

**Date: Thursday 3<sup>rd</sup> May 2023 at 4:30pm.**

**Present:**

Mrs M. Massey – Chair  
Mr P. Howell (PH)  
Mrs A. Wilkinson (AW)

**Absent:**

Miss E. Humphries (EH)  
Mrs H. Pate (HP)  
Mr S. Lockett (SL)  
Mr A. Middleton (MA)  
Miss L. Hodgkison (LH)  
Mr D. Bull (DB)

**In Attendance:**

Mr P. Kingdom – Headteacher (the HT)  
Mrs E. Abberley – Assistant Headteacher (EA)  
Mrs J. MacKreth-Aylett – Deputy Headteacher (JMA)  
Mr J. Newham – Assistant Headteacher (JN)  
Mrs H. Holland – SENCo (HH)  
Mrs E. Leftwick – Assistant Headteacher (EL)  
Dr A. Howells – TLA Director of Quality (AH)

**Clerk:** Mrs C. Gritton

**Administration**

1. The Chair welcomed everybody to the meeting. Apologies were received from LH, AM EH and HP and accepted and the meeting was quorate.
2. There were no Declarations of Interest.  
Unless otherwise stated, all papers and policies were uploaded to Governor Hub (GH) prior to the meeting.
3. The Minutes of the TOA LGB meeting held on 2<sup>nd</sup> March 2023 , **were approved**. Matters Arising – Paper: Actions from TOA LGBs – For May 2023 Meeting, was **received** and updated therein. **It was reported that** 3, specialist Maths teachers have been appointed and other vacant roles have been covered by internal restructuring; 1 Science role will be filled by a current TOA teacher with a Science specialism and interviews for the other Science teacher role, are taking place next week.

**School Performance**

4. **Paper LGB Report (3 May 23) Updated 300323** , was **received**.
  - 4.1 School Improvement Priorities: **It was reported that** the lowest 20% of readers are being supported by an academic literacy support teacher and Governors were pleased with the literacy improvements.  
**Challenge: Governors asked what are the reading ages of the lowest 20%. It was reported that** a number of students are more than eight years behind their chronological reading age. The reading interventions have been running since October, and reading age gains are measured, using a number of testing methods, over six week cycles.  
**Challenge: Governors noted that there a number of students who do not appear to have made gains and asked what plans the school has in place to address that. It was reported that** the academic literacy support is just one strand in a varied programme of reading interventions, which can each be tweaked to suit the needs of individual students. **[ACTION: SLT will check for typographical errors in the data provided on page 3 and 4 of the Report, with particular regard to the ‘reading age pre’ data].**  
**Challenge: Noting that a student had gained six months in six weeks, Governors asked whether the data is expected to continue to improve. It was reported that** further improvements are anticipated. Governors thanked SLT for their work on the numerous interventions and impressive results, clearly demonstrating positive impact in such a short time period.  
**Challenge: Governors noted that there were relatively few Special Educational Needs and Disability (SEND) and English as an Additional Language (EAL) students in the 20%, given the high percentage of students with EAL, at the school and asked whether the school is confident that those students’ needs are being met. It was reported that** the literacy interventions run separately but concurrently with SEND and EAL programmes to support each student’s individual needs. Additional staff will be trained in the literacy interventions in the coming weeks.  
Areas for Improvement **It was reported that** teacher review cycles are in place, where teachers observe and review each other and hold workshops to share best practice, to further improve the effectiveness of

assessments. **The Chair was pleased to note** the implementation of consultancy support for English, to further support the most able students.

**4.2 Admissions Update:** It was reported that the Local Authority (LA) had asked the school to accept 157 students into Yr7, above Pupil Admission Number (PAN) in September 2023. It appears that there will be c. 120 students joining. PAN will remain at 130, so more students can join and the school is likely to pick up more before September.

**Challenge: Governors asked whether the school has staffing capacity for 6, Yr7 tutor groups if the school accepts 130 students. It was confirmed that** the school has staffing capacity for the PAN of 130 and has informed the LA that it will support the LA in accepting additional students, if it is in those students' and the school's best interests to do so. **Governors noted that** the increase in student numbers evidences the growth in community confidence in the school. Most Yr groups are full or nearly full.

**Challenge: Governors asked whether the Yr7 intake are coming from expected feeder schools. It was reported that** intake is not from those local primaries Governors might expect, although the school is working to increase numbers from those schools, by building on relationships with those schools and their students as early as Yr5.

**4.3 Pupil Progress and Attainment:** It was reported that mock examination results had not been as strong as hoped. **The Chair noted with concern,** the English and Maths grades 9-4 results in particular, but also noted that the Pupil Premium (PP)/non PP progress gap had improved. **[ACTION: SLT will ensure that the column headings in the data tables are legible to enable proper analysis of comparisons].** The school is looking at ways in which to challenge and support more able students.

**Challenge: Governors asked what percentage of students are expected to fulfil English Baccalaureate (EBacc) criteria next year. It was reported that** this year's figure is 27.27% of students, which is expected to rise to 31.33% next year.

**Challenge: Governors asked how many students are not fully Progress8 (P8) compliant. It was reported that** 11 out of 66 students are not fully P8 compliant (this is a legacy issue), but staff are looking to ensure that 100% of the current Yr9 will be P8 compliant when they are in Yr10. **[ACTION: SLT will provide an additional P8 report, with the 11 non P8 compliant student data removed].**

## School Welfare

**5.1 Attendance and 5.2 Behaviour :** It was reported that the behaviour and rewards procedures have been tweaked following student voice feedback. There are many opportunities for students' positive behaviour to be recognised; In addition to celebrating achievement and attendance, the school celebrates positive behaviours such as effort in class and homework, gives awards for pastoral matters, such as overcoming adversity, commitment to the community and personal development and improvement. Rewards' assemblies have been held and an end of year success night is planned to celebrate academic and personal achievements.

**Challenge: Governors asked whether students respond positively to these opportunities for reward. It was reported that** feedback has been very positive. Students enjoy seeing their rewards noted on Satchel One and are engaging more frequently and positively with staff with regard to their achievements.

**Challenge: Governors asked how frequently staff are engaging students in behaviour conversations and how consistently staff are dealing with poor behaviour. It was reported that** a behaviour and rewards survey has been disseminated to all departments to gauge where they are with the behaviour systems and processes. **[ACTION: SLT will provide a report on the consistency and effectiveness of the behaviour and rewards procedures, which will include the use of the Respect Room and a report on students' perspective on the procedures used].**

**Governors noted that** permanent exclusions' and suspensions' numbers have reduced. **It was reported that** this was partly due to the impact of the Respect Room. On average, the number of students attending the Respect Room is few and it is used generally as a severe sanction for short periods of time. Students in the Respect Room work on their normal timetabled lessons and are also encouraged to reflect on their behaviour and work on atonement with the member of staff who referred them. The school is pleased with the progress made by students who attend.

**Challenge: Governors asked whether the school has identified any particular situations which are leading to the same students repeatedly attending the Respect Room. It was reported that** the school is aware of those students who find it more challenging to manage their own behaviours and those who are hard to

reach. Interventions are in place to support those students and staff are meeting with the parents of those students who are at risk of serious sanctions being imposed. **Governors noted** that it appears that a small number of students are responsible for a large proportion of the poor behaviour. **It was reported that** behaviour incidence figures are continuing to decrease. **It was reported that** permanent exclusion is always the last resort and every relevant intervention and support process is utilised to support those at risk of suspension or permanent exclusion, but for those permanently excluded, it is recognised that the school does not have the provisions in place to best meet their needs. Permanent exclusion figures continue to decline year on year.

**Challenge: Governors enquired as to why persistent absence (PA) figures had increased. It was reported that** the school had faced some difficult staffing challenges, and **it was noted that** the national PA average is 29.1% and TOA sits at 17.45%. New members of staff have been appointed to support attendance, admissions, pastoral matters and cover as needed, so improvements are anticipated. **[ACTION; SLT will provide an attendance report at the November/December LGB meeting, showing comparison to the 2022/2023 academic year and reflect on the impact of the interventions deployed and changes in the approach adopted. The report will also provide sample sizes for sub-groups and will be rag-rated to highlight any significant issues].**

**5.3 Safeguarding: It was reported that** the enthusiastic and skilled safeguarding team are providing confidence in key safeguarding areas and SLT are confident that safeguarding in the school is robust. **The Chair confirmed that** the LGB have no safeguarding concerns.

**Challenge: Governors asked how confident the school is that bullying is reported, recorded and dealt with properly. It was reported that** the school has come a long way in dealing with bullying, but there remains work to be done. Student voice has shown that the TOA situation is similar to that of the national picture and the school is looking at how to address particular incidences of bullying such as those related to homophobia, misogyny and racism. The school is aware of the increasing national concerns regarding toxic masculinity and is upskilling staff to identify and report concerns. Students have attended assemblies addressing those issues and know to whom they can turn for support. Anti-bullying ambassadors provide strong role-models throughout the school, the Personal, Social, Health and Economic (PHSE) curriculum is increasingly robust and the school is looking at mapping to fill any gaps.

**Community and Enrichment It was reported that** there are plans to provide some work experience for the current Yr10 in the next academic year. The school is looking to sign up 3 employers and place the students into employment groups, which, throughout the year, will expand their work skills, with various practice experiences, such as applying for a specific job, attending online workshops and attending employer businesses at least one day in the year.

**Challenge: Governors asked how the school will measure the impact of this initiative. It was reported that** the school will undertake more student and parent voice surveys regarding careers and Not in Education Employment or Training (NEET) figures will provide evidence as to its impact. The school is currently supporting 4 NEET students from the last academic year and is hopeful that there will be no NEET students this year.

**Governors noted that schools now have to track leavers for 3 years and asked whether the school has advised Yr11 students and gathered the necessary contact details to enable this. It was reported that** contact details and permissions to track, are gathered on results' day. **[ACTION: SLT will consider offering CV writing advice to Yr10 students to assist them when applying for part-time jobs when in Yr11, also encouraging their understanding of the importance of the process. SLT will also consider how to advertise the school's careers' successes on its website and AW offered assistance with that]. [ACTION: AH will explore with the Trust any opportunities for Crewe schools' collaboration on careers advice and guidance staffing].**

**5.4 Staff Wellbeing: It was reported that** the Trust continues to be of great support and information for staff wellbeing, enabling discussions and the sharing of good practice across Trust schools. Trust-wide meetings have covered topics such as unconscious bias and menopause awareness and EA disseminates wellbeing information to TOA staff in morning briefings and holds regular school wellbeing meetings.

**Challenge: Governors asked whether the school is aware of whether staff feel the Trust and school wellbeing initiatives are impactful. It was reported that** staff are positive about the Trust and school wellbeing initiatives and a recent external visitor to the school reported a positive atmosphere and environment,

echoing the results of the Trust wellbeing staff survey, in which TOA staff responses made them the happiest secondary school staff in the Trust. That survey will be carried out again in June for comparison.

#### **Policies**

**6.1** The following policies were **approved**.

- 6.1.1** Accessibility Plan
- 6.1.2** Attendance Policy
- 6.1.3** Data Privacy for Parents and Carers
- 6.1.4** Data Protection Policy
- 6.1.5** First Aid and Medicine Policy
- 6.1.6** Premises Management Policy

**6.2** Link Governor Monitoring visits: Governors were encouraged by the Chair to arrange link Governor visits and send their reports to the Clerk for upload to GH.

#### **Other Matters**

**8.1** Risks: Nothing to report.

**8.2** Local Matters: **Governors noted that** the school entrance and hall are smart, tidy and very welcoming since being decorated. **[ACTION: GOVERNORS** will have a school tour prior to the next LGB meeting, at 4:30pm on 4<sup>th</sup> July].

**8.3** Matters to Share with the Trust Board:

- The Trust to consider appointing a Trust Crewe Schools' Careers' Advisor
- Thanks to be passed to the Board, for the investment in the school site
- Thanks to the Trust for the astute school reviews, benchmarking exercises and developmental and coaching opportunities afforded to staff. **[ACTION: The Chair** will provide a copy of the school review to the Clerk for upload to GH].

**8.4** Matters for the Trust Board to Share with the LGB: **Paper Feedback from the Trust Board held 29 March 2023, was received.**

#### **AOB**

**8.5** AW will be standing down as a Governor at the end of the school year, but will remain a critical friend of the school. The LGB thanked AW for her significant contributions to the LGB and to the school.

**8.6** Governors were reminded to please keep their training logs on GH up to date.

**Next Meeting : Tuesday 4<sup>th</sup> July at 4:30pm**

**Meeting Closed 6:10pm**

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