

**21. ANY OTHER URGENT BUSINESS**

**Work to external paths**

The Chair advised that he had been asked if the FGB could approve the next phase of work to lay external paths outside the school buildings but had not agreed to this as there had not been time for governors to review and consider the information. ***He therefore confirmed that he would review and consider approval by Chair's Action and bring it to the October meeting for ratification.***

MPE

**Support for families and the community**

**A governor asked if the school had taken any specific actions to support families within the community who were struggling with the increased cost of living.** The HT confirmed that the school would provide as much support as possible, including providing breakfast for students eligible for Free School Meals. The Staff Governor added that 6<sup>th</sup> form students were also being offered breakfast on arrival and that the Hub was being opened up to provide them with a warm space to eat in. He added that a number of initiatives had also been put in place to support school staff. The HT reported that the school had provided food for some students who had temporarily not been able to access their free school meals.

There were no further items of urgent business.

**22. CONFIDENTIALITY**

No items of confidentiality were identified

**23. DATE OF NEXT MEETING**

**The date of the next meeting was confirmed as Wednesday 19 October 2022 at 5.00pm**

The meeting closed at 7.18pm

Signed.....  
Chair

Date.....

### ACTION POINTS (from June 2021)

Date	Item	Action	Responsibility	Deadline	Status
27.6.22	4	A report on the H&S monitoring visit to be prepared for the next meeting	H&S governors	18.5.22	Report still outstanding
27.6.22	4	A report on the KS5 monitoring visit to be prepared for the next meeting	KS5 governors	18.5.22	Visit still outstanding
27.6.22	5	Draft Harassment Policy to be reviewed by the Chair and agreed by Chair's Action if appropriate	SBI/MPE	End T6	
27.6.22	5	The proposal for increased credit card limits to be sent to the Chair, approved by Chair's Action if appropriate and the Finance Policy revised accordingly	SBI/MPE	End T6	
27.6.22	5	The potential use of S116 (planning) funding to provide a mobile classroom on the school site to be explored further	SBI	End T1	
14.9.22	3, 8	Governors to review business interests and profile information on GovernorHub and amend as necessary.	All	19.10.22	
14.9.22	3, 7, 13	Governors to complete declarations on GovernorHub in respect of business interests, the Code of Conduct and KCSIE	All	19.10.22	
14.9.22	13	A reminder regarding the Code of Conduct declaration to be sent out	LHA	30.9.22	
14.9.22	7	Information on eligibility restrictions on LA Governor appointments to be sent to the Chair & HT	LHA	30.9.22	
14.9.22	12	The GB's own monitoring reporting form to replace the LA model forms in the Visits Policy	LHA	30.9.22	
14.9.22	12	The Monitoring Schedule for 2022-23 to be uploaded to the school's Sharepoint site	JVE	19.10.22	
14.9.22	15	Safeguarding governors to review the SCR at the next monitoring visit to satisfy themselves that staff have completed relevant safeguarding declarations	THO/CKE/PMA	End T1	
14.9.22	19	Information regarding any completed non Governor Services training courses to be sent to the Clerk	All	ongoing	
14.9.22	19	Governors to book onto any relevant Governor Services training courses	All	Ongoing	
14.9.22	20	The Sexual Harassment policy to be brought to the T1 FGB meeting to be ratified	JVE	19.10.22	
14.9.22	21	Confirmation of the quote for further work to paths within the school grounds to be approved by Chair's Action and brought to the next FGB to be ratified	MPE	19.10.22	

**Minutes of the Meeting of The Malling School Full Governing Board held on  
Wednesday 19 October 2022 at 5.00pm  
at School**

**Present:** M Perry (MPE) (Chair), A Antao Bilfrey (AAB) (attending remotely), N Harvey (NHA), T Holditch (TH), P Maisey (PMA), J Millsom Mills (JMM) (attending remotely), J Vennart (JVE), Headteacher (HT), S Wallis (SWA) (attending remotely).

**In Attendance:** L Hardwick (LHA) (Clerk), P Williams (PWI), Designated Safeguarding Lead (DSL) (Item 1)

**Action**

**1. PERSONAL DEVELOPMENT AND STUDENT VOICE**

Paul Williams (PWI), the Designated Safeguarding Lead (DSL), introduced himself and presented the results of recent student voice sessions. He explained that the student voice groups had involved 12-16 students from year groups 7 to 11, of mixed genders and abilities, including SEND students, and had focussed on three areas – students' views of the Period 1 PSHE lessons and on the topics covered this term, how safe students felt in school and if there were any areas of the site where they felt unsafe, and whether they had experienced or observed any sexual harassment in school.

PWI reported on the comments made by different year groups:

**Year 7**

- PSHE lessons – The students had felt that these lessons were helpful, interesting, had helped them understand that there were legal implications to some actions and think about the consequences of some behaviour. They had confirmed that if they saw bullying or other unacceptable behaviours they would tell their tutor, head of year or a guidance manager. When asked if there was anything about the T1 lessons that they did not like, they confirmed that they did not like writing as much in Period 1.
- Feeling safe in school – The students had confirmed that they generally felt safe in school and knew where to get help if they felt unsafe. They had mentioned that the behaviour of some older students on the way home, including students vaping, was a concern. With regard to specific areas of the school, the students had reported that older students with lanyards (sixth form) sometimes to push in front in the queues and that they did not always feel confident to use the toilets because they were occupied by groups of older students, including some who were in the toilets vaping.
- Sexual Harassment – None of the students had been victims of sexual harassment at school. They had overheard the term 'gay' being used, which they now knew from their PSHE lessons was homophobic. The Staff governor remarked that this was an area where more work was needed.

**Year 8**

- PSHE lessons – The students had understood why the PSHE lessons had to take place and that they were important, but had commented that they had already covered the same topics in Year 7 and had suggested that if the topics needed to be completed, they should be taught in a different way. PWI confirmed that this was done deliberately to reinforce the messages although he advised that leaders would consider if the spiralling of the topics could be reviewed to show progression.

- Feeling Safe in School - Students had confirmed that they felt safe and comfortable in school.
- Sexual Harassment – None of the students had experienced sexual harassment in school, although some had concerns about their experiences online. They had confirmed that they would be comfortable reporting any incidents to staff.

### Year 9

- PSHE lessons – Students had confirmed that they found the lessons presented a useful chance to talk about things that were happening and that they knew how not to be a bully and that touching without consent could be construed as sexual harassment. They had commented that they would like to write less in Period 1. The HT confirmed that leaders would consider how to introduce more discussion, commenting that this would also support oracy across the school. The students had mentioned that they did not like having so many booklets across the school.
- Feeling Safe in School – Students had confirmed that they felt safe in all areas of the school.
- Sexual Harassment – The students had explained that the Period 1 lessons and assemblies had helped them to understand what sexual harassment was. None of them had experienced sexual harassment, which had been discussed a lot last year. They had confirmed that if they experienced any bullying or sexual harassment they would go to their head of year, Guidance Manager or the HT, or use the Red Button or Red Boxes. Three of the group had confirmed that they had experienced bullying, but that it had been dealt with quickly and not repeated and they felt that behaviour in school was good.

### Year 10

- PSHE lessons – Students had commented that some of the PSHE lessons were repetitive from the previous year, although some of the information within those topics was different, and had remarked that they would like more information on mental health, which they felt was not covered enough, as they felt that they would like to understand the way that they were feeling. Some had commented that they would like the opportunity for a 1:1 conversation with their form tutor, as there was now not time to 'check in' as Period 1 was now taught as a proper lesson. The HT advised that he was considering introducing mentoring during assemblies so that tutors could check in on students, without adding to their workload. The Staff Governor confirmed that as a form tutor previously there had not been time to talk to and build relationships with students. The HT advised that the school aimed that students would have the same tutors from Year 7 to Year 11, as he believed that students were more likely to be willing to talk to the person who they saw each day.
- Feeling Safe in School – Students had confirmed that they felt safer within the school grounds as there were more staff outside on duty in hi-vis jackets.
- Sexual Harassment – Students had not experienced any sexual harassment. Some of the girls had said that they would report some of the comments that boys made if they got worse, although they did not think that they were making the comments that they were making in a nasty way. They had been confident about who they would report any concerns to, and how they would do this. The students had reported that they had learned last year about what was and was not appropriate and how inappropriate comments might make other people feel appropriate. PWI confirmed that the students had been split by gender to discuss the sexual harassment questions.

### Year 11

- PSHE lessons - Students had commented that the topics were repetitive although they understood why they were so important, and that they had learnt some of the information in Year 7. The HT pointed out that the content of the lessons was different – for example RSE lessons in Year 7 focussed on friendships whereas by Year 11 they also covered physical relationships. He suggested that further work

might be needed on training the tutors. The students had also indicated that they would like more lessons on mental health, which the HT explained was also covered in 'drop' lessons. PWI commented that the Year 11 students had demonstrated a GCSE mindset and had commented and had indicated that they would like more opportunities to cover their academic subjects during Period 1. The HT confirmed that Year 11 students would be taking their first round of Mock exams during Term 2 and that this would inform any academic catch-up sessions needed during Period 1.

### **Year 12 and 13**

The Staff Governor, Head of Sixth Form, advised that he had carried out a similar exercise with Year 12 students, who had also indicated that they would like to cover more academic subjects during Period 1, although they understood that the PSHE topics had been put in place with the best of intentions. They had commented that they would like the PSHE topics to focus more on Sex Education and Mental Health.

### **LGBT Students**

The Staff Governor reported that he had carried out student voice sessions with a group of Year 12 and 13 students, who had advised that, although not widespread, they had observed sexual, racist and homophobic behaviour and comments within younger year groups, with some having younger siblings with direct experience of this, and wanted to be more involved in how this could be addressed. The HT acknowledged that students might find it difficult to speak up about their experiences in a larger group and remarked that groups of younger students might also be influenced by one dominant voice within the group when responding to questions. The Staff Governor advised that the students he had spoken to had confirmed that they felt safe in school, that staff cared about students' wellbeing and that they were happy to raise any concerns.

The HT confirmed that the school was now talking to students more frequently, in a more informal way to the more formal Student Council meetings, which enabled more, and different groups of, students to be consulted.

### **Action points**

PWI confirmed that the following Action Points had been identified:

- There should be a staff presence after school in East Malling
- Term 2 Period 1 topics should have a focus on mental health
- More staff should be on duty in the canteen, and Sixth Form students should not be released early from their lessons at lunch time.
- The number of guidance managers in their office during the school day would be reduced to two, with the third guidance manager available to help with supervision in the toilet, canteen and quad areas
- A teacher with existing TLR responsibilities would be appointed to lead on Period 1 resources and the delivery of the PSHE and Personal Development curricula.
- The PSHE curriculum should continued in the Sixth Form, although the Staff Governor noted that the requirements regarding PSHE in the Sixth Form were less prescribed and he felt that the students also needed sessions on study skills. The HT commented that the Core element of the IB programmes was one of the strengths of the Sixth Form.
- A group of Sixth Form students would be putting themselves forward for a Diana Award and to become anti-bullying ambassadors.

**A governor asked if mental health topics were delivered with support from external bodies.** PWI confirmed that currently this was done by staff as part of the Period 1 curriculum. The governor advised that she had a contact who worked with college students on mental health issues who might be prepared to come into the School to provide additional support. The HT advised that the school had also secured two counsellors from

Kent Counselling for schools to support students and the a member of staff had completed the DfE Mental Health Lead training.

The HT advised that, in addition to the student voice sessions, the school would be running another online student survey. PWI confirmed that at the beginning of Term 2 students would be given feedback on the student voice sessions and on the actions that the school would take.

## **2. APOLOGIES FOR ABSENCE**

Apologies for absence from Matt Fawcett and Catherine Kennedy were received and accepted. The Clerk confirmed that the meeting was quorate.

## **3. DECLARATION OF BUSINESS INTERESTS**

### **Declarations relating to agenda items**

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

## **4. MINUTES OF LAST MEETING AND MATTERS ARISING**

### **Minutes of FGB Meeting held on 14 September 2022**

**The minutes of the meeting held on 14 September 2022 were approved as an accurate record of the meeting and signed by the Chair**

### **Update on Governor Actions arising from the minutes**

- Health and Safety Report – A written Health and Safety report remained outstanding.
- KS5 monitoring – The Chair confirmed that this monitoring was now incorporated into other monitoring and that there would be no need for a separate visit.
- Section 116 funding – The BM confirmed that she was still investigating the potential to secure this funding.
- Governor Declarations – The Clerk shared the list of completed and outstanding declarations that she had downloaded from GovenorHub and asked governors to complete the declarations if they had not already done so.
- Safeguarding Monitoring – The Safeguarding governor advised that she had not yet set a date for her next visit but confirmed that it would include a review of the SCR.
- Non Governor Services training – The Clerk asked governors to pass on certificates from training from other providers, for example Safer Recruitment training. The BM agreed to check whether any governors needed to renew their Safer Recruitment training, which should be done every three years.

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

Matters Arising from the Minutes

There were no other Matters Arising from the Minutes.

## **5. BUSINESS**

### **Report from Finance Monitoring Visit**

The Chair reported that there was no written report as his monitoring visit had only taken place earlier that day..

### **Six Month Financial Monitoring Statement**

Governors reviewed the CFR Code Report and the commentary from the BM. They noted that the projected In Year deficit of -£143,020 had reduced to -£67,420, a positive variance of £75,000, and that the projected rollover was now £515,625 (compared to the submitted

All

budget of £440,025. The Capital budget was in line with the submitted budget at the six month stage.

The BM confirmed that a contingency sum had been set aside to manage the anticipated increase in energy costs and that the budget also now made provision for a 5% increase in teachers pay, which, at this point, would not be funded by the government. She explained that there had been an increase in income relating to the Sixth Form, following adjustments for actual numbers and the courses that students had taken, and that the school was receiving additional High Needs Funding, because some Year 7 students in the main school had EHCPs in place on entry to the school. There had also been a slight increase in bank interest received.

The Chair noted that, despite the positive £67,000 variance, governors needed to be mindful of the current levels of inflation and the fact that increased costs were unlikely to be fully funded.

### **Variances and Write-Offs**

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

### **Quotes and Tenders for approval**

- New paths around teaching blocks – The Chair advised that, after discussions with the finance monitoring group, he had taken Chair's Action to approve the quote for the work to complete the laying of paths around the teaching blocks, at a price of £36,000. The Health and Safety governors confirmed that these areas had been looked at during the most recent visit and that completing the project would improve safety around the school site. The BM confirmed that the work should be completed over half term. The Chair reported that he had challenged the use of this funding but was satisfied that it was a wise use of money.

**Governors ratified the action taken by the Chair in approving this quote.**

### **Business Policies**

**Governors approved the Anti Fraud and Health and Safety Policies.**

### **Health and Safety Issues**

- Health Suite - The Health and Safety governor reported that the health of a student in the SRP was deteriorating and that they now needed the facilities of a Health Suite. The BM confirmed that she was looking into where this could be sited.
- PFI Meetings - The BM reported that she attended the regular PFI meetings and that no major health and safety issues had been identified apart from 'normal' slips and trips.
- Fire Drills - The Staff Governor remarked that the additional number of students in the school, and particularly in the 6<sup>th</sup> Form, would make fire evacuation more difficult, although there had not yet been a Fire Drill including Sixth Form students this year. The HT added that the PFI contractor had advised that the school needed to carry out a Fire Drill while the Hall was in use.
- Risk Assessments - **A governor asked if the school needed to carry out Risk Assessments for students who were at school following an injury which could impact about their mobility.** The BM confirmed that Risk Assessments were undertaken for students in the SRP and for those with permanent mobility issues, such as wheelchair users, but not for those with short-term injuries, for example those using crutches. The Staff Governor confirmed that a Sixth Form student who was a wheelchair user had a Personal Evacuation Plan in place.
- Cyber Security – **It was agreed that the HT should bring a report on cyber security to the next meeting.** The BM confirmed that cyber security was included within the Emergency Management Plan, which was accessible to all members of the SLT and that the insurance taken out through the RPA included insurance for a cyber security breach.

JVE



## Other Premises Issues

- Adaptations - The BM advised that she was currently in negotiation with the LA regarding further adaptations for SEND students.
- Sixth Form capacity – The HT advised that many options had been discussed and that the BM was currently obtaining quotes for a variety of potential work to identify the best options to increase capacity within the school. The Staff Governor stressed that it was important to find capacity with more students expected on site next year – potentially with a Year 12 of 80-100 students. The Chair confirmed that the school remained committed to finding space for all current Malling School students who wished to remain at the school.

**Governors noted that this might result in fewer new students coming into the school.** The HT confirmed that the school had not advertised its sixth form so widely outside the school this year, due to the restrictions of space for sixth form students. The BM pointed out that any new space did not need to be identified as being for the sixth form, as it would be possible to repurpose other spaces within the school site. The Staff Governor asked for the Sixth Form team to be part of this process.

**A governor questioned the number of sixth form students this year.** The Staff Governor confirmed that there were only 36 students in Year 13, as a number of students had not returned after Year 12, but that the school was anticipating between 50 and 60 more students in the sixth form next year.

The Staff Governor pointed out that the current accommodation was very cramped, to the extent that it was not possible for the Year 12 and Year 13 students to all be in the Hub at the same time, and with a lack of provision for students from the SRP. The BM confirmed that she would be reforecasting the budget based on the variables regarding energy costs and staffing but suggested that the financial position might be stronger in a few years time to support additional capital projects.

**In response to a question, the HT advised that some students had come to the school to other schools to take the IBDP and he commented that this was positive in bringing different experiences into the school.**

- Use of the Lake – The BM reported that the Lake Committee had achieved its funding target and that she was now in discussion with KCC's Outdoor Education Team to see if other schools would also be able to access the Lake as an educational facility. She advised that the school had secured funding for wildlife boxes, specifically bat and owl boxes and that the HT and PWI had completed training to enable them to lead kycking on the lake, with support from the LA's Outdoor Education Team with regard to Risk Assessments.

## 6. SCHOOL DEVELOPMENT PLAN

### Monitoring against SDP Priorities

- Health and Safety – issues raised by the Health and Safety Governor had been discussed during the previous agenda item.
- Safeguarding – The HT reported that one of the Safeguarding Governors had been into school to discuss a specific safeguarding issue which had now been resolved.
- Headteacher Review – The Chair reported that this review had been completed earlier that day, with the involvement of an external advisor.

## 7. HEADTEACHER REPORT

### Challenges submitted in advance of the meeting

The following challenges had been submitted and answered:

- 1 **Noting the comments on the P8 score that this may improve after re-marks, surely it could also go down once the impact of re-marks are taken into account for other schools?**

Thank you for raising this, agreed that it could possibly go down but we feel this is unlikely. TMS seems to have had a significant number of positive remarks compared to other schools. There was also some data missing from the report which will also influence the overall score. Finalised data will be published on Thursday.

**2 How many students are following the IBD programme?**

We currently have 8 students on the IBDP program. Work has already begun on marketing for this year. The IBDP is significantly more demanding than A-levels and the IBCP and part of our job is to build students confidence and belief in themselves.

**3 Very pleased to note the three sets of fully funded school trips**

Thank you to governors for their support with this. By taking every pupil on this trip we are ensuring every student including our most DA benefits from an exceptional personal development program.

**4 What action is being taken, as a result of the GCSE and IB results, where specific subjects performance was weaker?**

All depts have completed departmental development plans and will have curriculum reviews throughout the year. SLT will provide prioritise support and monitoring of the weaker subjects. For example the Maths curriculum review is scheduled for this week. A copy of the Maths development plan is pasted below. A key point to make is that we are planning on long-term improvement focusing on curriculum changes at KS3 not success through 'catch-up' or 'an intervention culture in Y11'.

I will provide a simple table of our weaknesses and summary of actions to address for FGB (set out below)

Priority	Actions	Timescales and Personnel	Success / Impact	Governor Review (RAG)
Curriculum development	<ul style="list-style-type: none"> <li>To develop KS5 SOW, considering the content to be covered, the requirement of teaching the IB way and to maintain some consistency between the teaching methods used between KS4 and KS5.</li> <li>Develop skills booklets for KS5 which address prior knowledge requirements and TOK</li> <li>Develop further resources for KS5. Identify investigations / tasks which will enhance the delivery of the SOW, ensuring that lessons are delivered in an IB manner encouraging pupils to become independent thinkers.</li> <li>Develop revision material for Year 11 to enhance the SOW</li> </ul>	<ul style="list-style-type: none"> <li>Create an explicit overview which will meet the requirements of having both IBDP pupils and IBCP. (STH / DKE / RJE) T6</li> <li>Create a SOW for KS5 with resource links and references to further resources in line with KS4 SOW (STH / DKE / RJE) T6</li> <li>Produce skills booklets (DKE / RJE) T6</li> <li>STH / BDA produce first revision booklet to be used from T2 in prep for Jan mocks.</li> <li>STH / BDA produce second revision booklet to be used from T3 in prep for summer exams.</li> </ul>	<ul style="list-style-type: none"> <li>Clear path for the delivery of the IB content to ensure that it meets the needs of the pupils no matter which level they will be taking.</li> <li>Pupils to become mathematical thinkers, encourage to make connections and to have clear strategies and methods to tackle problems.</li> <li>Allow for the teaching of key skills prior to moving onto the IB content supporting a more efficient delivery of the SOW</li> <li>Provide pupils with clear focus for revision, further improvement on results.</li> </ul>	Term 2:  Term 4:  Term 6:

Staff development & CPD	<ul style="list-style-type: none"> <li>Dept meetings to feature reflection on lecturettes</li> <li>Coaching &amp; regular DLWs carried out by TLR holders, tracked centrally to ensure consistency with one actionable step and to clearly identify any CPD needs.</li> <li>Dept reading for the year 'mathematical mindsets' embedded into CPD and reflected on regularly.</li> <li>Termly work sampling completed to review curriculum impact, use results to make adaptations to SOW and booklets as an ongoing process as required</li> <li>CPD focus on Thinking Mathematically. Key focus is to develop teachers ability to support the pupils in thinking mathematically and to be able to identify small changes which can be made which have a large impact on the way pupils tackle problems and questions they are unsure about.</li> <li>PUB to provide an opportunity to improve pedagogy and subject knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>HOD / 2ic's to lead and include in department agenda</li> <li>HOD / 2ic's to conduct regular DLWs &amp; coaching conversations – to provide feedback through coaching, and dept meetings</li> <li>Reflection presentation by HOD intermittently throughout the year.</li> <li>HOD / 2ic's to complete work sampling throughout the year</li> <li>Throughout the year HOD to present key strategies.</li> <li>PUB to be completed by all members of staff throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Meeting agenda/minutes/feedback during LM shows a clear dialogue with the department regarding their individual priorities/actions providing reflection and discussion time to further support in improving teaching and learning.</li> <li>Feedback from DLWs demonstrates an impact of mathematical mindsets</li> <li>QA reviews shows the CPD/coaching has led to improvements in T&amp;L and staff retention is high</li> <li>Feedback from DLW's and PUB delivery demonstrates the departments ability to ask those thinking questions and to pose tasks which expect pupils to think.</li> <li>PUB provide an opportunity to share pedagogical approaches and subject knowledge to improve teaching across the department.</li> </ul>	Term 2: Term 4: Term 6:
Assessment	<ul style="list-style-type: none"> <li>QA thinking mathematically opportunities through DLWs, develop through coaching</li> <li>Develop assessment structure to enable clear analysis. With assessments providing an opportunity to show a pupils ability with skills that have been taught and the application of these within a more challenging question</li> <li>To embed into department meeting structure an opportunity to share marking feedback and analysis of assessments.</li> </ul>	<ul style="list-style-type: none"> <li>HOD to lead CPD on thinking mathematically</li> <li>HOD / 2ic's complete DLW / Book Scrutiny, provide CPD</li> <li>HOD/TLR holders to create quality assessment exemplars for term 2</li> <li>All staff to integrate a range of formative assessment into lessons</li> <li>TLR holders complete termly review (work sampling, DLWs, student voice interviews, post-assessment reflections)</li> </ul>	<ul style="list-style-type: none"> <li>A clear assessment system is in place which includes regular formative assessments used to evaluate the effectiveness of the SOW alongside DLW's department meetings, etc.</li> <li>Cumulative assessment at the end of the academic year to test for retention</li> <li>All assessments are reviewed regularly to check curriculum impact as part of the QA cycle and lead to incremental improvements in curriculum planning.</li> <li>System for discussion of formative assessment results to establish a clear gathering of informative data which is used to review classes, curriculum CPD needs</li> <li>QA shows that formative assessment (questioning) is used</li> </ul>	Term 2: Term 4: Term 6:

			<p>consistently well in lessons with a clear purpose (to identify misconceptions, gaps in knowledge, as retrieval practice) and is used to inform responsive teaching</p> <ul style="list-style-type: none"> <li>Assessments show consistently strong progress is achieved for all pupils, including those with high starting points</li> </ul>	
Improve Students completion of homework.	<ul style="list-style-type: none"> <li>Produce homework booklets to provide daily reflection on lessons to encourage a more metacognitive approach in the pupils in line with the schools focus.</li> <li>Use of Hegarty to produce MA, again making this clear to pupils the relevance of weekly homework</li> <li>Training on how to implement the change in homework requirements and regular reviewing of its success.</li> </ul>	<ul style="list-style-type: none"> <li>Identify staff who are not following the homework policy for setting homework</li> <li>HOD to allow for time within Dept mtg for discussion intermittently throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>Book Scrutiny / QA Hegarty to check that homework set is challenging and used to inform future planning</li> <li>DLWs to look at homework books when possible.</li> </ul>	<p>Term 2:</p> <p>Term 4:</p> <p>Term 6:</p>

### School Data

The HT reported on the outcome of the DfE data checking exercise, advising that the provisional Progress 8 score was +0.02, although he explained that this might increase because the school had submitted a number of successful requests for re-marks. However, he pointed out that a P8 score of 0.02 was a significant improvement on 2019 data. The HT advised that SEN students with EHCPs had performed well as a group. SEND students with support had recorded a P8 score of -0.05, although the HT advised that it was not possible to compare this score against national data. He confirmed that these students had regular check-in meetings with the SENCO and with pastoral teams, but that the focus would now be on their academic progress. The HT reported that the 15 HPA students in the cohort had demonstrated an improvement, although this was lower than other prior ability groups.

**In response to a question the HT advised that the formal DfE data would be published on 20/10/22.**

The HT reported that all departments had now prepared Subject Development Plans covering KS3 and KS4 and that a series of Curriculum Reviews would take place during Term 2 with reviews already having taken place for History and Maths. He advised that the school was sourcing external support for Maths, where progress and attainment scores had not improved as much as other subjects. He suggested that this might be due to the decision to enter more students for the Foundation rather than Higher level papers, commenting that although these students' attainment had been 'capped' at Grade 5, there had been the risk that they would not have met the Higher standard and have recorded an Unclassified result.

### Sixth Form

The HT reported that the IBDP programme had started strongly, although some students had struggled with the concept of independent study. He advised that there were some issues with motivation within the Year 13 cohort and that these students would also be given more academic support to prepare them for their exams, as they were a cohort who

had not taken formal public exams in Year 11. The HT confirmed that the Sixth Form leadership team was cohesive and worked together well.

### **Attendance**

The HT reminded governors that one of the AHTs had taken responsibility for Attendance this year and that both the number of staff in the Guidance Team and the number of Pastoral Leaders had increased to provide additional support. He reported that attendance was currently 93.6%, compared to the national average of 95% and confirmed that the focus was improve the attendance of disadvantaged students, for example by rewarding good attendance. The Staff Governor noted that Year 13 attendance was also a cause for concern, which was not something that had been experienced before.

### **Behaviour and Attitudes**

The HT advised that there had been more suspensions this term – nine compared to three during the same period last year - and that, although there was no particular pattern, there had been a number of suspensions for verbal abuse against a teacher, which he felt had helped staff to feel supported. He also advised that two of the suspensions had resulted from behaviour on the Duke of Edinburgh day and that as a consequence the school would require all Year 9 teachers to be present at this event in future. He confirmed that this number of suspensions was below the national average.

### **Year 7**

The HT reported that the school had received 120 responses to the survey carried out at the Year 7 settling in evening, and the results had been very positive. Some parents had reported that their children were struggling with homework and others had asked for some academic support and the HT confirmed that these requests would be followed up by the end of term.

### **School Trips and activities**

The HT reported that all Year 7 students had taken part in a trip to Kew Gardens and that Year 8 students had gone to the Tower of London and Year 9 students to The Globe. The RE Leader had also taken Year 9 students to the Sikh temple in Gravesend and the HT commented that this had provided them with a new cultural experience. He suggested that the Chair should write to the RE Leader thanking her for her work on behalf of the Board, commenting on the amount of work she had undertaken to prepare for this visit and advised that she had also taken a group of Sixth Form students to the Foreign Office and Houses of Parliament. The HT advised that the local MP had visited the school and talked to Sixth Form students and had agreed to return as part of a debating project. He noted that he had previously spoken to the MP about funding for an IB course and that his assistance had resulted in funding being retained.

## **8. POLICY APPROVAL**

The Chair commented that the process of sending policies out to the respective 'link' governors in advance of the meeting had been effective.

### **Governor Allowances Policy**

The Clerk advised that the BM had produced a draft Policy, based on information from The Key, and that TEP had also produced a new Model policy, which included provision for payments to independent governors. ***The Chair agreed to review both policies and decide which should be brought back to governors for approval.***

### **Admissions Policy**

**The Admissions policy was approved.**

### **Attendance Policy**

**The Attendance Policy was approved**

MPE

### **Sexual Harassment Policy**

The Chair reminded governors that it had been noted previously that the Behaviour Policy did not make any reference to Sexual Harassment incidents and that governors had agreed that a separate Sexual Harassment Policy should be produced. However, Sexual Harassment had now been included within the new Behaviour Policy and a separate policy was not needed.

### **Capability Policy**

**The Capability Policy was approved.**

### **Disciplinary Policy**

**The Disciplinary Policy was approved.**

### **ECT Policy**

**The ECT Policy was approved.**

### **Recruitment Policy**

Governors noted that this non-statutory policy had been updated to reflect new guidance relating to the review of candidates' social media history. The Staff Governor commented that he had raised, and would continue to raise, this issue with staff to emphasise the potential risks that their social media activity might pose to them.

### **Update on the review of school uniform**

Governors noted the update from the Business Manager. The Clerk pointed out that, although this policy had only been approved at the end of the last academic year, new DfE guidance required schools to review the affordability of their uniforms and particularly of 'branded' or bespoke uniform items.

## **9. GOVERNANCE**

### **Governor Declarations**

This had been dealt with under agenda item 3.

### **Governor Training**

A governor confirmed that they had completed the HTPM training before taking part in the Panel meeting earlier that day and that he would be attending an NHS webinar on Mental Health.

### **Newsletter Rota**

This rota had now been circulated.

## **10. TEP MONTHLY GOVERNANCE NEWSLETTER**

Governors noted the content of the October TEP Bulletin.

## **11. CHAIR'S ACTION AND CORRESPONDENCE**

The Chair advised that he had not taken any actions except the approval of the quotes for the work to the paths discussed in item 5 and the inclusion of Sexual Harassment within the Behaviour Policy, discussed under Item 9 and had not entered into any correspondence on the FGB's behalf.

## **12. ANY OTHER URGENT BUSINESS**

### **Strike Action**

The Staff Governor reported that teachers were being balloted by the Unions regarding strike action.

### **School production of 'Elf'**

The HT advised that the Performing Arts department would be producing 'Elf' during the last week of Term 2 and confirmed that he would circulate the dates to governors. A governor commented on the high quality of the 'Matilda' production at the end of the previous academic year.

There were no further items of urgent business.

### **13. CONFIDENTIALITY**

No items of confidentiality were identified

### **14. DATE OF NEXT MEETING**

**The date of the next meeting was confirmed as Wednesday 7 December 2022 at 5.00pm**

The meeting closed at 7.00pm

Signed.....  
Chair

Date.....

APPROVED

**ACTION POINTS (from June 2022)**

<b>Date</b>	<b>Item</b>	<b>Action</b>	<b>Responsibility</b>	<b>Deadline</b>	<b>Status</b>
27.6.22 19.10.22	4 3	A report on the H&S monitoring visit to be prepared for the next meeting	H&S governors	18.5.22	Report still outstanding
27.6.22 19.10.22	5 3	The potential use of S116 (planning) funding to provide a mobile classroom on the school site to be explored further	SBI	End T1	In progress
14.9.22 19.10.22	3, 7, 13 3	Governors to complete declarations on GovernorHub in respect of business interests, the Code of Conduct and KCSIE	All	19.10.22	Any outstanding declarations to be completed
14.9.22 19.10.22	15 3	Safeguarding governors to review the SCR at the next monitoring visit to satisfy themselves that staff have completed relevant safeguarding declarations	THO/CKE/PMA	End T1	Visit not yet completed
19.10.22	5	Governors to receive a report on cyber security at the next meeting	JVE	5.12.22	
19.10.22	8	The Chair to review the alternative Governor Allowances Policy and decide which should be brought back to the FGB for approval	MPE	5.12.22	



**Minutes of the Meeting of The Malling School Full Governing Board held on  
Wednesday 7 December 2022 at 4.45pm  
at School**

**Present:** M Perry (MPE) (Chair), A Antao Bilfrey (AAB), M Fawcett (MFA), N Harvey (NHA), T Holditch (THO), C Kennedy (CKE), P Maisey (PMA), J Vennart (JVE), Headteacher (HT).  
**In Attendance:** L Hardwick (LHA) (Clerk), K Davy (KDA), DHT (Item 1)

## 1. PRESENTATIONS

Action

### **Setting the Curriculum: What Governors need to know**

This presentation was given by DHT Karen Davy (KDA), who began by circulating a copy of the Ofsted definition of a Good Quality of Education, together with a copy of her presentation which included some questions that governors could ask during monitoring to satisfy themselves that the Ofsted criteria were being met.

- Working Definition of the Curriculum – KDA explained the school's working vision of the Curriculum, set out in one of the presentation slides.
- Role of governors in setting the curriculum – KDA explained that the role of governors was oversight, making sure that the vision was correct and the strategic direction appropriate, questioning, support and making sure that there was an awareness of the curriculum across the school.
- Intent – KDA advised that the role of governors was to clarify the aim of the curriculum with school leaders, satisfying themselves that, as a minimum it met National Curriculum standards and that it reflected the school. She suggested some potential questions that governors could ask during monitoring visits.
- Implementation – KDA explained that governors needed to understand whether the curriculum was being delivered as intended and if not, what the school was doing to address this. She outlined some potential questions that governors could ask, pointing out that their oversight needed to include foundation subjects, for example satisfying themselves that they were given sufficient curriculum time. As an example, the HT advised that more lesson time was now being given to RE and to Computer Science in KS3, to ensure that those subjects could be delivered effectively. The Chair commented that, in his experience, Ofsted would not expect governors to have detailed knowledge of the curriculum but would expect them to have satisfied themselves that it was being delivered effectively. A governor remarked that, the recent Ofsted training session for governors had identified some gaps in her knowledge about the school and remarked that the presentations at the beginning of FGB meetings were useful in building confidence and in empowering governors to ask more challenging questions.
- Impact - KDA reminded governors that Ofsted no longer interrogated data and would assess the impact of the curriculum in a number of ways including talking to staff and students and looking at students' work.  
**A governor asked how the school assessed the impact of the curriculum.**  
KDA advised that leaders carried out a 360-degree review of each subject twice a year, which involved speaking to subject leaders, external reviews, reviewing lessons and students' books and talking to students and to teachers.
- Curriculum Design – KDA turned to the cognitive science that underpinned the school's curriculum design, which was based on Ofsted research on how learning happened by building knowledge and developing links to build long term memory.

She confirmed that this involved revisiting topics and training teachers on memory and learning and how to maximise this in their teaching.

- Top level view of the curriculum – KDA confirmed that the curriculum was broad and balanced, with a three-year KS3 which provided a range of experience with options at KS4 and three KS5 pathways, an increased uptake of languages and EBacc subjects and a strong extra curriculum offer, including the Period One curriculum which was the vehicle for delivering the PSHE and RSE curriculum. She suggested some questions that governors could ask about curriculum delivery:
  - What is the curriculum trying to achieve? To what extent is the curriculum a response to your strategic vision? – KDA confirmed that the leadership team made sure that subjects were aligned, to help build students' cultural capital, for example by developing the links between English and History or Geography and Science in the choice of topics and texts. She advised that Heads of Department joined together to ensure these links were in place, to develop knowledge that would prepare students for a range of different careers.
  - How is the curriculum structured? – KDA referred to a chart which illustrated the amount of lesson time given to each subject. The HT advised that Ofsted might challenge the school because there was no allocated lesson time for PSHE and RSE, but he confirmed that both topics were delivered through the daily Period One time with tutors. He reminded governors that the tutor groups were structured on a year group basis (having previously been structured into mixed year groups) and confirmed that, although the tutors were not PSHE/RSE specialists, they were trained to deliver these topics and, because they saw students each day, were able to build strong relationships which meant that students were more likely to talk to them about their anxieties and concerns. The HT confirmed that the school used Student Voice sessions to obtain feedback on the Period One curriculum and that this feedback was used to refine and improve the curriculum delivery.
  - How far is there subject autonomy within the whole school picture? – KDA advised that subject leaders were given a significant amount of autonomy, but that the curriculum for and delivery of each subject was monitored and checked, including external reviews and collaborative working with experts from KCC.
  - In particular, for those who are well behind in their reading, how are they helped? Is there sufficient expertise and training to do this? – KDA confirmed that there were tiered levels of interventions to support reading, including phonics, reading fluency and reading practice and added that the school took advice from experts and linked with local primary schools to take advantage in their expertise. She advised that subject leaders were also expected to consider how the texts they used supported reading in terms of vocabulary, etymology, reciprocal reading and library lessons. The HT added that the school had changed its approach to its work with struggling readers. He confirmed that the school tested and monitored students' reading ages and remarked that it was fortunate in having close links with local primary schools through The Malling Partnership. He also advised that the least able readers only took one language in Year 7 and that this time was used to improve reading. The HT commented that some students entered TMS with extremely low reading ages and that the school needed to teach them to read, with support from a Phonics teacher from Snodland Primary School, and teachers and TAs from the SRP.
  - Focus on SEND – KDA provided information about the structure of SEND provision within the school. She confirmed that SEND students participated fully in the same sequenced curriculum as non-SEND students and that teachers were aware of the 'core' knowledge that they needed to acquire by the end of each lesson sequence. KDA advised that a range of scaffolding

techniques were used to support SEND students, including the use of whiteboards, and confirmed that the school commissioned regular internal and external reviews to assess SEND delivery.

**A governor commented that for some SEND students it was key to provide them with information about the links with their prior knowledge, current topic and what they would be learning next.** KDA confirmed that the school made sure that teachers were clear about the context of each topic so students knew that they would be building their knowledge over time.

- How successful is the curriculum and how do you know? How effectively are leaders addressing those areas of weakness and how do you know? – KDA advised that the school measured the success of the curriculum qualitatively, in addition to reviewing assessment data. This involved talking to students, looking at books, asking questions and benchmarking against other schools. She confirmed that this work was carried out across year groups, although she noted that it would take time for improvements within the KS3 curriculum to feed through to KS4 outcomes but was confident that there was an improving trend as a result of good teaching and an effective curriculum.
- Where are the strengths and weaknesses? – KDA summarised the key strengths and weaknesses of the curriculum. She advised that some of the most challenged departments currently were Drama (where the curriculum had been rewritten and was still becoming embedded), Ethics (where there was a new staff team) and MFL (where there was a new curriculum which was already showing progress, with students being more engaged). She confirmed that Ofsted would review the ISDR and Progress 8 data but would also be looking for continuous curriculum development and commented that exam results were only one part of the evidence of strong curriculum delivery.

**A governor commented that students were the schools' key stakeholders and asked how involved students were in the design and sequencing of the curriculum.** KDA advised that student involvement was less formalised in those areas, although student voice was used to develop and refine the PSHE curriculum. She noted that that students were very articulate and able to talk about their learning. The HT commented that student voice was a powerful tool and agreed that the school could make better use of student voice as part of subject reviews and in long term planning. KDA remarked that the school was also working on assessment design to make sure it was valid, informed continuous improvement and a holistic approach, and was used effectively to check impact.

A governor noted that the school used standardised teaching tools such as the curriculum booklets. KDA confirmed that these helped students to think about what they would learn from each module and that it was therefore important to guarantee the quality of these and other teaching resources. The HT commented that the curriculum booklets included key vocabulary and used rich text which helped disadvantage children by providing equal access to these resources.

### **Progress 8 – what's it about?**

This presentation was deferred to the next FGB meeting due to lack of time.

## **2. APOLOGIES FOR ABSENCE**

Apologies for absence from James Milsom Mills and Steven Wallis were received and accepted. The Clerk confirmed that the meeting was quorate.

### 3. DECLARATION OF BUSINESS INTERESTS

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

### 4. MINUTES OF LAST MEETING AND MATTERS ARISING

Minutes of FGB Meeting held on 19 October 2022

**The minutes of the meeting held on 19 October 2022 were approved as an accurate record of the meeting and signed by the Chair**

Update on Governor Actions arising from the minutes

- Health and Safety Report – ***The Clerk confirmed that she would upload the report from the previous visit, in October to GovernorHub.***
- Section 116 funding – The BM confirmed that S116 funding would not be available to the school.
- Governor Declarations – ***The Clerk shared the list of completed and outstanding declarations that she had downloaded from GovernorHub and asked governors to complete the declaration, particularly the confirmation relating to the Code of Conduct, if they had not already done so.***
- Safeguarding Monitoring – ***The Safeguarding governor advised the SCR would be reviewed at the next monitoring visit in January.***  
A governor commented that they had not been notified of a recent monitoring visit. ***The HT agreed to follow up on this point.*** The Safeguarding governor confirmed that the monitoring visit had included a review of the most recent external safeguarding audit.
- Cyber Security – The BM explained that the Cyber Security Risk Assessment and Attack Management Plan were a requirement of the DfE's RPA insurance Policy.

LHA

Govs  
with o/s  
decs

S/G  
govs

JVE

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

#### Matters Arising from the Minutes

There were no other Matters Arising from the Minutes.

#### Non-Confidential Minutes of Pay Committee meeting

***It was agreed that this item would be taken forward to the next FGB meeting.***

LHA

### 5. BUSINESS

#### Report from Finance Monitoring Visit

Governors noted the report from the recent Finance Monitoring visit.

**The following challenges were noted:**

- Challenges and responses on monitoring report to October 2022=  
My challenges are based on the figures for October only, as movements in previous periods have already been covered at previous monitoring meetings: Overall, I note that anticipated in year deficit has increase by £13k since the previous month.  
Challenges:
  - **118C Covid catch up – Why did we not have these figures before? Is this likely to change again?**  
These figures are as accurate as we can be now, we had numbers confirmed by the October census. There is no definitive figure given and no way of knowing what pupil numbers they are using other than the census.
  - **E01 Teaching staff – I note that this variance has increased by £26k. How much of this is due to the staff appraisal situation and how much is due to the non-recruitment of staff? (Or was the variance relating to**

**non-recruitment dealt with in a previous period?)**

£22,900.00 in staff bonuses plus oncosts. Adjustments made for vacancies.

- **E07 Other staff – why has this increased by £6k?**

This is decreased due to the inability to recruit lunchtime supervisors

- **E19 Learning resources – I note the comment that the £6k variance is due to trips and is matched by income, however this is not correct as there is no meaningful variance in I12 this month. Can you please explain – could this be the non-contributory trips run recently?**

My apologies for being vague, there have been a few changes this month, not just trips. We would suggest offering an E19 report monthly to sit alongside the monitoring as the changes will then be visible.

**Feedback from the LA on the Six Month Financial Monitoring Statement**

The BM confirmed that the LA had not raised any items of concern, although the feedback referred to a number of areas that would need to be kept under review.

**Governors reported back the following challenges (from Finance Monitoring):**

- **E20: ICT learning resources.- I note the comments ‘spend to date with commitments is 50% - expected to spend by end of year’. How sure of this are we? We have only spent £40k out of £133k budget, so far.**

The comments do not take into account the commitments which are often invoiced in arrears. If you look at the system, it shows these as a commitment but not an actual spend which is what is highlighted on this report. We have a 50% spend at 6 months which is accurate. This will be spent by year end.

- **E21 Exam fees - Why is there still a large creditor? Is this payment in dispute? How much are we talking about?** Due to covid, when we set the budget, we were advised that there may be some payments still due. £29,019 was the amount carried forward and the creditors amounted to £24,183. We asked for a budget bid from exams which is what we set our budget on. This is worked out by the exams team so we have to assume will be correct. We would again carry forward any underspend to cover the creditors at year end if needed.
- **E26 Agency staff - Should we reduce this budget? (£25k budget but only a £3k commitment)** We could but we have the worse months for staff absence coming up

**Discussion on breach of finance policy**

It was brought to the meeting's attention that the breach of finance policy had been identified by governors in that the order for the sixth form kitchenette, being over £10,000 should have been approved by governors. It was noted that governors were advised that this was happening at budget setting time that this work was being planned and the original quote was below the £10,000 limit. Despite the mitigating circumstances it was felt appropriate to tighten purchase order processes.

**Budget Monitoring (October monitoring)**

The BM confirmed that the school was still in a positive financial position. Governors reviewed the CFR Code Report and noted that the projected In Year deficit of -£143,020 had reduced to -£92,899, a positive variance of £50,121, and that the projected rollover was now £490,146 (compared to the submitted budget of £440,025). The Capital budget was in line with the submitted budget.

The BM confirmed that agreement had been reached with the Unions for support staff working to Green Book Terms and Conditions to receive a £1,925 pay increase, although this had not yet been confirmed with KCC, whose support staff worked to Blue Book Terms and Conditions. She commented that, if this payment was also confirmed for staff working on Kent Terms and Conditions, it would have a significant impact on the school's budget, as it employed a large number of TAs to work with its SEND students.

In response to a question, the BM advised that the PFI contractor had not yet confirmed energy charges for the current year although there had been a change in the way in which these were calculated, and that schools would now pay based on their actual, rather than their estimated usage. She confirmed that she had included extra provision within the budget to take account of future increases in energy charges.

In response to a further question, the BM explained that the school received three elements of SEND top up funding – the AWP funding, place plus funding and High Needs Funding attached to individual students and based on need. The HT commented that the school had been very successful in securing High Needs funding for its students.

#### **Variances and Write-Offs**

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

#### **Quotes and Tenders for approval**

There were no quotes and tenders requiring approval.

#### **Finance and Financial Procedures Policy**

The BM explained that these policies had been amended to include a requirement for the PFI contractors to seek three quotes for work in the school.

**The changes to the Finance and Financial Procedures Policy were approved.**

#### **Health and Safety Issues**

- Fire Escape Steps - The BM explained that the steps had become muddy and slippery due to increased use as a result of the one-way systems in the teaching blocks and confirmed that this was being addressed by the PFI contractor.
- School Cleanliness - The BM reported that the school had made a formal complaint regarding the cleanliness of the school, particularly unemptied litter bin, and advised that the complaint had been taken up with the contractor by the LA's PFI project lead.

#### **Other Premises Issues**

- Additional teaching space - The BM provided an update on discussions with the LA regarding the school's need for additional teaching space (reported within the Confidential minutes)

#### **Other Business issues**

- Benchmarking - The Chair confirmed that benchmarking information was reviewed during Finance Monitoring visits. The BM referred to the financial benchmarking information circulated with the meeting papers. She commented that it was difficult to find schools that were comparable with The Mallory School, due to the combination of the PFI contract and a large SRP but remarked that the benchmarking report provided reassurance that key costs such as staffing costs were broadly in line with other schools.
- Staff Structure - The Chair advised that the finance monitoring governors kept the staffing structure under review as part of their monitoring meetings. The BM confirmed that a formal staff structure chart was being prepared and would inform the 2023/24 budget preparation process. ***It was agreed that the FGB should review the staffing structure for 2023/24 at the last meeting of the academic year.***
- Policy management – The BM confirmed that she had completed a full review of the school's policies and that they were all now current and up to date. She also advised that she had purchased a policy management system which would produce reminders when policies were due for review.

**In response to a question she confirmed that the system would also include prompts for policies to be sent to the relevant governors for review.**

JVE

## 6. SCHOOL DEVELOPMENT PLAN

### Monitoring against SDP Priorities.

- Safeguarding – The HT reported on a safeguarding issue which had previously been discussed with one of the Safeguarding governors (reported within the Confidential minutes)
- Pupil Development – The report from this monitoring visit was not yet available.
- Communication – No visit had taken place recently.
- Happiness, Wellbeing and Culture – The monitoring visit had been cancelled due to staff sickness.

**A governor advised that younger students were still raising concerns about Year 10 and Year 11 students vaping in the toilets and asked what was being done to address this.** KDA advised that it appeared that a small group of older students was going into the toilets at the end of break and lunch times, and that this was intimidating for younger students. The HT confirmed that there was a high SLT presence in the corridors and around toilet areas to manage this issue.

**The governor noted that this issue had only just been raised with him but remarked that it seemed that students were waiting until just before the start of lessons, when staff had returned to their classrooms, to avoid being seen.**

- Skills and Knowledge – A governor noted that issues raised at this meeting had been covered in the KDA's presentation.

## 7. HEADTEACHER REPORT

### Challenges submitted in advance of the meeting

The following challenges had been submitted and answered:

- **You state in your report that PP attendance continues to be a crucial improvement area. You have set out actions that are being taken generally to improve attendance is there any additional work being done for PP pupils?**

Attendance is one of the biggest barriers to raising our DA pupils' outcomes. The whole school monitoring of attendance has switched to CDM for this academic year to reduce absence rates of all pupils. From T3 the line management of curriculum development in maths will move to KDA giving CDM more capacity to reduce absence rates of DA pupils by working closely with our pastoral teams.

Additional work we are currently carrying out to support DA pupils:

- All DA pupils have a phone call if they are ever absent (CDM monitors this)
  - DA students that fall below 90% attendance are prioritised for supportive parental meetings with CDM, the pastoral team and SLT
  - From last week minibs pick up for pupils that are absent (Planning of pick-up route for future needs to prioritise DA pupils)
  - DA pupils incentivised to raise attendance (More DA pupils to be targeted for this).
  - Pastoral Leaders to have specific pupils reduced absence named in their performance management target.
  - Where transport is a barrier to attendance for DA students PP budget is utilised to support parents with Bus passes and Taxis.
- **How do the rates of internal suspension for PP students compare with non PP students?**
- Of all pupils issued with an internal suspension, the number of DA pupils within this number currently stands at 43%. While this is higher than the 25% of DA pupils across the whole school currently on roll, we carefully balance the impact and effect of an external suspension compared to an internal suspension. We do not and will not shy away from issuing a suspension to any pupil, DA or non-DA, should their behaviour warrant this, but where appropriate, if a DA pupil needs a consequence for their actions, then we believe that supervision in school, with a structured day, completing classwork set by their teachers or work on Teams is often educationally more beneficial to some DA pupils in order to prevent any attainment gap widening.

We analyse transfers daily in our SLT Briefings. If we feel there is an inconsistency then we put in place PBS (Positive Behaviour Strategies) Coaching to support staff. We also deliver behaviour training to the whole staff on teaching techniques such as front loading and 'being a radar' which will reduce the number of pupils transferred.

- **There are a significant number of parents of SEND students (23%) where they neither agree or disagree that the school is giving the children the support that they need. I was surprised at this. Do you have any views on this?**

A key area of improvement this academic year is improved communication with SEND parents so they are aware of the support in place and can have a better dialogue regarding how we can ensure they are flourishing at TMS. Regular named surveys are sent out to SEND parents and any issues followed up. SEND Parent forum was set up last term for the first time, second session to be held next week. It may well be that parents are not fully aware of the support their child is given in school (which should not be the case) and therefore do not have an opinion N/A - which must be addressed by the EfA team. The new 3 in year review meetings for SENK will now ensure that parents have regular meetings (term 2,4 & 6) with a key member of either the EfA or Pastoral Lead to discuss their targets, progress and develop support if needed. I believe it will increase parent/carer confidence in being able to ask for information. To date the feedback from the first meetings have been extremely positive and actions taken to further support pupils if required. The parent evening survey is extremely informative and helps us to contact parents, discuss areas of concern and put in place strategies or support very quickly. Having named surveys is vital to gain feedback from SEN parents because we can action any concerns very quickly whilst anonymous surveys make it extremely difficult to identify and address any issue or concerns. The continued development and invites to the termly SEND parent forum should also provide parents with more opportunities to ask questions, challenge our practice which will improve our practice and communication.

- **Of those parents reporting bullying, in year 11, 19% disagreed that this had been dealt with quickly and effectively by the school. This is a very disappointing result.**

19% represented 4 four pupils. One was a pupil who has reported historical issues concerning inappropriate LGBTQ+ comments made occasionally (they were clear to state that these comments do not happen on a regular basis) and this was dealt with personally by the DHTP that involved speaking to the pupils involved and their parents. A follow-up conversation has taken place with this pupil, and they have reported no further issues. Their attendance rates at TMS have also improved this term. Two other issues are peer related friendship issues that the pastoral teams are aware of and are conducting ongoing support and mediation involving the pupils and parents. These pupils are currently socialising in alternative friendship groups. The other pupil, when approached stated that they made a mistake on the form, and they stated strongly disagree thinking the question stated 'they have been bullied

According to the year 11 survey responses 36% of parents say their children have been bullied. This seems a very high proportion. The satisfaction level, with how the school has responded, is much better for year 8 but the bullying levels are also very high. What has been done to investigate this and to take action to reduce bullying.

17 out of the 21 Year 11 parents who stated their child has been bullied stated that they agree or strongly agree that the school dealt with the issue effectively and quickly. The 4 who disagreed have been highlighted in point 4.

In Year 8, only 1 response stated that the school does not deal with bullying quickly or efficiently

Our current and future actions to deal with this important issue are:

- P1 lessons delivered in T1 and T2 that highlight the importance of anti-bullying and how to support and report, including speaking to a trusted



adult, reporting anonymously via the red-letter box or via the school website using the anti-bullying button. This can be a named or anonymous disclosure.

- Start of term 1 and term 2 assemblies delivered by John Vennart and Paul Williams that always stress our core values and that bullying has no place at TMS and what pupils must do to support each other and report any bullying
- Year group assemblies delivered during T1 and T2 by Pastoral Leaders on National Anti-bullying day, among others, that always stress our core values and that bullying has no place at TMS and what pupils must do to support each other and report any bullying
- Individual follow-up with any pupil who states that bullying is not dealt with effectively by staff so that intervention and support is actioned by pastoral teams. Whole school pupil survey is being completed in Term 3 and any pupil who states the school have done nothing or have not dealt very well with any bullying incident will be specifically supported by pastoral teams in order to rectify any issue
- In Week 5 of Term 2, 12 Key Stage 5 pupils have completed the new and updated Diana Project Anti-Bullying Ambassador training and will start their new roles in school supporting pupils who may experience bullying. They will work with relevant pastoral teams in this supportive role. These anti-bullying ambassadors will be visually apparent with badge or lanyard identification, and they will be introduced to all year groups through assembly and through P1 resources.

The HT reported on a number of issues:

- **Attendance** – The HT reminded governors that one of the AHTs was now leading on attendance and had introduced a number of new systems. He commented that the attendance of Disadvantaged students remained a concern, although in 2021/22 the attendance of TMS's disadvantaged students had in fact been above the Kent average. He advised that the school was now taking a minibus out to pick up students, and that staff would knock on doors and speak to students to check on their safeguarding, although he acknowledged that this could be intimidating for some students. The HT reported that the school also actively rewarded improved attendance with Amazon vouchers. He noted that the attendance of disadvantaged SEN students was a particular concern and that the school needed to ensure that the SEN and pastoral teams worked together.

- **A governor remarked that the school should not simply accept attendance levels at above the national average, particularly while national figures are so low.**

**In response to a question, the HT advised that there would be 10 or 11 SEN and Disadvantaged students in each year group.**

The HT advised in general attendance at TMS was better than in many other local schools, at 93%.

**A governor asked if there was an increased incident of school refusal amongst SEN students as a result of the pandemic.** The HT acknowledged that numbers had increased and that staff who went out to students' homes often found that parents were struggling to get their children into school, partly due to anxiety, but also due to teenage 'rebellion'. A governor remarked that this was part of a wider problem, and that children might try to avoid coming into school for certain subjects.

**In response to a question, the HT commented that a number of different staff were involved with students who were not coming into school, including the Student Welfare Officer, Guidance Officers and the Attendance Officer, but did not employ a Family Liaison Officer.** He suggested that the attendance of SEN students was inevitably a more significant issue at TMS, due to the large SRP. He added that the school worked hard to engage students with poor attendance

and their families but would consider alternative options if the current incentives were not working.

The HT commented that he had also noted that some students had long journeys into school, which might be impacting on their attendance.

Parent surveys – Governors noted the results of the parent surveys. ***The HT confirmed that he would be carrying out another staff survey and would report the results of this to the next meeting.***

**A governor remarked that it had been interesting to see this feedback.**

**Another governor remarked that it was also useful to see the less favourable comments.** The HT commented that he believed that anonymised surveys generated more honest feedback, although he remarked that it was easier to address specific issues or concerns when the respondents identified themselves.

**A governor suggested that parents should be given the option of adding their names.** The HT noted that there were some common themes to the surveys, including communication, pointing out that this point had been raised and responded to within the governor challenges

## 8. POLICY APPROVAL

### **Governor Allowances Policy**

Governors reviewed the draft Policy.

**The Governor Allowance Policy was approved**

### **Provider Access Policy**

**The Provider Access policy was approved.**

## 9. GOVERNANCE

### **Training**

Governors reported on training they had attended, including TEP training on supporting Bi, Trans or non-binary students, Safeguarding training and a Governor Conference.

### **Reappointment of a Co-opted Governor**

The Chair reported that Tina Holditch's Term of Office as a Co-opted Governor had ended on 4/12/22. He advised that she had confirmed her willingness to be appointed for a further term. Governors commented on THO's experience and the skills which she brought to the board and agreed that she should be reappointed.

**Tina Holditch was therefore reappointed as a Co-opted Governor for a four year term of office with immediate effect.**

## 10. TEP MONTHLY GOVERNANCE NEWSLETTER

Governors noted the content of the November TEP Bulletin.

## 11. CHAIR'S ACTION AND CORRESPONDENCE

The Chair advised that he had written to staff to thank them for their involvement in the Summer's very positive results and noted that the positive Progress 8 score compared extremely highly with other local non-selective schools. The HT noted that the P8 score and the attendance of disadvantaged students was above average and also higher than some local selective schools.

**A governor noted that this was the first time that the school's data for disadvantaged and SEN students had been above average, which was a sign of the progress that had been made.** The HT commented on the impact of the Kent selective system on the data and remarked that it was essential that Ofsted understood the impact of the system on attainment and progress, particularly that of Higher Prior Attaining children who were less likely to attain top grades at a non-selective school than they would at a grammar school.

The Chair also advised that he had dealt with a concern raised by a parent.

**12. ANY OTHER URGENT BUSINESS**

There were no items of other business.

**13. CONFIDENTIALITY**

It was agreed that the report on new school accommodation and the safeguarding issue referred to in item 6 should be reported within the Confidential Minutes.

**14. DATE OF NEXT MEETING**

**The date of the next meeting was confirmed as Wednesday 25 January 2023 at 5.00pm**

The meeting closed at 7.15pm

Signed.....  
Chair

Date.....

APPROVED

**ACTION POINTS (from June 2022)**

Date	Item	Action	Responsibility	Deadline	Status
14.9.22 19.10.22 7.12.22	15 3 4	Safeguarding governors to review the SCR at the next monitoring visit to satisfy themselves that staff have completed relevant safeguarding declarations	THO/CKE/PMA	End T1	To be dealt with at the next S/g visit
7.12.22	4	The report from the October Health and Safety monitoring visit to be uploaded to GovernorHub	LHA	End T2	
7.12.22	4	Any outstanding GovernorHub declarations to be completed	Govs with o/s declarations	End T2	
7.12.22	4	Staff scheduling monitoring visits to check on current governor monitoring groups	JVE	For T3 monitoring	
7.12.22	4	The non confidential minutes of the Pay Committee to be reviewed at the next FGB Meeting	LHA	25.1.23	
7.12.22	5	The FGB to review the staff structure at the end of the academic year	JVE/SBI	Term 6 meeting	
7.12.22	6	Safeguarding governors to review records relating to former students who are now home educated at their next visit	THO/CKE/PMA	End T4	
7.12.22	7	The results of the forthcoming staff survey to be reported to the next FGB meeting	JVE	25.1.23	