

Date: Tuesday 21st March 2023
 Time: 6.00pm
 Venue: Cheadle Hulme High School

Clerk: A Robertson
 Present: A Jarvis, D Brown, I Castledine, W Searle, P Benton, M Kelly, C Rath, Maurice Turnpenney
 In attendance: L Brooks, H Eckhardt, G Buck, T Stokes

Action	Initials
Members of the governing board to review the Risk Register.	IC/ AJ/ DB
Safeguarding governor to meet with DSL after Easter	IC/WS

Pre-meeting training: Science & History Curricula

T Stokes spoke to the governing board about the Science curriculum and the department's vision, focusing on threshold concepts and powerful knowledge. The curriculum is designed to ensure students fully understand the foundations of Science and its threshold concepts to allow them to access powerful knowledge, i.e. everything else that is learned and taught that you wouldn't experience otherwise. The threshold concepts are repeated throughout the key stages to ensure we have the basis right before building on it. These skills are embedded in PPR.

A.J. Are students aware of threshold concepts and powerful knowledge?

T.S. Yes, students are shown on a PowerPoint at the start of a lesson which threshold concepts will be covered in that unit.

M.K. How do you assess if you need to stay on a particular topic for longer?

T.S. We do assessments and fortnightly retrieval tests so we can see if students have done well or alternatively, it exposes where knowledge is missing. Year 7s are a very mixed ability so it's hard to assess where to focus a lesson but we make sure not to focus on a small cohort not understanding but do our best to level up.

I.C. Are there consequences to not focusing just on the national curriculum?

T.S. We teach broad and deep knowledge so we also teach what we feel students should just simply know. We constantly review what we are teaching.

M.T. How many hours do you teach in KS3?

T.S. 6 hours over 2 weeks

G Buck spoke about how the department has progressed over the last 3 years and explained the History department's vision. History grows and develops over time so conversations need to move with it. We teach a chronological curriculum at CHHS meaning we can dip in and out of topics. The department staff has a History book club and we discuss how we can implement topics of interest into our curriculum. The national curriculum has a heavy focus on British history so we teach outside that as well. We teach students to be aware of British history and know that it's not always positive. As a subject we work closely with colleagues across the Trust and upskill CHHS staff by encouraging FPL, spending time as a department in Professional Time and judging the impact of the curriculum.

We are also teachers of literacy, stressing the importance of reading and writing and supporting the work of the English department, developing techniques in writing in a freer way and

encouraging reading challenging texts.

P.B. Year 7s will come in with different ideas and knowledge in History. It must be difficult to gauge where to build from.

G.B. We have conversations with our primary feeder schools to establish what they cover but there is no harm going over subjects with a different view.

P.B. How do you cope with reading with SEN students?

G.B. We don't shy away from it. Teachers know their students and their SFPs really well. If we're reading through a text in class we might ask an SEN student just to listen. We will consult the SEN department for best practice too.

A.J. Do you find students remain engaged with all topics in History, even areas which might be a bit dry?

G.B. Some engage with the whole curriculum but we acknowledge it's not all going to appeal to everyone. We think about how subjects can be presented and we have great teachers.

Agenda – Part 1				
Category	Item	Notes	Action	
1	Governance Arrangements	Apologies	C Jamison 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.	
		Actions for ACM3	The Head of School advised that items raised at Trust board level would be disseminated to the Academy boards. The Head of School confirmed that communicating that school could be a warm place during colder months was very well received, to the point of students wanting to arrive before we had sufficient staff to be on duty. A message was sent home allowing students to arrive on site from 7.45am.	
		Trust Board Update	The board noted the minutes from the Trust Board meetings.	

	School Performance & Accountability	<p>School Development Plan – Culture, Creativity and Rhetoric</p>	<p>Students who participated in the school production of <i>Annie</i> both on stage and backstage, spoke to the governors about being involved in the show. They spoke through the process from the initial announcement of which show was going to be put on to the auditions, rehearsals and show nights. Despite being nervous and finding the auditions scary they loved being on stage or being part of the technical team. Focusing and remembering lines was a challenge but they enjoyed it so much they wondered what they would do with their time now!</p> <p>C.R. What have you learnt from mixing with other year groups? E.M. I now have friends in year 11 and I also found all the teachers really nice. E.M.S. I worked really hard to get the role after missing out on previous productions but both the older and younger students inspired me to keep trying so that one day I would get a part.</p> <p>The governors complimented the students on being an impressive group and the Head of School said how proud the teachers were of the students and the amazing performance they gave. W.S. told the board that the school is looking at ways to inspire the students by bringing back old students who have gone on to have acting careers.</p>	
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		<p>Review of Headteacher's Report</p>	<p>The Head of School summarised his report by telling the board what a phenomenal cohort year 11 is. The grade predictions are down on how they sat during the autumn term but they are still very strong. The grade boundaries are unknown so our focus is on preparing the students as best we can.</p> <p>A Level data was not ready to be shared but DB felt the year group was shaping up really well.</p> <p>Attendance was felt to be too low still at 94% as it was 96% pre-pandemic, however, the national average is 90.8%. Primary school attendance is very low at 93% so it is concerning in terms of what is to come.</p> <p>Attendance was lower the previous Friday due to the 2 NEU strike days during the week.</p> <p>We are therefore focusing on resilience, particularly that of PP and SEN students and Heads of Years catching them as soon as they start to slip. We are adopting a new approach towards attendance by focusing on students whose attendance is around a high 80% - 90%. Pendlebury's Pathway Programme was mentioned about getting students out of the house and bringing them in even just to play Uno.</p> <p>It has been an interesting year behaviour-wise. We have given out more suspensions and permanent exclusions because we are determined not to lower the bar in terms of standards. We have noticed different types of behaviour in the last two years. In class it's very good but out of class and school is not great. We're not dropping our expectations but addressing the symptoms.</p>	
3	Governor Monitoring	Finance Update	<p>3.1 The finance reports were shared with the board.</p> <p>M.K. Are we running a deficit to pay from the surplus to pay for the expansion? D.B. Yes.</p>	
			<p>The Safeguarding link had no update other than to say they would be meeting with the DSL after Easter. He had looked at the SCR and gave good feedback on the layout. Recent training of staff was also reviewed.</p> <p>The SEND link has had a couple of visits with Jack Beech and sat in an a year 10 review and was very impressed.</p>	
			<p>3.2. An action was noted for the governors to review the Risk Register with the Head of School before ACM4.</p>	
			<p>Items 3.3, 3.4, 3.5 and 3.6 will be carried forward to ACM4</p>	

4	Community	Potential Sixth Form Expansion Plans	The Head of School confirmed that people agreed with the plan to increase Sixth Form capacity by 50 students and hoped received the result of the consultation in the Spring.	
	AOB		No other business was raised.	
	Meeting Dates:	Summer 2	ACM4: 27.06.23	

Impact of Meeting / Key Outcomes	
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