

CONGLETON HIGH SCHOOL LGB

MINUTES – Part I



Date: Wednesday 21ST January 2026

Present:

Mrs. Jane Turner (JT)-chaired the meeting
Prof T. Sadat-Shafai (TSS)
Mr J. Green (JG)-arrived at 5:40 pm
Prof. P. Horrocks (PH)-left at 7:02 pm

Apologies:

Mr R. Benson (Chair)-(RB)
Mr S. Worthington (SW)
Mrs K. Powell (KP)

Absent: n/a

In attendance:

Ms H. Thurland – Headteacher (HT)
Mrs L. Salt – Deputy Headteacher (LS)
Miss J. Boulton – Assistant Headteacher, Head of 6th Form (JB)
Mr R. McQueen (RM)- Assistant Headteacher
Mr C. Capey (CC)- Assistant Headteacher (Quality of Education)

All staff members except HT left at the end of part one.

Clerk: Mrs S. Pomeroy

Administration

1. Welcome, Quoracy, Apologies and Declarations

2. Minutes of the previous meeting

- The part one minutes of the CHS LGB Meeting held on 17th September 2025 were approved as a correct record of the meeting.
- The Chair would provide an update at the next meeting on whether he had contacted all governors to confirm their link roles. All other actions had been met and closed as appropriate.

3. Membership update:

- Pete Turner had resigned from the LGB with effect from 10.10.25.
- There are two vacancies on the LGB for appointed governors. The Chair would be asked to review the skills audit and consider the recruitment of new governors. **ACTION**
- There are no terms of office due to expire before the next meeting of the LGB.

4. Confirmation of Governor Link Monitoring Roles

Paul Horrocks agreed to take on the role of Careers link governor following the resignation of Pete Turner. He has already contacted JB and will meet with her prior to Careers Day. The clerk was asked to forward the template monitoring report form and an example of a completed one to PH. **ACTION**

Strategic Direction and Progress Against Priorities

5. SIP and SEF

School Improvement Plan (SIP) and Self Evaluation (SEF)

a) Summary of progress towards targets

HT referred to the SIP Priorities (page 5-page 7 of her report):

- Priorities for 2025-26 have been RAG rated. No areas are green yet and all priorities are a work in progress.
- The biggest risk area rated red is Leadership and Management. The school has had to work with the Trust to ensure that the leadership structure is aligned with their expectations. Coaching is required to ensure that strategic leadership from the middle can deliver improvements across the school.
- SEN Capacity is the greatest area of concern within Leadership and Management. Inclusion is a major focus in the new Ofsted framework. AHT recruitment is underway to add extra capacity. There is a

continued focus on adaptive practice. The Early Identification Pathway from the Trust has been implemented and is proving effective.

- Attendance of pupils with SEND is a concern. The school is working with other local authorities to secure the right placement for some students as there are long waiting times in Cheshire East. The school is collecting shadow data as SEND attendance is adversely impacting attendance rates across the school.

Governors commented that the appointment of an AHT with a SEND qualification is critical for the school and that the school needs to be pro-active in promoting the work it is doing in relation to SEND to parents.

Governors challenged on how the Trust raises issues with the Local Authority around SEND support and provision. **HT explained** that she is now on the SEND Partnership Board where she can raise issues. The CEO of the Trust also has a good working relationship with the Local Authority. The school works closely with the Local Authority in instances where alternative provision is required to avoid permanent exclusion for specific pupils.

Governors requested that the Chair discuss the impact of the Trust's involvement with the Local Authority at the Chair's Forum and that the clerk feedback this to the Trust. **ACTION**

Governors commented that the school needs to make expectations clear to parents, for example around communications. **HT informed** them that the school is considering different methods and will trial Headteacher clinics.

Governors challenged on whether the school has the sufficient resources for SEND, for example in staffing. **HT responded** that the SEND team has been re-structured and clear roles and responsibilities have been defined. Interventions and the use of space and teaching assistants have been reviewed. Leadership of SEND is vital to drive improvements.

Governors challenged on the timescale from the Trust for the leadership restructure. **HT informed** them that it is expected soon and that the school will need to consider its implementation. The school is moving to a faculty led model. There will be a focus on the most vulnerable pupils and case sampling will be used. All senior leaders will be aware of all the school's priorities.

b) School Improvement Record of Visit Reports

Governors noted the following reports and commented that they had found them informative:

- RoV CHS Autumn 1 25 FINAL
- RoV CHS Autumn 11th November 25 FINAL

Quality of Education

Presentation on Teaching and Learning: Approach and QA Process

Governors had requested a presentation at the previous meeting. HT explained that the school had a new Teaching and Learning Policy. The focus of the presentation would be on "The Learning Ready Classroom." HT explained that this involves a set of principles for lessons and highlights impact over process. The four elements are:

- Purpose and Clarity-this has been the focus of CPD over the past year.
- Active Learners
- Practice and repetition
- Checking for Understanding.

Quality Assurance

Quality Assurance is directed towards the above elements. The approach for Quality Assurance across whole school, faculty, colleagues and governors was shared. The Lesson Drop In form was also shared. This is aligned to the "Learning Ready Classroom" approach.

JG arrived at 5:40 pm.

Professional Review Process

- The focus is on student outcomes.
- Evidence is triangulated from all the sources of evidence to reach secure conclusions about what is happening in the classroom.

- Actions are monitored through the SLT line management process.
- Case sampling has been introduced this year. Students are chosen centrally according to data to ensure a good mix. (60-70 students covered).

Governors challenged on how teachers plan to meet the needs of students at different levels within lessons. HT responded that minimum adaptations are required when the classroom is well planned. Teachers use the principles of the Learning Ready Classroom, with a focus on inclusion. The key principles used are rooted in cognitive science.

Governors also challenged on how the school will assess whether their approach to teaching and learning is effective. **RM explained** that data from different areas will be considered such as Pupil outcomes, behaviour and attendance figures.

Governors questioned whether staff are supportive of the approach. **HT informed** them that it has taken time for some staff to accept the need for change but now there is a desire at individual staff and department level to see improvements. There have been some staffing changes, and this term is key for reinforcing the priorities.

Governors challenged on how they will be informed of the effectiveness of the Quality Assurance process. **HT explained** that information will be presented to governors at future meetings and that governor link visits are also an important source of evidence. **LS added** that she maintains a risk register of subjects which sits behind the information presented to governors and that examples from specific faculties could be shared on the improvement journey.

6. Admission and Pupil Numbers

- The school has a falling roll. There are 55 less pupils in the Primary schools.
- The school has a PAN of 210 but is forecasting 160 for September 2026.
- The school needs to consult on reducing the PAN.
- The birth rate is expected to be similar over the next two years and then to rise. There is a risk to the budget, and the school needs to manage the situation carefully.
- There has been some growth through in-year admissions.
- The school should start to benefit from new house building in the town.

7. Curriculum Update: deferred to the next meeting

8. Pupil Performance

Key Stage 4

The IDSR Summary was provided in the Headteacher's report.

Governors challenged on how the school is addressing the disadvantage gap. **LS explained** that the IDSR shows that the gap is widening but one pupil had tipped the school into this category. It is important that the school understands the context behind its data. The school has implemented the RADY programme. The SISRA data shows that significant differences have been made. Progress is already at the same point as it was at the end of last year. Pastoral and behaviour support are being used effectively to improve progress.

IDSR Highlighted subjects

- This table shows subjects which are above, below and the position after Mock 1.
- Subjects below: Science Double award, German, Spanish, History and PE. The Science department is on an improvement journey. There are a greater number of "U" grades from last year and the school is looking at tier grades entry. At Mock 2, 28 students have moved and some students will re-take the paper. Decisions will be made about Foundation Level entry in February. It has already been decided that 28 students will go to Foundation Level so they will achieve a grade.

Governors challenged on how confident the school is about the quality of delivery of science. HT responded that the QA process provides confidence and some staff have been supported with modelling of lesson delivery. Last year there were three staff in the department with performance issues. This year the staffing is stable and of high quality. HT line manages science and staff are being held to account.

Governors asked about the current position with MFL. HT informed them that four pupils are taking French and that this is the last year of compulsory Spanish. This is the third year of improved outcomes.

There have been parental requests for pupils to drop MFL. The school has accommodated the requests, and the pupils are receiving extra English, Maths and Science lessons.

- **History** has seen a dip in the last 12 months. Mock 1 assessed pupils on the most difficult area of the curriculum. The school also has concerns about Geography.
- **PE** is behind the previous cohort. The staff are very stringent in their marking. There has been a change of staffing, and a new leader is in place who is driving improvement. The school is implementing structured support for all students. Revision support is available on the website and Mock 2 has been prioritised. This will motivate pupils if their mock 2 result improves.
- **Food and nutrition:** The Mock 1 data is based purely on the exam with no practical element. The position is expected to improve.

Key Stage 5

The IDSR states that the Sixth Form is a strength of the school with strong progress in 2025. The key priorities are to maintain A Level attainment progress over time, secure greater consistency and retention on non-A Level pathways and to further improve outcomes for disadvantaged students.

9. Link Governor Monitoring

JG carried out a monitoring visit on 12.12.25 looking at Performance Data and Exam Results. His report was shared as Paper 9. He noted that GCSE results had improved compared with the previous year. Areas to improve include attendance, attainment for disadvantaged pupils and for boys.

10. Pupil Premium

- The Pupil Premium Strategy has been updated and the RADY project has been integrated into it.
- A wide range of support is available for individuals to access the curriculum, including revision materials and resources.
- Impact statements will be uploaded.

Governors asked how the Pupil Premium funding is spent. **HT explained** that it is spent on a variety of resources such as SEMH, attendance and alternative provision to support re-integration of pupils. A key focus is to improve attendance pupils need to attend regularly to receive good quality teaching to enable them to make progress.

Personal Development

11. Attendance

- Attendance is a key priority for the school.
- Attendance had been adversely impacted by an outbreak of flu in the autumn term. Until this point, attendance had improved by 2.6%. On the Monday, 270 pupils were absent and some students and staff were hospitalised. Advice was taken from the LA, Trust and Public Health England and the school closed for three days. Shadow data is being collected.
- PA showed a significant decrease in 2024-25

Governors challenged on whether the school has sufficient resources to address attendance issues. HT explained that an attendance support officer has been appointed for SEND students to look at removing barriers. This appointment has increased capacity. There are also four learning mentors and a Family Liaison Officer. The Trust also monitors attendance.

12. Rewards and Behaviour

- Suspensions in autumn 1 2025-26 showed a 46% decrease from the same point in 2025-25.
- Current Year 10 suspensions have decreased by 34% and Year 9 by 55%.
- Four students account for 30% of the suspensions and support plans are in place for these students.
- The RESET room is rarely full, and pupils spend the minimum amount of time in there. PH reported that he had spoken to pupils in there who were positive about the staffing and support available.
- A proactive On Call model has been created to decrease disruptive classroom behaviour. This has led to a decrease in logged disruptive behaviour calls from 41% to 25%.
- The Assertive Mentoring programme has expanded from 14 students to 47 and will extend to include academic mentoring. 13 Sixth Form students are interested in being part of the programme.

Governors challenged on whether teachers' perception of behaviour reflects the decrease in suspensions.

RM responded that feedback from staff shows that teachers feel that behaviour has improved in school. They

feel that school is on an improvement journey, and they can see improvements in teaching and learning and in SEND provision which all feed into improved behaviour.

PH left the meeting at 7:02 pm.

Welfare

13. Safeguarding

The Safeguarding Action Plan September 2025 had been shared in the Supplementary Papers. **Governors asked** about the areas in red. **HT informed** them that they related to training, Prevent, Fundamental British Values and to the use of SCiES scenarios. All areas are being addressed. Governors requested an update on the progress toward completing the red rated items at the next meeting. **ACTION**

14. Welfare and Wellbeing-Students

Deferred to the next meeting

15. Welfare and Wellbeing-Staff

Deferred to the next meeting

Local Matters and Stakeholder Engagement

16. Polices

Local Policy Review/Approval

Statutory Policies

- Supporting Children with medical Conditions in School
- Admissions

Non-statutory Policies

- Anti Bullying
- Transgender
- SEMH
- Drugs
- T&L
- Home Visits Policy

Governors requested that the policies be presented on a standard format and are consistent in providing links to guidance documents. They also asked for version control to be included to make it easy to see what has changed. Governors raised some issues on the Drugs Policy. HT would take these on board and revise the policy. It would then be circulated on Governor Hub for approval.

Governors approved all the above policies, except for the Drugs Policy.

Trust Policies

- First Aid Policy

Governors noted the policy.

17. Governor Training Update

- Governors are requested to watch the recent seminar on the changes to Ofsted from the Key:
- <https://www.youtube.com/watch?v=2j1trXuSlwM>
- Governors are requested to ensure that their Prevent training is up to date (re-do if undertaken prior to 2025):
[Prevent duty training - GOV.UK](https://www.gov.uk/guidance/prevent-duty-training)

18. Stakeholder Engagement – Parents/Carers

- Feedback from complaint: part two item
- The Ofsted parental survey had been delayed due to the flu outbreak and adverse weather closure. The focus of the survey will be SEND and would be discussed at the next meeting.

19. Stakeholder Engagement – Wider Community

Nothing to report at this meeting.

20. Communication to Trust

The clerk was requested to forward the following items:

To the ES&P Committee:

- The LGB had received a presentation on “The Learning Ready Classroom”.

- The LGB requested information on the extent to which the Trust is involved with the Local Authority and the impact it can have on issues such as SEND.
- The LGB appreciated the feedback from the Committee and would like more information on the work of ES&P Committee.

To the Trust:

- Possibility of virtual attendance at LGB meetings to allow for hybrid meetings.

21. Communication from Trust

- The Governance Conference will take place on Saturday 25th April 2026.
- Paper 21 contained feedback to the LGB from the ES&P Committee. Governors commented that they had found this document useful.

20. AOB

- SEF and the new Ofsted Framework.

HT informed governors that new documents have been prepared by the Trust and are being discussed at the next meeting of the Headteachers group. An additional meeting would be held in the autumn term 2026 for governors on the new SEF and Ofsted.

Next Meeting: Wednesday 13th 2026 at 5:00 pm at Congleton High School

Staff members left and the meeting moved to the part two agenda.

The meeting closed at 7:25 pm.

Summary of actions

From the meeting held on 17.09.25

Agenda item	Action	Assigned to	Deadline
5	To write to governors not at the meeting to confirm link monitoring roles.	Chair	Sep-25

From the meeting held on 21.01.26

Agenda item	Action	Assigned to	Deadline
3	To consider the recruitment of new governors. Review skills audit, identify gaps etc. Contact AH if required.	Chair	May 2026
9	To forward the governor monitoring visit report template to PH and an example of a completed report. (Information sent to PH on 22.01.26)	Clerk	31-Jan-26
16	Policies: • To make requested minor amendments to policies • To review governor comments on the Drugs Policy, amend the policy if required and circulate on Governor Hub for approval.	HT HT	31-Jan-26

17	To complete the requested training and update the training record on Governor Hub: - Prevent training (if completed before 2025) Prevent duty training: Learn how to support people susceptible to radicalisation Prevent duty training - Watch the Ofsted webinar https://www.youtube.com/watch?v=2j1trXuSlwM	All governors	13-May-26
21	To feedback the following items to the ES&P Committee: - The LGB had received a presentation on “The Learning Ready Classroom”. - The LGB requested information on the extent to which the Trust is involved with the Local Authority and the impact it can have on issues such as SEND. - The LGB appreciated the feedback from the Committee and would like more information on the work of ES&P Committee. To feedback the following item to the Trust: - Virtual attendance at LGB meetings. The clerk has contacted AH and has asked RB to contact SW regarding this matter.)	Clerk	12-Feb-26
AOB	To provide a WIFI code at future LGB meetings for governors.	HT	