



Cheshire Academies Trust
Inspiring hearts and minds



Our children will show even greater academic progress, emotional resilience and have benefitted from a wider and richer curriculum

**PART ONE MINUTES
OF THE LOCAL GOVERNING BODY MEETING – MEETING 4**

Date	Wednesday 19th January 2022 at 6.30pm
Venue:	Via Teams

Invited to Attend (Governors):	
Kate Lee (KL) Jon Lenton (JL) Andrew Vaughan (AW) Victoria Roper (VR) Muriel Breugelmanns (MB) Brenda Rewhorn (BR) James Ferguson (JF)	Co-opted governor/Chair of Governors Principal Parent governor Co-opted governor Parent governor Co-opted governor Co-opted Governor
Apologies	
Katrina Barlow (KB) Rob Herd (RH) Helen Patterson (HP)	Staff governor Co-opted governor Parent governor
Also in Attendance:	
Alex Forsey (AF) Sally Sumnell (SS) Susan Gell (SG) Tyler McPherson-Hill (TMH) Debbie Tomkinson (DT)	Observer Assistant headteacher Assistant headteacher Observer Governance Professional

AGENDA ITEM 1	WELCOME, APOLOGIES FOR ABSENCE (Statutory) AND CONFIRMATION WHETHER MEETING IS QUORATE
Discussion:	KL welcomed all to the meeting. The apologies for HP, RH and KB were accepted. KL welcomed TMH who will become the new staff governor in February after she has completed her induction.

AGENDA ITEM 2	DECLARATION OF PERSONAL & PECUNIARY/BUSINESS INTEREST (Statutory)
Discussion:	There were no conflicts with any of the agenda items.

	There were no new interest to declare.
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AGENDA ITEM 3	CHAIR'S ACTION
	KL had not taken any urgent decisions on behalf of the local governing body (LGB).

AGENDA ITEM 4	PRINCIPAL'S ACTION
	JL reported that school dinners have had to be cancelled for all children other than those eligible for free school meals or children in KS1 due to Covid. Due to timings it had not been possible to draw on contingency from the Trust. Parents of children in KS2 have been asked to bring in a packed lunch. There are staff working in the kitchen to provide a picnic lunch for KS1 and pupil premium children but there are not enough people to provide a cooked meal for the whole school.

AGENDA ITEM 5	PART ONE MINUTES OF MEETING – DECEMBER 2021
Discussion:	The Part One minutes of the meeting of 6 th December were circulated in advance of the meeting and approved by governors.
	RESOLVED: That the Part One Minutes – 6th December 2021 be accepted as a true and accurate record. All agree.

AGENDA ITEM 6	MATTERS ARISING
Discussion:	<p>LJ to clarify the position in relation to staffing costs. This will be included in the finance update in February. ONGOING</p> <p>JL to provide an update on proposals for the spend of the surplus. Included under agenda item 9. COMPLETE</p> <p>Parent governor elections to take place at the beginning of December. ONGOING</p> <p>Governors to complete the NGA Safeguarding training and to send completed certificates to JF. JF to email those who have not completed the training.</p> <p>Progress and attainment update to be included on January agenda. Included under agenda item 8. COMPLETE</p> <p>JF to review website compliance. Included under agenda item 11 COMPLETED</p> <p>Governors to complete Introduction to Governance and Compliance courses by spring term. ONGOING</p> <p>Staff Survey to be included on January agenda. Included on agenda item 9. COMPLETE</p> <p>RH and JL to complete Assessment Link governor visit. ONGOING</p> <p>KL to update Annual Impact Statement. ONGOING</p>

AGENDA ITEM 7	VISION AND STRATEGY
Discussion	Vision

	<p>The school vision is in its fourth year and through one-to-ones all governors agreed that it would be a good time to review whether the vision remains fit for purpose.</p> <p>It was agreed that each stakeholder group should have their own forum for initial discussions and this to be included on the next agenda.</p> <p>School Development Plan/Strategy</p> <p>Governors received a verbal update on the progress against the SDP/Strategy.</p> <p>The quality of education is progressing well as can be seen from the autumn term outcomes. Governors have received a presentation on the discrete and connected curriculum and more time is needed to evidence and show impact.</p> <p>Remote learning provision is good.</p> <p>The teaching of phonics is working well.</p> <p>Free play is a work in progress.</p> <p>The RSE curriculum is delivered to every week to every child through the Jigsaw scheme and this includes mental health and wellbeing.</p> <p>The leadership structure is working well. Leaders are managing Covid as best they can but the situation is constantly changing.</p> <p>EYFS is a work in progress. JL would like to make the area more engaging for the early years children. Baseline assessment happened in first six weeks and profiles will take place by the beginning of June.</p> <p>The school is on track to achieve all of the objectives and JL is proud of the whole team. There are lots of good things taking place in difficult circumstances.</p> <p>Q: When will subject leaders be able to give a presentation on other parts of the curriculum?</p> <p>A: In summer term JL would like history and geography leads to present to governors as they are the subjects that have had the biggest changes to the curriculum. A lot of good work is already taking place and there will be more evidence on how the curriculum has progressed by the summer term.</p>
	<p>ACTIONS</p> <p>Vision to be included on February agenda</p> <p>History and geography presentation to be included on June agenda.</p>

AGENDA ITEM 8	EDUCATIONAL PERFORMANCE
Discussion	<p>Pupil Progress and Attainment</p> <p>Reports on outcomes were circulated in advance of the meeting and JL invited questions?</p> <p>Q: The KS1 data shows that the year groups are not 'exceeding' is this because there is a larger cohort of boys in KS1?</p> <p>A: There are 21 boys to 9 girls in year one and 18 boys to 12 girls in Y2. Attainment is measured at the end of Y2. These children didn't have a normal nursery experience and there was significant disruption to their Reception and Y1 years. Across the trust and nationally, KS1 children are behind their peers.</p> <p>57% of kids in Y1 are on track to get expected standard now in reading and maths. This is lower compared with KS2 but KS2 children have not been as affected by the lockdowns. Gender is a</p>

matrix that is looked at during monitoring and progress and assessment meetings. Gender will play a small part but it is not as significant as other factors.

Every year group is compared against gender, pupil premium and disadvantaged children.

Q: When looking at SGP scores, Y2 girls make good progress but this drops in Y3 and Y4, why?

A: SGPs are a good measure of progress but they are a measure of progress on one test. It does not take into other factors such as evidence in books, how long it took children to complete the test and how well they are feeling on the day. The Star test is just one of the ways to benchmark attainment and progress. The data doesn't highlight the number of disadvantaged children or children with SEND within that cohort. Individual SGP scores can vary compared to collective scores and if one child performs poorly this can have a big impact on the figures.

Q: Where scores are less than 40% should focus on next meeting to see improvement?

A: Comparing against the baseline is difficult but governors will receive the spring data which will enable them to see if there are any improvements.

Q: Y5 and Y6 disadvantaged children have an SGP of below 50% - do they need more support?

A: On many occasions children who are disadvantaged will also have special educational needs and will be getting extra support. In Y6 half of disadvantaged children are performing well. The other half will be focused on and each child is reviewed and tracked individually.

Q: Why is progress children with SEND so low?

A: Pupils have very specific needs and that will play a part. Progress is not defined solely on the basis of the Star test. The Star test is not designed for their needs as the test is based on the national curriculum and some children are not working at that level. The way they are being taught is based on their specific needs.

Q: What about boys who are making low progress in maths in Y2?

A: The boys figure is a low figure. Y2 have not had a normal year, there has been a lot of absence of both pupils and staff. In the percentile rank of achievement they are where they should be. Also at the start of the year 30% of children were working at greater depth and if they score highly it will not show in the progress scores.

Q: Is this the same circumstances across the country?

A: Yes but the way tests are administered can be different across schools

Q: The percentile rank now places the school in the top 30% of schools whereas previously it was in the top 10%, why is this?

A: The data does not account for any teacher judgment. Teacher judgment will over-ride what is on the test and there are extra measures in place to validate teacher assessment including checks by JL, SATS and NFER tests. Children in Y1-3 have not had a normal three years and across the country there are differing levels of experience. Nationally, children in the higher years appear to have coped better with the impact of Covid. JL did not think there was any cause for concern. Whilst Star tests are national tests not every child in the UK takes them and they are one element in a snapshot in time.

The more tests that are taken the more the parameters are narrowed which is why scores vary higher up the school. Children in Y1 do not take the Star test as they are too young. The spring term data will have more evidence behind it and then it will be possible to take any outliers out of the system. This is why teacher assessment is just as important.

Q: If the data is unreliable should this be highlighted to the trust?

A: There has been one round of assessments and as the year goes on the figures will narrow down to a more accurate figure. The test results are an indicator but there are other measures in place to validate the data.

JL to review 2020 data as there appeared to be an anomaly on the 2020 attainment data.

	<p>Q: In 2021 teacher assessment and Star test data dropped in reading, why? A: All children were learning remotely in the spring term and to achieve 79% of children working at the expected level in 2021 was very positive.</p> <p>Q: Did the phonics check take place internally? A: Yes in 2021 only one child out of 30 did not pass.</p> <p>Q: Does the change in class sizes impact on year on year comparative data? A: The PAN is over by 14 children and that will affect the data. A lot of new children have come to Boughton Heath because they haven't been happy with the standard of education in their previous setting. If children have struggled in another setting it will affect the data and this will be addressed over time.</p> <p>Writing is teacher assessed against end of year standards. Currently 7% of children are now working at greater depth. The system will change next year as assessment will be made against what they have already learnt.</p> <p>FFT20 predictions</p> <p>FFT20 predictions provide a better reflection of where children should be at the end of Y6 based on their historic attainment levels and measured against their peers.</p> <p>In the last SATS tests, 87% of children were working at least at the expected level. Currently 85% of children are working at the expected level with 26% of children working at greater depth. This is a positive set of results at this stage. Maths data shows that more children than predicted are working at the expected level.</p> <p>Q: Can pupils be identified based on ethnicity information in the reports? A: No personal information is contained in the reports.</p>
Papers	<p>ACTIONS</p> <p>JL to review 2020 data as there appeared to be an anomaly on the 2020 attainment data.</p>

AGENDA ITEM 9	HR/FINANCIAL PERFORMANCE
	<p>Proposals for spend of surplus</p> <p>VR has met with the Chief Finance and Operations Office and School Business manager in advance of the meeting.</p> <p>JL advised that he would like to update the EYFS area to make it more engaging for the younger children. The cost of this would be approximately £20k on small scale projects that would not require approval under the scheme of delegation.</p> <p>The school is almost at capacity and JL would like to extend the school building and make the home bay a classroom. This would separate Y3 with a central hub and library and create a bigger space for learning and smaller group work.</p> <p>JL also plans to utilise the IT suite and this could be used as a separate intervention room which would also act as a sensory room.</p> <p>Leaders would like to develop and ethos of fitness, health and well-being through the installation of static fitness equipment. The Sports Premium funding could be used for this without using the school's surplus.</p> <p>Further plans include general maintenance and upgrading toilet facilities.</p>

	<p>Q: If any work is going to take place can this be looked at in an ethical and sustainable way such as considering solar panels?</p> <p>A: Yes. The building work will not extend the external building significantly but any work will be as environmentally friendly as possible.</p> <p>Approval of expenditure under the Scheme of Delegation</p> <p>There were no items of expenditure requiring approval under the Scheme of Delegation.</p>
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AGENDA ITEM 10	WELL-BEING
	<p>Staff and Pupil Wellbeing Update</p> <p>SS has talked to all staff for their views and what makes them happy. There have been significant changes to the curriculum but all were positive about this and said they felt well supported. Teachers are happier teaching the wider curriculum which covers the knowledge and skills children need. Expectations of staff are clear and staff commented that they enjoy helping children make progress, there is a community feel and staff help and share ideas and resources.</p> <p>JL shared a video of pupils' comments on what made them happy at school. Children commented that that liked school trips, art, maths challenges, playing with friends, history, football club and reading. Children would like more playtimes, dancing, art work and school trips.</p> <p>Governors commented that staff have done a great job in difficult circumstances and this can be seen in the smiling faces of the children.</p>

AGENDA ITEM 11	COMPLIANCE AND SAFEGUARDING
Discussion:	<p>Attendance</p> <p>The attendance report was circulated in advance of the meeting. Children's attendance is very positive.</p> <p>Q: If a child is isolating but can access learning how is it recorded?</p> <p>A: It is an authorised absence – the child will be recorded as not being in the building but will not be marked as absent.</p> <p>Medical Register</p> <p>Governors received the anonymous medical register. A lot of pupils have medical conditions or care plans and there are policies in place for these circumstances. Staff who need to be aware of a condition are made aware.</p> <p>Q: How do you know if entries have been up-dated – if, for example, a child does not need medication any more?</p> <p>A: All medication is checked in terms of dosage and expiry dates. There will be some entries that are on the register for historical reasons such as if there is a query over whether a child has asthma this will remain on the register.</p> <p>Operation of Policies</p> <p>Trained first aiders will attend all school trips and comply with all of the obligations around administering medicines. This is overseen by JL and another member of staff. There is a robust system in place.</p> <p>There has been one incident where a child had an allergic reaction which the school was not aware of and staff will work with the family on this.</p> <p>Q: Have all staff been trained?</p>

A: This is monitored so there has been no lapse. During Covid there was no requirement to have a paediatric first aid training and so all staff received first aid in the workplace training which has added additional capacity. JL confirmed there are also staff who have specialist paediatric training.

The draft CAT Menopause Policy was circulated in advance of the meeting for governors' feedback. Governors were positive about the policy but it was suggested that reference to 'not making the symptoms worse' could be change to use more positive language.

Before and After School Club Provision

Before and after school provision is provided by an external provider. There have been discussions with the management of the club on how some elements such as provision for older children could be improved. The school has made some investment to help with this and improvements have been seen.

Q: Are the clubs included in the Ofsted inspection?

A: It was confirmed they would.

JL to provide a further update in the February meeting.

Residential Visits

All junior children will have an opportunity to go on a residential visit. The following trips have been arranged for the current academic year.

Y3 Barnstone Dale
Y4 Condover
Y5 Colomendy
Y6 Lake Windermere

The trips have been well received from most parents. There has been some reluctance which may not have seen in the past and some children will not go on the visits.

Q: Are those children who are not going because of financial reasons?

A: JL advised that this had been checked and no children are not attending because of financial reasons.

In previous years, a payment plan has been agreed for parents where finance is an issue. This has not been possible this year because the decision to go take children on residential was made later. Staff were conscious of this when the venues were chosen.

Q: Is there a plan if children test positive on site?

A: All guidance relevant at the time of the trip will be followed. For educational visits there is separate Covid guidance and this will be followed.

Parent Survey Results

The parent survey results were circulated in advance of the meeting. Governors commented that the results were very positive and reflected the good work of the school. It was also suggested these results be included with the report when it is completed next year to provide governors with a benchmark on parents' views.

S175 Audit

Governors received the S175 audit for review.

HP had provided some comments via email. She confirmed that her last safeguarding visit was in December 2020 and that she is planning to complete a visit as soon as she is able. It was also suggested that examples be included under points 6 and 7 of the audit.

JL advised that the Safeguarding Children in Education team from the local authority meet with all safeguarding leads and quality assure the safeguarding processes including the S175 audit and HP will be invited to that meeting.

It was confirmed that the Single Central Record is checked by two members of the Trust and the deputy headteacher at Mill View reviewed this to provide external validation.

KL is due to attend safer recruitment training.

Q: Do governors know about the pledge?
A: JL will include this in his safeguarding report.

Q: How does the school receive feedback from parents and pupils?
A: There is regular parental communication and the parent forum is now up and running. Staff receive pupil feedback from children every day and so this has not been impacted by Covid.

It was agreed that a governor would attend the pupil council.

Q: Are there easy-to-read policies for parents and children?
A: It would not be appropriate for all policies to be child friendly but children should know about the provisions of some policies, for example the Anti-Bullying policy.

Q: How do governors ensure there are appropriate arrangements for activities outside of normal school hours?
A: Through governor visits.

Website Review

JF feedback on school website compliance.

The Charging and Remissions Policy needs to be added to the website. JF reported that the website contains more than the minimum information required. JF had some additional comments about the search function and the navigation bar was inconsistent.

Governors who have not already done so were asked to provide a photograph for the governance section of the website.

It was suggested that policies could be arranged in alphabetical order.

Need to add Charging and Remissions Policy

What have is over and above minimum. Some comments around tidying up. Search function good to use but found navigation bar inconsistent.

JL advised that the trust is looking to move to website provider which is more school friendly than the current offer.

- ACTIONS**
- JL to provide a further update on the before and after school clubs in the February meeting.**
 - Charging and Remissions Policy to be uploaded onto the website**
 - Governors to provide a photograph and biography**
 - JL to include information on the pledge in his safeguarding report.**

ITEM 12	
Discussion:	<p>Governor Vacancies</p> <p>There is one vacancy for a parent governor and this is being actioned as soon as possible.</p> <p>Governor Visits</p> <p>Pupil premium and assessment link governor visit reports to be included on the agenda for the February meeting.</p> <p>Governor One-to-Ones</p> <p>KL to provide verbal update on governor one-to-ones at the February meeting.</p> <p>Governor Training</p> <p>Governors have received whole trust data training.</p> <p>Governors to complete Roles and Responsibilities training by the end of the spring term.</p> <p>Governors were also encouraged to complete the Arts and Creativity module as links in with the school vision.</p> <p>Impact Statement</p> <p>The updated Impact Statement was circulated in advance of the meeting. It was agreed that JF would update the training section of the report.</p> <p>Writing and phonics will be the focus for the current year.</p> <p>It was suggested that additional information in relation to external reviews that take place across the school.</p> <p>Governors recognised that obtaining pupil voice is an area that they needed to improve and there were discussions about visiting the school informally to see school in action.</p> <p>Parental engagement takes place through the monthly governors' blog. KL will also ask parents in the parent's forum what they would like to hear from governors.</p>

AGENDA ITEM 13	ITEMS FOR NEXT MEETING
Discussion:	Pupil premium and assessment link governor visit reports to be included on the agenda for the February meeting.

AGENDA ITEM 14	DATE OF NEXT MEETING
Discussion:	Wednesday 9 th February 2022 at 6.30pm

Further discussions took place under the Part Two agenda