



Cheshire Academies Trust
Inspiring hearts and minds



Here, Children Thrive

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

Date	Wednesday 27th March 2024 at 6.30pm
Venue:	Meeting Room, Boughton Heath Academy

In Attendance	
Kate Lee (KL) Jon Lenton (JL) Sally Sumnall (SS) Rob Herd (RH) James Ferguson (JF) Mark Loughnane (ML) Laura Paddock (LP) Daniel Knox (DK)	Co-opted governor/Chair of Governors Executive Headteacher Staff governor/Head of School Co-opted governor Co-opted governor Parent Governor Parent Governor Parent Governor
Apologies:	
Tyler McPherson-Hill (TMH) Muriel Breugelmans (MB) Andrew Vaughan (AV)	Staff Governor Parent Governor Co-opted Governor
Absent:	
Elaine Hall (EH)	Co-opted Governor
Also in Attendance:	
Debbie Tomkinson (DT)	Governance Director

The Meeting Met its Quorum

AGENDA ITEM 1	WELCOME, APOLOGIES FOR ABSENCE (Statutory) AND CONFIRMATION WHETHER MEETING IS QUORATE
Discussion:	KL welcomed all to the meeting. The apologies of TMH, MB and AV were accepted.

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.
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AGENDA ITEM 3	EDUCATIONAL PERFORMANCE
	<p>Teaching and Learning - presentation</p> <p>SS provided governors with a presentation on HOWLS (Habits of Work and Learning) and the Boughton Heath Crew.</p> <p>Crew sessions happen on Monday mornings and Friday afternoons and the timetable has been altered to allow for this. The concept of 'crew' has been developed following the Learning Without Limits programme which has been provided by the trust. Everyone in school is part of the crew and everyone has a role to play. This provides a safe place where everyone can be heard and allows individuals to grow through acknowledging strengths, achievements and areas for development.</p> <p>The session starts with an ice-breaker on a Monday morning and a bulletin is shared with children so that they are engaged with what is happening in the school.</p> <p>Mid-day assistants give children recognition point for good conduct during lunchtime and messages from staff are shared with the children. This empowers the pupils as they know what is going on in school.</p> <p>The Habits of Work and Learning (HOWL) began with initial discussions with the school council about 'getting smart, working hard and being kind'. The school council then talked to other children in their classes and statements for each area were developed. The results from across the school were collated resulting in the HOWL which reflect the school values such as kindness and respect. The HOWLS were launched after Christmas and they had an almost immediate impact. All children abide by the habits and can evaluate themselves against them.</p> <p>In the Friday session there is an evaluation of the week and this includes highlighting what children have done well in relation to the HOWLS. They will also talk about what could be better and children are becoming more open in talking about what they find difficult. This generates actions for children to work on in the crew sessions the following week. The Friday session ends with acknowledgements and apologies where children can highlight someone who may have helped them or someone they want to say sorry to.</p> <p>Q: When children have said that they like to do a particular activity is there any action taken on this? A? The school council have fed back on activities that children would like more of including requests for clubs and these are noted and leaders will try and facilitate this moving forward.</p> <p>Teachers have also responded positively to the crew and HOWLS.</p> <p>Q: Do the children read the kindness boards? A: Yes, and a lot of the messages are written by children for other children in the school.</p> <p>Q: Are there any links with the achievement assemblies? A: Yes, and if children have any outside achievements these are also acknowledged.</p> <p>Governors thanked SS for her presentation.</p> <p>Looked After Children</p> <p>There are currently no looked-after children. There are a number of post-looked after children and pupil premium funding is used to make sure their needs are met. Looked after children are in the care of the local authority and post looked after children have been adopted and so are no longer in the care of the local authority but it is still important to know who these children are and to consider if they need any ongoing support.</p>

AGENDA ITEM 4	PART ONE MINUTES OF MEETING –FEBRUARY 2024
Discussion:	That the Part One minutes of the meeting of Wednesday 14 th February 2024 were approved as a true and accurate record.
	RESOLVED: That the Part One Minutes – 28th February 2024 be approved as a true and accurate record.

AGENDA ITEM 5	REVIEW OUTSTANDING ACTIONS
Discussion:	<p>RH to complete safeguarding link governor visit. Next term</p> <p>SS to circulate suggested date for governor visit with focus on the SQM. The suggested dates are:</p> <p>Writing – Monday 29th April 2024 (am) EYFS – Friday 17th May 2024 (am) SEND – Friday 5th July (am)</p> <p>DK and AV to write articles for the next newsletter. Governors thanked AV for his article for the school newsletter. COMPLETE.</p> <p>LP to attend next coffee and cake session. LP attended the session which was very positive. There were eight parents who were in attendance. COMPLETE</p> <p>Governors to receive a presentation on the Boughton Heath crew and Habits of Work and Learning. COMPLETE</p>

AGENDA ITEM 6	VISION AND STRATEGY
	<p>SQM Projects</p> <p>Governors received an update on progress of SQM projects. There is one project blocked but good progress has been made. Governors were invited to ask questions.</p> <p>Q: When does the spring term assessment take place? A: Governors will be provided with an update in the summer term.</p> <p>Q: How has the effectiveness of the assessment framework been monitored to date? A: The report provided provides an overview of progress on the SQM projects and what actions are remaining and a full report will be provided in the summer term. The report highlights potential lines of enquiry for governors to ask questions.</p> <p>Governors discussed the information that had been provided and suggested that it might aid discussions if governors were able to view the success criteria. JL shared the full SQM project with governors and he advised that there are different success criteria for different projects. there will be some projects that will be completed over the short-term but there are also longer-term projects and so there will be different metrics at different time.</p> <p>It was agreed that further guidance would be sought from the trust regarding the format of the reporting on the SQM to local governors.</p>
	<p>ACTIONS</p> <p>DT to request further information from the trust regarding the format of the reporting of the SQM</p>

AGENDA ITEM 7	HR/FINANCIAL PERFORMANCE
	<p>Staff Training</p> <p>SS provided governors with an update on all of the staff training that has taken place including:</p> <ul style="list-style-type: none"> - additional first aid training - epi-pen training - JL and SS have attended managing sexualised behaviour training. - JL has completed senior mental health training - A teaching assistant is attending ELSA (emotional literacy) training. - SS has attended sessions on coaching and emotional based non-attendance - A teaching assistant has received ELKLAN (speech and language training) - Y4 and Y5 teachers have attended mastering number training to boost fluency across school. - All staff have received training on working scientifically as art and science are a focus, this year, for professional development. - Attachment training has been delivered to staff - The early years team have attended the first session of Reggio Emilia training. <p>Upcoming training needs include:</p> <ul style="list-style-type: none"> - Zones of regulation - MITA (Maximising the Impact of Teaching Assistants) - Special educational needs (SEND) training in specific areas such as ASD (autism spectrum disorder) or ADHD (attention deficit hyperactivity disorder) - - <p>Q: Is the training mapped out so that any gaps can be identified? A: Yes and the training offer is linked to the needs of individuals which is discussed in performance management meetings. The statutory training required is health and safety, fire safety and safeguarding. Other training requirements are identified through school improvement visits or because of the needs of children. Some staff will receive more training if they are new to the school or require it because of their particular role.</p> <p>Q: When does the training take place? A: During staff meetings or, in necessary, staff can be released and this will be covered internally.</p> <p>Q: Why is the Reggio Emilia training just for the early years team? A: It looks at the teaching styles and learning environments in the early years. It is an inspiring programme which will take place over three sessions and will provide staff the opportunity to work with other early years leads across the trust.</p> <p>Q: Are staff aware of what professional development is taking place? A: Staff will be able to talk about whole school training such as SQM and safeguarding but some staff will be receiving training in response to specific school contexts.</p> <p>GDPR</p> <p>GDPR link governor visit to take place in the summer term.</p> <p>Reserves and Investment Policies</p> <p>Local governors were asked to provide feedback to the trust on proposed changes to the CAT Reserves Policy and the new CAT Investment Policy.</p> <p>Governors were advised that the trust is thinking of new ways to address funding and the investment of contingency reserves is a way of increasing money whilst schools still retaining control of their individual budgets.</p> <p>Q: Is the contingency reserve accumulated? A: As long as the school holds the level of contingency reserves stipulated in the policy then this does not increase.</p>

	<p>Q: When are contingency reserves used? A: In emergency situations such as if there is a legal claim which the school would not be able to pay for out of the main budget.</p> <p>Governors noted that the discussions related to public money and so it is important that there be full transparency on where the money is invested and governors requested further information from LJ on this point.</p> <p>Q: Could the contingency reserves be used to fund a nursery? A: Contingency reserves are generally for emergency situations and approval is needed from the trust board before these funds can be used and so it would be necessary to seek board approval for any use of the contingency reserves.</p> <p>It was also noted that this was a decision for the trust board to make and any liability would sit with the board of trustees.</p> <p>Q: What will happen to any interest made? A: This would go to the trust.</p> <p>Q: Why does the trust need to do this, and why is this something that individual schools cannot do themselves and retain any interest? A: This is a decision of the trust board.</p> <p>To approve expenditure under the Scheme of Delegation</p> <p>There were no items of expenditure requiring approval under the Scheme of Delegation.</p>
	<p>ACTIONS</p> <p>DT to request further information on how reserves are to be invested.</p> <p>GDPR link governor visit to take place in the autumn term.</p>

AGENDA ITEM 8	COMPLIANCE AND SAFEGUARDING
Discussion:	<p>LGB Compliance Document</p> <p>The LGB Compliance Document was circulated in advance of the meeting and was approved by governors.</p> <p>Risk Assessment and Mitigation Plan (RAMP)</p> <p>The RAMP was circulated in advance of the meeting.</p> <p>Q: Why is the risk for exceptional expenditure so high? A: There is always the possibility of having to cover staff absence or there is a complaint where legal advice is necessary and so it has been assessed as a high risk as it is possible and it will have a high impact.</p> <p>It was noted that the risks in relation to the levels of staff absence and unfilled vacancies have decreased since the autumn term report. There has been positive recruitment which provides capacity for cover so very little money is spent on supply because of the internal staffing structure and this allows some of the supply budget to be used to facilitate staff training.</p> <p>Attendance Update</p> <p>Governors received the Fischer Family Trust (FFT) pupil attendance report.</p>

	<p>Governors asked about the attendance of the Y6 class and governors were provided with an update on the reasons why the attendance levels were lower.</p> <p>Q: When looking at HOWLS, if a class does not hit the attendance target, how does this affect the morale of that class?</p> <p>A: The expectation for attendance is 95% and attendance across the school is strong. Attendance is used as a discussion point to highlight the importance of being in school and what can be done to encourage attendance. There has been a big focus on the attendance strategy and letters are going to be sent to parents whose attendance is between 90 and 95%. The focus will not be on the percentage figure but on the number of days missed. Attendance at 90% sounds positive but when it is highlighted to parents this can equate to 19 days (or four weeks of schooling) it has a greater impact.</p> <p>It was noted that attendance is above the national average and the numbers of children who are persistently absent or significantly persistently absent (SPA) is way below the national average and the focus is on the attendance of any child who is SPA.</p> <p>Q: How many of the children whose attendance is lower are disadvantaged children?</p> <p>A: There are some children in this group who need support and the school is aware of any contextual reasons for lower attendance.</p> <p>Children with Additional Health Needs</p> <p>Governors received an update on children with additional health needs. There are health care plans for any child with additional health needs and all staff are aware of the plans which are regularly reviewed with parents. Where a child has significant medical needs, additional training has been given, staff are updated and any necessary adjustments are made. Updates are always sought from parents before any trips or visits.</p> <p>Principal Update</p> <p>There have been two fixed-term exclusions in the spring term and these matters have now been resolved.</p> <p>There have been no complaints.</p>
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AGENDA ITEM 9	GOVERNANCE
Discussion	<p>Link Governors</p> <p>It was agreed that DN would shadow KL as assessment link governor and that a link governor visit would take place in the summer term.</p> <p>It was confirmed that RH would continue as safeguarding link governor.</p> <p>Governor Visits</p> <p>LW had completed a governor visit and her visit report to be included on the agenda for the May meeting.</p> <p>It was agreed that ML would complete a health and safety link governor visit in the summer term and the dates for the SQM focus visits were discussed in agenda item 5.</p> <p>Governor Training</p> <p>A summary of the termly Chairs' meeting was included in the governance newsletter and KL provided a further verbal update.</p>

	<p>The trust has grown to eight schools with an additional two schools to join by the start of the next academic year. Phase one will see the trust grow to 10 primary schools and one special school with a total of just over 3000 pupils across all schools which will make Cheshire Academies Trust a medium-sized trust.</p> <p>Phase two will see the trust grow to 15 schools and in phase three the trust will grow to 20 schools.</p> <p>Q: What will the reach of the trust be? A: Cheshire West, Cheshire East and the Wirral.</p> <p>Governors discussed the growth of the trust and if the current level of support would be maintained as additional schools join CAT.</p> <p>CLTA is the training arm of CAT and provides a range of continuing professional development for staff including senior leaders and teachers including the expert teacher development programme, Learning Without Limits.</p> <p>The trust is developing its data intelligence strategy and has commissioned an external company to accumulate metrics and key performance indicators which can be used as a comparator in order to enhance school improvement.</p> <p>Trust schools have been successful in securing condition improvement funding totalling £2.5 million.</p> <p>Work is taking place on the workforce strategy and an external organisation, Talent Architects, have been commissioned to talk to staff to understand the lived experience of staff across the trust.</p> <p>There was also a discussion about an alternative, seven-meeting local governance structure. Any decision to change to a seven-meeting structure is for the individual governing bodies to make. It was agreed that a further discussion on the meeting structure would take place at the next LGB meeting.</p>
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	<p>ACTIONS</p> <p>Assessment link governor visit to take place in the summer term.</p> <p>Curriculum link governor visit report to be included on the agenda for the May meeting.</p> <p>LGB meeting structure to be included on the agenda for the next meeting.</p> <p>Health and safety link governor visit report to be included on the agenda for the next meeting.</p>
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AGENDA ITEM 10	DATE OF NEXT MEETING
Discussion:	<p>EGM Wednesday 24th April 2024</p> <p>Post Meeting Addendum: The focus for the EGM was on the new leadership structure. KL advised governors that she had met with JL and SS to discuss this and that there was no requirement to</p>

	hold an additional meeting. An update will be provided at the meeting on Wednesday 22nd May 2024 at 6.30pm
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Further discussions took place under the Part Two agenda