

Date: Wednesday 11th May 2022 at 4:12pm.

Present:

Mrs M. Massey – Chair
Mrs L. Hodgkison (LH)
Mr P. Howell (PH)
Mr S. Lockett (SL)
Mr D. Bull (DB)
Mr A. Middleton (MA)

In Attendance:

Mr P. Kingdom – Headteacher
Mr K. Graham – Deputy Headteacher
Ms L Bailey – TOA SENCO and Assistant Headteacher
Mr A. Howells – TLA Director of Quality
Mr T. Pear – Castle Primary School Chair of Governors
Mr C. Randerson – (CR) (Item 6a. only)

Apologies:, Mrs A. Wilkinson

Clerk: Mrs C Gritton

Administration

1. The Chair welcomed everybody to the meeting. Apologies were received and accepted as recorded above and the meeting was quorate.
2. There were no Declarations of Interest.
3. The Minutes of the TOA LGB meeting held on 16th February 2022 uploaded to Governor Hub (GH) prior to the meeting, **were approved**. Matters Arising – **AH reported that** the governance team were working on aligning agendas with data capturing timings for meaningful reporting to Governors. Work will also be carried out over the coming months on alignment of policies across the Trust, which may bring opportunities for collaborative work on some policies' content. **The Chair confirmed that** she had written to staff on behalf of the LGB, to thank them for their work on academic catch-up and a member of staff had thanked the Chair for the recognition. The Action Log was updated as noted herein.
4. LGB Appointments – **It was reported that** 2 parents confirmed to the school that they wished to be nominated. **It was agreed that** as there are 2 Parent Governor posts available, both of those parents will be recommended for appointment as Parent Governors without the need for an election and the Headteacher will provide their details to the Clerk to facilitate this.
5. Admissions Update – Section 5 of the **SLT Report (Wed 11 May)** uploaded to GH prior to the meeting, was **received**. **It was reported that** Published Admission Number (PAN) for September 2023 will be 130. The school is beginning to attract a more comprehensive intake with increased numbers of higher attainers.
 - **Governors noted the fall in admissions from Underwood West and asked the reason for this. It was reported that** the school are exploring the reasons for this, but it is thought that it may be because TOA is not thought of as being their catchment area in the same way TOA's feeder primaries are, which are geographically closer. The cohort is smaller this year, but there are increased admission numbers from other schools.
 - **Governors asked whether the school is working at a 4-form entry. This was confirmed and it as reported that** an appointment has been made to support the Y7 to Yr8 transition nurture group for lower-ability students.
 - **Governors asked how many of the English as Second Language (EAL) students were in-year applications and what is being done to support them. ACTION:** That figure will be provided to Governors at the next meeting. A qualified English teacher has been appointed as Learning Resource Centre (LRC) manager to support EAL students. A welcome package is being prepared, they will be baseline assessed and their progress regularly monitored. The English department staff provide additional time to literacy support for EAL students.
 - **Governors asked whether the Trust will be making provision for EAL students across the Trust and asked whether TOA has any Ukrainian students. ACTION:** The Clerk will ensure that the question of Trust provision for EAL students is raised at Trust level. TOA has no Ukrainian students currently as the Crewe sponsorship scheme is not yet finalised, but the school will make provisions as it could be a possibility later in the year.

School Performance

6. Data

6a. An introduction and welcome to CR. **It was reported that** there are some historical data gaps across the school, originating prior to Mr Kingdom's appointment as Headteacher. CR is an expert in managing information systems used for curriculum and assessment and curriculum-led financial management and will assist the school in ensuring recording and analysing of results is effective.

- **Governors asked what is the Trust approach to data. It was reported that** the Trust has an overarching data system which is in development, but as yet, TOA does not have the building blocks to feed into that Trust system. CR will help the school to develop those building blocks and identify gaps so that TOA can be confident in its data.
- **Governors asked how the school will ensure the data is correct for the 2022/2023 school year. It was reported that** gaps in data can be filled and Fisher Family Trust data will be utilised consistently. A new Data Manager is starting next week, to support the work.
- **Governors asked whether there is an intention for the school to utilise Cognitive Ability Tests (CAT). It was reported that** CAT would be utilised for indication of likely performance.

Performance

The **SLT Report (Wed 11 May)** uploaded to GH prior to the meeting, was **received. Governors noted that** the paper contained the information requested at the last meeting and the Action Log was updated. **Governors reported that** they are confident that the school is working hard for under achievers.

- **Governors asked how the school disseminates the rewards' postcards and how it involves parents and carers in that process. I was reported that** the rewards post-cards are handed out in form times and there is much to be celebrated. Students are encouraged and pleased by affirmations and are proudly taking their postcards home. The school is working hard to build its reputation on relationships and trust and small rewards have a big positive influence on students.
- **Governors asked whether there is a text system to advise parents of positive affirmations. It was reported that** there are plans to put that system in place for September. The school is currently utilising social media for affirmations and student feedback is positive, encouraging all students to take pride in good work.
- **Governors asked how the gold and platinum tickets work and asked whether there is any student feedback on this rewards system. It was reported that** staff hand out tickets as another form of affirmation and those tickets are entered into a raffle. Student views will be garnered at the student council meeting and **ACTION:** will be fed back to Governors at the next meeting.
- **Governors asked whether there is a reward for most improved student. It was reported that** effort is what is celebrated, so yes that is a reward given. The school is also mindful to celebrate the high achievers who are 'expected' to do well.
- **Governors asked what are the staff views on the impact of Continuing Professional development (CPD) on reading, with regard to the literacy focus. It was reported that** this has been discussed around the school but there has not yet been a holistic approach as to gathering that information. Anecdotally, in the Humanities and English departments the approach has been warmly embraced and the quality of work has improved dramatically. There has been a mixed approach in terms of the registration period literacy work, so evaluations are planned to support staff and students and a survey will be carried out before the end of term to identify weaker spots to enable a relaunch of an improved initiative in September. The school will also consider how literacy is taught at primary level and how that might influence learning at secondary school.

6.2 Year 11 Predictions **It was reported that** the school is cautious about Key Performance Indicator figures, but it is hoped they can be met.

- **Governors asked whether Covid had resulted in low morale amongst students. It was reported that** Covid had had a huge impact, making Year 11 a particularly vulnerable group and the school is supporting all year groups in terms of morale. It is hoped that achievement is better than it has been historically, but it may not be as good as it should be. SLT have a particular concern about disapplying and absent students, who are not used to attending school. These are students in which the school has seen particularly poor behaviour around examinations, but staff are doing their best to support students and examination access arrangements are good. **The Chair commented that** Governors could see that staff are working hard to get

the best for all students who have experienced challenging times through Covid and that improved results should be a moral boost for all concerned.

- **Governors noted that there appeared to be improvement in 9-4 grades achieved in English and Maths between the first and second mock examinations and asked whether this was due to smaller cohorts or due to improved student engagement. It was reported that** changes in SLT had freed up SLT staff to focus on teaching and learning and progress, to raise attainment of poorly performing groups. If students achieve in-line with second mock examination results, it will be a good performance and should improve next year.

6.3 Year 10 Predictions **It was reported that** there are some gaps in data as discussed earlier and performance in Maths is not strong, but work to improve both of these issues is underway. **It was reported that** the Year 7 nurture group is for Year 7 students only, but that a member of staff will continue to work with the students in that group as they move into Year 8 to ensure they are ready to return to mainstream lessons.

- **Governors asked how many students were anticipated to be in the nurture group. It was reported that** around 12 were expected.
- **Governors asked what the school thinks are its weakest subjects. It was reported that** PE is an area of weakness and its importance in terms of building on pride, teamwork and competitiveness is recognised. Drama is not as strong as it could be and there have been discussions about whether to continue to offer Drama. **A Governor recommended** moving to a process-based Drama curriculum. Following a query by a Governor, **it was confirmed that** there was a minor typo in the reporting of Year 10 P8 for History, which should probably read 1.7, rather than 1.79.
- **Governors asked how many students will do Spanish. It was reported that** languages will be offered to all students. The school is employing another language teacher and it is hoped that there will be an increase in numbers of students taking languages. Governors would like to see data for Pupil Premium (PP) and Special Education Needs and Disability (SEND) languages students in future. The Headteacher assured Governors that with CR's input, that data will be available in future.

6.4 KS3 Progress Data

- **Governors noted that KS3 progress data was weak and asked what is the school's strategy to address it. It was reported that** a new Head of Maths has been appointed, whom it is anticipated, will provide team stability. A new Teach First trainee is also joining the department to support teaching and learning.

6.5 Curriculum Shape and Suitability **It was reported that** the phasing out of the historic alternative pathways was underway.

- **Governors asked what provision would be made for those for whom the standard full curriculum was not suitable. It was reported that** bespoke pathways would be put in place, based on individual student need. The school will offer an increased variety of subjects for all students including both academic and creative subjects. Students requiring additional support will be removed from relevant lessons for fixed periods of support time and return to the classroom with TA support, rather than entered on whole, alternative pathways. **ACTION:** The case studies for those students for whom bespoke pathways are implemented will be captured and reported to Governors when data is available.

6.6 Behaviour **It was reported that** visitors to the school have commented on the improvements in behaviour, which is beginning to be recognised in the local community, but there remains work to be done.

- **Governors noted that historically the school had high levels of staff turnover and asked whether anything needs to be done regarding staff welfare. It was reported that** staff retention has improved and pressure on staff is reducing as behaviour improves. There is a stable senior team and exclusions are reducing in number and behaviour is well-managed. Senior Leaders are aware that workloads may be challenging and mental health drop ins are offered and staff-voice monitored. **A Governor added that** on their visit to the school, staff had commented that their workload was high, but that they felt supported and that the school was an easier place in which to teach than it had been 12 months ago.

6.6.1 Sanctions and Impact Data

- **Governors asked what sanctions are working. It was reported that** there have been a number of changes of which parents are kept informed. Mindsets are changing for the positive and relationship building is supporting students' growth into young adults. A detention system is about to be implemented and academic pastoral work is ongoing.

- **Governors asked how the school ensures consistency and clarity between each student's experience of sanctions. It was reported that** this has not yet been achieved but a pastoral CPD event scheduled for later in the week, will be part of the learning curve. Progress in behaviour and lateness has improved and students are aware that poor behaviour will be firmly addressed. This has been a year of putting the sanction building blocks in place and it is anticipated that by September, those will be embedded.

6.6.2 **Fixed Term Exclusions (FTE)** **It was reported that** the vast majority of those excluded in Years 8 and 9 were vulnerable students (SEND and Social Emotional Mental Health (SEMH) needs included).

- **Governors asked whether provision was meeting those students' needs. It was reported that** an interim review process is under way as it is thought that some of those students need specialist provisions and the school is working to support those students. Local Authority and Educational Psychologist assistance has been requested. Exclusion numbers have reduced, but teaching staff are struggling with strategies to manage some students in the classroom setting and work is being done to support those students and staff.

Part 2 Staffing

Nothing to Report.

7. Attendance

Governors noted that attendance figures continued to rise and congratulated the school on a job well done with regard to staff work on this.

8. Safeguarding and Student Welfare

Paper 8.1 Governor safeguarding Visit Checklist 10 March 2022 uploaded to GH prior to the meeting, was **received. The Chair reported that** the review had been carried out and but the culture is not embedded with students yet. A few student issues were raised but the Chair believed systems to be sound. Safeguarding will continue to be reinforced in the curriculum, assemblies and PHSE and how to address safeguarding for EAL students is being considered. The safeguarding culture is embedded with staff.

- **Governors asked whether the road outside the school was a safeguarding issue. It was reported that** the school will raise concerns with the Local Authority and Highways.
- **Governors asked whether the school had addressed the issue of sexualised behaviour online. It was reported that** students understand online safeguarding issues and the school has prepared them well in that. There is work to be done on relationships, coercion and consent. Governors advised that the language around those topics needs to reflect student understanding of the subject matter. **It was noted that** the school's use of the safeguarding data system, CPOMS had been held out to other local schools as a great example of good use by Cheshire east Local Authority and TOA staff are providing CPOMS training to other schools

8.3 **DBS** **It was reported that** all TLA Governors will be undergoing renewed DBS checks over the next few months and will be contacted by the Clerk.

9. School Visits

Papers 9.1a School visits form Angela Wilkinson 30.03.22 and **9.1b School visits form Simon Locket 160222** uploaded to GH prior to the meeting, were **received. It was reported that** visits were generally positive. Workloads are challenging but staff feel supported by the school. In general, the school is a calmer place than historically. Those SEND children spoken to reported very positive feedback; they knew what strategies were in place to support them and why those strategies were being used. SEND students were engaged in lessons, behaved well in lessons and had TA support and breaks as needed. **Governors offered thanks to the school Special Education Needs Coordinator (SENCo) Miss Bailey** for her work to identify and support SEND and Education Health Care Plan (EHCP) students and getting to know those students so well. **ACTION:** Case studies for those students attending The Hub will be captured.

10. Policies

The Chair confirmed that the following policies had been checked and were on the school website:

10.1 Medicines Policy

10.2 Early Careers Teachers' Policy

10.3 Health and Safety Policy

10.4 Safeguarding Policy

Governors ratified the above Policies.

11. Matters to Share with the Trust Board

The LGB request confirmation as to whether the Trust plans to have an EAL strategy across the Trust. ACTION: The Clerk will make an enquiry of the Trust.	
12. Matters for the Trust Board to Share with the LGB	
Trustee Away Day (15th July 2022- location SWS) Governors noted the date and that the event is for all TLA Governors and staff. It was reported that practical outcomes from the White Paper and Green papers, will be discussed at the Away Day.	
12.2	<u>Government White Paper Summary Paper 12.2 White Paper Summary March 2022</u> uploaded to GH prior to the meeting, was received .
12.3	<u>Government Green Paper Summary Paper 12.3 SEND and AP Green Paper Summary March 2022</u> uploaded to GH prior to the meeting, was received .
13. AOB	
Governors were advised that a Governor Handbook had been uploaded to the Resources section of GH and feedback is welcomed.	
Next Meeting 4th July 2022 at 4:30pm	Meeting Closed 6pm

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

TOA LGB ACTIONS			
AGENDA ITEM AND ACTION	By When	By Whom	Date Completed
5. The in-year admissions' figures for EAL students and support strategies will be reported at the next LGB meeting.	6/6/22	SLT	
6. Student feedback on the rewards strategies will be provided at the next LGB meeting.	6/6/22	SLT	
6.5 The case studies for those students for whom bespoke pathways are implemented will be captured and reported to Governors when data is available.	Future meetings	SLT	
9. Case studies for those students attending The Hub will be captured.	Ongoing	SLT	
11. The Clerk will enquire of the Trust whether the Trust intends to implement an EAL strategy across the Trust.	6/6/22	Clerk	Email to COO 19/5/22
February 2022 Meeting			
8. Data will be presented for the next meeting showing numbers of students working at, above and below, expected grades, additional Y10 4+ grades and 5-9 grades.	6/6/22	SLT	11/5/22

8.1.1a Data will be provided showing attainment data not including alternative provision pathway nor EAL student data.	6/6/22	SLT	11/5/22
8.1.1b The Chair will write to those Governors who provide Saturday sessions to thank them on behalf of the LGB	6/6/22	Chair	11/5/22
9.1a Presentation of the information for Governors will provide analysis of the data in practical, headline terms.	6/6/22	SLT	11/5/22
9.1b Analysis data will be provided as to how PP, SEND and EAL students fit into behaviour/exclusions data, with a view to ensuring that the curriculum is suitable for those students' ability ranges.	6/6/22	SLT	11/5/22
9.1c PK will provide an update as to sanctions and impact.	6/6/22	PK/SLT	11/5/22
9.2a SLT will provide attendance comparison data of this half term against next half term at the next meeting and data of attendance with Covid impact removed.	6/6/22	SLT	11/5/22
9.2b The Chair will visit the school to ascertain what posters and information is available to female students. The school will follow up on the Tampax request.	6/6/22	Chair/SLT	11/5/2
22nd November Meeting			
7.2.1 The T&L Action Plan will be considered in detail at the next meeting			
7.4 Future reporting will include intended improvement outcomes, indicating the number of pupils not progressing and clarity of what is meant by 'improved'	16/02/22	SLT	Deferred
	16/02/22	SLT	Ongoing
8.1 The LGB will await the Safeguarding Children in Education Settings (SCiES) report before discussing further at the next meeting.	16/02/22	SLT	Deferred
8.2 A graph will be provided in future exclusions' reports, showing repeat exclusion data, including numbers of exclusions of those pupils with Education and Health care Plans (EHCPs) and exclusions' reasons will be listed along with strategies employed and details about LA involvement, to enable comparative analysis.	16/02/22	SLT	11/5/22