



Cheshire Academies Trust
Inspiring hearts and minds



Here, Children Thrive

**PART ONE MINUTES
OF THE LOCAL GOVERNING BODY MEETING – MEETING 9**

Date	Wednesday 12th July 2023 at 6pm
Venue:	Meeting Room, Boughton Heath Academy

Invited to Attend (Governors):	
Kate Lee (KL) Jon Lenton (JL) Rob Herd (RH) Andrew Vaughan (AW) Muriel Breugelmans Brenda Rewhorn (BR) James Ferguson (JF) Tyler McPherson-Hill (TMH) Mark Loughnane (ML) 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 Parent Governor Staff Governor
Apologies Elaine Hall (EH)	 Co-opted Governor
Also in Attendance:	
Lisa Debbie Tomkinson (DT)	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 of EH were accepted. KL welcomed Lisa who was in attendance to provide governors with an update on No Outsiders.

AGENDA ITEM 2	DECLARATION OF PERSONAL & PECUNIARY/BUSINESS INTEREST (Statutory)
Discussion:	There were no conflicts of interest in relation to any of the agenda items. No new interests were declared.

AGENDA ITEM 3	EDUCATIONAL PERFORMANCE
	<p>Curriculum Update</p> <p>Lisa was in attendance to provide an update on the No Outsiders curriculum which is based on the work of teacher Andrew Moffat to support the teaching of the Equality Act. The school held a No Outsiders week with a focus equality and diversity and a commitment to community cohesion and a promotion of dialogue to counter fear and hate.</p> <p>Historically, Boughton Heath has been predominantly White British but there are now a number of children from different nationalities in each class. The aim of the No Outsiders programme is to teach children about the Equality Act, create a positive culture in school where everyone is welcome and helping children feel comfortable in their own skin. Children are taught to recognise that not everyone is the same, people like different things and this is a positive.</p> <p>Inclusion is a key part of the message and there have been discussions with staff to ensure consistency of the message - that everyone is equal and this is enshrined in British values and the law.</p> <p>During the equality and diversity week, children spent a whole week creating artwork and completing writing activities on equality and diversity with selected books from the No Outsiders scheme as a stimulus. Each year group looked at the aspects of the Equality Act and the older year groups looked at the more challenging aspects of equality and diversity.</p> <p>Teachers were given suggestions for the focus of their lesson but they were free to change ideas. All children worked on one canvas to create a large piece of artwork. The work created by the children was shared with governors along with explanations from children on the discussions they had had in their lessons and how they produced the artwork.</p> <p>All of the work was displayed in the school foyer and children benefitted from spending extended time on equality and diversity.</p> <p>Q: Were there any challenges in explaining the concepts of equality and diversity to children?</p> <p>A: Y5 had the most challenges but they spent a lot of time discussing issues with their peers and as a wider group. This helped children who are more nervous about talking and gave them the opportunity to share their views.</p> <p>Younger children did not have any difficulty with the concepts as, at that age, they do not notice difference. Lots of children brought items from their own cultures and children were enraptured with this.</p> <p>Q: Has there been any backlash from parents?</p> <p>A: A letter was sent to families beforehand to inform them of what teachers were planning on covering. Families were informed that there is a legal requirement to teach the Equality Act and no concerns were expressed.</p> <p>Q: Does any work take place across the trust to share ideas?</p> <p>A: The trust schools are involved in a poetry competition at the Storyhouse and a Y5 pupil attended and talked about 'This is Me'. The event started off as a trust initiative but now schools from outside CAT are invited to attend. There is also a poetry event where a one class contributes a set of poems with the best being printed and this is a good way to share ideas across the trust.</p> <p>Governors commented that the No Outsiders week was well planned and delivered well and there was clear progression throughout the school.</p> <p>Governors thanked Lisa for her update and she left the meeting.</p> <p>Outcomes</p>

The Key Stage 2 (KS2) results were published on 11th July and JL provided governors with an update on the data. 83% of children achieved a good level of development (GLD) in the early years (EYFS) and this will be significantly above the national average. Five children missed out in one area and there are contextual reasons why four children did not achieve GLD.

Q: The data indicates that girls have outperformed boys, has there been any analysis on this?

A: This is because the four children who did not achieve GLD were boys and there were reasons as to why this was the case.

Q: Why is the data lower than it has historically been?

A: Some of this is because of the specific cohort and there were a number of children who had not previously attended pre-schools or nurseries. Whilst the data is lower than the previous two years it will be significantly higher than the national average.

Q: Does this highlight an opportunity for the school to work with local nurseries?

A: Yes, it would be beneficial if the nurseries could use the Floppy Phonics scheme.

Y1 Phonics

This year, there has been a focus on fine tuning phonics teaching using Floppy Phonics. 29/30 children passed the Y1 phonics check. There was one child who had to re-sit the test in Y2 and this child also passed. Historically there has been a trend that Y2 children did not pass the test.

Key Stage 1 (KS1)

The KS1 data is based on a blend of SATS results, other external data and teacher assessment.

90% of children met the expected standard in reading.

73% met the expected standard in writing.

83% met the expected standard in maths.

90% met the expected standard in science.

70% of children met the expected standard in reading, writing and maths.

Q: Is there a reason why girls do not perform as well as boys in writing and maths?

A: The year group is heavily weighted to boys. There are a number of girls with lower prior attainment from Reception and they started Y1 from a much lower starting point. Many of the children missed out on learning how to play, mix and share during lockdown.

Writing is the hardest subject to teach and has the biggest gap as children build on their knowledge over time.

Q: Girls generally outscore boys, are teachers specifically targeting boys to get their results higher?

A: Teachers know the cohort and which children may need further support. Given the context of the group there are no concerns and any child who does need extra help will be tracked through the vulnerable groups.

Q: How will the additional PP money be used to support children?

A: By providing extra tutoring.

Q: Is the expected standard for disadvantaged and non-disadvantaged children the same?

A: It was confirmed it was.

A governor noted that historically, more children achieved the higher standard. JL advised that the higher standard is always lower in KS1 and, in addition, the children have had further disruption caused by Covid. It is expected that children will be make good progress and it is rare to have significant numbers of children achieving the higher standard in significant numbers in KS1.

	<p>Q: Will Y3 girls be on the development plan for next year? A: Given the context of the group this will not be included in the development plan but the data will be available for governors to review.</p> <p>Multiplication Test</p> <p>JL shared the outcomes of the multiplication test with governors.</p> <p>Q: What are the benchmarks for the multiplication test? A: There are no benchmarks, there is no pass mark and the results are not reportable. Children have to answer 25 questions and have six seconds to input their answers on the computer.</p> <p>Q: Is there any benchmarking with other schools in the trust? A: It would be difficult to compare as each school has their own demographics and differing needs. The most important data is the maths outcomes as this would highlight any issues with children's knowledge. Teachers already know which children know their times tables and the multiplication check has no bearing on children's attainment and progress.</p> <p>Q: Will the Y3 cohort have extra support available next year? A: Children will continue to receive high quality teaching and learning and some PP money has been used to retain the services of a member of staff who will be able to provide interventions.</p> <p>Key Stage Two (KS2) Outcomes</p> <p>The KS2 outcomes are;</p> <p>Reading - 94% expected and 53% greater depth Writing – 88% expected and 29% greater depth (two children just missed out on achieving the higher standard). Maths – 88% expected and 32 greater depth Spelling, grammar and punctuation – 85% expected and 38% greater depth</p> <p>Science – 94% expected (there is no higher standard in science)</p> <p>Q: What are the progress scores? A: It is likely that the progress score will be 3. Last year, Boughton Heath achieved its highest ever progress score and it is expected to be even higher this year and would place the school in the top 20% of schools in the country.</p> <p>Governors noted that the results were very strong and thanked all staff for their hard work.</p>
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AGENDA ITEM 4	AOB - PUPIL PREMIUM
	<p>JL advised governors that he had updated the Pupil Premium (PP) strategy as more income has been received than was expected. The report has been amended to include a summer term update on what the additional income will be spend on including additional resources for children such as LEGO Technic sets, increased tutoring for disadvantaged children and it has been possible to entirely fund the residential trips for PP children. There will be further investment in books and there will be sensory stations for children who struggle with the school environment.</p> <p>Q: Why has extra money been received? A: Schools receive an estimate in July but as the funding is lagged schools receive money for children who are no longer on roll. A lot of schools spending PP money on staffing and at Boughton Heath, half is spent on staffing and half in resources.</p> <p>Q: Is the money already in the budget? A: Yes it is in the budget and accounted for. The recovery premium is included within the PP report and this money has been spent on an assessment programme.</p> <p>Q: How do you ensure that the impact of the PP spend is made straight away?</p>

	<p>A: The reason why not all children passed in the early years was due to other factors. Over the summer there will be a review of the data and this will highlight target areas for PP income. This year there has been a focus on purchasing resources and next year there is likely to be a slimmer strategy on how to utilities the resources through staffing and training.</p> <p>ML joined the meeting.</p>
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AGENDA ITEM 5	CHAIRS ACTIONS
	The Chair had not taken any urgent decisions on behalf of the LGB.

AGENDA ITEM 6	PART ONE MINUTES OF MEETING – JUNE 2023
Discussion:	The Part One minutes of the June meeting were circulated in advance of the meeting and approved by governors.
Papers	RESOLVED: That the Part One Minutes – June 2023 be approved as a true and accurate record.

AGENDA ITEM 5	REVIEW OUTSTANDING ACTIONS
Discussion:	<p>Safeguarding governor to meet to discuss annual safeguarding report to governors in advance of June meeting. Report to be included on the agenda for the next meeting. COMPLETE</p> <p>JF to complete a review of Asset Register in summer term. COMPLETE</p> <p>Governors to update Governor Action Plan. ML to update the EYFS section and TMH to update the stakeholder engagement section. ONGOING</p> <p>Health and safety link governor visit to take place. The health and safety link governor have completed visit focused on the pool. JL advised that there is a separate policy in place for the pool which has been completed as it is a temporary risk. COMPLETE</p> <p>Nominations sought for the role of parent governor. JL advised that a letter requesting nominations for the parent governor role would be sent in September ONGOING</p> <p>Governors to review biographies on website to ensure they are up-to-date. Governors were advised that all photographs have been taken off the website and will be replaced in the autumn term with a standardised format for photographs. ONGOING</p> <p>JL and DT to meet to review governor page on the school website. COMPLETE</p> <p>ML to complete link governor visit ONGOING</p>

AGENDA ITEM 6	VISION AND STRATEGY
	<p>SDP/SEF</p> <p>A full review of the SDP/SEF will take place in September but an condensed review was contained within the QA document which was included as part of the papers for the meeting.</p>

AGENDA ITEM 7	SCHOOL IMPROVEMENT
	<p>Stakeholder Engagement</p> <p>The pupil survey results were included with the papers for the meeting. The Key Stage 2 (KS2) children completed the survey independently and the questions were completed as a group in Reception.</p>

	<p>The majority of children feel safe at school. Where a child has said they feel safe 'some of the time', leaders asked the children when they did not feel safe. Some children said that the school can feel crowded and so sensory sections have been installed in the school to address this. Two children said they almost never felt safe but when questioned they could not give a reason why but they did know who they could speak to if they had any concerns. One child gave a valid reason why they did not feel safe and work has taken place to address this. There are worry boxes across the building where children are able to write down any concerns they may have, there is time to talk and safe spaces available in the school.</p> <p>There was a discussion about bullying. What children think of as bullying does not always fall within the definition of bullying as being behaviour that has taken place several times on purpose. It is not bullying if children have had an argument. As an example, one child in Y5 referenced an incident that had taken place with a classmate in Y1. It was positive to note that no children said that teachers do nothing if there is bullying.</p> <p>Children who said they only enjoyed school some of the time were asked why this was. One child said that 'you can't enjoy school all of the time' and another said they did not like maths. The majority of children are happy and enjoy school.</p> <p>Governors noted that the results showed a positive trend across all classes.</p>
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AGENDA ITEM 8	FINANCIAL PERFORMANCE
Discussion	<p>To approve expenditure under the Scheme of Delegation</p> <p>Two tenders have been received for the extension to the classroom. One quote was for £153k and the second quote was for £89k. The second quote was from the preferred provider, Midas, who have completed a lot of work and who have secured a team who would be able to complete the work. It is anticipated that the work would take approximately 12 weeks. It is likely that the Y3 children will need to start the year in the hall.</p> <p>Q: How many companies were approached to submit a tender? A: A number of companies were approached and two submitted a bid.</p> <p>Q: Will there be any issues if Ofsted visit during the building work? A: This will not be an issue, all of the work will be risk assessed and all safeguarding requirements will be in place before the work starts.</p> <p>Q: Given the disruption that the Y3 children have had is it right that this group will be impacted by the work? A: The children will not be missing out on any teaching and learning and the work will have a big benefit for these children when it is completed.</p> <p>Q: Is there any clause in the contract about delays? A: JL will speak to the company about this. The work that will be undertaken is not building a new classroom but extending an existing building. The main impact will be ensuring the roof is right but any building work will be minimal.</p> <p>Q: Has planning permission been granted? A: The work does not require planning permission as it falls under permitted development but planning permission has been given.</p> <p>Q: Has there been any consideration of eco-proofing the building? A: JL advised that he is looking at measures such as waste management and reducing the amount of paper and lighting the school uses. The eco-team and monitoring the carbon footprint and considering how this can be lowered.</p>

RESOVLED: Governors approved the proposal to award the tender for the classroom extension to Midas.

AGENDA ITEM 9	COMPLIANCE AND SAFEGUARDING
Discussion:	<p>Quality Assurance (QA) Document</p> <p>The draft QA document was circulated in advance of the meeting. This contained an overview of the progress against the school development plan.</p> <p>Outcomes across the school are strong. There has been a focus on personal development throughout the year. The school has been awarded the primary schools Games Mark Award and the boys football team were named as the Schools Sports Partnership Team of the Year.</p> <p>OPAL play did not start this year due to capacity and this will be rolled over as a priority for next year.</p> <p>JL advised that the priority in relation to training on Conscious Discipline will also continue into next year in order to ensure consistency of approach within the support staff team.</p> <p>The school self-evaluation will take place in September.</p> <p>The risk is low in relation to educational performance and the financial risk is routine. The school is strong in compliance and safeguarding. The Safeguarding Children in Education (SCIE) team will be visiting the school and JL has asked for the SCIE team to complete pupil voice.</p> <p>Q: Have all staff completed basic awareness training?</p> <p>A: Yes. The legal requirement is for staff to complete this every three years with annual top-up training but all staff complete basic awareness training at the start of every year.</p> <p>KL had completed a safeguarding link governor visit and she reported that all staff training, including Prevent, is up-to-date and there are robust systems in place to ensure training takes place. Staff who are not able to attend sessions are required to complete training remotely and sign to confirm they have completed it. JL, SS and Susan Gell have completed Level Three Child Protection training and have received further training on sexualised behaviour.</p> <p>Children have a good understanding of safeguarding and have received talks from the NSPCC and the police on e-safety. JL advised that the e-safety course would be rolled out to parents in the autumn term and governors were invited to attend.</p> <p>Q: What does the comment about the fencing relate to?</p> <p>A: At one of the coffee and cake meetings one parent asked if the fence at the front of the school was too low. There are no unattended children in the area but there are plans to replace the fence in the autumn term. There are regular site walks to ensure the area is safe.</p> <p>KL advised that she had also completed a summer term SEND link governor visit and she provided governors with an update.</p> <p>There has been a change to the approach towards children with special educational needs (SEND). Children on the SEN Register now have individual education plans which means that targets are smaller but are more measurable. Due to the needs of some children, some targets can take longer to achieve but there are clear timescales in place. The school has asked parents</p>

and carers if they would like a SEN meeting and only one parent requested a meeting. All communication with families is recorded on CPOMS.

Staff are positive about the changes as the plans are more manageable. The school attended a tribunal for one child and the outcome was that the child was awarded an Education Health Care Plan (EHCP).

Children with SEND have the same targets as other children but the books showed evidence of how tasks were adapted for the needs of the children.

Sensory circuits have a calming effect and are a positive addition to the school. There is a nurture group at lunchtime and children have access to a range of sensory activities.

Based on the Fischer Family Trust lightning squad intervention for reading, children work in pairs to support reading activities.

Moving forward, it will be beneficial for the SENDCO to have time to observe the new interventions to see how they are embedded.

Staffing Structure Update

JL shared the staffing structure for 2023-24 with governors. All teachers remain the same but there has been some change in the support staff due to budget constraints. There are three children who are legally entitled and required to have one-to-one support for a portion of the day. The trust has advised schools to cover this internally so that the budget remains in a positive position whilst continuing to meet the needs of the children. There will be one member of support staff in Reception, one in Y1, one in Y2 supporting a child with an education health care plan (EHCP) and another in Y5 who will also provide one-to-one support for a child with an EHCP.

Y4 and Y6 children will still receive support through HLTA cover and interventions. The one-to-one staff are only required to support their allocated child for a portion of the day and so Y4 and Y6 will be the priority for support in the afternoon. Two members of staff will be leaving the school – one due to the expiration of a fixed-term contract and one member of staff is leaving for a career change. Recruitment will take place in September as the role requires a specialised skillset to work with vulnerable children.

Q: If PP money is used to pay for the role, will this provide a surplus at the start of the year?

A: The children will still require extra support and this will be provided and will be part-funded through the PP grant. As PP money was used to invest in resources this year, the role can be offered on a fixed-term contract at increased hours and this will benefit the children in the longer run.

Q: How many mid-days assistants (MDA) work in the school?

A: There are no set ratios and there are currently five MDAs. Due to changes in the kitchen one member of the kitchen team will also be able to come out of the kitchen and provide additional mid-day support.

Attendance

The attendance of children entitled to free school meals was contained in the attendance report received by governors. There are no children on a reduced timetable.

	<p>The number of children who are persistently absent is not a cause for concern but the figures are higher than JL would like but this is mainly due to term-time holidays.</p> <p>There are no children who are severely absent and the lowest attendance for a pupil is 84%.</p>
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AGENDA ITEM 10	GOVERNANCE
Discussion	<p>Appointment of Chair and Vice Chair</p> <p>KL was nominated as Chair of Governors from September and the appointment was approved by governors.</p> <p>MB was nominated as Vice Chair of Governors from September and the appointment was approved by governors.</p> <p>Headteacher Performance Management (HTPM) Panel</p> <p>The HTPM panel was agreed as CEO, KL and Mike Giffin, link trustee.</p> <p>Governor Appointments and Vacancies</p> <p>The parent governor nomination form will be sent to families in September.</p> <p>Meeting Dates</p> <p>The meeting dates for the next academic year were circulated in advance of the meeting. It was agreed that the February meeting take place on 28th February 2024.</p> <p>Governor Expenses</p> <p>There were no claims for governor expenses</p> <p>Governor Attendance</p> <p>The governor attendance log was included with the papers for the meeting. It was noted that the June meeting data was not included on the log. DT to update the attendance record and publish on the school website.</p> <p>Review of Governance</p> <p>Governors were asked to complete the self-evaluation of the LGB and the results to be discussed in the autumn term.</p> <p>Governor Visits</p> <p>In addition to the safeguarding and SEND link governor visit reports, governors received and noted the GDPR link governor visit report. MB report that significant progress has been made and there is now more information available in the system. There is one outstanding action to destroy old papers and secure waste bags have been ordered.</p> <p>BR had also completed a link governor curriculum visit with a focus on Power Maths and she read her report to governors. There was a discussion about the reading required to complete the Power Maths curriculum. LJ advised governors that lessons can be adapted to for children where necessary so that language is not a barrier and teachers will always ensure that it is the maths element of the curriculum that is assessed. It was agreed that BR's report would be included as a blog for September.</p>

	<p>Governor Training</p> <p>It was noted that governors will need to update their safeguarding training in the new academic year and to read the new Keeping Children Safe in Education guidance. DT to circulate the NGA's new safeguarding for governors module once it has been released.</p> <p>Governor Action Plan</p> <p>Governors to complete any outstanding sections of the Governor Action Plan.</p> <p>Governor Award</p> <p>KL advised that the award will be made in September.</p>
	<p>RESOLVED: That KL be elected as Chair of the LGB</p> <p>RESOLVED: That MB be elected as Vice Chair of the LGB</p> <p>RESOLVED: That the HTPM consist of KL, CEO of CAT and Mike Giffin, link trustee.</p>
	<p>ACTIONS</p> <p>Governors to complete outstanding sections of the Governor Action Plan</p> <p>Governors to complete LGB self-evaluation in the autumn term</p> <p>DT to update the attendance log and publish on the website</p> <p>DT to circulate updated safeguarding training once it has been released.</p>

AGENDA ITEM 11	DATE OF NEXT MEETING
Discussion:	Wednesday 27th September at 6.30pm

Further discussions took place under the Part Two agenda.