



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 6**

Date	Wednesday 30th March 2022 at 6.30pm
Venue:	Meeting Room, Boughton Heath Academy

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

AGENDA ITEM 1	WELCOME, APOLOGIES FOR ABSENCE (Statutory) AND CONFIRMATION WHETHER MEETING IS QUORATE
Discussion:	KL welcomed all to the meeting. JM, Chair of Trust, sent her apologies and will attend the May meeting. The apologies of MB, TMH and HP were accepted.

AGENDA ITEM 2	DECLARATION OF PERSONAL & PECUNIARY/BUSINESS INTEREST (Statutory)
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Discussion:	There were no conflicts of interest in relation to any of the agenda items. No new interests were declared.
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AGENDA ITEM 3	CHAIR'S ACTION
	KL had not taken any urgent decisions on behalf of the LGB.

AGENDA ITEM 4	PRINCIPAL'S ACTION
	Principal to report on any urgent actions he has taken.

AGENDA ITEM 5	PART ONE MINUTES OF MEETING – FEBRUARY 2022
Discussion:	The Part One minutes of the meeting of February 2022 were circulated in advance of the meeting and accepted as a true and accurate record.
Decision	Resolved: That the Part One Minutes –February 2022 be accepted as a true and accurate record. All agreed.

AGENDA ITEM 6	MATTERS ARISING
Discussion:	<p>Parent governor elections to take place. It was confirmed that an election has taken place and KL will contact them after Easter.</p> <p>Governors to complete Introduction to Governance and Compliance courses by spring term. JF to re-send details. ONGOING</p> <p>RH and JL to complete Assessment Link governor visit. COMPLETE</p> <p>History and geography subject leads in attendance at the June meeting to provide an update on the curriculum – NOT DUE</p> <p>SEND Link governor visit report to be included on next agenda. To be included on May agenda. ONGOING</p> <p>Vision to be included on next agenda COMPLETE</p> <p>Governors to complete vision exercise by Monday 28th February 2022 COMPLETE</p> <p>VR, MG, JL and KL to discuss the methodology to be used in reviewing vision COMPLETE</p> <p>Pupil premium link governor visit report to be included on next agenda COMPLETE</p> <p>Assessment link governor visit report to be included on next agenda - COMPLETE</p> <p>KL, JF and VR to complete vision training COMPLETE</p>

AGENDA ITEM 9	HR/ FINANCIAL PERFORMANCE
	<p>Staff Training</p> <p>JL informed governors that staff will be receiving updated Prevent training after Easter. Staff are required to update safeguarding training every three years but staff at Boughton Heath receive safeguarding and Prevent training on an annual basis.</p> <p>Additional training that staff have undertaken has been bespoke according to needs. KB completed training on the early years profile. SS has delivered training on maths and staff have received training on writing moderation from the Literacy Company. JL is also planning to ask what additional training staff need in relation to subject leadership.</p>

	<p>Q: Have all staff received training on Keeping Children Safe in Education? A: Yes, and all staff sign to say they have completed this. They also complete the safeguarding basic awareness course level 2 annually.</p> <p>GDPR</p> <p>It was noted that MB to make arrangements for a GDPR link governor meeting with the Business Manager.</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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	<p>ACTIONS</p> <p>MB to arrange GDPR link governor meeting.</p>
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AGENDA ITEM 10	VISION AND STRATEGY
	<p>JL and KL met with trustee Mike Giffen to agree a structure for reviewing the vision under three main headings – mission, values and behaviour. Following this, JL devised a strapline and unpicked the values. Work has taken place with the Assistant Headteachers (AHT) who have worked with the children to get their feedback. The strapline and values will be sent to parents so children can discuss this with their families. All feedback will then be collated and responses will be shared with governors. It is hoped that the vision will be agreed by the end of the academic year so that it is in place for September.</p>

AGENDA ITEM 11	EDUCATIONAL PERFORMANCE
Discussion	<p>Looked After Children</p> <p>There are several post-looked after children who are children who have been adopted. These children receive academic support and some will also receive financial and multi-agency support if required. The provision is strong. Some of the current children require additional academic support as they may have been affected more by lockdowns than other children.</p> <p>Teaching and Learning Update</p> <p>The aim of the autumn term was on finishing the sequencing and structure of the curriculum. In the spring term, the plans for the curriculum will be implemented. There is a big focus on active learning in lessons which will provide the required learning and which can then be evidenced in children’s books.</p> <p>The School Improvement Partner (SIP) visit report made reference to evidence of some didactic teaching and compliant children. The visit was completed in the first three weeks of the new year and there has been a move away from ‘chalk and talk’ and now there is more discussion and collaborative approaches to learning in the classroom.</p> <p>The next stage will be to look at the differences between children’s books so that the footprints of an individual’s learning can be seen in their books. High expectations of pupils will remain and it is important that the curriculum is ambitious but accessible to all children. JL has spoken to an Ofsted inspector and there were discussions about how to cater for lower ability children. It is important that the learning for these children is the same as for others but how they learn should be considered. Teachers are already doing most of the things the inspector identified as good practice.</p>

	<p>Active learning makes teachers more aware of what children know and it enables them to assess where children are and to move them on in an active way. The Y6 children have been taking part in lots of discussions which helps their social skills. Ideas will be shared from across the year groups in relation to how the children learn.</p> <p>Maths assessments have taken place and the data indicates that this is a strength of the school. There are issues in writing which was hampered by lockdowns and the lack of accountability on children to write. JL has been approached by an Outstanding school in Blackburn who have asked to look at the Boughton Heath writing curriculum. The new scheme is more succinct and focused on skills.</p> <p>Reading continues to be a strength. The Floppy Phonics scheme benefits early reading and children are engaged with their reading. To celebrate World Book day, children across all year groups looked at inspirational people and then created a piece of art connected to that person. The purpose of the curriculum at Boughton Heath is that all children can achieve on their level. All staff have gone above and beyond in developing the new curriculum, a lot of progress has been made and the school is in a strong position.</p> <p>Q: What is the impact of the new curriculum? A: Children are more engaged and are aware that they are being taught discrete subjects. They understand the golden threads going through topics and the progression and skills they have developed can be seen in their books. There is equity across subjects and all children received a broad and balanced curriculum.</p> <p>The next step is to look at flexibility for staff and that would have a positive impact on workload.</p> <p>RH advised that as part of his link governor visit he spoke to pupils and they were able to articulate what they are doing and why they were doing it.</p> <p>It was agreed that a sample of books would be brought to the next LGB meeting</p> <p>Q: The government have suggested that schools may need to extend the school day, is this something Boughton Heath is considering? A: No as the school already provides the 32.5 hours per week.</p> <p>Curriculum Focus</p> <p>It was agreed that the curriculum focus for the May and June meetings will be history and geography.</p>
	<p>ACTIONS</p> <p>Sample of books to be brought to the next LGB meeting.</p>

<p>AGENDA ITEM 12</p>	<p>SCHOOL IMPROVEMENT</p>
	<p>Risk and Mitigation Plan (RAMP)</p> <p>Governors received and noted the RAMP.</p> <p>It was noted that whilst Covid restrictions have been lifted nationally, there are recommendations still in place for schools. The guidance states that if a person has covid symptoms and a school leader considers this could potentially affect the safety of other children then national guidance should be followed which is to stay at home. This position has been challenged by some parents, particularly in relation to residential. JL has suggested that children may want to take LFT tests but anyone with symptoms will not be allowed to attend a residential.</p> <p>Q: Is there any expectation that children should isolate if they have symptoms? A: Yes and this is being followed although there is some confusion amongst parents. The school still has a duty of care to staff and children and if someone does have Covid then it will quickly spread across the school – particularly as Boughton Heath is an open-plan school.</p>

Q: As tests are not now readily available will a child have to be off school for a full week if they have a cough and a cold?

A: The absence would still be classed as Covid related and the current guidance is that if a child is exhibiting symptoms then they should isolate. The school has to follow the guidance to mitigate the risk to education and families will be encouraged to take LFT tests where possible. There are 200 children and 40 staff and their families and to allow children with symptoms into school would mean the school taking a risk for all of these individuals.

Behaviour & Attitudes (Learning walk)

JL provided a verbal update on behaviour and attitudes. Senior leaders undertake regular learning walks and a lot of work has taken place on behaviour especially after lockdown as some children are not able to share as easily as they may have done in the past. Some children are also showing some signs of anxiety although the general response to the return to school has been positive.

Learning walks have focused on the behaviour of children in lessons in relation to active learning. JL observed one lesson about volcanoes and one child said they had been to that volcano – this kind of discussion should be encouraged in the classroom.

Staff are looking to address some behavioural issues that may manifest themselves when children are outside and there are plans to get OPAL up and running again.

Some work has been undertaken on positivity and there has been an emphasis on celebration assemblies. There has also been a focus on the respect between child and adults and conduct inside and outside of the building.

There are a number of extra-curricula clubs and tournaments taking place and this is developing a 'can-do' attitude in children.

Q: Is there any indication that Y2 children are struggling behaviourally?

A: No, there are some children who lack confidence but it is not clear whether this is due to a lack of opportunities because of Covid.

Some of the younger year groups have needed more time – for example in learning how to share but the Y2 group have the least issues.

Q: Is there any year group which staff are particularly worried about?

A: There are individuals in certain groups who have struggled for specific reasons. Support is in place for these children and is having an impact. Coaching companies have said how respectful the children are and that is testament to the work of staff who work closely with the children.

Q: Does the school have links with pre-schools?

A: Last year, KB visited 14 different settings and spoke to another three over the telephone. She has also completed home visits.

Parents have received a refresher on Conscious Discipline and how it works at Boughton Heath.

Review parental / pupil / staff survey results

The results of the parent survey were discussed at the Parents' Forum. There was some challenge around Covid and residentials and trips. Parents want more staff in certain areas and there is a desire to get back to normal. JL's response to the forum was that staff are doing a very good job but the impact of Covid has meant that capacity has been a big issue and the health and safety of children is a priority. A lot of discussions that took place at the forum were very supportive.

The results of the parent survey were strong. There was a small number of negative answers in relation to the questions related to special educational needs and disability (SEND) and this was in response to the systems and processes. Some parents disagreed that they were receiving enough support and in some cases the school agrees with this but it is very difficult to get the support.

	<p>There is currently a 12-month waiting list of CAHMS and Educational Psychologists are not available.</p> <p>Q: Could the school employ its own Educational Psychologist? A: It was previously possible to buy additional sessions but this is not currently possible.</p> <p>Q: There was a low number in relation to parental perception on whether their child is doing well at school – can any of the learning be shared as parents have not been able to come into school? A: This was discussed at the Parents’ Forum. It would be difficult to correlate the data if this was included in the children’s books. The reason that ‘share the learning’ has not happened is contextual as there have been a number of outbreaks of various illnesses. This will be reintroduced after Easter.</p> <p>Governors noted that it was very pleasing that most families considered that their child does well in school.</p> <p>A governor asked about is the school’s response to parents who have said their child is not happy at school. JL advised that where a child has indicated they are not happy, the teacher will ask why they are not happy. Where references are made to bullying, this related to a parents’ understanding of what bullying is. The incident referred to was not prolonged or sustained.</p> <p>Q: How many parents responded to the survey? A: Approximately 50.</p> <p>Record of Visit Report</p> <p>The Record of Visit report was circulated in advance of the meeting and noted by governors. Governors acknowledged that it was a very positive report.</p> <p>Q: The report states at the next meeting with the School Improvement Partner (SIP) there is an expectation that the gap between boys and girls will be closed. Is that too ambitious? A: It would be unrealistic to expect that the gap would be closed completely. The data is positive.</p> <p>Attendance</p> <p>Attendance is very strong. There are some children whose attendance is below 90% and that will trigger an attendance letter whilst taking into account the impact of Covid on families. Overall attendance is 96-97%.</p> <p>Q: What is the position in relation to holidays during term-time? A: The normal rules apply and parents are informed that absence over five days could trigger a fine.</p>
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AGENDA ITEM 13	COMPLIANCE AND SAFEGUARDING
Discussion:	<p>Safeguarding</p> <p>HP to arrange annual safeguarding governor report to be reported to LGB in June. JL also informed governors that the Safeguarding Children in Education team will review safeguarding procedures in the school and this will provide additional external validation.</p> <p>Quality Assurance</p> <p>The Quality Assurance document was circulated in advance of the meeting which also provided an overview of the progress of the school development plan. It was suggested that under improved environment reference be made to the re-design of the building.</p>

	<p>Governors asked if there should be a column relating to safeguarding training for governors. DT to provide feedback to the trust in relation to this.</p> <p>Q: What does the school do to champion the health and wellbeing of staff? A: There are staff wellbeing meetings, free bacon sandwiches on a Friday, there is an appointed member of staff who is the wellbeing lead and there is an open door policy across the school.</p> <p>Q: How is the open-door policy measured? A: It is not possible to measure the success of this except through staff surveys. There is a close team and staff always have someone who they can talk to about any issues. The way that staff have supported each other this term has been outstanding.</p> <p>There is always room to do more. There is a board in the staffroom which highlights all of the things that the school does to promote wellbeing. Some of these may need to be reviewed. There is also a wellbeing charter but the best thing for staff is to know where to go if they have a wellbeing issue. The vast majority of staff would know who to talk to.</p> <p>Policies</p> <p>JL provided governors with a verbal update on the Children with Additional Medical Needs Attendance Policy. There have, in the past, been some children who have required some substantial time away from school and in these cases, advice has been taken from the Education Welfare Officer. The policy has not been used this year but it is in place, if required.</p>
	<p>ACTIONS</p> <p>HP to arrange safeguarding link governor visit</p> <p>DT to refer governors' suggestion for inclusion of safeguarding training in the QA document to the trust for consideration.</p> <p>Re-design of building to be included in QA document</p>
DECISION	Subject to the inclusion of the re-design of the building, the Quality Assurance document was approved.

AGENDA ITEM 14	GOVERNANCE AND RISK
Discussion:	<p>Governor Vacancies</p> <p>Following the election of the parent governor, there are no outstanding vacancies.</p> <p>Governor Visits</p> <p>Pupil Premium Link Governor Visit</p> <p>The Pupil Premium Link Governor report was circulated in advance of the meeting. It was noted that an additional two pupils eligible for PP had joined the school since the report was written. There are now 13 pupils eligible for PP across the school.</p> <p>Some of the Covid Recovery Premium and Pupil Premium income has been used to make sure children benefit from schemes such as contributing towards the cost of residential visits, attending the Heath Club and music tuition. Some children have plans in place to address their individual needs and some of the premium has been spent on schemes such as Floppy Phonics which will have an impact across the whole school. The Learning Mentor is doing great work with the children who were able to talk about the impact she had had on them.</p> <p>There had been no significant changes since the previous link governor report but there were discussions on how families could be further supported so they are not excluded from certain areas of school life such as buying school photographs.</p> <p>Assessment Link Governor Visit</p>

RH provided a verbal update following the assessment link governor visit. One of the areas highlighted through pupil and staff voice was that a lot of time was taken on ensuring that there was a consistent output in children's books which meant there was no evidence in the books of that individual child's progress. JL is keen to ensure that there is evidence of metacongnition in books and they will now include mistakes from the children so that the development of their skills can be seen.

There is a three-year plan in place for the curriculum and assessment. The first year has been focused on refining the curriculum. The second year will focus on refining assessment and year three will be about synchronising both curriculum and assessment. The curriculum has been changed and is in the embedding phase. There is clear sequencing of the curriculum and where a skills deficit is identified through assessment there are opportunities in two or three topic areas to address this.

Children knew what they were learning and why and where they were moving from and moving to.

When asked to identify weaknesses in the curriculum, JL identified modern foreign languages, music and computing. This is reassuring as they are off the shelf packages and were not designed by the school. There is an obvious strategy and implementation of teaching and learning in the school.

Link governors visit reports to be included on next agenda are:

SEND
GDPR
Safeguarding

Impact Statement

Governors received the updated Impact Statement. There was a discussion at the Chairs' meeting about the format and purpose of the statement. The report is for families and should focus on the impact and not the activity. A suggested template report was included with the papers for the chairs' meeting and it was agreed that this would be used to identify the impact of the LGB at the end of the current academic year.

It was also agreed that it would be beneficial to include a standing agenda item for governors to identify the impact of each LGB meeting.

Governor Training

KL advised she had attended vision training from the Cheshire West Governance Association.

Governor Blog

JL to write April blog.

Any Other Business

Governors congratulated JL on successfully completing his National Professional Qualification for Headteachers.

ACTIONS

Link governor reports for the next meeting:

**SEND
GDPR
Safeguarding**

AGENDA ITEM 15	DATE OF NEXT MEETINGS
Discussion:	Wednesday 11 th May 2022 at 6.30pm, Wednesday 8 th June 2022 and 13 July 2022 at 6.30pm

Further discussions took place under the Part Two agenda