

**Date: 18<sup>th</sup> January 2022 at 6pm.**

**Present:**

Mr J. Green (JG)  
Mr R. Machin (RM) (Online)  
Prof T. Sadat-Shafai  
Mrs J. Turner (JT)-(Chair in RB absence)  
Mrs S. Hubball – (SH)  
Mr P. Turner – (PT)

**Apologies:** Mr R. Benson (RB)  
Mr U. Smith (US)  
Mrs S. Jorgensen (SJ)

**In attendance:**

Mr M. Warren (Interim Headteacher) (MW)  
Mrs L. Darling – Deputy Headteacher (LD)  
Miss L. Salt – Interim Deputy Headteacher (LS)  
Mr E. Tyrrell – Assistant Headteacher (ET)  
Miss J. Boulton – Assistant Headteacher and Head of 6<sup>th</sup> Form (JXB)  
Mr J. Davis – Data Development Lead (JD) (Items 4.6 and 5.1 – taken as first items)  
Mrs C. Brennan – Special educational Needs Co-Ordinator (SENCO) – CB (Items 4.6 and 5.1 – taken as first items)

**Clerk:** Mrs C. Gritton

**Administration**

1. The Chair welcomed everybody to the meeting. Apologies were received and accepted from RB, US and SJ and the meeting was quorate.
2. There were no declarations of personal or prejudicial interest.
3. The Minutes of the CHS LGB Meeting held on 19<sup>th</sup> October 2022 were circulated previously on Governor Hub (GH) and confirmed as **approved**. There were no matters arising. Items were taken out of agenda order to allow staff to attend for relevant items, but are recorded in agenda order.

**4. School Performance**

**4.1 School Improvement Plan (SIP) – Paper 4.1 SIP**, previously circulated on GH prior to the meeting, was **received. It was reported that** with the support of the Trust CEO and COO, MW had been through the SIP in detail and items rag-rated green only when there was confidence that they were complete and evidence for completion was available.

**4.2 Admissions and Pupil Number Update – Paper 4.2 Admissions and Pupil Numbers**, previously circulated on GH prior to the meeting, was **received. It was reported that** 191 first choice applications for September 2023 entry had been received. This is a smaller year group demographically and the school will have an 8-form entry. Due to local housing development, it is anticipated that admission applications will increase in future, but CHS strives to be the school of choice in the local area, so is considering its marketing strategies as well as **(in response to Governor challenge about primaries’ links since Covid)** rebuilding primaries’ links and making good use of its social media profile. The school attracts good in-year joiners.

**4.3 Pupil Progress and Attainment. It was reported that** higher grade results remained strong, but lower grade results were not so good, so the school is building resistance and strategies to address this. If the data continues on its current path, P8 will below average, so management structure changes have been implemented to support all pupils and help address P8 scores. There are more pupils than ever before with medical and complex needs, some sitting examinations at home, which have an impact on P8. The strategies used for English last year, are being adopted again to support boys in particular, as they showed positive impact, as did the strategies used to support girls in Maths, which are also being adopted again. Post mock examination strategies have been put in place with a curriculum and guidance perspective. Pupils and parents/carers were invited in and asked what support they thought might be of use and 6 weeks later, will be asked what strategies had been most effective. Extra classes and curriculum work are under way.

**Challenge: Governors asked about the structure of revision sessions. It was reported that** it is adapted subject to subject, dependant on need and the school is preparing a timetable so that each curriculum area provides the support pupils need.

**Challenge: Governors asked whether there is a reward strategy for those who attend revision sessions. It was reported that** a reward card is in preparation and pupils already have canteen rewards.

**Challenge: Governors asked whether, when considering previous years, teacher assessments tend to be accurate. It was reported that** teacher assessments tend to be very accurate. Teachers and middle leaders were trained to question their assessments and the outcomes have been positive. Mock grades for Yr11 are usually not as strong as final grades, but current data shows that grades may fall below previous grades. Student Voice data has been gathered to try to ascertain why this is and it appears that whilst pupils know how to revise, motivation is not as strong as it could be, so staff are looking at strategies to address that.

**Challenge: Governors asked what pupils mean by a lack of motivation and what is the school doing to address that. It was reported that** pupils are not sure of their destinations and next steps and lack some motivation due to having sat no formal examinations during Covid. Whilst boys are generally further below target, vulnerable groups are, on the whole, on track and the school has identified where to best utilise resources to support all pupils' needs. GCSE resit grades were above the national average; some pupils improved from a grade 1 to a 3, some from a 3 to a 4 and only a small minority did not achieve a grade 4 in Maths. There were successes in 4 subjects in mock examinations, but data shows there is work to be done. A detailed student analysis has been carried out, looking at a coordinated academic approach, where staff work together to ensure staff can provide consistency and impact but are not over-burdened. Bespoke interventions are in place as is attendance and safeguarding support.

There is a whole school approach to Teaching and Learning, focusing on knowledge retrieval and the school is looking to make better use of creative enrichment going forward.

**Challenge: Governors asked whether pupils are on-track to achieve target A 'Level results this year. It was reported that** the current target is an average B, which is challenging, but attainable despite current data.

**4.4 Pupil Performance – Careers and Destinations – Paper 4.4 Careers and Destinations**, previously circulated on GH prior to the meeting, was **received. It was reported that** Yr13 have faced some mental health challenges since Covid, especially around taking examinations. Vocational results are strong as always. Some subjects have changed pathways and pupils are taking a good combination of academic and vocational subjects, helping to secure their positive destinations. The school is now keeping systematic records of pupils and their destinations, careers and experiences. Careers information provided is good and curriculum and learning is linked well to careers. Experience of workplaces has dropped a little, but an action plan to address this is now in place and school trips have a careers focus where possible. Careers advisers have seen 74% of Yr11 pupils as well as some Yrs10 and 9 and all pupils have an interview with SLT. A pupil survey on careers' support fed the key priorities for improvement and helped decide next steps.

**4.5 Covid and Pupil Premium (PP) – Paper 4.5 Pupil Premium – Jan 2023**, previously circulated on GH prior to the meeting, was **received. It was reported that** pre-Covid, the school was on an upward trend with regard to PP pupils' attainment. Covid has had a bigger impact on disadvantaged pupils nationally, as at CHS, but CHS PP pupils are performing better than nationally. PP Pupils' English Baccalaureate (EBacc) entry (77% of PP pupils) and success has been strong. Interventions, both pastoral and academic, are well aligned and underpin all work. The PP strategy and development plan are well aligned and the impact will become evident as they are embedded throughout the school. There has already been a 10% increase in English and Maths since 2021 for PP pupils. There is a focus on understanding barriers to learning and providing bespoke support.

**Challenge: Governors asked how the £140k PP funding would be allocated to the PP strategy statement. It was reported that** the bulk of funding is utilised for staffing to provide smaller tutor groups and support attendance. It is also used to support PP attendance on day trips and residential trips, payment plans, music tuition, food tech and uniform provision support. Other funding pots, utilised to support all pupils, also further support PP pupils.

**Challenge: Governors asked whether the funding has led to increased student involvement in enrichment activities. It was reported that** all students are actively encouraged to take part in enrichment activities. Just below 17% of PP pupils take part in enrichment activities, but the school monitors uptake and considers how best to allocate resources to put in place the best strategies for each cohort, whose need differs year to year.

**4.6 Special Educational Needs and Disability (SEND) – Paper 4.6 SEND**, previously circulated on GH prior to the meeting, was **received. It was reported that** as seen in the national trend, SEND and parental requests for assessments, are on the increase at CHS. Overall, CHS SEND figures are lower than the national average and on a par with local schools, with 2.6% of pupils having an Education Health and Care Plan (EHCP), although it is

anticipated that this figure will rise. The newly appointed Assistant SENCO and 2 TAs are having a positive impact.

**Governors noted the** wide-ranging support, training, cross-department collaboration and restructuring work that CB was working on, to address the varied challenges faced by pupils with SEND and **challenge: asked how do SENCOs share best practice across the Trust and what TLA support CB is receiving.** It was reported that CHS SLT and Trust colleagues work as a supportive team. Guidance team leaders have responsibility for the school risk register and LD line manages and supports those who have SEND responsibility. All staff have access to provision maps and the school takes a holistic approach to SEND. Governors thanked JD and CB for their hard work to date and for the impact that work was having and JD and CB left the meeting at 7pm.

## 5. School Welfare

**5.1 Attendance – Paper 5.1 Governors Attendance Report**, previously circulated on GH prior to the meeting, was **received. It was reported that** attendance is improving year-on-year and remains above the national average. Persistent absence (PA) is reducing year-on-year, except for Looked After Children (LAC) PA figures, which have increased. Interventions, put in place as part of a more unified approach, including letters sent home, bespoke, targeted support and rewards for good attendance, have resulted in a 68% attendance improvement. 6<sup>th</sup> Form attendance monitoring and support systems have been brought in line with the rest of the school and attendance is good. SEND attendance is an area for improvement and JD and CB are addressing that. There are systems in place to increase pro-active attendance support and provide family support where needed.

**A Governor noted that, as a parent, they could see the positive impact of the attendance work and Challenge: asked how the Family Support Worker (FSW) role supports attendance interventions.** It was reported that the FSW, Mrs Roach, splits her time between school and home visits. Mrs Roach is a specialist regarding Education Welfare Office (EWO) procedures and her work has close links to safeguarding. The school is currently considering ways in which it might provide further support for the FSW role.

**Challenge: Governors asked whether attendance expectations are clear for pupils' understanding.** It was reported that pupils know that the school expects at least 98% attendance and staff promote pupil ownership of their own performance and attendance. 92.4% attendance is better than the national average, but the school is addressing how to improve it.

**5.2 Behaviour – Paper 5.2 Behaviour**, previously circulated on GH prior to the meeting, was **received. It was reported that** CHS has fewer suspensions than the national average, but has seen an increase. Staff are looking at the reasons for the suspensions and reasons for the behaviours leading to those suspensions. Repeat suspensions are generally for fighting or inappropriate language towards staff and it is believed that some pupils are finding socialisation difficult and are struggling to find ways of expressing themselves since Covid. Ways to address this include training staff in how to work with challenging behaviours and improve de-escalation and positive reinforcement skills. Amongst other benefits, this helps ensure poor behaviours have less impact on learning for all students.

**Challenge: Governors asked what support is provided to pupils who experience inappropriate language or physical attack from another pupil.** It was reported that both pupils and staff are supported after any incident and parents are informed of outcomes. If both parties agree, restorative work is done and risk assessment plans are put in place when appropriate. SLT thanked Governors for raising the point of supporting pupils who are the injured party in particular and will give this further consideration.

**5.3 Safeguarding – Paper 5.3 Safeguarding**, previously circulated on GH prior to the meeting, was **received. It was reported that** due to improved recognition and reporting of safeguarding issues, incidents have increased from 952 last year to 1507 this year. SCiES has confirmed that CHS figures reflect the national picture. Many reports are community based rather than school based and pupils have trust in the safeguarding team to be supportive as positive pupil/staff relationships are built. Safeguarding Children in Education Settings (SCiES) are due in school soon for an audit of how policy transfers to practice and a good outcome is anticipated. The school has signed up for Government training on sexual harassment and violence and the Trust is in the process of looking at mental health support training. The Trust is also looking to align CPOMS categories and reporting across its schools to enable a bigger picture analysis of where safeguarding issues arise. CHS is good at escalating matters where needed.

**Challenge: Governors noted that waiting lists for Children and Adolescent Mental Health Services (CAMHS) are lengthy and asked what the school is doing to support those on the waiting list.** It was reported that the

school encourages self-referrals to the counselling service Visyon and school has increased the number of SWaNS counselling appointments available at school. The school has assigned key workers to pupils in need and is trying to recruit learning mentors, but this is nationally challenging.

**5.4 Staff Wellbeing – Paper 5.4 Staff Wellbeing**, previously circulated on GH prior to the meeting, was **received**. It was reported that staff absent rates remain low, indicating positive staff wellbeing. Staff have reported to MW that they appreciate the retention of the open door policy previously adopted by Mr Barlow and there has been a smooth transition from Mr Barlow to Mr Warren’s leadership. The employee benefit scheme offered by the Trust is a positive support package.

## 6. Policy Updates

The following Policies had been previously circulated on GH and were **approved**.

**6.1.1 Children with Health Needs Who Cannot Attend School Policy**

**6.1.2 First Aid Policy**

**6.1.3 Relationships and Sex Education Policy**

**6.1.4 Admissions 2024/2025 Policy**

**6.1.5 Provider Access Policy**

**6.2 Central Policy register** The Governance team are in the process of creating a central policies’ management process. Policies will be aligned in terms of dates and where possible, content.

**6.3 Link Governor Monitoring**

Also approved: Safeguarding Policy (subject to a note to explain that visitors to the school are never left unaccompanied) and Careers Policy.

**7. Governor Training** – Nothing to report. RB’s opinion will be sought as to whether new Governors should complete a skills’ audit prior to the next full LGB skills’ audit. **[ACTION: RB]**

## 8. Other Matters

**8.1 Finance** – MW reported that he has regular keep in touch meetings with the Trust finance team and CHS and Trust finances are healthy. A surplus is anticipated for CHS this year. **[ACTION Dr. Howells: To make a request of the Finance team that a short narrative be included on the monthly management accounts.]**

**8.2 School Risk Register** This is held centrally by the Trust and current risks include the costs of living crisis and teacher strikes. In order to try to anticipate the need for cover, the Trust has asked teachers at all of its schools to complete an anonymous, voluntary survey, asking whether they intend to strike, but the Trust and CHS recognise teachers’ right to be part of a professional body and their right to withdraw services. CHS SLT aim to respect that right and not alienate any person, or permit bad feeling in any team or the school community. In response to **Governor challenge**, it was reported that CHS’ closure is not anticipated on current planned strike days, but the school will ensure that pupil safety is paramount, and vulnerable pupils in particular are protected.

**8.3 Local Matters** As is reflected nationally, the cost of living crisis is making it difficult to recruit for certain roles such as cleaners and TAs. The school is being supported by the Trust in looking at how to address this.

**8.4 Matters to Share with the Trust Board** – MW asked that the Board continue to support safeguarding staff.

**8.5 Matters to Report from the Trust Board** – Nothing to report

**8.6 AOB** – The school is in the Ofsted window for inspection and values Governor input, challenge and support and is grateful for that.

**Next Meeting : Meeting Closed 8:45pm**

**Next Meeting Wednesday 29<sup>th</sup> March at 6pm at CHS**

Signed.....Date.....

