

Minutes of a Meeting of Sir William Stanier School

Local Governing Board (LGB)

Date: Wednesday 25th September 2025 at 4:30pm

Governors in attendance:	Mary Massey	(MM)	Chair of Governors
	Lisa Hodgkison	(LH)	Vice Chair
	Samantha Kay	(SK)	
	Pamela Simpson	(PS)	
Others in attendance:	Liz Robinson	(LR)	Headteacher
	Jonathan Ducker	(JD)	Deputy Headteacher
	Otto Warman	(OW)	Deputy Headteacher
	Jess Sheridan	(JS)	Assistant Headteacher (item 8 only)
	Allan Howells	(AH)	Clerk
Apologies	Sharon Yates		

Part One – Non-Confidential Business

Meeting commenced at 4:34pm.

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	GOVERNANCE AND ADMINISTRATION	
1.	<p>Welcome, Quoracy, Apologies and Declarations</p> <p>Governors were welcomed to the meeting. The meeting was quorate. Apologies were received and accepted from SY. Declarations had been completed on Governorhub for 25/26. There were no additional declarations offered at the meeting.</p>	
2.	<p>Minutes of the last meeting and Matters Arising</p> <p>a) The minutes of the previous meeting held on 26 June 2025 were agreed as a true and accurate reflection of the meeting and were formally approved.</p> <p>b) The action log was reviewed in detail. The following actions were noted as completed: 160, 204, 214, 218, 220, 221, 224, 226, 227,228, 229, 231. Governors noted the following: 206 PP-funding there was a significant emphasis on resources being directed towards staffing and governors queried whether more should be directed towards skills 214 Pupil voice and survey was planned. Student panels were successful and a “you said, we did” output would be shared with pupils to close the communication loop 222- Staffing: The school was working towards a senior leadership model of 1:2:4 (HT/DPT/AHT), and the school was about to advertise for a AHT (SEN/Inclusion) before the end of September.</p>	

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	<p>228- The L& T strategy was discussed at the AIB and shared within the LGB papers.</p> <p>229- the school was about to advertise for a AHT (SEN/Inclusion) before the end of September. The temporary SEN support provided by The Oaks Academy had now been replaced by support from the Laurus Trust which was supported by RISE funding.</p> <p>Governors also noted the following:</p> <p>The school had received the Jamie Oliver Bronze Award for its catering provision.</p> <p>Transition into Yr7 had gone well. The parents' evening was well attended.</p> <p>A prospective parent open evening had more than 100 attendees.</p> <p>An internal advert was due to be issued to support the library. The role would carry a TLR3.</p> <p>Governors noted strongly that senior staffing for SEN should be viewed as a priority and budgeted for accordingly. It was recognised that the issue had been raised at the recent AIB, and that the AIB was an appropriate forum to do this. It was highlighted that the next budget setting round would be an opportunity for the leadership team to ensure that appropriate sustainable staffing for SEN could be factored into the overall budget and resources plan required from the school. Nevertheless, the AIB would be kept apprised of the staffing needs.</p>	<p>Action HT /Chair/ LH</p>
3.	<p>Membership update The Board noted the four vacancies including one for a parent governor.</p>	
4.	<p>Declarations and Confirmations. It was noted that annual declarations and confirmations for 2025/26 had been completed by governors present.</p>	
5.	<p>Link Governor Roles Safeguarding- MM SEND- LH Careers- SY School Improvement- PS</p>	
STRATEGIC DIRECTION AND PROGRESS AGAINST PRIORITIES		
6.	<p>a) Ofsted Monitoring Visit Governors received and noted the report form the Ofsted Monitoring visit conducted during the summer term. Governors commended and thanked the leadership for progress that has been made in a relatively short period, whilst acknowledged that there is significant work to be done. The Head acknowledged the positive approach taken by the inspector highlighting that they understood the school and its context. It was hoped that the inspector would remain with the school for future monitoring inspections , albeit under the new Ofsted framework. Governors requested that a link to the Ofsted report be published on the school website. [Action HT]</p>	<p>Action HT</p>

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	<p>b) Accelerated Improvement Plan (AIP)</p> <p>Governors received the latest AIP. It was noted that the AIB, which was scheduled to meet half- termly, would take prime responsibility for monitoring the progress made to deliver the AIP. A summary of progress made, plus any issues of concern or delay, would be reported to the LGB at each meeting. The Chair noted that there were still some issues of overlap between the AIB and LGB that needed to be resolved and that a meeting was scheduled before the end for September to resolve these. However, governors challenged that whilst the AIB offered a productive and efficient operational model to ensure that the AIP was being delivered (as it benefited from school and Trust executive leadership and external advisor support together in a single forum which provided a focus and allowed academic and resourcing issues to be taken collectively), that there had been no changes to the scheme of delegation or terms of reference to the LGB. Hence, the LGB should still receive papers and reports from the AIB and School leadership which evidenced the progress being made toward improving the school.</p> <p>The Chair and Vice-chair noted that the September AIB, held one week before the LGB, was a productive meeting. The papers and summary minutes from the AIB meeting were included on the LGB meeting papers on Governorhub. The AIB had received a deep-dive on attendance and the curriculum delivery plan for Yr11. The AIB also reviewed the KS4 results for 24-25 which, whilst attainment was below the previous year, was very much in line with what the school leadership had predicted. The ability to accurately forecast individual pupil outcomes was viewed as a significant step forward for the school.</p>	
	EDUCATION	
7.	<p>KS4 Results</p> <p>Governors received a detailed breakdown of pupil performance within the HT report and supporting papers, which were also discussed in detail at the AIB. The AIB had reviewed in detail the KS4 results for 24-25 which, whilst attainment was below the previous year, was very much in line with what the school leadership had predicted. Overall attainment remained a concern, particularly in core subjects, science and certain humanities. The ability to accurately forecast individual pupil outcomes was viewed as a significant step forward for the school.</p> <p>It was acknowledged that historic target-setting process lacked transparency and consistency. The current Yr11 cohort's targets are currently being reviewed and recalibrated using more robust data systems and external support from the Trust's education team.</p> <p>A new data system is being introduced to improve the accuracy and reliability of assessment data. Governors challenged whether this would include clear definitions of working-to grades, predicted grades, and minimum expected grades. Governors also challenged how targets would be set, and it was confirmed that FFT50 would be used initially. The deputy-head was also working closely with staff to ensure that evidence-informed grading was used to ensure consistency across departments. The school is implementing moderation processes to ensure that grades are based on valid</p>	

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	<p>and reliable evidence. Staff are being trained to distinguish between current performance, potential, and aspirational targets and the leadership team is working to stabilise the assessment cycle and ensure that interventions are timely and data-driven.</p> <p>Science was identified as a particularly vulnerable area. Staffing challenges, including long-term absence and non-specialist teaching, had impacted curriculum coverage. Humanities also faced challenges due to staffing instability. Governors noted that the Trust is providing targeted support for two good ECTs in humanities funded through the RISE project. RISE would also support the development of subject networks and collaborative planning across the Trust. Governors requested that the school leadership discuss with the Trust whether subject specialists on other schools could support vulnerable departments, particularly science.</p> <p>Teaching & Learning</p> <p>The AIB and the LGB received a copy of the new Teaching, Learning and Assessment Handbook. Staff CPD had been provided on this at the recent inset days, and the approach would form the framework for improved and consistent teaching from all staff. The Laurus Trust has assisted the leadership develop this and would continue to provide on-going support. The changes introduced had been welcomed by staff. Governors welcomed this ongoing approach and highlighted the very positive feedback from staff about the Inset at the beginning of term.</p>	
8.	<p>Student Destinations</p> <p>The school's careers provision is structured around the Gatsby Benchmarks. Although statutory careers education begins in Yr8, the school has chosen to include Yr7 in its programme to ensure early engagement and exploration. A clear five-year roadmap has been developed, outlining careers-related activities and expectations for each year group:</p> <ul style="list-style-type: none"> Year 7 – Exploration and discovery. Year 8 – Planning and choosing. Year 9 – Options and decision-making. Year 10 – Experience and preparation (including work experience). Year 11 – Transition and application. <p>A full week of work experience is now offered to Yr10 students . The timing has been moved to the last week of the academic year to avoid clashes with exams and to align with other local schools. This change is expected to improve placement success and allow staff to better support students during the preparation phase.</p> <p>Careers education is now embedded across multiple platforms which include the "Growth curriculum" (formerly PSHE), Form time sessions, and external trips and events, such as the Yr9 visit to Cheshire College. The careers programme is designed to be inclusive, with tailored support for vulnerable groups, including SEND and looked-after children.</p>	

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	<p>A rigorous tracking system has been implemented to monitor student destinations and progress. Each student has a careers plan, which is reviewed regularly. The school uses Start (a careers platform) and liaises with Cheshire College to track Yr11 pupil applications and enrolments. The careers program is encouraging students to submit two college applications by Christmas—one aspirational and one insurance—to mitigate against last-minute concerns on results day.</p> <p>Of the 106 Yr11 leavers 82.8% progressed to college. Only 3 students were known to have progressed to sixth form. The school is now working to obtain more granular data from Cheshire College, including a breakdown on Course levels (Level 1, 2, 3) and confirmation of actual enrolment vs. intended destinations. It is also introducing a post-September follow-up to track students who may not have enrolled or who are at risk of NEET (Not in Education, Employment or Training).</p> <p>Governors acknowledged the significant amount of work that the school leadership was putting into developing the careers and PHSCE provision.</p>	
9.	<p>Admissions and Pupil Numbers</p> <p>A detailed breakdown was provided in the HT report. The school had 41 pupils less than last year on roll, which was a consequence of a Yr7 intake of 108 replacing a departing Yr11 cohort of 129 and 14 pupils transferring to the UTC at Yr10. The school is continuing to receive in-year admissions on weekly basis. Further work was being undertaken by the school to ensure that the number of pupils with SEN and other characteristics (PP, FSM, LAC, etc) is accurately recorded so that appropriate support could be put in place.</p>	
10.	<p>SEND Report</p> <p>The proportion of pupils with EHCPs is nearly double the national average, indicating a high level of need within the school community. The number of EHCPs in Yr7 is currently five, although the deputy head highlighted that the school was close to receiving 11 EHCP pupils in Yr7, which would have presented significant challenges. The school has undertaken a refinement of SEND coding, particularly the use of “K” codes (SEN Support). Previously, pupils receiving any form of intervention (e.g. behaviour support) were often coded as SEN Support. The SENDCo at The Oaks has supported the school with this review. This has resulted in a lower reported number of SEN Support pupils and reflects a more precise and meaningful dataset.</p> <p>The school is actively working to ensure effective transition planning for pupils with EHCPs to ensure that pupils are being supported to explore appropriate post-16 destinations, including specialist provision where needed, rather than simply defaulting to local colleges without understanding their options.</p> <p>Several pupils with EHCPs have been identified as needing specialist provision. The school is working with external agencies to support pupils at risk of exclusion or disengagement. Projects with the Local Authority include a programme for six boys at risk of permanent exclusion and another programme for three girls with similar risk profiles. Crewe Alexandra has offered 12 places for pupils with behavioural challenges. These interventions aim to reduce exclusions and provide tailored support for vulnerable learners.</p>	

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	PERSONAL DEVELOPMENT AND WELFARE	
11.	<p>Attendance</p> <p>A detailed breakdown of attendance was included in the HT report. Attendance for the academic year-to-date is at 91%, down from 92% earlier in the term. The school leadership team expressed disappointment at the recent drop, but acknowledged that fluctuations are expected, especially early in the academic year.</p> <p>Attendance continues to be monitored daily. The year-leaders receive daily updates on attendance percentages (daily, cumulative, and weekly comparisons to the previous year) which supports rapid response and targeted intervention.</p> <p>The school adopted the Trust’s attendance escalation process. This proactive approach resulted in 169 Stage 1 letters issued in the first week of term to families where attendance concerns were identified. A second round of letters is scheduled to be issued before the end of September. A “<i>Notice to Improve</i>” has already been submitted to the Local Authority for one child (only four were issued across the year in 2024–25), highlighting the school’s proactive stance.</p> <p>A comprehensive “<i>Improving Attendance Plan</i>” has been developed to maintain a positive focus on attendance throughout the year. The plan includes “<i>Not in November</i>” campaign, which is a month-long initiative to boost attendance through daily incentives and themed activities and “<i>Extracurricular Extravaganza</i>” which is a series of activities aimed specifically at improving attendance on a Friday, where students can develop wider skills and improve wellbeing (PSHE) through staff-led clubs and activities. However, it was noted that improved behaviour standards and higher expectations may initially deter some students from attending regularly. Nevertheless, the long-term goal aims to create a school environment where students feel safe, supported, and motivated to attend. This was acknowledged and supported by governors.</p> <p>The HT report provided a detailed breakdown of data. Governors queried whether in-year admissions often correlate with lower attendance and higher behavioural challenges. The Deputy Head confirmed that the school is working closely with the Local Authority to manage admissions and ensure fair distribution of challenging pupils across schools. However, challenges remained with the way in which the LA’s Fair Access Panel (FAP) distributed pupils, particularly as it did not appear to consider the impact of challenging behaviour issues when making their allocations. Governors challenged whether the trust was coordinating activities between its Crewe secondary schools so that it reduced the likelihood of TLP pupils with behavioural issues being allocated to SWS by the FAP.</p> <p>Governors requested that future reports include a breakdown of attendance by year group and student category and a statement which highlights the impact of suspensions and internal suspensions on overall attendance.</p>	
12.	<p>Rewards and Behaviour</p> <p>The updated Behaviour Policy was reviewed in detail and approved by the Governing Board, with amendments made to ensure clarity and flexibility.</p>	

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	<p>The Deputy Head noted that external suspensions have significantly decreased. Only 24 pupil-days had lost to suspension so far this term, compared to 154.5 days at the same point last year. Governors challenged why this was the case, and it was revealed that there were a number of factors which included the revisions to the policy, more understanding and more consistency applied by staff and the tactical use of internal suspensions (IS). Although IS have increased it has meant that pupils are more likely to be removed from lessons temporarily, and thus reduce the negative impact on their learning. With this approach students placed in IS lose social time (breaks/lunch) and are removed from lessons temporarily, so whilst it provides a meaningful consequence, and the approach is now preferred over external suspension, it maintains continuity of learning. Staff are encouraged to reintegrate students into lessons when appropriate, following restorative conversations. Governors requested that future data report to them should also include the number of internal suspensions and an analysis of trends over time to assess long-term impact. [Action JD]</p> <p>A restorative approach has been adopted. Teachers who remove students from lessons are required to attend end-of-day detentions to hold restorative conversations. This practice aims to rebuild relationships and reduce repeat incidents. However, where restorative conversations can be held within the school day then they are done to enable the student to return to the classroom, where appropriate.</p> <p>Governors questioned how effective the rewards system was operating. The school has implemented a robust achievement points system. Staff are actively engaging with the system, issuing points for positive behaviour and academic effort. Students are responding well, including Yr11, who have historically been harder to engage.</p> <p>Governors asked how staff were responding to the changes made to the behaviour culture and whether staff were compliant. Staff are largely compliant with the new behaviour expectations and systems. Anecdotal staff feedback has indicated improved morale and clarity around expectations. However, a small group of students continue to challenge the system; targeted interventions are in place. The school is working with external providers (e.g. Alexandra, Cheshire LA) to support students at risk of exclusion through alternative provision and enrichment activities. Senior staff leaders continue to provide weekly oversight reports to middle and pastoral leaders that monitor effectiveness and trends in behaviour incidents.</p> <p>The HT report provided a detailed breakdown of suspensions and exclusions for the summer term of 2024-25. The Headteacher also confirmed that there had been no permanent exclusions to date this term.</p>	<p>Action JD</p>
13.	<p>Safeguarding</p> <p>The HT report provided a statistical breakdown on the current caseload, the strengths within the school and the actions that were planned for the current term.</p>	
14.	<p>Welfare and Wellbeing – Students</p> <p>The HT report included a detailed report on the pupil survey undertaken during the summer term. Governors noted that the results from this survey would provide a useful baseline for when the survey was next undertaken. Governors challenged when</p>	

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	<p>this would take place, and it was confirmed that it would be done later in the autumn term. The July 25 survey used was more detailed than previous surveys undertaken, and this was viewed as a positive as it would enable the leadership to be able to provide pupils with more information on the progress that the school is making to support its pupils. Governor feedback suggested that pupils were feeling happier at the start of term. The Headteacher report did note that securing greater consistency within the staffing base in their application of the behaviour policy will further enhance pupil wellbeing.</p>	
15.	<p>Welfare and Wellbeing – Staff</p> <p>The HT report included a detailed report on the staff survey undertaken during the summer term. Governors noted that there was a period of poor industrial relations at the time of the survey which would have impacted negatively on some of the results. Nevertheless, the outcomes were more positive than a survey undertaken by a Trade union at the same time. Governors asked when the next staff survey would be undertaken and it was confirmed that a survey would take place in the autumn term. The Deputy head indicated that some questions may change, although a core would remain the same so that progress could be tracked. Governors queried the leadership’s perspective on the responses and whether they were an accurate reflection of the culture and views at the start of term. The deputy head highlighted that staff morale appeared more positive since the start of term. He also highlighted that the results of the survey need to recognise that many staff at the school had only worked at the school (e.g. since being an ECT), and therefore had limited external reference points. Nevertheless, the school leadership was working hard to address minor issues flagged up in the staff survey alongside other work which was done through inset days in which the school priorities and approach and staff expectations were clearly articulated. The Chair noted that informal feedback secured during recent school visit supported the perception that morale was improving.</p>	
	<p>LOCAL MATTERS & STAKEHOLDER ENGAGEMENT</p>	
16.	<p>Policies</p> <p>Governors confirmed and approved the following policies</p> <ul style="list-style-type: none"> • Relationships and Behaviour Policy • Attendance Policy <p>Governors confirmed and approved the following policies in principle, with governors asked to provide any final comments on these policies on governorhub within 7 days</p> <ul style="list-style-type: none"> • Child Protection and Safeguarding • SEND Policy <p>The clerk was asked to share a copy of the policy approval framework with the deputy heads.</p>	
17.	<p>Governor Training Update</p> <p>Governors were reminded to upload details of any training undertaken onto Governorhub. The clerk highlighted that the Trust was planning an in-person termly training event on school performance data, which would be led by the trust education</p>	

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	team . Further details would follow in due course. Governors were also reminded that safeguarding and prevent training should be update every two years.	
18.	<p>Governor Biographies</p> <p>Governors noted that biographies had been added to the website. Those governors who had yet to provide their information were encouraged to do this. The clerk would resend the link to capture the information. Governors agreed that this was a positive initiative to raise awareness of their role with parents and the community.</p>	
19.	<p>Stakeholder Engagement – Parents / Carers</p> <p>Governors noted that there was a positive engagement with parents at the Yr7 welcome evening</p> <p>Stakeholder Engagement – Wider Community</p> <p>Governors were informed that the recent open day had been well attended. This reflected the work that the deputy heads had been doing to enhance relationship with feeder primary schools.</p>	
20.	<p>Communication – to Trust</p> <p>Governors highlighted the following items to be communicated to the Trust:</p> <ul style="list-style-type: none"> • Positive Ofsted monitoring report • Improved accuracy for KS4 pupil forecasting • The need to ensure that appropriate and sustainable SEN support is built into the current and subsequent budgets • The need to coordinate behavioural management between Crewe-based secondary schools to avoid Fair Access Panel allocating pupils to SWS with challenging behaviour. 	
21.	<p>Communication – from Trust</p> <p>None</p>	
22.	<p>AOB</p> <p>There were no other items of business tabled for discussion during the meeting.</p>	

The meeting closed at 18:27.