

**Date: Monay 9<sup>th</sup> January 2023 at 4:00pm**

**Present:**

Mrs C. Millson (Chair) (CM)  
Mrs J. Padget (JP)  
Mr G. Kelly (GK)  
Mr D. Baxendale (DB)  
Mr D. McGarvey (Vice Chair) (DM)

**Apologies:**

Mr R. Taylor (RT)

**In attendance:**

Mr J. Whittaker – Headteacher (HT)  
Mrs K. Key (KKY) – Deputy Headteacher  
Mr C Leigh (CLH) – Assistant Headteacher [items 1 to 4 inclusive]  
Mrs A. Thatcher (ATR) – Assistant Headteacher  
Mr C Parr – (CPR) – Assistant Headteacher  
Mrs N. Phillips – Director of Operations & Finance  
Dr A Howells – Director of Quality

**Clerk:** Mrs C. Gritton

**Administration**

1. Welcome, Apologies and Confirmation of Quoracy - The Chair welcomed attendees to the meeting. Apologies were received and accepted from RT and the meeting was quorate.
2. Declarations of Interest - There were no declarations of personal or prejudicial interest.
3. The Minutes of the meeting of the KA LGB held on 28<sup>th</sup> September 2022 uploaded to Governor Hub (GH) prior to the meeting, were **approved**.  
Matters Arising – **It was confirmed that** the school is currently running an election for a new Parent Governor. The Chair continues to support the school regarding students with Special Educational Needs and Disability (SEND) and invited Governors to let the Chair know if they were interested in the role of SEND Link Governor. **The Clerk confirmed that** the Trust does not impose a process on its schools and LGBs with regard to their setting up in-year admissions’ panels. Some Trust schools and LGBs have appointed panel members and others take a more ad hoc approach. **It was agreed that** KA in-year admissions’ panels will be convened in line with current procedures, ie a half termly meeting following the safeguarding meeting. **CLH reported that** the Local Authority publish a list on their website of the number of pupils in each school. The list is not up to date, which can cause problems for the school when unable to offer places in full year groups. AH agreed to explore with Mrs Hooley the possibility of contacting the LA to discuss the removal of the list from the LA website [**ACTION AH**]. The Action Log was updated as noted thereon.

**4. School Performance and Welfare**

- 4.1 Attendance and Safeguarding Paper 4.0 HT Report KA LGB 9.01.23 (the Headteacher’s Report) uploaded to GH prior to the meeting, was **received**. **CLH reported that** over each 9-day period, the school provides 8.5 days’ student counselling cover by external agencies. **Challenge: Governors asked how counselling sessions are allocated. It was reported that** staff attend a weekly triage meeting to coordinate student need and services offered. Parental training offered by the school, continues to be well attended. The Chair had attended Trust safeguarding training, aimed at embedding reporting consistency across the Trust schools, and whilst this is a work in progress, feedback has been positive. **In response to Governor Challenge, it was confirmed that** all KA staff had read and signed the IT Safe User Policy.
  - 4.1.1 **CLH reported that** Looked After Children (LAC), Child Protection (CP), Children in Need (CiN) and Early Help (EH) numbers remained fairly consistent over time, but the number of students who need additional support with mental health issues, has increased since Covid.
  - 4.1.2 **CLH reported that** KA’s attendance figures have fallen when compared to previous years – following national trends, however, school’s rate and performance was better than the published national attendance

figures. The school's Persistent Absence (PA) rate of 20.8% was 1.8 percentage points higher than previous year, however this was well below the national rate of 27.7%. When reporting these figures CLH provided context on the reporting, including time-lags and comparisons between data sets. KA continues to use Fisher Family Trust (FFT) data to analyse attendance, as it provides more sub-group granulation than the LA data reporting. KA's Pupil Premium (PP) student attendance appears 1.2 percentage points lower than the FFT national average, but interventions and support are in place to seek to improve this rate across the remainder of the academic year.

CLH left the meeting at 4.50pm

**4.2a) The Knutsford Way KKY reported that** every lesson incorporates The Knutsford Way, sharing and embedding best practice across the school. Reading is a particular focus this year and all staff utilise a common framework and interventions where needed, the result being quick and impactful improvements in reading ages. There is also a focus on making the setting of homework more meaningful as a way to move on students' learning. Revision remains a focus and every year group has been allocated dedicated study skills' days. **In response to Governor Challenge, regarding parents' ability to access interventions' information, it was confirmed that** the HT will write to parents to inform them of the intervention strategies used and consider website publication of that information. **[Action HT/SLT].**

**Challenge: Governors asked how the school measures the impact of The Knutsford Way. It was reported that** SLT observe every lesson and consider students' feedback. The Knutsford Way appears to be having the most positive impact for students who are the lower attainers. The setting of more meaningful homework is a new approach and was introduced following student and parental surveys. Further surveys will be carried out for feedback when the approach is fully embedded. Monitoring the impact of study skills' strategies can be challenging, but the strategies should impact positively on results and student surveys will be utilised.

**4.2b) Behaviour and Attitudes HWH reported that** the school has undertaken a review of its expectations, ethos and Behaviour Policy, to ensure clarity. **A Governor asked whether students' uniform had any bearing on their learning. It was reported that** uniform is believed to be a good equality leveller and lower attendance figures on non-uniform days, appear to support this theory. Smart uniform also supports the local community's good impression of the school and its students.

**4.2b).1** The Reset Room, used for internal suspensions, is part of KA's behaviour process. Students who attend the Reset Room undergo restorative assessment and are expected to do the work they would have done if they had remained in their timetabled class and it is marked accordingly. Data shows that whilst the number of internal suspensions has increased, this was anticipated, because the purpose of this intervention is to take positive action to mitigate external suspensions where possible. Early data appears promising. **Challenge: Governors noted that the Reset Room operates only 3 days a week and asked whether it provides the capacity needed. It was reported that** the school does not have staffing capacity to operate the Reset Room 5 days a week, although that would be the ideal. However, the Behaviour Manager, in charge of the room is doing a very good job and data gathered so far is showing its positive impact.

**4.2.b)1 Personal Development It was reported that** Mrs Thatcher is reviewing personal development overview, with a view to prioritising delivery on those elements currently contained in the planning document and then monitoring these for impact. KA has begun to use the online platform VotesforSchools, encouraging verbal discussion and voting on a range of current affairs' topics. The topic resources are good. Students can suggest topics for debate and the vote distribution across various characteristics can be compared at school, local and national level.

**4.2.b)2** A Governor joined staff for deep dives in Spiritual, Moral, Social and Cultural development (SMSC), Equality, Diversity and Inclusion (EDI), and Personal, Social, Health and Economic Education (PSHE), and reported positive feedback.

**4.2.b)3** **Governors noted that** 3618 students attended enrichment group activities. **In response to Governor challenge, regarding whether all students attend at least one enrichment activity, it was confirmed that** staff are aware of which students attend which activities and all students are encouraged to attend at least one. **Governors noted that** there is a follow up programme of mentoring students who attended the

Positive Masculinity programme and ***asked whether there was a similar programme to support positive femininity. It was reported that*** the Positive Masculinity programme has positive benefits for boys and girls, as the boys who attend have gone on to show improved positive social interaction with girls. The school will continue to monitor possible need with regard to all enrichment opportunities.

**4.3 Staff Wellbeing Surveys** had been carried out at both school and Trust level and results shared with staff.

Results from the school survey (which was completed by 72 members of staff) indicate that the 3 areas for focus are emails, cover and workload. In response, the email protocol has been reviewed and a cover work review is underway. The school is looking to the DfE workload toolkit to address workload concerns and the survey will be repeated next year for comparison. Trust led initiatives and internal awards and support are also in place.

**4.4 Pupil Performance – Careers and Destinations** **Governors noted the positive destinations’ data *and asked (challenge) whether students are encouraged and supported in considering apprenticeships. It was reported that*** students are informed and advised about all qualifications, including T’ levels and apprenticeships. The school is building strong relationships with organisations providing apprenticeships and as the quality of apprenticeships continues to improve, it is anticipated that the number of students who choose to do them, will increase. **Governors noted that** all KA students had gone on to positive destinations, which is a credit to the school. Governors were reminded that they are invited to attend careers fair.

**4.5 Admissions and Pupil Number Update** It is anticipated that the school will achieve its Pupil Admission Number (PAN) of 220 for September 2023 entry. The school’s catchment area has not altered, but a demographic bulge led to an uplift in PAN last year (from 220 to 230). The 6<sup>th</sup> form currently has 136 students and 195 applications for September 2023, made up of 143 KA students and 50 external students. 137 have listed the KA 6<sup>th</sup> form as first choice and 47 as second choice. External students are interviewed and there is a tendency for application numbers to increase following interviews.

**4.6.1 Yr10 Options** CPR talked to slides 4.6 in the Headteacher’s Report, explaining the pool structure and the languages pathway options available to KA students. **In response to Governor challenge as to whether KA students accept the limitations of the languages pathways, it was confirmed that** KA students are, increasingly accepting of the need to study a language. KA has strong English, Maths and Science results and offers a wide range of options without detracting from results. The school has never reduced the GCSE courses offered and larger cohorts, in the future, may lead to even more opportunities for the provision to extend the range of options available.

**4.6.2 Yr12 Options** The school has a broad curriculum offer and KA students have the opportunity to blend A-levels with Level 3 BTEC of Cambridge National offered by Cheshire Studio School (CSS). **Challenge: Governors asked whether universities think it beneficial for students to have a language GCSE for entry. It was reported that** universities no longer look for this. **In response to Governor challenge regarding whether the school would consider offering other less popular subjects, such as Latin, if it were requested, it was reported that** the SLT would consider the request, with due regard to affordability as well as the teaching capacity and expertise, coupled with the support that could be offered alongside to provide an appropriate student learning experience. The broader offer may be able to link into an expanding offer provided by CSS, for example where the CSS is currently considering adding new courses, such as Child Development.

**4.7.1 Pupil Progress and Attainment** **It was reported that** the numbers of Pupil Premium (PP) and students with SEND remain fairly constant and relatively low compared to national. The number of students with Education Health Care Plans (EHCPs) is increasing and all staff are aware of where additional support is required.

**4.7.2** The school’s 2022 summer results place it first in Cheshire East.

**4.7.3 Yr11 trial 1** results show the typical dip in progress found at this time of year. Trial 2 results usually shows improvement and although the current Yr11 cohort is currently behind where the school would want them to be, strategies are in place to support improvement. Staff are confident that these strategies will have a positive impact.

- 4.7.4** The current Yr10 are demonstrating strong results. The school is also pleased with the strong results of the Yr9 students with SEND. More broadly, staff are aware of those students who are currently below target and strategies for improvement are in place.
- 4.7.5** The school is pleased with the 6<sup>th</sup> form outcomes, the average A' level grade being a B-. Staff are aware of, and addressing, areas of concern where performance is lower.
- 4.7.6** **Governors noted that overall, Yr9 results were not as strong as hoped and challenge: asked whether that year had followed any particular attainment of progress trend as it went through the school. It was reported that** the school are looking into the reasons behind the data, since it did not appear to be a year-on-year cohort-related trend. Following this review, a more targeted support and intervention package will be put in place.
- 4.7.7** **Challenge: Governors asked how confident the school is in its target grades for Yr7 students, who did not complete their SATs. It was confirmed that** the school is confident that the grades are correct as students are profiled based on years of experience and knowledge of individual students and target grades are amended as needed.

## 5. Policies

**5.1.1** Charging and Remissions Policy – The policy was delayed whilst further work was undertaken to determine whether a Trust-wide approach could be adopted. An updated policy will be provided to Governors when available.

The following policies had been uploaded to GH prior to the meeting:

**5.1.2** Children with Health Needs who Cannot Attend School Policy – **Approved**, subject to minor typographical amendments already notified to SLT.

**5.1.3** Early Careers' Teachers Policy – **Approved**.

**5.1.4** Relationships and Sex Education Policy – **Approved**.

**5.1.5** Supporting Pupils with Medical Conditions – **Approved**.

**5.1.6** Health & Safety Policy – **Approved**. **Governors asked whether the school is receiving the support it needs from the Trust with regard to Health and Safety. It was reported that** the Trust had arranged for the Headteacher to complete Health and Safety training. There had been no reported accidents. The school is finding it challenging to recruit a site manager, cleaners and TAs. This is a problem currently experienced by many schools, nationally and the Headteacher is discussing this with the Trust Executive.

**5.2** Policy Register **AH reported that** the Trust is currently devising a Policy Register to provide consistency in review dates across the Trust and, where possible, to align policies throughout Trust schools. KKY offered assistance to AH.

**5.3** Link Governor Monitoring **The Chair reported that** safeguarding is working well at the school and SEND monitoring will recommence shortly, following the return to school of the SENCo.

**6.** Governor Training Update **The Clerk reported that** there had been no concerns raised by the last Governors' skills' audit and the clerk invited volunteers to complete the online permanent exclusion training to support all Trust schools.

## 7. Other Matters

**8.1** Finance Update **[ACTION: AH] AH will ask the Director of Finance whether it is possible to provide a short, high level narrative on the monthly management accounts for Governors. The Headteacher reported that** the Director of Finance had informed him that the school is on-track to produce a surplus this academic year. The school is also liaising with the Trust about replacement boilers.

**8.2** Risk Register Current priority risks are support staff recruitment difficulties and heating.

**8.3** Local Matters Reported under Part 2

**8.4** Matters to Share with the Trust Board As 8.1 and 8.3 herein.

**8.5** Matters from the Trust Board to Share with the LGB Nothing in addition to that already discussed herein.

**8.6** AOB Nothing to report.

**Date and Time of Next Meeting: Monday 24<sup>th</sup> April at 4:00pm**

**Meeting Closed 7:05pm**

Minutes approved: .....

Date:.....