



**CONGLETON HIGH SCHOOL LGB  
MINUTES – Part I**



**Date: 12<sup>th</sup> July 2022 at 6pm.**

**Present:**

Mr R. Benson (Chair)  
Mr J. Green (JG)  
Prof T. Sadat-Shafai  
Mrs J. Turner (JT) (From 6:40pm)  
Mr P. Turner – (PT)  
Mrs S. Jorgensen (SJ)  
Mrs S. Hubball – (SH)  
Mrs K. Powell (KP)  
Mr S. Worthington (SW)  
**Apologies:** Mr U. Smith (US)

**In attendance:**

Mrs H. Thurland – Headteacher from September 2023 (HT)  
Mr M. Warren (Interim Headteacher) (MW)  
Mrs L. Darling – Deputy Headteacher (LD)  
Miss L. Salt – Deputy Headteacher (LS)

**Clerk:** Mrs C. Gritton

**Administration**

1. The Chair welcomed everybody to the meeting. Apologies were received and accepted from US and the meeting was quorate. Special welcomes were extended to new Governors KP and SW and to HT.
2. There were no declarations of personal or prejudicial interest.  
Unless stated otherwise, all papers and policies had been uploaded to Governor Hub (GH) prior to the meeting.
3. The **Part 1 and CONFIDENTIAL PART 2 Minutes of the CHS LGB Meeting held on 29<sup>th</sup> March 2023** were confirmed as **approved**.  
Matters Arising – Nothing to report.

**4. School Performance**

**Paper Govs Report July 23, was received.**

4.1.1 School Improvement Plan (SIP) Paper 4.1 SIP, was **received**. **It was reported that** the SIP items have progressed well over the year and will feed into HT’s plans for the next academic year. A great deal of work has gone into accountability for pupil outcomes, which remains a focus for 2023/2024. The Yr7, high achiever programme is oversubscribed and overall, high ability pupils are doing well. Reading will remain a focus for 2023/2024 and the SIP has been shared with SLT and will be shared with Governors in the Autumn term.

**Challenge: Governors asked what ‘Evidence Informed Practice’ entails. It was reported that** research was carried out into various practices and careful analysis informed the school’s approach, which led to SLT stepping back from its usual practice of formal lesson observations, focusing instead on engaging further in supporting individual staff responsibility of focusing on their own areas of personal development needs, initiatives for which varied across the staff, depending on whether it is their own leadership development, or subject-based development.

**Challenge: Governors asked how the school quality assures its pupil knowledge retrieval practice. It was reported that** SLT have seen that retrieval practice is embedded into lesson structures as part of teaching practice. Staff have been trained in understanding how memory works, which will be further utilised for the next stage, which is to ensure pupils have a deep understanding of their retrieved knowledge. **A Governor reported that** they had witnessed the retrieval practice having great impact for their child’s Maths homework.

**Challenge: Governors asked how the school monitors the impact of the SIP. It was reported that** the plan is written around its delivery, so metrics such as examination results, student surveys, progress, attendance and community reputation can be assessed.

4.1.2 Vision Paper Vision & Values Update Govs July 23, was **received**. HT thanked Governors for attending the recent Vision and Values workshop at the school. Staff and pupils were consulted about the resulting vision and values. Pupils were keen to emphasise the school’s facilities, being proud of the school and the spaces provided. It has been agreed that the school’s ambition should be to be within the top 10% in the region, rather than the previously agreed top 20%. Summer examination results will be an indicator of where the

school sits with regard to that ambition, but it is believed to be achievable. Consideration will now be given to how make the vision live and breath across the school.

**4.2 Admissions and Pupil Number Update Paper 4.2 Admissions and Numbers, was received. It was reported that** the school will have over 1300 pupils from September 2023. Pupil Admission Number (PAN) remains at 225 and whilst Yr7 is not yet quite at capacity, partner primary data shows stability over the last few years and applications are still coming in for Yrs 7, 9 and 10. (PAN for other Yr groups was 200 but the school went above PAN last year with Local Authority (LA) agreement). Dependant on examination results, the number of Yr12 pupils should be healthy.

**Challenge; Governors asked how class sizes are affected by the increase in pupil numbers. It was reported that** KS3 class sizes are generally below 30 and the core subjects Maths and English have additional classes in each band to allow for smaller class sizes. Overall, across the school, the teacher to pupil ratio is very healthy, particularly in KS4 and KS5.

**4.3 External Examination Programme and Data Collection Paper 4.3 Review of External Exam Programme, was received. It was reported that** examination attendance had been good and the school supported 71 special consideration applications, only 1 of which was not accepted, the decision for which was later overturned. Pupils' attitudes had been good and there was no examination disruption. Progress 8 (P8) may be lower than previous years' figures, in part because of the number of pupils with social, emotional issues, who have not been in school. Future data collection will follow a cycle of assessment, collection of data, analysis, then implementation of programmes of interventions, prior to the next data collection point. There will be 2 data collection points in 2023/2024 and LGB meetings will be timed to those dates. **Governors noted that** having 2 data collection points and following this process, would not only improve the use of the data, but also have a positive impact on staff workloads. An additional mock examination will be timetabled for Yr11 and 13, to help those pupils deal with examination pressure and practice. Mocks will be timetabled to allow time for analysis and intervention support.

**Challenge: Governors asked how the school will assess performance from only 2 sets of data and how data collection points are being reduced but more mocks introduced. It was reported that** assessments will continue to take place but the data collection points will reduce. It has been shown that data collection does not improve performance; it is what is *done* with the data which improves performance. Performance looks at all data, including attendance and examination results.

**4.4 Special Educational Needs and Disability (SEND) and Pupil Premium (PP) Paper SEND SDP (1), was received.**

**It was reported that** the Trust Director of Learning has reviewed the SEND infrastructure, spoken to staff and tracked pupils' monitoring processes and a new SEND plan is being prepared, which will be shared with the LGB at the Autumn meeting. That plan will be reviewed regularly. Over the summer, a sensory room is being installed, the pastoral area moved to create a bespoke SEND area and capacity has been added to the pastoral team. The curriculum has been reviewed to ensure it is fit for purpose for all pupils. **The Chair reported that** the recent Trust Chairs' Forum discussions had included concerns around the national SEND issues, such as the increase in numbers of pupils with SEND and lack of alternative provisions. Ofsted reported CHS' SEND provision as good and there is Trust level support regarding policies, practices and resources, and overall, there is a rigorous and systematic approach to address SEND issues and do everything the school can to support those pupils with SEND.

**It was reported that** the majority of PP spend is on staffing, the remainder utilised for items such as residential's cost support and music lessons, with a view to giving those pupils who are PP, additional supportive life opportunities. The school provides all Yr7 with equipment packages, which has the advantage of not making students who are PP, stand out. There has been a notable increase in parents and carers contacting the school about uniform cost assistance, which will be dealt with as soon as possible following confirmation of the Trust finance process. Shared Yr6 to Yr7 transition information enables staff to support all disadvantaged pupils, not only those who are PP or SEND. The Family Support Worker has already been out to a number of current Yr6 families to build supportive links and letters have been sent to families on concern lists, to ask what the school can do to support them, to endeavour to be ready with that support as soon as possible when the new academic year starts.

## 5. School Welfare

5.1 Attendance **Paper 5.1 Attendance, was received. It was reported that** the school has signed up to the Cheshire East (CE) attendance support provision, to further support harder to reach families. **Governors noted** with thanks to staff, **that** attendance is higher than the national average.

**Challenge: Governors asked whether the school analyses performance data alongside attendance. It was reported that** this will be analysed further in the 2023/2024 school year. The school runs a risk register which includes attendance linked to performance and other factors which might affect each pupil's outcomes.

5.2 Behaviour **Paper 5.2 Behaviour, was received. It was reported that** permanent exclusions' numbers within Cheshire East (CE) are at the highest they have ever been. CHS has managed to avoid such an increase through the use of alternative strategies, including managed moves and alternative provision support. Suspensions' numbers have increased, reflecting the national picture. The Chair, HT and MW recently attended external training for exclusions and suspensions. For 2023/2024, there will be a focus on classroom culture and what it means to be a scholarly pupil and how attitude affects behaviour and learning. Staff are excited about the new pastoral hub plans and the initiatives to link more closely with pupils who are SEND and vulnerable pupils. Appointments for learning mentors, who will work in a proactive way with pupils with additional needs, will add strength to that team. The Reset room will be set up for September, and utilised to help refocus pupils' days and reintegrate them back into their classes when they are ready. Although there are already very few permanent exclusions from CHS, there is a more graduated approach to try to further avoid them. Consequently, the resources required for interventions and support is substantial, but everybody agreed that this was the correct, supportive approach. Reintegration meetings following suspensions are also carried out in a supportive manner and repeat poor behaviour is not common. Other reintegration and behaviour initiatives include reduced timetables and pupils on individual plans suitable to their needs.

**Challenge: Governors noted that pupils had commented on poor behaviour in classrooms. It was reported that** this refers to low-level disruption, from a small handful of pupils. External visitors to the school have commented on the calm environment. Overall, behaviour is good and whilst pupils are entitled to be unhappy with disruption to their learning, it is being addressed. **Governors advised and SLT noted that** staff might want to ensure there is no bullying of those who exhibit poor behaviour, if pupils are unhappy with disruption.

5.3 Safeguarding **Paper 5.3 Safeguarding, was received.** SLT thanked the safeguarding team for the great work they are doing, particularly in challenging times and thanked the Trust and Trust schools for their support, sharing resources, workloads and the shared lessons-learnt culture. The Safeguarding Children in Educational Settings (SCiES) review is due next week and outcomes will be shared with Governors in the autumn term. All staff are now fully trained in the safeguarding reporting and recording system, CPOMS.

**Challenge: Governors asked what matters most concern staff and SLT and whether there are any gaps in the strategies in place to mitigate risks to pupils. It was reported that** the school is very aware of the risks and the prioritising of those risks is carefully, strategically planned.

**Challenge: Governors asked to what the school attributes the increase in safeguarding figures and whether the resources available can continue to cope with those figures. It was reported that** in part the increase is due to improved reporting and tracking but there are also increases in community need since Covid and CHS supports and signposts help to other agencies where appropriate. Increased staffing capacity, SCiES trained to deal with lower level unkind behaviours, now frees the safeguarding team to deal with higher level issues.

**Challenge: Governors asked whether there is a capacity risk for the future. It was reported that** risk will be dependant on how the school grows but SLT are maintaining oversight of capacity and need and the school is working with the Trust to ensure that resources are appropriate for growth. Access to Child and Adolescent Mental Health Services (CAMHS) and other external agency capacity continues to be challenging, but the school has good links with Visyon and builds positive relationship links to support pupils and mitigate risk, whilst awaiting CAMHS. There are no plans for the school to lead on Early Help plans, as requested by social services.

5.4 Looked After Children (LAC) **Figures contained in Paper 5.2 were received. It was reported that** each pupil has a personalised education support plan and funding is sourced and utilised to support those plans.

5.5 Staffing Matters **It was reported that** whilst morale within the national teaching profession is challenging, CHS staff report that they are happy with the direction in which the school is going and feel well supported by SLT and colleagues. A new role of School Business Manager has been established and will be appointed shortly.

**Challenge: Concerned about the potentially unsettling nature of teachers' strikes, Governors asked what messages were communicated to pupils regarding strikes, with particular regard to staff and pupil morale. It was reported that** communications are sent out to all parents and carers about closures and it is communicated in a way that reassures parents, carers and pupils, that the strikes are not about teachers who are not dedicated to their profession, but rather about teachers who are looking to protect their profession. Where teachers are absent on strike days, members of the Senior Leadership Team (SLT) cover lessons, to ensure it is evident that SLT supports its colleagues.

## 6. Policy updates

6.1.1 Charging and Remissions Policy **It was reported that** trip remission entitlement details are awaited from the Trust and will be added to the Policy. Staff titles will be updated. **Subject to those matters**, the policy was **approved**.

6.1.2 Health and Safety Policy **It was reported that** health and safety is overseen by the Trust but each school has a school level health and safety policy and reports to the Trust. Expert advice is sought from CE when needed. The Policy was **approved**.

6.2 Link Governor Monitoring JG had recently visited the school to discuss performance data and the Chair will be coming into school later in the week for a safeguarding visit. .

## 7. Governance Matters

7.1 Review of LGB Composition and Terms of Office **It was reported that** Parent Governor, Mrs Jorgensen is resigning from the CHS LGB as the end of the summer term. The LGB paid formal thanks to Mrs Jorgensen for her time and contributions. The Chair shared the sad news of the passing away of a well-regarded Governor, Mr Machin. Mr Machin had served the school first as a teacher, then as Governor, both of which roles he carried out for many years. Mr Machin will be sadly missed and the LGB extended their warmest wishes and thanks to him and his family. The LGB has a full constitution.

7.2 Skills' Audit Paper CHS LGB Governor Skills (2023), was **received**. **It was reported that** the skills' audit outcomes will inform training needs in the new academic year. Training may be online, in groups or individual or in collaboration with other Trust schools' LGBs.

7.3 Website Compliance [**ACTION Chair and HT: The matter will be discussed outside of the meeting to agree a process for confirmation of compliance**].

## 8. Other Matters

8.1 Local Matters Papers Outcomes of Feedback Surveys and Positive Feedback from Surveys.docx, were **received**. Governors congratulated staff on the positive feedback. **Governors approved the following trips:** A' Level trip to London to see a production of King Lear, Social Sciences trip to London Law Courts, Physics trip to CERN to see the large hadron collider, Art and photography trip to Paris and PE trip to a water sport centre in Malta. The CERN trip is costly at £600, but is an inspirational visit. There are cost support initiatives and payment plans in place for all trips, to encourage inclusivity and accessibility. Disruption to learning has been considered with regard to whether trips go in term or holiday time, as have the links to curricula and impact on learning.

8.2 Matters to Share with the Trust Board Nothing to report.

8.3 Matters for the Trust Board to Share with the LGB Link Feedback from Trust Board held on 29 March 2023, was **received**. HT and MW had attended a Trust conference where the Trust executive had reported that the merger is progressing as planned, to be completed on 1<sup>st</sup> September 2023 and there will be a good balance of primary and secondary schools in the new trust. 3 of the primary schools are feeder schools for CHS. Primary and secondary Directors of Learning have been appointed to support the trust schools.

8.4 AOB **It was reported that** the handover of the newbuild classrooms is planned for next week and will be a great teaching space. The dining facility build is progressing well and handover will be during the summer. Staggered lunchtimes will be reviewed. Additional fencing to make the site more secure, has been installed. Governors thanked MW for his work as Acting Headteacher, especially for guiding the school through its Ofsted inspection.

Following discussion regarding the name of the newbuild classroom building, **the LGB recommended** it be named after Mr Machin.

Following discussion regarding availability and the length of SLT's working day, **it was agreed that** LGB meetings will start at 4pm in the new academic year.

**It was unanimously agreed that** Mr Benson would be recommended to the Governance Committee to be CHS LGB Chair and Mr Green and Mrs Turner recommended for Vice Chairs for 2023/2024.

HT thanked the LGB for their warm welcome and thanked all school staff for their welcome and work. HT reported that it had been a privilege to have had the last term to get a head start in the role.

**Meeting Closed at 8:28pm**

**Next Meeting Wednesday 27<sup>th</sup> September 2023 at 4pm at Congleton High School**

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

