

Date: Tuesday 6<sup>th</sup> December 2022  
 Time: 6.00pm  
 Venue: Cheadle Hulme High School

Clerk: A Robertson  
 Present: A Jarvis, D Brown, I Castledine, P Benton, M Kelly, C Jamison, C Rath  
 In attendance: L Brooks, H Eckhardt, R Howarth, B Belk, K Yates, H Sultan, F Joyce

Action	Initials
Details discussed or decided at Trust board level that might have an impact on CHHS to be passed on to the Academy Committee Meeting governors.	DB/PB
School to communicate to students that school is a warm place to be during the coming cold winter months, with warm study rooms to revise for exams.	DB/WS

### Pre-meeting training: Maths & English Curricula

B Belk spoke to the committee about the Maths curriculum at CHHS and the purpose of study. Students are taught to behave and think mathematically and to see the purpose of problem solving. She explained how Maths is tied into the Cornerstones, e.g. through competitions (Competition & Physical Endeavour) and stretch clubs where older students can help younger ones (Leadership & Service). B Belk also detailed how subject specific pedagogy, collaborative Trust-wide and departmental pedagogy, as well as informal, individual pedagogy is paramount to developing teaching models and sharing the school's and department's vision.

I.C. Do you look at standardisation across the Trust?

B.B. Yes. We have live documents that we share with the other schools that are always being updated.

D.B. Is our curriculum unique or just how we teach Maths?

B.B. What we do is different but other schools are coming up to teaching in a similar way.

P.B. Can you see the difference since started the mastery?

B.B. Yes. We want students to be able to think mathematically and apply their knowledge in different scenarios and that is well embedded now.

A.J. Have you new ideas to add or build on what you've now got?

B.B. Yes, but our challenge is to get the vision right and implemented well across the Trust before building on it.

K Yates spoke about the vision of the English curriculum at CHHS and empowering students to explore texts and bigger ideas, through better understanding language. Reading is the bedrock across the curriculum and is transformative in provoking new ways of thinking about the world; it levels the playing field so that all students can access opportunities and ideas that they wouldn't otherwise be able to experience. K Yates talked about strategies for 'reading to learn' and how reading helps students move into the next steps in their futures.

A.J. How do you encourage reading outside the curriculum?

K.Y. We build in a range of strong voices and look at poetry in KS3. We look at minority groups and how their voices and perspective are portrayed.

## Agenda – Part 1

Category	Item	Notes	Action	
<b>1</b>	<b>Governance Arrangements</b>	Apologies	W. Searle was unable to attend.	
		AOB items	No other business was raised.	
		Register of interests	There were no changes to the register of interests.	
		Part 1 Minutes	The governors agreed that the Part 1 Minutes from ACM1 were a true record of the meeting's discussions.	
		Trust Board Update	The governors noted the Trust Board update. IC requested further clarity of anything discussed or decided at the Trust board that might have direct relevance to CHHS, such as the expansion of the Trust with additional schools, to be brought back to the ACMs. The report as it stands is not helpful in presenting the outcomes of these meetings. The Head of School advised there is a growth strategy but confirmed that members of the board would report future relevant and impactful items to the CHHS ACM.	

<b>School Performance &amp; Accountability</b>		<p>School Development Plan – Leadership &amp; Service Cornerstone</p>	<p>Two year 13 students from the Sixth Form cabinet came to the meeting to speak to the committee about their experiences of Leadership &amp; Service whilst being students at CHHS and CHSF. They explained they meet once a fortnight as a cabinet and part of their roles has been meeting with other students to get feedback on what they would like to see the cabinet do. They are involved with planning the Sixth Form Leavers’ Party at the end of the year which is teaching them new skills. They look at wellbeing opportunities for fellow students such as origami in form time. Both students had been involved in recruitment at Open Evenings which is a huge selling point to prospective parents. They also have taken part in leadership roles outside school such as running a mosque youth group and planning all-age services at church, as well as taking part in explorer and scout activities. HE commented that not only do the leadership experiences in school help develop skills outside of school but these external opportunities bring benefits to CHSF.</p> <p>A.J. Do you give prizes for student achievement in leadership and service?  H.S. We have badges, pins and house points.  L.B. We hope to give books and stationery in the future.</p> <p>C.J. What career path are you working towards?  F.J. I am studying maths and economics and would like a finance-based career.  H.S. I would like to do a law degree so that I am in a position to help people as a leader.</p> <p>C.R. Where do you think you learned your leadership skills?  F.J. Playing in music ensembles and leading other musicians.  H.S. Seeing other people in leadership roles such as Rishi Sunak has inspired me.</p> <p>D.B. Can school be better at giving year 7s more opportunities for leadership?  H.S. Form captains act as a voice for fellow students and even if you didn’t have a leadership role in year 7, it is something students can aspire to in later years at school.</p> <p>C.R. How are you seen by other students?  H.S. &amp; F.J. We were voted in and students approach us for things to discuss at cabinet so they must feel we’re approachable.</p> <p>A.J. Have you had opportunities to speak or connect with people in leadership roles?  H.E. Due to safeguarding, we can’t connect people yet but after this academic year, when they are Old Laureates, we will be able to.</p>	
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		<p>Progress/attendance/behaviour update</p>	<p><b>KPIs</b> RH advised that school made projected grades from data taken mid-October for year 11 and the cohort is looking very good. Year 12 and 13 data window is closing now so we will be able to update the committee on these year groups at ACM3. The year 9s also look incredible for the Language GCSEs later this year.</p> <p>A.J. Are you concerned about having a warm space for students to be in and study? R.H. MA13 is open at lunch and after school.</p> <p>A.J. Do you have anything like a breakfast drop in where students can raise any concerns? D.B. Our Heads of Year know families really well and they will come forward for help. We are confident we know who the families are, but it is a good point to consider in the cold months to come.</p> <p>P.B. Can you give the students snacks? D.B. We could look at that; we have done food parcels and vouchers in the past. School is open for a long time for students to be somewhere warm.</p> <p>C.J. Perhaps school just needs to remind students by branding it as ‘a warm place to be’.</p> <p><b>Attendance</b> DB informed the committee that current attendance for years 7 – 11 was 94.5%, which is below where we would like to be but still above national average of 92%. Pre-pandemic we were at 96.2% so school is not complacent about getting the numbers back up. HOY and SEN are doing a lot of work on attendance. We have a lot of students on 100% but a lot who are really struggling to get back in to routines and habits that get them in school. Some of it is a hangover from covid when everyone was told not to come in if you’re not feeling well. Stockport don’t agree with punitive measures to get families to get their children back in to school. We had a lot of staff off last week due to illness.</p> <p><b>Behaviour &amp; Exclusions</b> DB offered to answer questions on behaviour and exclusions. The number of sanctions has gone up due to challenging behaviour potentially due to post pandemic experience. We feel it’s imperative to set a very high bar; we’ve had 3 permanent exclusions so far this year and a high number of temporary suspensions.</p> <p>P.B Are you notified by the police of incidents at home? D.B. Yes.</p>	
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		OFSTED readiness	<p>The Chair had asked for an update on the school's readiness should it be visited by OFSTED. Schools are now being revisited after having at one time been left due to a previous Outstanding rating. No schools are exempt now. CHHS is due to be inspected but can't predict when so we are really ready. We are fortunate to have Linda Magrath and David Woolley as OFSTED inspectors so we have massive insight and we have practiced mock OFSTED calls and meetings. We have also worked with middle leaders on deep dives.</p> <p>A.J. Do we as governors need to be prepped/ trained? D.B. It is a good point; inspectors may come and say that they want to speak to Trustees or Governors. After the meeting, the governors were advised that the Governance Conference on 1<sup>st</sup> February would cover a lot of OFSTED information.</p>	
3	Governor Monitoring	Finance Update	<p>The HOS advised that the school finances looked good and the staff uplifts have gone through.</p> <p>M.K. What about next year? D.B. The government won't be able to ask schools to provide staff uplifts again as they won't be able to afford it; they will be in deficit and will face industrial action.</p> <p>M.K. How about energy costs? D.B. Currently we are ok as we are tied into a deal.</p> <p>The HOS advised that Emma Warrington was working on Pupil Premium figures and would bring the information to the next academy committee meeting.</p>	
4	Governor Develop	Training Governor Verbal Update	<p>The Clerk notified the governors of the NGA training space and a course on Governors' roles in Safeguarding.</p>	AR
5	Community Engagement	Potential Sixth Form Expansion Plans	<p>The Head of School advised that he would be able to provide an update in spring but after the initial consultation it was found that demand for expansion was there.</p> <p>The Chair asked how the Winter Wonderland concert had gone. The committee were told what a success it had been with high numbers of talented CHHS musicians performing. The governors were also informed of the date of the Trust Music Event and the RNCM in July 2023.</p>	
	AOB		No other business was raised.	

	<b>Meeting Dates:</b>	Spring 1 Summer 2	ACM3: 21.03.23 ACM4: 27.06.23	
<b>Agenda – Part 2</b>				
The press and members of the public to be excluded from the meeting at this point under 2003 (school governance procedures) (education) regulations because of the confidential nature of the business to be transacted.				
	<b>Category</b>	<b>Item</b>	<b>Notes</b>	<b>Action</b>
<b>1</b>	<b>Governance</b>		NA	
	<b>Staff</b>			
<b>2</b>	<b>AOB</b>		NA	

<b>Impact of Meeting / Key Outcomes</b>
The committee received detailed information on the Maths and English curricula.
Sixth Form students spoke about their experiences of Leadership & Service at CHHS & CHSF.
Consideration was brought to the forefront regarding a potential OFSTED inspection.



Adrian Jarvis  
Chair of Governors