



# PRIVATE AND CONFIDENTIAL

## ACADEMY COMMITTEE MEETING

Date: Tuesday 6<sup>th</sup> July 2021  
 Time: 6.00pm  
 Venue: Teaching School, CHHS

Clerk: A Robertson  
 Present: A Jarvis, P Benton, M Kelly, C Jamison, D Brown, J Peet, W Searle, L Brooks, C Rath  
 In attendance: R Howarth (Teams)

Action	Initials
Consider a focus for future meetings on what more governors can do to help get disadvantaged and SEN students to where they want to go, e.g. Sixth Form	AJ & DB
A report to be put together for ACM2 to see alumni's progress post CHHS.	JP
Head of School to arrange for school subject links or cornerstone links to provide input to ACM.	DB

Agenda – Part 1			
Category	Item	Notes	Action
Training	Teacher Assessed Grades Summer 2020-2021	<p>R Howarth presented a report to the board on the teacher assessed grading process for the summer 2021 exams. A centre policy was set to ensure all staff understood the methods in place to award fair grades. This was shared with the Heads of Department to sign off to say it had been read and understood. RH explained the individual department mark sheets and the evidence base of homework and assessments used to reach the grades. She explained that the teacher assessed grades were quality assured to ensure there was no bias. Evidence was recorded and kept with the Exams Manager. A sample of work was selected to submit to the exam boards. RH was confident that the students have been given the grades they deserve. DB commented that it had been a huge undertaking and the team had done a great job.</p> <p>Q. MK – Was there much change between the teachers' assessments and what was found during the quality assurance process?</p> <p>A. WS – Very slightly, but not really. Heads of Year were consulted to discuss individual students' circumstances which were taken into account.</p> <p>Q. PB – How much time is there between the grades</p>	

		<p>being given and the appeals process in terms of accepting a university offer?</p> <p>A. RH explained the appeals process to the governors including the option of a priority appeal for A Level students who missed out on the conditions of their firm offer. The deadlines for submitting an appeal for a centre review and an awarding exam body were covered. RH advised that details of the grading and appeals process had been sent to parents/ carers and students.</p> <p>Q. PB – Can an appeal take a grade up or down?</p> <p>A. RH – Yes, a student could end up with a lower grade which they would have to accept.</p> <p>Q. AJ – How does the appeals process work in terms of a university holding a place for a student?</p> <p>A. RH – Students need to let the university know if they are appealing. Universities don't currently have international students applying for places due to the pandemic so there are more places.</p> <p>Q. MK – Has there been a reduction in applications to university?</p> <p>A. LB – No. DB added that the number of student applications to Russell Group universities is very high.</p> <p>Q. AJ – How did the students feel about the grading process?</p> <p>A. DB – Stressed. It has been a difficult time for students and for staff. Staff needed to manage expectations around 'assessments' as although the exams had been cancelled, some students felt that they were more on show for longer and were constantly being assessed. Some found it very difficult and others felt cheated as they couldn't show their worth in an exam when they had worked so hard.</p> <p>LB told the committee it had been very difficult not to be able to discuss grades from practice papers with students.</p> <p>The Chair felt that the school's policy kept with the idea of the national guidance, where some schools may have done things differently.</p> <p>DB commented that it was important that they didn't just show where they felt students were going but to have evidence to show what they are actually capable of.</p> <p>Q. AJ – Does it help to know the grades for Year 11s and 13s early?</p>	
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		<p>A. LB – Yes.</p> <p>Q. MK – Is there something in place to measure grades of external candidates coming to the Sixth Form?</p> <p>A. LB – It’s difficult to verify an external student’s ability from their grades as they may be coming to study very different subjects from what they have studied at GCSE. However, assessments will be built into the first few weeks of term to gauge attitudes and habits. If it was felt a student wasn’t right for a particular course, conversations would be had within the first half of term.</p> <p>PB asked the Head of School to pass on the governors’ thanks for the staff’s hard work during a very difficult process.</p>		
1	Governance Arrangements	Apologies	M Turnpenney and I Castledine sent their apologies.	
		AOB items	No items were requested for discussion.	
		Register of interests	The Clerk distributed the Register of Interests prior to the meeting and asked to be notified of any amendments.	AR
		Part 1 Minutes	The minutes from the meeting on 23 <sup>rd</sup> March were approved.	
		Membership: Recruitment Update/Succession Planning	C Jamison was welcomed to the committee and the board introduced themselves.	
		Scheme of Delegation	There are no changes to the published Scheme of Delegation.	
		Trust Board Update	The Trust Board report was noted by the governors; no comments were made.	

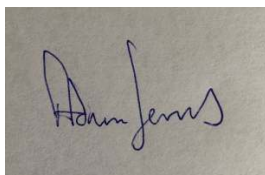
2	School Performance & Accountability	Head's Report And Headline Performance for CHHS	<p>The Chair referred to The Secretary of State for Education, Gavin Williamson's announcement today regarding the lifting of restrictions in schools from 19<sup>th</sup> July onwards.</p> <p>The Head of School confirmed that year group bubbles and the need for face masks will go; results day would be socially distanced and it is anticipated that all students would be required to be tested prior to coming back into school in September. JP said that despite having done it before it would be difficult to staff this time.</p> <p>Q. PB – Will it be a staggered return? A. JP – Yes, but we can get through more as we are used to it, as are the students. As before, it is non-mandatory so it will be interesting to see how many take up the option to be tested. DB added that we are waiting to see what will happen in terms of close contact tracing and isolating.</p> <p>Q. AJ – There may still be some anxiety amongst staff and students so will face masks still be permitted? A. WS – During the two weeks when we were not required to wear face masks, some people still did and that was fine. CR added that we will need to see what the social norm will be then and DB pointed out that it is still unknown what local restrictions will be come September too. The Chair suggested it could be communicated to the school community that wearing face masks would be a personal choice.</p> <p>The Head of School referred to the Laurus AC Report – CHHS Summer 2021 report and invited RH to speak about the Year 10 and 12 Headline Data. Although it is a long report, he advised that the school wanted to know where students were and outline the Curriculum Recovery Plan by subject area. RH went through the Year 12 Academic Aspiration targets for summer 2021 based on autumn and spring assessments. She looked at how the current Year 10 were doing based on the spring and autumn assessments and used the 2021 Year 11 cohort's data as a comparison to show the difference in where they currently sat. RH pointed out, however, that some Year 10 data had been affected by the postponement of some exams to September due to the number of students who had been isolating during the assessment window.</p>	
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			<p>The Head of School added that the Year 12s are looking good academically, however, school is not complacent. There are concerns still for Year 10, as there were pre-covid, but school is doing what they can to get them up to speed for next year's exams/assessments. LB added that the Year 8s are doing ok for their Language GCSEs next year.</p> <p>Q. CJ – What about the Year 9s and their Language GCSEs this year?</p> <p>A. RH – The year group has been impacted by covid, however, the Year 9s are looking really strong in languages. We will be starting afresh with them in September when they start their options courses.</p> <p>Q. MK – What sort of responses have you had from Year 10 parents?</p> <p>A. JP – Our attention has been shifted from what we would do in previous years to a particular focus on Year 10. They have a good grounding with their in-school education and they did ok on Teams. Leadership spoke to all the departments and worked out how we'd get ahead with this cohort. We are using time on Wednesday afternoons and Friday form time to support students that have been identified as benefitting from extra study during these times in specially set up groups.</p> <p>Leadership has Operation Getting Ahead as a rolling item on its weekly agenda. During the assessment window we communicated clearly and promptly that the exams would be stopped and postponed to September.</p> <p>Q. PB – Some students will have developed special needs during the last year during the pandemic. Are parents going to specialist companies to obtain diagnoses?</p> <p>A. WS – We have specialised staff who are qualified to assess student needs and can say whether a child needs extra support (either internally or externally) or time. Our SEND team is well funded and staffed and we have Jocelin, our school counsellor, and Mandy, whose full-time job is assessing students.</p> <p>DB added that we have House and Data team meetings to look at individual students, and we have good staff and supportive parents. We are looking at options from external sources to help our students and we can do a lot ourselves with a good, planned curriculum and focusing on good behaviour.</p>	
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		<p>Review Strategic priorities and critical success factors</p>	<p>Q. AJ – How do we manage learning for isolating students? A. DB – Exam year groups have lessons run on Teams but other year groups are not done on Teams due to the extra burden on staff. We are finding that the students are well despite testing positive. We had to close the Year 7 bubble and so all of their lessons were taught on Teams. CR added that it is very challenging for staff to teach both on Teams and in the classroom.</p> <p>Q. PB – Have you had any problems with technology? A. WS – No.</p> <p>The Chair raised the idea of exploring other options regarding what the governors can do to help disadvantaged and SEN students and suggested this as a focus for a future meeting.</p> <p>Q. CJ – How do you get the message to younger students on what is available post 16? A. JP – We have a career programme which we start in Year 7. Part of that includes talks from volunteers from various sectors who speak about their jobs and the steps they took to get there. WS added that Sixth Formers are asked to speak to Year 11s in assemblies. JP mentioned the Year 11 exit survey and that students are asked for their emails so that we can track their progress over the next few years and see where they end up.</p> <p>Q. AJ – Do you ask why they are not applying to CHSF? A. JP – We ask where we rank in their options for choices of where they want to go. We find the most common answer for not choosing CHSF is subjects and that there are more options elsewhere sometimes.</p> <p>Q. AJ – Are there any subjects in particular students go elsewhere for? A. LB – Business and Politics.</p> <p>AJ commented that he found it odd that CHSF doesn't run Politics; LB advised that Economics, however, was a very popular course.</p>	
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3	Governor Monitoring	<p>Policies</p> <p>Finance Update</p> <p>Risk Register</p> <p>Governor Self Review of Impact</p>	<p>The governors approved all of the policies listed on the agenda.</p> <p>The Head of School advised the board that CHHS is in a good place financially and that it has been prudent in putting money aside and saving money where it can. The Central Services team has been excellent at putting in successful bids for additional funding. The governors had no further questions on the report.</p> <p>DB advised that the focus of the risk assessment had been around covid but we will be reverting back to other risks going forward.</p> <p>The Clerk updated the board on the Governor Self Review of Impact as it currently stood and welcomed input from the governors on what they would like to be included.</p>	
4	Governor Development	<p>Training Governor Verbal Update</p>	<p>The Clerk asked for an update on any outstanding training and to be informed as an when training was completed so that a record could be maintained.</p>	
5	Community Engagement	<p>Link Governor Verbal Update</p>	<p>There was nothing to report by the Chair.</p>	
	AOB		<p>No other business was raised.</p>	
	Meeting Dates:	<p>Autumn 1</p> <p>Autumn 2</p> <p>Spring</p> <p>Summer 1</p> <p>Summer 2</p>	<p>28.09.2021</p> <p>07.12.2021</p> <p>The governors approved the meeting dates.</p> <p>22.03.2022</p> <p>28.06.2022</p>	
	Staff		<p>No update was given.</p>	
2	AOB		<p>No other business was raised</p>	

Impact of Meeting / Key Outcomes
Rachel Howarth gave an update on the teacher/centre assessed grade awarding process for summer 2021
An update was given on Year 10 & 12 Headline data
The Head's Report showed the plans in place for curriculum recovery by subject
The governors proposed focusing on ways they might be able to help disadvantaged and SEN students get to where they want to go.



28.09.2021