



Cheshire Academies Trust  
*Inspiring hearts and minds*



***Here, Children Thrive***

**PART ONE MINUTES  
OF THE LOCAL GOVERNING BODY MEETING – MEETING 2**

<b>Date</b>	<b>Wednesday 18<sup>th</sup> October 2023 at 6.30pm</b>
<b>Venue:</b>	<b>Meeting Room, Boughton Heath Academy</b>

<b>Invited to Attend (Governors):</b>	
Kate Lee (KL) Jon Lenton (JL) Rob Herd (RH) Andrew Vaughan (AW) Muriel Breugelmans Tyler McPherson-Hill (TMH) Mark Loughnane (ML) Elaine Hall (EH) Sally Sumnall (SS)	Co-opted governor/Chair of Governors Principal Co-opted governor Parent governor Parent governor Staff Governor Parent Governor Co-opted Governor Staff Governor
<b>Apologies</b>	
James Ferguson (JF)	Co-opted Governor
<b>Also in Attendance:</b>	
Debbie Tomkinson (DT)	Governance Director

<b>AGENDA ITEM 1</b>	<b>WELCOME, APOLOGIES FOR ABSENCE (Statutory) AND CONFIRMATION WHETHER MEETING IS QUORATE</b>
<b>Discussion:</b>	KL welcomed all to the meeting. The apologies of JF were accepted. TMH and SS had advised they would be late to the meeting.  KL also advised that Brenda Rewhorn had resigned from her role as governor.

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

<b>AGENDA ITEM 3</b>	<b>PART ONE MINUTES OF MEETING – SEPTEMBER 2023</b>
<b>Discussion:</b>	The Part One minutes of the meeting dated 27 <sup>th</sup> September 2023 were circulated in advance and were approved as a true and accurate record.
	<b>RESOLVED: That the Part One Minutes – 27<sup>th</sup> September 2023 be accepted as a true and accurate record.</b>

<b>AGENDA ITEM 4</b>	<b>REVIEW OUTSTANDING ACTIONS</b>
<b>Discussion:</b>	<p><b>Governors to complete LGB self-evaluation in the autumn term. COMPLETE</b></p> <p><b>Governors to receive presentation on the Relationships and Sex Education Scheme of Work. COMPLETE</b></p> <p><b>Update on zones of regulation to be included on a future meeting agenda. This is referred to in the Pupil Premium reports and will also be included in the special educational needs (SEND) documentation. COMPLETE</b></p> <p><b>Photographs of governors to be taken at the next LGB meeting. ONGOING</b></p> <p><b>Governors to complete Safeguarding training and to confirm they have read the Keeping Children Safe in Education (2023) guidance. ONGOING</b></p> <p><b>To update website to remove photograph of building from the home page. ONGOING</b></p>

<b>AGENDA ITEM 5</b>	<b>EDUCATIONAL PERFORMANCE</b>
<b>Discussion</b>	<p><b>Relationships and Sex Education (RSE)</b></p> <p>JL provided governors with an update on the RSE curriculum. There are a lot of myths about what is covered in lessons and so the school shares with parents what will be discussed in lessons and information is also published on the school website.</p> <p>Boughton Heath follows the Jigsaw PHSE programme and there is a further bespoke programme at the end of each year on sex education. All year groups will receive age-appropriate sex education at the same time in the summer term.</p> <p>Parents are consulted on the RSE curriculum annually. Whilst parents/carers are legally allowed to remove their children from sex education classes, teachers will discourage this. Families are not able to remove children from science lessons which may include elements of sex education. One child was withdrawn from lessons last year.</p> <p>The RSE curriculum begins in Reception with relationships and friendships and how people grow from being a baby to an adult.</p> <p>In Y1 children learn the proper names of male and female body parts and this helps normalise language about the body. Children will learn about the physical differences between males and females and puberty in Y3 and Y4. The RSE curriculum in Y5 and Y6 is focused on consolidating knowledge and preparing children for high school. They will learn more about how bodies change and there is more detail about how a baby is conceived.</p> <p>There is a lot of work on the importance of consent relationships and in Y6 children learn about the importance of making the right decisions.</p>

Children's work is recorded in books and examples of these were shared with governors.

The RSE Policy is a trust policy which has been discussed with senior leaders across the trust and it enables children to be well equipped to talk about sex and relationships education.

Pupil voice is obtained through surveys where children are asked if they feel safe and if there is anything that worries them. There are worry boxes where children are able to ask any questions or raise any concerns they may have.

**Q: Are children taught about same sex relationships as some of the language used in documentation precludes that – such as the references to boyfriend and girlfriend relationships?**

A: Same sex relationships are taught through the No Outsiders programme in an age-appropriate way but it was agreed that the reference to boyfriend and girlfriend relationship should be changed.

**Q: Has there been any parental pushback about the RSE curriculum?**

A: There have been no complaints since JL has been headteacher and there has been a lot of positive feedback. If parents do have concerns they are able to make an appointment to discuss them with JL. The only area where there have been some questions is about the decision to use the proper words for body parts but it is important the correct terminology is used to help normalise the language and is good practice from a safeguarding point of view.

Governors noted that it would be useful for them to see the information that parents were receiving and JL agreed to add non-parent governors onto the mailing list.

Governors approved the local scheme of work for relationships and sex education.

### **Pupil Premium**

The annual Pupil Premium (PP) Strategy was included with the papers for the meeting and had been discussed by AV and JL during PP visits.

The report has been updated to include an allocation of some recovery premium which it is anticipated that schools will receive although there has been no official confirmation of this. The school is still in receiving Ukrainian funding and JL has notified the Department for Education that the school should not be receiving this and so the total amount could change but Boughton Heath will receive at least £23,530.

The PP strategy is a three-year strategy and the objectives have not changed. The focus is on self-regulation, attainment and the social and emotional wellbeing of disadvantaged children.

**Q: In the past, parents were one of the key challenges, has that changed?**

A: The pupil premium is for the benefit of children and there was the danger of supporting the parent and not the child and so it has not been included in the strategy. JL will continue to be responsible for parental engagement across the whole school.

**Q: If a child is entitled to PP funding but also has an EHCP, are leaders sure that the funding is spent on the needs of that child?**

A: Yes, the EHCP will state specifically what level of funding a child will receive and this has to be allocated to support that child. The EHCP is a legal document which has to be followed and in many instances the funding is usually required to be spent on one-to-one support. The PP money is pooled and parents are asked what support their child may need and this is allocated as much as possible in line with these needs.

**Q: If a child with special educational needs (SEND) receives both SEND funding and is also entitled to PP, is this mentioned on the SEND profile?**

A: Not necessarily as they are two separate elements. There is a vulnerable child tracker with details of all the children that the school deems vulnerable including children with English as an additional language, SEND, PP and service children.

**Q: Is the intended outcome for 65% of disadvantaged children to make the expected standard in reading, writing and maths as individual subjects the right target and, given the focus on disadvantaged children in the school development plan, should this be higher?**

A: The focus on disadvantaged children is not just about academic attainment as some children may share other context groups (eg SEND). Academic attainment is just one element of the strategy but the biggest issue for schools is the emotional and mental health of disadvantaged children. There will be a focus on this in the anticipation that improved mental health will have a positive impact on attainment. 65% achieving the expected standard in reading, writing and maths is above the national average for all pupils and so is an ambitious target.

**Q: Boughton Heath has a small number of disadvantaged children. With the exception of the homework club, the interventions have not changed and the data has remained the same. Should the interventions be different?**

A: The strategy has not changed and interventions will still run but they will be different.

**Q: One of the intended outcomes is that by the end of 2023/24 all disadvantaged children will have a chance to engage in sports, arts or other additional activities. Should that be re-written to 'ensure' all children will have these opportunities?**

A: No, as children will not be forced to take part if they don't want to. Children will be asked if there are any activities they would like to take part in and this is logged on the vulnerable children tracker and will be facilitated where possible.

**Q: What is a significant reduction in disruption?**

A: This will be considered on a case-by-case basis. There are some children who find it difficult to self-regulate and engage in lessons and this will be measured on an individual basis.

**Q: Is there a behaviour management system to monitor this?**

A: Behaviour incidents are logged on CPOMS.

**Q: £12k is being spent on staff. What measures are in place to ensure that the interventions are having an impact on closing the gap between disadvantaged and non-disadvantaged children?**

A: There are termly progress review meetings where all children data is broken down to include their specific contexts.

SS and TMH joined the meeting

Decisions made about PP spending are based on Education Endowment Foundation (EFF) research.

One of the areas of spending will be on providing staff with official zones of regulation training which is a trauma informed approach to behaviour.

There is a need to ensure that there are accurate assessments in place for disadvantaged children and children with SEND.

The tutoring programme last year had an impact and so, this year, the school will offer a homework club.

All disadvantaged children in KS2 are offered a residential trip that is paid for through PP funding although not all families require the school to pay. PP funding is also used to fund wraparound care and music tuition.

**Q: Why is there no mapping of the attendance of PP learners?**

A: As there are low numbers of children entitled to PP, this data is not included as it could be possible to identify individual children but the data for disadvantaged children is included in the attendance report to governors. For a comparison of attendance across the trust it would be necessary to request this information from the trust.

It was agreed that a request for information on PP attendance across the trust would be made through the Compliance Handbook.

Governors approved the Pupil Premium strategy.

**Sports Premium**

JL advised there had been a carry-forward of £382 from the previous year. £17910 of the Sports Premium has been allocated and this includes a contribution to the costs of the swimming pool. The sports premium cannot be used to subsidise the pool heavily but the swimming offer that the school is able to provide is significantly greater than the requirements for swimming under the National Curriculum.

**Q: Why can't £5k be allocated for the pool?**

A: Swimming has to be delivered under the National Curriculum and so it is not possible to use the sports premium to fund the pool in its entirety.

Last year, the premium was used to employ a sports coach every lunch time for half a term to give children the chance to take part in an organised sporting activity. This was very successful and this year, the provision will be extended over the whole year which means that football can be offered all year round and it will also be possible to run a dedicated girls' team.

Some of the money will be spent on equipment but this will be a smaller amount than last year.

If funds are available, JL advised that he would like to have an outdoor monitor in the playground to provide ad-hoc sessions such as dancing. There are also plans for a professional athlete to visit and talk to children.

The school buys into the PE Association which funds wider opportunities such as golf and yoga in addition to membership of the School Sports Partnership which provides access to all competitions. Governors congratulated the school as being reigning primary school team of the year.

Some of the premium is used for staffing costs – such as enabling teachers to attend events. The plan for this year's sports premium included provision for new school kits so that children are ambassadors for the school in external events. £800 had been allocated for this but the cost of the kits will now be funded by a parent.

**Q: Will any external accreditation be sought?**

A: The school has the gold Primary Schools Games Mark and will be looking to achieve the platinum award.

	<p><b>Q: Does the data show that attendance is increasing through sport?</b>  A: SS maintains a spreadsheet which is cross-referenced against the vulnerable pupil tracker to ensure pupils are attending.</p>
	<p><b>ACTIONS</b></p> <p><b>JL to update curriculum documents to remove references to boyfriend and girlfriend relationships.</b></p> <p><b>JL to include non-parent governors on mailing list.</b></p> <p><b>Information on whole trust attendance for pupil premium children to be included as a request in the Compliance Handbook.</b></p>
	<p><b>RESOLVED: Governors approved the local scheme of work for the RSE curriculum.</b></p> <p><b>RESOLVED: Governors approved the Pupil Premium strategy.</b></p>

<b>AGENDA ITEM 6</b>	<b>VISION AND STRATEGY</b>
	The school vision has recently been updated and governors were of the view that there were no changes required to the vision, strategy, key priorities and expected actions.

<b>AGENDA ITEM 7</b>	<b>FINANCE</b>
<b>Discussion</b>	<b>Approval of Expenditure under the Scheme of Delegation</b>
	There were no items of expenditure requiring approval under the Scheme of Delegation.

<b>AGENDA ITEM 8</b>	<b>COMPLIANCE</b>
<b>Discussion:</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 taken any urgent actions taken on behalf of the LGB since the previous meeting.</p> <p><b>Safeguarding</b></p> <p>The annual safeguarding report to governors and safeguarding record of visit were included with the papers for the meeting.</p> <p>A designated member of staff is required to complete Prevent training and this will be in place after half-term. Designated Safeguarding Leads and Deputy Designated Safeguarding Leads are required to complete three levels of training and all other staff receive Prevent training during an Inset day.</p> <p>It has been identified that training is required to provide support in circumstances where there is emotional based school avoidance. Leaders will receive relevant training which will be rolled out to staff so that any issues can be dealt with effectively.</p>

	<p>One member of staff with bereavement training has left the school and so there is a need for another member of staff to receive this training.</p> <p>The headteacher at Bexton completed a safeguarding visit at the school and reviewed school's practices and procedures. There were some non-statutory actions that were recommended and there was a review of a number of safeguarding cases. Feedback was very positive.</p> <p><b>Q: What is the position in relation to fire evacuation procedures?</b> A: This is covered in the health and safety inspections. Fire drills take place termly and this is in line with the law which requires them to take place as regularly as would be beneficial. If drills were practised more often, children are less likely to think a real fire is real.</p> <p><b>Q: Would a child be asked to hide or would an entrance be blocked during the drills?</b> A: No but staff are told there will be a fire drill as it is important that they understand how to respond to a drill.</p> <p><b>Q: What is Team Teach?</b> A: It is training to support teachers who may have to use reasonable physical force. Any member of staff is allowed to use reasonable force if there is a risk of harm to themselves or someone else but it is good practice for teachers to have the relevant training.</p> <p><b>Residential Visits</b></p> <p>Children in Y3-6 have the opportunity to attend residential. In Y3 and Y4 there is a residential in Condoover, Y5 Anglesey and Y6 the Lake District.</p> <p><b>Policies</b></p> <p><b>Behaviour Policy</b></p> <p>JL provided governors with an update on the Behaviour Policy. The policy remains the same as last year but includes the addition of zones of regulation which will be used as part of the behaviour policy. Think sheets and pathways will continue to be used.</p> <p>JL advised that one child was internally excluded last year which meant they sat in JL's office. KL was informed of this in line with the Behaviour Policy.</p> <p>JL would, in the future, like to produce a child-friendly Behaviour Policy.</p> <p><b>Anti-bullying Policy</b></p> <p>There are no changes to the Anti-bullying policy.</p>
--	---

<b>AGENDA ITEM</b> 9	<b>GOVERNANCE</b>
<b>Discussion</b>	<p><b>Governor Training</b></p> <p>Governors were reminded of the requirement to complete the safeguarding for governors training before half-term.</p> <p>Governors also discussed the Strategic Quality Management training and DT to circulate this.</p> <p><b>Governor Visit Reports</b></p> <p>There were no governor visit reports.</p> <p><b>LGB Self-Evaluation</b></p>

	<p>Governors received and noted the LGB self-evaluation report. Further discussions took place under the Part Two agenda.</p> <p><b>Governor Blogs</b></p> <p>There was a discussion about the format of governor blogs. It was agreed that governor communication with parents/carers may be more effective by including articles in the school newsletter and it was agreed that RH would provide a report for the December newsletter.</p> <p><b>Governor Action Plan</b></p> <p>It was agreed that governor visits should be more aligned to school priorities. It was agreed that the school priorities should be included on each LGB agenda and when governors complete link governor visits it should focus on one of the priorities.</p> <p>Succession planning was also agreed to be a focus for the LGB this academic year. Governors were asked to consider if they would like to undertake the Chair’s Development course.</p> <p>Governors were also asked to advise KL of their availability in January for the annual one-to-one meeting with her.</p>
	<p><b>ACTIONS</b></p> <p><b>RH to write an article for the December newsletter.</b></p> <p><b>School priorities to be included at the top of each LGB agenda.</b></p> <p><b>Governors to advise KL of their availability for a one-to-one meeting with her in January.</b></p>

<b>AGENDA ITEM 10</b>	<b>DATE OF NEXT MEETING</b>
<b>Discussion:</b>	Wednesday 22 <sup>nd</sup> November 2023 at 6.30pm

**Further discussion took place under the Part Two agenda**