

Date: Wednesday 18th June 2025

Present:

Mr R. Benson (Chair)-(RB)
 Prof T. Sadat-Shafai (TSS)
 Mr J. Marsh (JM)
 Prof P Horrocks (PH)
 Mrs J. Turner (JT)
 Mr P. Turner (PT) *left at 6:35 pm*
 Mr J. Green (JG)
 Mr S. Worthington (SW)

Apologies:

Mrs K. Powell (KP)

Absent: n/a

In attendance:

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

JB, RM and CC left the meeting at 6:35 pm.

Clerk: Mrs S. Pomeroy

Administration

1. Welcome, Quoracy, Apologies and Declarations

The Chair welcomed everyone and confirmed that the meeting was quorate. Apologies were received and accepted from KP. There were no Declarations of interest declared with the business of the meeting. Unless stated otherwise, all papers and policies had been uploaded to Governor Hub (GH) prior to the meeting.

2. Minutes of the previous meeting

- The part one minutes of the CHS LGB Meeting held on 30th April 2025 were approved as a correct record of the meeting.
- There were no matters arising.

3. Membership update:

- There had been no changes to the membership of the board.
- There are no vacancies on the LGB
- Terms of office due to expire-TSS-31.08.25 and JG 31.10.25. Both governors had confirmed their willingness to serve a further term on the board and the Trust Governance Committee would decide on their re-appointment before the end of the summer term 2025.

Quality of Education

4. KS3 Curriculum model update and rationale

LS spoke to slides 7-9 of the Headteacher's Report which provided the Curriculum Update and Rationale. Governors raised the following challenges:

- Has the teacher loading increased for core subjects?** HT confirmed that this had been possible from within the existing staffing.
- Is a higher number of hours required to teach Maths under the new model?** HT stated that the school was previously over-staffed and that some vacant roles have not been replaced. The school is still able to offer specialist teaching. The staff are on a 43 load over a fortnight (this is 44 or 45 in other schools).

- **Has the number of teaching hours for History reduced?** HT explained that the hours have evened out over the three years of Key Stage 3 and there is now a more consistent allocation. The Humanities team have welcomed the change as it allows for greater symmetry between History and Geography.
- **Would some KS4 subjects be started in Year 9?** HT stated that there is some crossover, but it is best not to start teaching the syllabus early as the GCSE courses are designed to be taught over two years.
- **How would personal development (PD) be taught?** HT informed governors that the school day had been extended which allows for a timetabled hour for PD. Form time activities provide an opportunity for extended activities.
- **Was the school expecting any changes to be recommended from the DfE Curriculum review which may impact the school's KS3 update?** HT responded that this curriculum is right for the community. It covers the National Curriculum and meets the needs of the pupils.
- **Is there enough emphasis on computing, considering the increased focus on data and digital?** HT explained that AI and digital strands would be taught across the curriculum. She added that it is difficult to recruit quality computing teachers.
- **Governors stressed that digital literacy is crucial and queried whether the new curriculum approach is based on best practice. How would it be monitored?** HT explained that the school had researched the curriculum approach of high performing schools, and they had all adopted a similar approach. This approach is right for the school. KS3 provides the solid foundation for future success. Impact will be assessed through the RADY programme, through KS3 assessments and outcomes at GCSE.
- **How does the reduction in the MFL offer work if the school intends to progress with the EBacc?** HT replied that MFL has previously been allocated 5-6 hours which has led to fatigue and students have not received the best experience. Results have been poor and there is no A level offer. MFL needs to be re-built. Staff have welcomed the changes.
- **Does the school have a plan in place to re-build MFL?** HT explained that there have been significant changes. The issues are not just around student engagement with MFL as not all families value it, and it is often the first subject that they request their child drops. The school intends to promote MFL and build the department up again over time. The final decision may to be just focus on Spanish from 2026.

5. **Presentation on RADY (Raising Attainment for Disadvantaged Youngsters)**

LS spoke to slides 2-6 of the Headteacher's Report which outlined the programme and what the school has actioned so far.

Governors raised the following challenges:

- **Are there examples of schools achieving good results from this programme?** LS confirmed that there are, and these schools are showcasing their work. LS has a link with a school in Stafford and is considering the work they have done on assessment.
- **How the school will address the complex social needs which some students have?** LS stated that is about ensuring a balance between empathy and sympathy and ensuring that the level of challenge remains high for these pupils. Positive impact is already seen with one student in terms of improved attendance and behaviour.
- **Whether the school could see an increase in the numbers of pupils entitled to free school meals due to changes in eligibility and whether there is a possibility of more disruptive pupils being placed in top sets.** HT responded that the school has already considered setting and taken a range of criteria into account such as attainment, gender, behaviour and potential conflicts to ensure that students are allocated appropriately to different sets. This approach to setting will be applied to the Year 7 intake for September 2025.

Strategic Direction and Progress against Priorities

6. **a) School Improvement Plan (SIP) and Self Evaluation (SEF)-update on progress**

HT spoke to slides 11-15 in her report which detailed the priorities for 2024-25, progress to date and next steps. Governors raised the following challenges:

- **What is happening with the SENCO position and have parents been informed of the situation?** HT informed governors that the Trust lead for SEND is currently supporting the school for three days

per week to ensure that statutory tasks are completed. A new appointment will be made for the Autumn term 2025. Parents know that the Trust SENCO is on site supporting the school now and pupils and families with annual reviews of EHCPs have been informed.

- **How do the priorities relate to the Ofsted framework?** HT explained that the SDP is organised under the current Ofsted areas of focus and the areas of focus from the previous Ofsted are addressed in the SDP. The school is aware that there are planned changes to the Ofsted framework and will respond accordingly once these are announced.
- **How much progress has the school made in embedding consistency into practice?** HT informed governors that there is a clear framework for teaching in place but there is more work to do to ensure that this is embedded.

Governor Comment: Governors are encouraged to see early signs of progress and recognise that it takes time to ensure that some initiatives are fully embedded and to see results.

- **Is it possible for governors to see a RAG rated summary of progress against the 2024-25 priorities?** HT responded that she would share the RAG rated actions spreadsheet on Governor Hub. **ACTION**
- **What has been the impact of the introduction of the House System and how has it been received by students?** 50% agreed that they enjoyed house events and this seems low. HT explained that this figure is from an initial survey and more work has been carried out since. Another survey will be carried out in September 2025. The school has followed up with more work on community belonging to develop the students' understanding. The school acknowledged that there had not been enough house events and have refined the planning of such events. The trust DECO spoke to students about the house system, and they were very positive. The sixth form students are promoting the house system.
- **Are students using the language of sixth form "college"?** This is not embedded yet. The school needs to develop the identity of the sixth form.
- **Are there enough opportunities to develop the wider experience of students, for example clubs?** HT The school is developing its menu of enrichment activities to offer opportunities for students to perform and achieve.
- **Is the school doing enough to encourage a wider range of students to be involved in leadership activities?** JB responded that the school is conscious of this and is working to ensure that a wider range of students are involved and represented.
- **Is the school making progress with improving attendance? 90.1% is below national average.** HT explained that the school is focussing on key groups of students. A year 8 pilot is being rolled out and there is increased staff capacity to hold conversations with individual families.
- **Does the school have sufficient resources to address the attendance concerns?** HT explained that it is more about using the existing resources effectively. The school has utilised support from another Trust and from TLP. The new MIS system will also help to streamline processes and data. PA is reducing and there is more capacity within the pastoral team. The school is in a good position for September 2025 as action plans and attendance contracts are already in place.
- **How confident is the school that the 98 stated first choices will enrol in the sixth form?** JB stated that the numbers are like last years, but the school is more confident that the students will enrol. HT added that the school needs to be clear on the size of groups and what is sustainable. The school cannot run courses with five or fewer students. An update will be provided in September 2025.
- **Are there entry standards for sixth form?** JB informed governors that there are entry requirements, but the school treats each case individually and will consider how close the student was to achieving the required grades and take extenuating circumstances into account.
- **Are there any circumstances where you would decline to offer students a place?** JB stated that if a student was too far away from the required grades that an alternative course would be offered. The school wants to retain a broad offer.
- **What is the take up for the Extended Project Qualification (EPQ)?** JB explained that the take up has increased significantly and there are 20 students in Year 12. It is open to everyone and a taster

session for Year 10 was run. There is a resource issue as one hour per fortnight is timetabled and then it is run on the goodwill of staff.

PT, JB, RM and CC left the meeting at 6:35 pm.

b) Forward planning for 2025-26

HT spoke to slides 18-26 of her report which outlined the SDP planning process for 2024-27 and the specific priorities for 2025-26. An updated version of the SDP would be shared with governors in the autumn term 2025. **ACTION**

Governors raised the following challenges:

- **Will the RADY programme be implemented in year 7?** HT explained that the focus is on Year 9 with an uplift on targets in place for GCSEs. However, Year 7s will also have their targets uplifted so essentially the school will be running a trial with Year 7 and Year 9.
- **What is the school's stance on AI? There are significant opportunities but also some drawbacks.** HT informed governors that this is a focus for the Trust and any plans will be discussed and refined with the DCEO (Education). There are two main areas of focus: how the school can use AI and how to educate the pupils on the drawbacks. The most obvious use is in marking of pupil's work to reduce teacher workload. The school is also considering the use of online resources and the cost v benefit ratio.
- **Governors stressed** that monitoring the impact of the SDP is vital and queried whether success criteria will be included and how progress will be measured. They recognised that it would take two to three years to evidence the impact of some of the initiatives.
- **Governors queried whether the school has sufficient resources to deliver the SDP.** HT stated that some initiatives such as the RADY programme are already in place. The school has started to map out milestones to success.
- **Governors questioned whether the targets for the sixth form are ambitious enough.** HT explained that the other priorities also relate to the sixth form and that there will be more detail in the final plan.

Local Matters and Stakeholder Engagement

7. Polices-Local Policy Approval

- a) Data Protection Privacy Notice
- b) Equality Objectives
- c) School Uniform
- d) LRC Policy

Governors approved the above policies. HT confirmed that the Uniform Policy had been written to align with the DfE guidelines.

8. Communication-to Trust

There were no items from this meeting to communicate to the Trust.

9. Communication -from Trust

The results of the skills audit had been shared on Governor Hub. There were no significant issues to discuss.

10. AOB

Next Meeting: Dates for 2025-26:

Wednesday 17th September 2025 5:00 pm

Wednesday 21st January 2026 5:00 pm

Wednesday 13th May 2026 5:00 pm

Wednesday 8th July 2026 5:00 pm

There were no part two items for discussion at this meeting.

The meeting closed at 7:35 pm.

Summary of actions

Agenda item	Action	Assigned to	Deadline
From the meeting held on 18.06.25			
6a)	To share the RAG rated 24-25 SDP on G Hub.	HT	July 2025
6b)	To share the final SDP 25-26 at the LGB in September 2025	HT	September 2025