



Date: Thursday 2nd March 2023 at 4:30pm.

Present:

Mrs M. Massey – Chair
Miss L. Hodgkison (LH) (*items 1- 4.6 only*)
Mr P. Howell (PH)
Mr S. Lockett (SL)
Mr A. Middleton (MA)
Mrs A. Wilkinson (AW)

Apologies:

Miss E. Humphries (EH)

In Attendance:

Mr P. Kingdom – Headteacher (the HT)
Mrs E. Abberley – Assistant Headteacher (EA)
Mrs J. MacKreath-Aylett – Deputy Headteacher (JMA)
Mr J. Newham – Assistant Headteacher (JN)

Clerk: Dr A Howells (AH)

Administration

1. The Chair welcomed everybody to the meeting. Apologies were received and accepted as recorded above and the meeting was gurate.
2. There were no Declarations of Interest.
3. The Minutes of the TOA LGB meeting held on 8th December 2022 uploaded to Governor Hub (GH) prior to the meeting, **were approved**. Matters Arising – The Action Log was noted, with and outstanding items included within this meeting agenda.

School Performance

4. **Paper HT/SLT Report** uploaded to GH prior to the meeting, was **received**.

4.1 School Improvement Priorities:

Leadership and Staffing: A number of senior leadership appointments had been made and staff would be taking up their positions around or shortly after Easter. These included an Assistant HT (Inclusion & Designated Safeguarding Lead (DSL)), an Assistant HT (Behaviour and Attitudes), a SENDCo and 3 pastoral managers. The school was able to attract strong candidate fields to these opportunities, which reflected the improving reputation of the school. Recruitment to some subject and curriculum areas remained challenging (e.g. Science, English, ICT). The HT would continue to explore ways in which to secure high quality teachers to the vacancies within the school, which in some cases could include Early Careers Teachers (ECTs) as the school strengthens its Ofsted ratings.

Quality of Education: A comprehensive CPD programme was available to staff, with specific support for ECT, ITT and Teach First staff. Each curriculum area was providing a person to attend CPD seminars, and they were then responsible for cascading the training to colleagues in their respective areas. The perception was that current staff capability had improved and motivation was positive. Governors were told that there was now a stronger and more positive culture developing within the school.

Culture and Behaviour: **The Headteacher reported that** the school continued to make positive steps in culture and behaviour. This was demonstrated by the visible improvements in pupil behaviour in corridors and classrooms. The school was now a much calmer environment and pupils were more compliant with the school rules and behaviour procedures. The revised achievement and rewards system was having a positive impact. The use of a specialist reporting package made the information on rewards and achievements more accessible to parents and carers, which had been well received. **Governors challenged whether the system was able to generate operational data for SLT that would enable more granular monitoring of performance within subgroups**, and **it was confirmed that** this was already in place and happening. **The SLT also confirmed that** pupils had engaged positively with the new approach, and that an increased level of engagement from parents was being recorded in the schools' Satchel One system.

The ability to track and intervene allowed the more vulnerable pupils to be identified and then access resources earlier, which now appeared to contribute to a de-escalation in unacceptable behaviour in the school. The impact of the RESPECT room, as an intervention facility was already linked to reduction in the number of suspensions and exclusions. The SLT would continue to monitor the wider impact of the rewards system on behaviour and recognised that the next phase of improvement was to both secure greater consistency of application between curriculum areas and year groups and to further increase parental engagement. The increase in parent engagement was expected to also increase pupil and parental engagement with homework. **Challenge: Governors queried whether the rewards systems was able to recognise and reward mid-attainment and quieter pupils, and it was confirmed that this was the case. Governors challenged whether the recent changes in senior staffing were impacting on an operational basis.** The gap arising from the Deputy Head was being managed across the SLT and there was an expectation that the imminent arrival of new staff would increase the trajectory of positive change being made. Governors thanked the SLT for the work they were undertaking in this area.

Progress and intervention: A detailed breakdown of progress was provided in the HT report. Governors were updated on recent book walks, which was also having a staff CPD benefit, through improving consistency in marking and assessment across curriculum areas and also enabling staff to see evidence of different pedagogic practice as well as individual pupil performance outside their own subject. The latter would enable teachers to reflect on their own expectations for individual pupils to ensure that the pupils were being set targets that enabled them to meet their potential. Staff feedback on this exercise was positive, particularly from less experienced teachers, and the SLT planned to repeat this again in the summer term.

Pre-public examinations (mocks) performance of Yr11 at the end of term 1 was below the expected level. Curriculum team leaders had responded by putting in place targeted actions on an individual pupil basis. The mock grades had been shared with parents and pupil-parent meetings had taken place. **Governors challenged how the school supported the parents of EAL pupils to engage in their children's learning.** The school had introduced a translator service, and the uptake of this service was continuing to grow. The service normally required meetings to be conducted through Teams, although this did not appear to be a barrier to engagement. The success of the arrangements based on feedback from parents had meant that the translation service had been rolled out into the pastoral support teams and the main office. The SLT would continue to monitor the use and impact of this.

4.2 Admissions Update: The HT/SLT report provided the latest update on pupil numbers. The number on roll (NOR) was currently 541, which was a significant increase on the 473 in 2021/22 and 390 in 2020/21. Although the school still receives some in-year admissions, the significant growth was as a result of a larger natural intake into Yr7 replacing a smaller Yr11 year group departing. Current predictions for Sept 23 are that the NOR will be around 630. As the school's external popularity continues to increase it is likely that the school will reach its capacity c.720 within the next two years. **Governors challenged whether there were sufficient classrooms to cope with the current increase, and were advised that the recommissioning of 6 mothballed classrooms meant that all teaching space was now being utilised. However, the increased numbers in 23/24 could be accommodated.**

4.3 Pupil Progress and Attainment: Pre-Public Examinations December Analysis and All Achieve Week (AAAW) 20 Analysis reports were provided separate to the HT/SLT report as dedicated Appendices 1 to 3. The AAW reports provide the latest snap shot of pupil performance
KS4 (Yr11) performance was scrutinised in depth. The latest data (as at week 20) was indicating an overall progress 8 (P8) score of -0.88, which although was a +0.46 improvement, was still below the end of year target of -0.65. **Governors challenged whether the current prediction was underpinned with rigour and confidence. They were advised that** whilst there remained some uncertainty in some subjects (due to staffing turnover), overall, the confidence in the predictions was there. **Members of SLT confirmed that** staff were now using 2019 grade boundaries against which to arrive at their individual pupil assessments. Governors recognised that small cohort sample sizes in some of the sub-analysis would result in greater uncertainty and potentially larger swings in outcome. (An example was cited where a Yr10 excluded pupil

was creating a significant shift in sub-group performance). Nevertheless, the analysis was predicting a more positive trajectory across the range of indicators. **Challenge: Governors questioned where the strongest and weakest subject areas were and how these would impact P8 and attainment outcomes.** There was sufficient data to suggest that overall performance in P8 could be strengthened if performance in the core bucket of subjects was enhanced. **Governors received** information that demonstrated the highest performance was found in Drama, Art and History, whereas English Maths and Sciences were the subject areas that needed the greatest improvement in performance. The underperformance in these subjects was linked to the ability to recruit and retain high quality subject teachers in the respective subjects. The SLT was seeking to address this through targeted marketing of opportunities, and where possible, secure the selective use of ECTs.

Governors reviewed the Yr10 and Yr11 performance data in detail. **They challenged whether there was sufficient support and opportunities provided to ensure that the more able pupils were able to achieve their potential.** The SLT confirmed that there are intervention groups which also support the more able pupils. A further breakdown in SEND performance was provided and is included in 4.6 below.

4.4 Pupil Performance- Careers and Destinations:

The school has moved away from a dedicated work experience week for its pupils. This decision was based on the lack of suitable, quality work-place opportunities (an impact of Covid). Instead, virtual work experience opportunities were being explored and this was being supplemented with a regular programme of guest speakers and employers attending onsite.

The Personal, Social Health and Economic Education (PSHE) curriculum was also being used to support personal development, skills development and employability readiness. The Character model ensured that appropriate topics could be planned and covered in a structured way across the year. Pupil feedback indicated that KS3 pupils were more positive than KS4 to this approach. **Challenge: In response to questions from governors, the SLT confirmed that** further improvements were still needed within the school to ensure that quality PSHE was being delivered by all staff, and this would remain a focus for staff and their CPD.

4.5 Covid and Pupil Premium (PP): **Governors noted that** the Pupil Premium Report for 2022-23 is published on the website and that it included a detailed breakdown of interventions to support PP students this academic year and the approach intended to measure the impact.

4.6 SEND: The HT/SLT report contained a detailed breakdown of activities that were being undertaken to support SEND provision within the school. Monitoring and reporting had strengthened across the school. Pupil SEND reviews had been completed during term 1 and would be monitored and reviewed again in term 3. Staff CPD was ongoing, with SEND as a standing item on Curriculum Team Leader meetings in order to provide a regular focus and secure greater consistency of practice and communication across the school. Further activities and actions had been identified and these would be implemented when the new appointments took up their roles at Easter. **Governors noted and endorsed** these actions. A detailed breakdown of SEND pupil academic performance for each year group was provided to governors in the report and appendices. The report was RAG rated, although the **SLT was asked to improve the labelling and contextual supporting commentary, to recognise that governors included volunteers from non-educational professional backgrounds. It was noted that** the school is currently without a full-time SENCo and is awaiting the new SENCo to start in role in April 2023. **[Action SLT July 2023]**

4.7 Literacy Update: Governors were updated on the use of the Lexia tool within the school. This was supported with the use of Lexonik teaching interventions, which provided groups of up to 6 pupils with a dedicated programme that lasted 6 weeks. The initial results, which targeted Yr7 pupils suggested a positive impact, with reading ages of those involved increasing by a minimum of 17 months and in some cases by up to 35 months. A further evaluation would take place after 6 cohorts had undertaken the programme, with the expectation that the next phase of the programme would be to roll-out into Yr8.

School Welfare

5.1 Attendance: The information was provided in the HT/SLT report. **Governors noted that** the data indicated an improving picture. The current overall rate of 92.4% (1.6 percentages point higher than national) still needed to be higher. A focus on improving attendance of pupil premium pupils in Yr10 and Yr9 was ongoing this term, as these rates were considerably lower than other groups. **Governors noted that** the improved attendance rates in Yr 10 & Yr11 could be associated with the improved attainment. **Governors noted** the staff efforts and dedicated interventions aimed at improving attendance **and endorsed** the 5 actions contained in the report that would seek further improvement in attendance.

5.2 Behaviour: **Governors noted** the improvement in behaviour within the school, the impact of which was fewer suspensions and exclusions. A breakdown of the number of pupils excluded (suspensions and permanent) was provided. **Governors challenged as to whether the pupils that had been permanent exclusions had joined the school outside the normal admission periods and also whether their destination was to continue in mainstream provision. It was reported that** the majority had not joined the school at Yr7 entry and that few had remained in mainstream provision following their exclusion. This suggested that their placement in the school was not necessarily the most appropriate decision taken by the Local Authority (LA). With increasing admission numbers and the PAN being met then it was less likely for this to occur in the future.

Governors noted the positive impact that was arising from the increased deployment and use of pastoral support plans. **Governors requested** and were provided with **more information on and impact of the use of the "RESPECT (internal exclusion) Room"**. **They were advised that** this was a significant component of the behaviour strategy operating within the school. The approach provided an appropriate environment for specific pupils to step out of the classroom and reset and focus themselves. Numbers were typically limited to 5-6 pupils at any time, and pupils were still expected to undertake some academic study whilst in the room. However, the nature of the facility was such that pupils with additional needs, and not just behavioural issues could access the room. As such, a more layered approach to intervention was being delivered within the school. The arrival at Easter of additional senior leaders, plus an assistant SENDCo and pastoral support managers, was expected to further strengthen the support and improve behaviour in the school.

5.3 Safeguarding: **Governors received and noted** the report contained within the HT/SLT report **and endorsed** the areas identified for further action, although suggested that the one policy should be named as "Anti-bullying policy". **Governors challenged whether the approach being followed within the school was being applied consistently with pastoral and academic staff, and to what degree the student voice had been embraced in the development of anti-bullying strategies. The SLT recognised that** there was still more work to be undertaken to secure school wide consistency. One major element of this was to educate staff and pupils alike on what constitutes bullying. **Governors were advised that** the use of CPOMS within the school for managing safeguarding issues, including bullying, was working well, although this was being developed further as the Trust was developing a more common approach for recording and reporting. This would also aid consistency and with time, enable the school to have anonymised comparator data with other schools in the Trust, which could be used to benchmark and assess impact of the approaches taken within the school. **Governors were also advised that** the investment in an improved CCTV system within the school was having a positive impact on behaviour and safeguarding.

Governors challenged the SLT on what is being done to ensure that sexual harassment is being reported and appropriately addressed. Whilst the school already included this within its PSHE/RSE programmes **it was agreed that** this could be an area which is reviewed again and where appropriate, enhanced. Governors welcomed this commitment, although highlighted that this request was made on the basis of low reporting values rather than a concern based on incident numbers.

5.4 Staff Wellbeing: An update was included within the HT/SLT report. **Governors noted that** although the response rate to the recent TLA staff survey was relatively, low, the school had provided the most positive response towards wellbeing within the Trust. **Governors were advised that** a school staff wellbeing group

was in place and met at least termly to identify and oversee the implementation of actions that arose from the staff and wellbeing surveys undertaken. **Governors also noted the recent improvements made to the staff room and challenge: enquired on the impact on wellbeing from this. It was reported that** it was too early to identify any specific impact other than the space was being used and was welcomed, particularly by the support staff within the school.

Policies

6.1 The following policies that were circulated in advance of the meeting were **approved**.

- 6.1.1** Charging and Remission Policy
- 6.1.2** Health and Safety Policy
- 6.1.3** Careers Policy
- 6.1.4** Behaviour Policy
- 6.1.5** Exclusions Policy
- 6.1.6** Newly Qualified Teachers Policy (NQT)
- 6.1.7** Relationships and Sex Education Policy

Governors also noted the following policies published on GH on 23 Feb and **approved and endorsed these in principle**. Governors were asked to submit any further proposed adjustments within one week and these would be approved by the Chair under delegated powers.

- Accessibility Plan
- Attendance Policy
- Data Privacy for Parents and Carers
- Data Protection Policy
- Medical Needs Policy
- Premises Management Policy

6.2 Policy Register: **Governors noted** and welcomed the development of a central policy register

6.3 Link Governor Monitoring visits: The Chair had undertaken a safeguarding visit. The report would be published on GH.

Governor Training

7.0 Governors were reminded to update training records on Governor Hub. It was agreed that the Clerk should send periodic reminders to Governors to update training records. The Clerk was also asked to advise on training opportunities for Governors [**Action Governors 31/03/23; Action Clerk 31/03/23**]

Other Matters

8.1 Finance Update: **The LGB noted that** monthly management accounts were available for information via Governor Hub. The Clerk and Chair reminded Governors that financial matters were not within the LGB delegated remit.

8.2 Local Matters: Nothing to report.

8.3 Matters to Share with the Trust Board: Nothing to report.

8.4 Matters for the Trust Board to Share with the LGB: The Clerk highlighted to Governors that the areas of focus at the most recent Board included growth opportunities and financial management. The Clerk also summarised recent senior leadership appointments that had been made or were in process of being made in schools across the Trust. The Clerk also advised that the next Chair's Forum, scheduled for 9 March would provide the Chair with further update.

AOB

8.5 The HT requested that the Trust executive leadership consider whether there was scope to extend the teacher training offer into Crewe schools, as a mechanism to support teacher recruitment into hard to recruit subjects. It was noted that the current marketing presented the offer as Knutsford focussed. [**Action AH**]

Next Meeting : Wednesday 3rd May 2023 at 4:30pm

Meeting Closed 6:24pm

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

TOA LGB ACTIONS			
AGENDA ITEM AND ACTION	By When	By Whom	Date Completed
4.6 SEND reporting: the SLT was asked to improve the labelling and contextual supporting commentary of reports, to recognise that governors included volunteers from non-educational professional backgrounds.	July 2023	SLT	
7.0 Governors to update training records on Governor Hub	30/03/23	Governors	
7.0 Clerk to send periodic reminders to governors to update training records. Clerk to advise on training opportunities for Governors	30/03/23 (ongoing)	Clerk	