

**PRIVATE AND CONFIDENTIAL**

**CHEADLE HULME HIGH SCHOOL**

**LOCAL GOVERNING BODY ACCOUNTABILITY COMMITTEE**

**Clerk:** Mrs R Clare

**Meeting:** Tuesday 26<sup>th</sup> March 2019 at 6.15pm

**Venue:** CHHS Trust Offices

**In attendance:** C Nevin, D Brown, W Searle, J Peet, P Benton, J Johnson, C Rath, H Tinker, M Vevers, G Theobald, A Jarvis, D Kershaw, L Woolley, E Drake, D Woolley, M Stewart.

**Minutes**

**Training session at the beginning of the meeting on Reception Language provided by Lisa Woolley**

**Pre Training**      **L Woolley provided a training session at the beginning of the meeting on Reception Language.**

L Woolley provided an Early Years Foundation Stage glossary of keys terms for governors. The EYFS Statutory Framework is from birth to the end of Reception when pupils move to the National Curriculum in Year 1. L Woolley provided a colourful presentation that shared pictures of children on their Early Years Foundation Stage journey. It was explained that continuous provision is where resources are constantly available to children, often organised into different stations. This includes resources inside and outside of the classroom for children to engage with and explore independently. L Woolley described the term 'enabling environment' which is an environment that facilitates purposeful play and continuous provision through child initiated and adult-led/directed activities. A vibrant environment is created using natural resources.

There are seven areas of learning, consisting of three Prime Areas and four Specific areas.

The three Prime areas include:

- Communication and language
- Physical development
- Personal, social and emotional development

The four Specific areas include:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

On-entry assessments, some schools use the 'Development Matters' statements to carry out baseline assessments of pupils including Gorseley Bank and CHPS. The judgements are used to help guide the schools to make the best-fit judgements about whether a child entering Reception is showing typical development for their age, at risk of delay, or ahead for their age.

L Woolley described a child-initiated activity and showcased pictures of the children engaging in a self-chosen pursuit. The pictures included children taking ownership of an activity, role play, bringing a shoe box containing special items into the setting 'about myself', making resources and writing messages in different ways such as sand, paint and water. L Woolley shared examples of emerging writing, developing from marks on paper and developing into patterns and then words.

L Woolley described an adult-led activity. Pictures were shared which showed a structured and delivered lesson by an adult to a child or group of children. It was explained that the lesson focused on the direct teaching of skills and knowledge, with a specific objective in mind.

An adult-directed activity was shared showing an activity defined by an adult that focuses on a specific objective that the child may complete independently or with adult support. Learning walls are used to develop independence and resilience, along with prompts on the wall that are used to assist children's learning. A number of activities such as rolling and baking are used to build hand strength and support fine motor skills.

The 2017 Statutory Framework does not mention 'age-related expectations' however it sets out Early Learning Goals (ELGs). The ELGs summarise the knowledge, skills and understanding that all young children should have gained by the end of Reception. There are seventeen Early Learning Goals related to the seven Areas of Learning. L Woolley explained that characteristics of effective learning include playing and exploring, active learning and creating and thinking critically.

It was reported that parents and carers must be given a short written summary of their child's development in the three Prime Learning Areas between the age of 2 and 3. The EYFS Framework stated that in the final term of the year in which a child turns 5, the EYFS profile must be completed. A judgement must be made on each pupil against each early learning goal (ELG). The judgement must say whether at the end of the EYFS, a pupil's learning and development expected, emerging or exceeding. The aim for the Trust schools is for 1/3 of the children to achieve exceeding.

C Nevin commented that it was great to see the language come to life and see the pictures of the children thriving and happy in their environment. C Nevin thanked L Woolley for her informative presentation and sharing information on the early years within the Laurus Trust.

<b>Item</b>	<b>Title</b>	<b>Action</b>
1.	<b>Apologies for Absence and Welcomes</b> The Chair welcomed Governors to the meeting. Apologies for absence were received for I Castledine and M Turnpenney. C Rath was in attendance at the meeting as the new staff governor replacing K Houghton.	
2.	<b>Declarations of Interest</b> There were no declarations of interest.	
3.	<b>Minutes of the Governing Body Meeting – 18 September 2018</b> The minutes of the Governing Body Meeting on 18 September 2018 were approved as an accurate record.	

The Chair reviewed the matters arising from the previous meeting. **C Nevin and L Woolley will liaise over the Strategic Governance away-day and inform the governors.** The Scheme of Delegation and Terms of Reference will be reviewed under item 8 on the agenda.

LW/CN

Governors received the Trustees summary report in advance of the meeting. A governor commented on the informative report and how it helped to understand and keep up to date with the work of the Trust.

4. **Cheadle Hulme High School Data Analysis**

D Brown provided the Laurus Report for Cheadle Hulme High school. It was reported that this was a new format and was going to be used as a template for all schools within the Trust in the future. D Brown asked governors to consider whether the document contained all the information that as a governor you need. The aim of the document was to be a 'one stop' document for each school and presented at each governors meeting.

**Q: How as governors do we know if the targets we set in September are on track to be achieved?**

D Brown confirmed that the targets are contained with the Development Plan and shared at each meeting. **C Nevin requested for the targets from the Development Plan to be encompassed in to this document.**

D Brown

D Woolley presented the data headlines for Year 11. He reported that the progress 8 measure is tracking at +0.48 currently. It was confirmed that teachers were being conservative in relation to progress reaching the higher grades. Members of staff were not comfortable about predicting as many high grades, but the school are comfortable that they will come in. Progress around the middle and lower targets were being predicted. The attainment 8 measure is 56.1, basics 4+ 85.1% and basics 5+ 69.9%. The Ebacc APS is 5.08 and entered for Ebacc is 43.8. D Woolley shared the breakdown by subject and shared the predictions for 9 – 4 at 92% and 9 – 5 at 80%.

It was explained that Music was one of the areas that dipped last year but there has been Trust resources placed in this area and it is going well. The average total Progress 8 measure for disadvantaged pupils is 0.28. J Peet and the team were congratulated for the excellent achievement in this area. It was explained that there was higher achievement in boys, but the girls made better progress because of their lower starting point.

**Q: Is the target for 9 – 7 at 34.2% due to staff being cautious?**

Yes, this is expected to rise as this is a strong cohort, but the progress may not be as high as last year due to their starting points.

**Q: Do you have any concerns?**

No, some areas such as English are not predicting the higher end grades but the Senior Management Team has reviewed each student and some of the higher grades are still expected to be come in.

**One of the governors requested an executive summary at the beginning of the report to summarise the highlights and lowlights of the report.**

D Brown reported that the attendance figure at 96.4% overall. It was reported that this is the highest it's been and has been a really strong year. It was reported that looked after pupils attend more than the none looked after. Governors congratulated the school on the excellent attendance figure.

D Brown

There have been 56 fixed term exclusions and 2 permanent.

**Q: Is there a reason why only the behaviour and reasons are reported? It would be helpful to see the exclusion figure broken down in a similar way to the attendance figure.**

**D Brown will share further information at the next meeting but confirmed that there were more behaviour incidents recorded in Year 8 and Year 9.**

M Stewart

One half of Year 8 had been more challenging and leadership had been involved in implementing strategies to reduce the behaviour incidents within this half of the year. The spikes of behaviour also showed that the school were dealing with any issues. D Brown stated that there is a high level of behaviour expected across the school and there has been a reduction in persistent disruptive behaviour marks.

5.

### **Sharing of Development Plans**

**Term 1 Head of School to provide progress report towards the Development Plan for two areas:**

**Cornerstone – Culture, Creativity and Rhetoric**

**Cornerstone – Leadership and Service**

#### **➤CHHS**

#### **The Leaderships and Service Cornerstone**

The Leaderships and Service Cornerstone headline information was shared by J Peet. It was explained that twitter was being used as a celebration of the work of the Laurus Trust for both students and staff. The focus is now on reviewing the House Leaders and Prefects.

**Q: How as governors do we contribute to the Development Plan?**

**J Peet confirmed that he will ensure that governors are made aware of relevant events that they could attend relating to each of the cornerstones. Future cornerstone documents could be arranged to show future events.**

J Peet

One governor commented that she had visited the Lowry Exhibition showcasing the student's artwork which was great recognition of their hard work. C Nevin suggested linking a governor to faculty level based on governor's interest/skills. J Peet suggested linking the cornerstone reports to specific areas of the Development Plan. Where and when appropriate it was suggested to invite governors celebration assemblies.

#### **Culture, Creativity and Rhetoric**

The Culture, Creativity and Rhetoric headline information was shared by H Eckhart. It was explained that it was the same format as the Leadership and Service Cornerstone and was a thread in the wider Trust development. It was explained that the current focus is on developing the things that are working well and keeping the plans 'organic'. It was reported that a music competition across the Laurus schools has taken place.

**Q: What is the student's experience of the cornerstones, this would be good to capture and share with governors?**

**Yes, this can be done and shared at a future meeting.**

H Eckhart

#### **➤LCH**

G Theobald presented a report on Laurus Cheadle Hulme. The whole school attendance is currently 97.07%. It was reported that 105 out of 209 students have 98-100% attendance. One student has experienced transition difficulties and despite intervention currently has an attendance of 40%. One student left

at Christmas, but their attendance will have negatively impacted on the figures. One student has experienced medical difficulties and their attendance is currently at 77%. It was noted that 14 out of 30 pupil premium students have 98-100%.

G Theobald provided an update on behaviour. The highest number of behaviour marks recorded was for no homework. There has been one exclusion due to poor behaviour in the changing rooms.

It was noted that currently 117 out of 210 students have been appointed to leadership and service positions. Out of 34 pupil premium students on roll, 19 of these students have a leadership and service position. After Easter, new form representatives will be elected. The roles are taken seriously and job descriptions are provided. There is an active school council whose first task was to assign a local charity to each house. It was reported that there have been a number of external visits.

➤LR

M Vevers shared the EA 1st Term Visit Report. The report stated that Laurus Ryecroft is a good school with strong potential to be outstanding. It was reported that school systems and practices, together with the strong ethos, will continue to be embedded in order to support expansion.

**Q: Have you looked in to the comment relating to Pupil Premium?**

Yes, the progress of all disadvantaged and minority groups of students, including Pupil Premium is worked upon.

**Q: How do governors know what the priority of each school is in Year 7?  
How will governors know how the children are progressing into Year 8?  
What metrics will be used?**

M Vevers explained that there are different members of staff working in different contexts, but there is a common way of expressing outcomes and looking at commonalities across the Trust. A governor commented that it would be useful to share the lessons learnt by Laurus Ryecroft for Didsbury High school. M Vevers stated that these sort of discussions were already taking place and will prove useful for future expansion. However, there were differences between each Local Authority for example pupil premium information was not provided to Laurus Ryecroft for the Year 7 intake and the school had to use different mechanism to find the information.

**Q: Will there be an indication of how the children are achieving in literacy and numeracy to evidence the continuous improvement?**

Yes, there are targets that the Senior Management Team considers in their meetings that can be used looking at groups and gender. **It was agreed that the team will experiment with the best way to present this information for the next meeting.**

SMT

A parent governor commented on her experience at parent's evenings where members of staff have open discussions with students that are really beneficial. M Vevers shared a presentation showcasing the Laurus Ryecroft students. The pictures included the science bake off competition, Chinese New Year celebrations, house sport events, parents being invited in to school to work with the children, an animal visit, a rugby competition, a music event which all children took part in, a girls rugby team was formed (the only girls team in Tameside) and a trip to London for 98 students of which 35 had never visited London before.

## ➤CHPS

CHPS shared their EA 1st Term Visit Report. There was a new Education Advisor who completed the visit therefore relationships had to be established quickly. The actions within the report were confirmed to be undertaken or complete. Another visit was expected to take place during the summer term. The main priorities have been the Safeguarding Audit. The documentation has been updated by Stockport Council and L Woolley confirmed she is working with D Brown and W Searle on the update that should be complete after Easter.

The school attendance is at 97.3%. There will be statutory data available within this academic year. L Woolley sits on the Head Teachers Reference Group and the early year's assessment will feed into this group which means that she is a member of the group invited to share feedback about the proposed changes to assessment in Early Years.

The Development Plan for CHPS was shared which contained the core aims.

**Q: On page 2, please can the 'vast majority' be replaced for a figure in the line "the vast majority of children achieve the Good Level of Development and are ready for Year 1".**

L Woolley confirmed the 'vast majority' figure is 85%.

L Woolley reported that CHPS is oversubscribed for September 2019 and offer day is 16 April 2019. It was confirmed that CHPS has been selected for EYFS baseline data sampling. CHPS is part of the cluster school group including the schools that have been selected to be moderated working together. **L Woolley suggested providing an update on how this process had gone and the tracking at the July meeting. A governor requested that the highlighted dark green in the report be changed to a lighter colour so it was easier to read.**

LW

A governor asked if the Laurus Trust provided an Annual Report.

C Nevin confirmed that this had been discussed and decided there would be an Annual Report and the date would be decided by L Magrath for publication.

## 6. Policies

Governors approved the following policies:

Cheadle Hulme High school Anti-Bullying Policy

Laurus Ryecroft Attendance Policy

Laurus Ryecroft Behaviour Policy

Cheadle Hulme High school Cover Policy

CNevin asked staff to consider how policies were deemed appropriate for a single school rather than a Trust policy. M Vevers confirmed that going forward this is explained alongside the policy. D Brown confirmed that there were marked differences between the Cover Policy and the Anti-Bullying Policy; these differed for Primary and Secondary. Some policies differed due to the Local Authority where the school was located.

## 7. Governance

C Nevin explained that the Scheme of Delegation has been updated. There is

an added Governance and Oversight Committee which will review minutes and the work undertaken by the Chairs of the Committees. The Local Governing Body will now be called the Local Governing Body Accountability Committee. The name will be shortened over time. The purpose of the LGBAC will be attainment and attendance going forward. C Nevin explained that there will be no material changes to decisions or who is making those decisions. Trustees will be responsible for Ofsted visits. **C Nevin stated that he will share the final Scheme of Delegation with the LGBAC and the Terms of Reference for the Governance and Oversight Committee. C Nevin asked for comments to be forwarded to him.** G Theobald stated that 7 governors for the quorum seemed high. C Nevin agreed and will consider whether this needs to be changed. **A Jarvin asked if the LGBAC will have student representatives. This will be considered.** A governor stated that a Student Council Report may be a good way of considering students opinions in the Free Schools, as they were younger.

RC/CN

Governors

DB

**C Nevin confirmed that he will add information in relation to the Safeguarding and SEN Governor.**

CN

**Q: Has the school provided a response to the Ofsted consultation?**

Members of staff in attendance confirmed that it was better to provide individual responses.

8. **Date and time of the next meeting**

The date for the next meeting is Tuesday 2nd July 2019 and the meeting will take place at Laurus Cheadle Hulme.