



Cheshire Academies Trust  
*Inspiring hearts and minds*



***Here, Children Thrive***

**PART ONE MINUTES  
OF THE LOCAL GOVERNING BODY MEETING – MEETING 6**

<b>Date</b>	<b>Wednesday 22<sup>nd</sup> March 2023 at 6.30pm</b>
<b>Venue:</b>	<b>Meeting Room, Boughton Heath Academy</b>

<b>Present</b>	
Kate Lee (KL) Jon Lenton (JL) Rob Herd (RH) Andrew Vaughan (AW) Helen Patterson Brenda Rewhorn (BR) James Ferguson (JF) Tyler McPherson-Hill (TMH) Sally Sumnall (SS)	Co-opted governor/Chair of Governors Principal Co-opted governor Parent governor Parent governor Co-opted Governor Co-opted Governor Staff Governor Staff Governor
<b>Apologies:</b>  Muriel Breugelmans (MB) Mark Loughnane (ML)	  Parent Governor Parent Governor
<b>Absent:</b>  Elaine Hall (EH)	  Co-opted Governor
<b>Also in Attendance:</b>	
Mike Giffin (MG) Anne Lyons (AL) Diane Walley (DW) Debbie Tomkinson	Trustee Academy Business Manager Academies Finance Manager Governance Professional

The Meeting Met its Quorum

<b>AGENDA ITEM 1</b>	<b>WELCOME, APOLOGIES FOR ABSENCE (Statutory) AND CONFIRMATION WHETHER MEETING IS QUORATE</b>
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<b>Discussion:</b>	KL welcomed all to the meeting. The apologies of MB and ML were accepted.
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<b>AGENDA ITEM 2</b>	<b>DECLARATION OF PERSONAL &amp; PECUNIARY/BUSINESS INTEREST (Statutory)</b>
<b>Discussion:</b>	There were no declarations of interest in relation to any of the agenda items. No new interests were declared.

<b>AGENDA ITEM 3</b>	<b>HR/FINANCIAL PERFORMANCE</b>
	<p><b>Business Manager's Report</b></p> <p>AL and DW were in attendance to provide an overview of the Business Manager's report which was circulated in advance of the meeting.</p> <p>KL advised that she had met with AW, AL and JL to discuss the report prior to the meeting.</p> <p>AL referred to the Executive Summary within her report which highlighted that is forecast that th main school will operate at a surplus of £5732, the kitchen will generate a £3771 surplus with an overall end-of-year surplus of £19440 which is £4k more than when the budget was set in September,</p> <p>£6441 DFC funding was brought forward from last year and the budget contains an allocation of £6441 for this academic year. The school also received some additional unexpected funding of £14k. Schools have been directed to use this additional funding to improve energy efficiency but there is some flexibility on how this can be used.</p> <p>£120k has been set aside for the expansion project to include the Y3 extension and internal glazing work. The overall forecast is that there will be a £19440 surplus at the end of the financial year with revenue reserves of £59k.</p> <p>Governors were invited to ask questions.</p> <p><b>Q: Why are the predicted numbers for Heath Club below estimates?</b> A: The figures are estimated based on the numbers from September to December. It is a best estimate – some parents pre-pay in advance and some pay week to week and so it is expected that the numbers will rise.</p> <p><b>Q: What are the requirements for spending the additional grant from the ESFA?</b> A: The only direction is that it is to help improve energy efficiency in schools but there is flexibility around this. The additional DFC income is spent on capital projects and the grant could be rolled forward or used for other projects. The supplementary and main school additional grants are not ring fenced and these will eventually form part of the funding formula for schools.</p> <p><b>Q: Does DFC funding have to be paid back if not spent?</b> A: DFC funding is accounted for separately and it does not have to be paid back.</p> <p>Since the report was produced, further information has been received about support staff pay. The Unions have offered a flat rate of £1925 for all support staff from April 2023 to March 2024. If the offer is accepted there will be an additional cost to the school from April to August. The impact of the increase to the school will be £7k which would reduce the end of year surplus to £12097.</p> <p>It was noted that the school has £10k in reserves to cover staff absence and a governor requested that there be reference in the report to show that some of the funds have been used for this purpose.</p> <p><b>Q: The GAG is increasing next year – is that due to increased pupil numbers?</b> A: The increase is because the mainstream school additional grant will be absorbed into the GAG.</p>

	<p><b>Q: Is the Y5 and Y6 partition included in the figures?</b> A: It was confirmed it was.</p> <p>AL advised governors that the three-year forecast will be provided with the next financial report.</p> <p><b>Asset Register</b></p> <p>JF to complete a review of the Asset Register in the summer term.</p> <p><b>Staff Training</b></p> <p>Professional development is key to delivering an effective school and curriculum and significant investment has been made in staff training. The school has recently subscribed to the National College and this has unlocked a who host of high quality training from safeguarding to asbestos and mid-day supervision. Teachers have received training on pedagogy, planning and assessment. All of the training is accredited and the National College subscription allows training to be tailored to individual needs. Staff are given time for self-study. JL is formulating a training plan for the end of the year through the Learning Without Limits project that is taking place across the schools.</p> <p><b>GDPR Link Governor Visit</b></p> <p>MB to arrange GDPR link governor visit for the summer term.</p> <p><b>To approve expenditure under the Scheme of Delegation</b></p> <p>There were no items of expenditure requiring approval under the Scheme of Delegation.</p> <p>Governors thanked AL for her informative report and she and DW left the meeting.</p>
	<p><b>ACTIONS</b></p> <p><b>MB to arrange GDPR link governor visit for the summer term.</b></p>

<p><b>AGENDA ITEM 4</b></p>	<p><b>CURRICULUM UPDATE - PE</b></p>
	<p>SS provided governors with an update on the PE curriculum.</p> <p>PE was impacted during the lockdown and following the pandemic there has been a drive to increase the profile of PE in the school. The school follows the National Curriculum and the intent is for pupils to succeed and excel in sport, have opportunities to support their health and fitness and to build character and embed values such as fairness and respect.</p> <p>The curriculum is sequenced with PE in the Early Years focusing on children’s ability to negotiate space and obstacles and to demonstrate strength, balance and coordination. Reception children have a dedicated PE session with a coach and there are numerous opportunities to be active outside of PE lessons such as balance bikes, climbing and running.</p> <p>Y1-Y6 follow a progression of different sports covering the National Curriculum.</p> <p>In KS1 children learn the basics of body control such as throwing and catching and in KS2 these skills are further developed into playing sports. Swimming is covered in the PE curriculum and there is an expectation that by the end of Y6 children should be able to swim 25m.</p> <p><b>Q: What percentage of children were able to swim 25m at the end of last year?</b> A: 97%</p> <p>SS shared details of the PE progression map. Each year group covers two sports each term and this is progressive year on year. Children have the opportunity to take part in outdoor adventurous activities through the forest school and residentials where they can try such activities as rock climbing and canoeing.</p>

There is an end point for each unit and each lesson builds on skills to achieve the end points.

There is a progression of skills as children move through the school. The skills required for each sport are broken down into year groups and this is built on year on year. SS works with the sports coaches to ensure this is followed. There is joint observation with the coaches and SS to ensure there is quality and consistency between the year groups.

In order to assess children, coaches will talk to teachers about children's progression and at the end of each term every child will be assessed as either working towards, working at or working above the expected standards. Any areas that children need to work on will also be identified.

This year, the school has joined the Chester School Sports Partnership which has provided Sports Ambassador and Play Leader training, opportunities to attend a range of sports competitions and professional development for staff.

The Sports Ambassadors and Play Leaders have taken on their roles with pride. The Play Ambassadors look after other children and have been developing ideas for playtimes and lunchtimes and they are lead by four Sports Ambassadors from Y6 who have had relevant training.

Activities during breaks and lunch are age-appropriate and the play leaders give out certificates in assemblies each week.

Children are able to take part in a range of competitions and events and these have been chosen so that boys, girls and different year groups all have access to competitive sport. Children in Y1 have taken part in a whole class multi-skills festivals and other sports that children have competed in include hockey and cross country. The aim is for every child in the school to attend a competition or event.

The school football team took part in the National League Trust football tournament and won the whole competition and represented Chester at the North West Regional finals which the team also won. It was a very positive experience for children to wear the Chester FC strips and the team have progressed to the Northern final. If they are able to win this competition, the children will then represent the North in the finals at Wembley stadium.

There is a good range of paid and free clubs and SS shared a list of some of the activities on offer. There is a good uptake on all of the clubs.

The school has sports days which provides children with a further competitive element of sport.

SS shared some comments from Pupil Voice – a child commented that they know that exercise makes them happy and keeps them fit and one child found PE challenging but enjoyed the lessons which were exciting.

**Q: How do you ensure that a range of pupils voices are heard?**  
A: SS will obtain pupil voice and it is also collected through the Play Leaders, Sports Ambassadors and at the Student Council.

**Q: How do you ensure gender equality and opportunity for all?**  
A: There are a range of activities for disadvantaged children and girls through the Chester School Sports Partnership and SS ensures that the school takes part in a variety of these competitions.

JL advised that following the success of the boys' football team, a Y5 pupil provided him with a list of names of girls who want to enter a girls team and this will happen after Easter. This is testament to the school that the girls were able to have an idea and share it with leaders who are able to facilitate this.

**Q: Who monitors the PE curriculum?**  
A: SS advised that she monitors the curriculum.

**Q: How are activities risk assessed?**  
A: Risk assessments for all activities take place and includes measures such as ensuring hair is tied back and earrings are covered.

	<p><b>Q: Is there a database of pupils who attend events so that teachers know who hasn't attended one?</b> A: It was confirmed there was.</p> <p><b>Q: What is the mechanism to quality assure the sports coaches?</b> A: Termly planning takes place with the coaches and SS will also observe lessons.</p> <p><b>Q: How confident are you that the assessments from the coaches are accurate?</b> A: SS gave the example of a Y5 dance lesson and there was a discussion on how it could be evidenced that some children needed support and that was fed back to the class teacher.</p> <p>Governors thanked SS for her update.</p>
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<b>AGENDA ITEM 5</b>	<b>PART ONE MINUTES OF MEETING – 8<sup>th</sup> FEBRUARY 2023</b>
<b>Discussion:</b>	The Part One minutes of the meeting of 8 <sup>th</sup> February 2023 were circulated in advance of the meeting and accepted as a true and accurate record.
	<b>RESOLVED: That the Part One Minutes – 8<sup>th</sup> February 2023 be accepted as a true and accurate record.</b>

<b>AGENDA ITEM 6</b>	<b>REVIEW OUTSTANDING ACTIONS</b>
<b>Discussion:</b>	<p>It was requested that the trust consider the employment of an Educational Psychologist. SEND provision and how the Trust can support schools was discussed at the Chairs meeting. One of the aspects under consideration is the employment of a trust Educational Psychologist but this is part of a whole review of SEND across the trust. COMPLETE</p> <p>RH to request that the parish council introduce a leaflet campaign re parking. COMPLETE</p> <p>CEO Record of Visit 2 to be included on the next agenda. JL advised that the visit had not taken place and this was because Boughton Heath's school improvement visits will now take place with Andrea Curran who is working with the trust. Andrea is an experienced headteacher with a wealth of experience and will be visiting the school on Friday 23<sup>rd</sup> March for a preliminary visit. Further update to be included on the agenda for the next meeting. ONGOING</p> <p>JF to complete Stakeholder Engagement training. JF completed the training and recommended that governors complete the training. The module highlights what makes good stakeholder engagement and governors at Boughton Heath are already taking a lot of the actions that the module provides as examples.</p> <p>It was agreed that as TMH is stakeholder engagement link governor that she would Tweet a picture of the LGB following every meeting.</p> <p>HP to write blog for March ONGOING</p>

<b>AGENDA ITEM 7</b>	<b>EDUCATIONAL PERFORMANCE</b>
<b>Discussion</b>	<p><b>Looked After Children</b></p> <p>Governors received an update on Looked After Children (LAC).</p> <p>There are no LAC children but there are six post-LACs and they form part of the monitoring process as they are classified as disadvantaged. All are thriving and all have priority access to clubs and residential.</p> <p><b>Q: Is the access to clubs funded?</b> A: It is funded if required but there are a number of families who want to pay for the clubs.</p> <p><b>Q: How is their educational performance monitored?</b> A: They are classified as disadvantaged and so come under that monitoring process. A number will also come under different categories eg SEND or summer born</p>

	<p><b>Curriculum Focus</b></p> <p>Governors agreed that RSE would be a focus for the next meeting.</p>
	<p><b>ACTIONS</b></p> <p><b>RSE update to be included on the next agenda.</b></p>

<b>AGENDA ITEM 9</b>	<b>COMPLIANCE AND SAFEGUARDING</b>
	<p><b>Chair's Action</b></p> <p>The Chair had not taken any urgent actions on behalf of the LGB since the previous meeting.</p> <p><b>Principal's Action</b></p> <p>The Principal had not take any urgent actions on behalf of the LGB since the previous meeting.</p> <p><b>Attendance</b></p> <p>Governors receive a termly update on pupil attendance.</p> <p>Attendance at Boughton Heath is very strong. There are a number of dips in the data but this is due to a number of outbreaks of illness including a sickness bug in Y1 when 1/3 of the class was off ill. Where children have vomited, there is a mandatory rule that children are not able to attend school until 48 hours after the last bout of sickness. In Y4 and Y6, there have been some children who were absent due to holidays and parents will be informed that the advice of the school will be to issue a fixed penalty notice (FPN)</p> <p><b>Q: Are schools allowed to automatically issue a FPN?</b>  A: Schools cannot fine parents but can advise the local authority (LA) that a fine should be issued. The school's policy is that if a trip is non-essential and for longer than five days then there will always be a recommendation that a fine is issued and the school is consistent on this point.</p> <p><b>Q: Are parents advised on the amount of learning time that their child is losing through term-time holidays?</b>  A: Yes this information is available. The main times that parents take children on holiday are in the last week of the autumn and summer terms. Remote education is not offered in such circumstances and if there has been a lengthy absence, there will be a review of where the children are. Term-time leave can have more impact on the younger children but they tend to take fewer term-time holidays.</p> <p>The school was inspected by the LA who considered that the school tracks attendance thoroughly. Letters are sent home if attendance falls below 90% - there is some discretion on this where the reasons for absence are known and the policy emphasises the importance of working with families.</p> <p>Attendance is regularly monitored using Fischer Family Trust data and is consistently above the national average.</p> <p><b>Q: Is there any correlation with lateness?</b>  A: The are no major issues with lateness. Where children are late there are contextual reasons which the school is aware of.</p> <p><b>Annual Safeguarding Report to Governors</b></p> <p>It was noted that the safeguarding lead governor will meet to discuss the annual safeguarding governor report to be reported to the LGB in the June meeting.</p> <p><b>Children with Additional Medical Needs Attendance Policy</b></p> <p>Governors received a verbal update on the Children with Medical Needs Attendance Policy.</p>

	<p>Any child that has medical needs that affect their attendance have a personal plan and, where necessary, remote learning will be offered for these children. This has never been used outside of Covid. Each child has a health care plan detailing the medical need, medication required and any accessibility requirements and this is held centrally. There are set routines and procedures where a child has an injury but there are no children with ongoing medical conditions which require serious interventions.</p> <p><b>SEF/SDP</b></p> <p>SEF/SDP to be included on the next agenda for discussion.</p> <p><b>Quality Assurance Document</b></p> <p>The draft Quality Assurance document was circulated in advance of the meeting. It was noted the school is in a good position, finances are strong, risk is low, the school is compliant, safeguarding is very effective and outcomes are good.</p> <p><b>Q: What is the purpose of the report?</b>  A: The reports are reviewed by the Trust board and they are a useful tool in enabling the board to receive information about the work of the Trust board.</p> <p>Subject to the amendment, the QA document was approved.</p>
	<p><b>ACTIONS</b>  <b>Safeguarding governor to meet JL to discuss annual safeguarding report to governors in advance of June meeting.</b></p> <p><b>SEF/SDP to be included on the agenda for the next meeting.</b></p> <p><b>DT to include governors' comments on the QA document.</b></p>
	<p><b>RESOLVED Subject to the requested amendment, the spring Term QA document was approved by the LGB</b></p>

<b>AGENDA ITEM 10</b>	<b>GOVERNANCE</b>
<b>Discussion</b>	<p><b>Governor Appointments and Vacancies</b></p> <p>JL advised that notification of a staff governor vacancy was circulated to all staff. There were no other nominations and SS was appointed as staff governor. Governors congratulated SS on her appointment.</p> <p><b>Governor Action Plan</b></p> <p>Governors were asked to update the Governor Action Plan with any actions they have taken. It was agreed that TMH would circulate dates for events that are taking place within the school for governors' information. It was also agreed that she post a Tweet following each LGB meeting with some information on the discussions that had taken place.</p> <p><b>Governor Visits</b></p> <p><b>Vision Triangulation Visit Report</b></p> <p>The report was circulated in advance of the meeting. KL met with JL to discuss the school's new vision and values. KL and JL discussed different aspects of the school's values under Quality of Education and Behaviour and Attitudes including examples of how children thrive at Boughton Heath. This included activities such as including sports days, displays around the school and</p>

worry boxes which have led to conversations taking place with children and situations being resolved. The vision is actively in operation around the school.

Governors discussed how there can be more engagement with the wider community. It was agreed that there could be a governors award given to a child and KL and JL to discuss this with the School Council.

**Q: There were discussions about children’s emotional well-being – is there any additional support children need?**

A: There are no additional resources that are needed and children are supported effectively through the RSE programme.

**Governor One to Ones**

A summary report of governor one-to-ones was circulated in advance of the meeting. Governor attendance is high and link governor roles are working effectively. All governors were pleased that the vision had been reviewed – there was some discussion as to whether this was just a strapline and so it is important for governors to consider how this underpins the work of the school. It was suggested that the website could be updated to show pictures of children rather than the school building. All governors were of the view that JL’s leadership was permeating the school in a positive way.

Governors had a sense of satisfaction in their role and felt they were making a valuable contribution to the school. There was some frustration about changes in the use of technology.

It was agreed that governors would complete training in relation to their link governor roles and would provide feedback to the LGB so that the learning can be shared. There were also discussions about governors receiving summary reports from link governors who would go through the main document relating to their area in greater detail.

Other suggestions included:

- SEF/SDP to be included on one page
- KPIs to be more measurable
- WhatsApp message to be sent as reminders for meetings
- Governors to observe a different LGB meeting

**Governor Training**

A number of governors attended the CAT Ofsted training session.

**ACTIONS**

**KL and JL to discuss a governor award with the School Council**

**Governors to update Governor Action Plan**

<b>AGENDA ITEM</b>	<b>DATE OF NEXT MEETING</b>
<b>11</b>	
<b>Discussion:</b>	Wednesday 10 <sup>th</sup> May 2023 at 6.30pm