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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 1**

Date	Wednesday 28th September 2022 at 6.30pm
Venue:	Meeting Room, Boughton Heath Academy

Invited to Attend (Governors):	
Kate Lee (KL) Jon Lenton (JL) Andrew Vaughan (AW) Muriel Breugelmans Brenda Rewhorn (BR) James Ferguson (JF) Tyler McPherson-Hill (TMH) Mark Loughnane (ML)	Co-opted governor/Chair of Governors Principal Parent governor Parent governor Co-opted Governor Co-opted Governor Staff Governor Parent Governor
Apologies Rob Herd (RH) Helen Patterson (HP) Katrina Ralston (KR)	 Co-opted Parent Staff
Also in Attendance:	
Sally Sumnell Debbie Tomkinson	Deputy Headteacher 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 RH, HP and KR were accepted.

AGENDA ITEM 2	DECLARATION OF PERSONAL & PECUNIARY/BUSINESS INTEREST (Statutory)
Discussion:	Governors were asked to complete the declaration of interests form and approved the Code of Conduct for 2022/23.
RESOLVED: That the Code of Conduct for 2022/23 be approved	

AGENDA ITEM 3	ELECTION OF CHAIR AND VICE CHAIR
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	<p>A nomination for KL to be appointed as Chair of the LGB was received. KL left the meeting whilst the nomination was discussed and governors approved the appointment.</p> <p>A nomination for MB to be appointed Vice Chair of the LGB was received. The nomination was discussed before MB's arrival into the meeting and was approved by governors.</p>
	<p>RESOLVED: That KL be appointed as Chair of the LGB for 2022-23</p> <p>RESOLVED: That MB be appointed as Vice Chair of the LGB for 2022-23</p>

AGENDA ITEM 4	PART ONE MINUTES OF MEETING – JULY 2022
Discussion:	The Part One minutes of the meeting of 13 th July 2022 were circulated in advance of the meeting and accepted as a true and accurate record.
	RESOLVED: That the Part One Minutes – 13th July 2022 be accepted as a true and accurate record. All agreed.

AGENDA ITEM 5	REVIEW OUTSTANDING ACTIONS
Discussion:	<p>The following link governor visit reports to be included on the agenda for the September meeting: Health and Safety – the health and safety audit has not been completed due to a change in personnel at the Local Authority.</p> <p>GDPR - complete Safeguarding – to be included on the September agenda</p> <p>Working party of governors to discuss school vision. COMPLETE</p>

AGENDA ITEM 6	EDUCATIONAL PERFORMANCE
Discussion	<p>Statutory Outcomes – for discussion</p> <p>The School on a Page (SOAP) document detailed the statutory results for 2021-22. The number of children receiving a good level of development in Reception was 87% and this was the highest in the trust. This is a very strong result and thanks were given to all of the staff working in the early years team. There is currently no national data to compare the school against.</p> <p>95% of Y1 children met the expected standard in the phonics check and 93% of the children who re-sat this in Y2 met the expected standard.</p> <p>Q: Do these results show the impact of the new scheme? A: The phonics data has always been high. The change to Floppy Phonics has improved the consistency of teaching. The children who did not pass were either very close or had specific reasons why they did not pass such as special educational needs (SEND) or speech and language needs. Historically, the national data is in the low 80s and it is likely to be lower this year.</p> <p>The KS1 one data is very positive. 80% of children in reading, 74% in writing and 76% in maths achieved the expected level or above. This is significantly higher than the national data. 30% of children are working at greater depth in reading, 17% in writing and 17% in maths. The number of children working at greater depth is always lower in KS1 as the children only entered formal education the year before and there are reasons why the children may struggle to achieve a greater depth.</p> <p>The combined score for reading, writing and maths in KS2 was 85% of pupils working at the expected standard or above. This is a very positive set of results particularly in the context of the disruption that children have faced and in comparison with the national average of 59%.</p>

97% of children achieved the expected standard in reading in KS2 (73% national), 32% working at greater depth.

88% of children achieved at least the expected standard in writing (78% national). The writing data was externally moderated and it was a very stringent process. The moderators agreed that four out of six children were working at greater depth (24%).

91% of children achieved the expected standard in maths (79% national) and 21% working at greater depth. 26% were working at the higher level.

The national data for children working at greater depth is not released until the end of September. The greater depth figures could be higher but consideration does need to be given to the disruption to the children's education.

The average scaled scores at Boughton Heath (BHA) are 108 in comparison with the national average of 106.

School data will not be published in league tables this year but the progress scores will be published.

There was some concern about how the progress figures would look because nationally, progress has been hampered. Progress scores of around 0 are good as this is the national average. Lots of schools have negative progress but progress scores at BHA are plus 0.6 in maths, plus 2.6 in writing (higher than pre-covid data) and reading plus 2.5. When the progress scores are published it will show that in maths, the average child at the school is making average progress so are still making good progress. Reading and writing progress scores are significantly above average.

Q: Does the data indicate that results are going down?

A: Whilst the data has gone down in terms of the pre-covid data it relates to the Y6 children who were affected by school closures and this is reflective of the national data which has plummeted from pre-covid levels. Ofsted have stated that they will not compare the 2022 data with the 2019 data for that reason. The school has maintained a strong position when compared against the national data.

In 2019, the national average for the combined scores was 65% and this has reduced to 59% this year. The data has not fallen as much at BHA. In addition, the school had an additional 20 children in school and the more children are in school the more the data may reduce based on averages. Based on the current data nine out of ten children will achieve the expected standard at BHA in comparison with one in two nationally.

Q: Were the maths scores for the Y6 children high in KS1?

A: The children had high KS1 scores and the fact that a smaller number of children were working at greater depth at the end of Y6 will pull the data down. JL has reviewed all of the test papers and a number of children had dropped one or two marks. The children are still achieving well but based on prior attainment some children were expected to get higher.

Governors noted that the results were very positive and thanked staff for all of their hard work. SS was thanked for completing the LGB Outcomes Document which contained all of the school data

MB joined the meeting

Governors were invited to ask questions of the data.

Q: Based on the entry data there are some KS2 classes that seem to go down from the beginning to the end – will this affect decisions on what to teach?

A: For the majority of the year, the data is based on teacher assessment and Star tests which children complete four times per year. The baseline data is an indicator at the start of the year and the assessments become more accurate as teachers get to know the children. It is natural for results to fluctuate over time.

This year there will be a focus on writing – this doesn't mean that the reading data will fall as there are a host of factors that can contribute to changing data.

Q: Why are the numbers of children working at greater depth in maths lower than national when maths has been a strength of the school?

A: The maths data has always been high and this year the number of children working at greater depth was lower than would have been liked. Many of the children only just missed the scores needed to achieve greater depth and it is likely to be a legacy of Covid. Nationally there has been a dip in attainment. Maths is the most progressive subject in terms of building on prior learning and this was disrupted during Covid. It is also more difficult to have the talking and reasoning lessons that are necessary for problem solving. The data shows that the children's learning was consolidated so that they achieved higher than the national data but some children did not manage to convert this to greater depth.

Q: 23% of Y2 children are below or well below – are there any issues with the Y2 cohort?

A: The Star tests are only one indicator of how a child is performing. The data does look like it is fluctuating but the statutory data is very good.

Q: Are there other tools that governors could use to triangulate the data?

A: JL is looking at the NFER tests for Y2 which teachers mark and are entirely matched to the curriculum the children are working on so are very reliable. The Star test data shows progress from point to point but some of the questions can be about areas the children have not covered. The NFER provides a national benchmark as they produce a scaled score based on the child's age.

Q: How is writing measured this year?

A: The assessment has changed to be in line with other schools in the trust and will be an 'on track' system. Teachers will look at all of the skills covered in each term and based on how the children attain the will be assessed on whether they are on track to achieve.

Q: Why is attendance not at pre-covid levels?

A: This is because of families taking term-time holidays. One family did not want to send their children to school during Covid and that has impacted on the attendance data. The Education Welfare Officer has visited the school and noted that the attendance is excellent. The numbers of children who are persistently absent is 4.9% compared with the national figure of 19%.

Governors requested that DT to speak to CEO to request that the assessment training be offered again.

ACTIONS

DT to request that the assessment training package be delivered to governors

**AGENDA ITEM
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VISION AND STRATEGY

School Vision

AW, BR KL met wit JL and SS in advance of the meeting and the proposed new vision, Here, Children Thrive, was presented to governors for discussion.

The working group were of the view that the current vision did not reflect the national climate and vision for the school moving forward. The word thrive is key to the new vision – if a child is thriving they will achieve and exceed their potential. The vision was broken into four areas – academic, physical, social and emotion and is a far clearer and more succinct vision.

The vision is based on the work of Simon Sinek whose work was used to model the trust vision. The starting point for any vision has to be 'why' and around this should be the key values with specifics and a sample of examples of what the school does for children every day.

Q: Is there a reason why the vision does not include some of the specifics as this is very powerful?

A: It has been kept short so that it is not too wordy and children will be able to explain the core values.

Q: Is it too generic – what makes BHA different to other schools?

A: There is a longer version which goes into more detail but BHA is not different to any other school. BHA follows the national curriculum and operates under the same legal framework, what sets the school apart are the outcomes and the ethos.

Q: How often do parents ask what vision is?

A: It is very important to have a strong vision. It is also a statutory obligation. There are no negative connotations with the word thrive and the school's unique selling point will be the outcomes for children and how their characters are develop and that no matter what a child's starting point they will thrive at BHA.

Governors approved the new vision. JL to communicate to parents and to include on website.

School Development Plan/ Self-Evaluation Form

The SDP/SEF is similar to the previous year's plans and is similar to what other schools are working on. A lot of actions were achieved last year.

Q: Were last year's objectives more measurable?

A: In discussion with the CEO, the strategy has to be broad and work will then take place on honing in on particular areas.

Q: Are the SGP rates the right thing to measure against?

A: This has been discussed across the trust. Teacher assessment will also be reviewed and reviewed termly, these will be traffic lighted to show the percentage of children working at particular levels.

Q: Are there plans for early years accreditation this year?

A: There will be a plan for the school to achieve accreditation for 2023/24.

The further improvements highlight what the school has identified as priority based on the previous year and this will inform the strategic overview.

Q: A number of points say 'further improve' is that qualitative enough?

A: They are based on the evidence of impact and behind the document is an action plan with more specific actions.

Governors approved the SDP.

RESOLVED: Governors approved the new vision – Here, Children Thrive

	RESOLVED: Governors approved the SDP/SEF for 2022/23
	ACTIONS JL to communicate vision to parents and to publish on school website.

AGENDA ITEM 8	FINANCE
Discussion	<p>Pupil Admission Numbers</p> <p>The total number of pupils is 225. Reception is full and has a waiting list. There is one space in Y3.</p> <p>Staff Attendance</p> <p>JL is awaiting the data from last year but staff attendance is strong.</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. JL informed governors that the installation bill for the new Reception area is £10068 when VAT is included. This does not require governors' approval as the net cost is lower than £10k.</p>

AGENDA ITEM 9	COMPLIANCE
Discussion:	<p>Chair's Action</p> <p>The Chair had not taken any urgent decisions on behalf of the LGB.</p> <p>Principal's Action</p> <p>The Principal had not taken any urgent decisions on behalf of the LGB.</p> <p>Safeguarding</p> <p>Governors received the updated Keeping Children Safe in Education Guidance. Governors to read and sign to confirm that they have read the document.</p> <p>The Safeguarding Policy was circulated in advance of the meeting. It was noted that appendix three needs updating but that subject to this amendment, the policy be approved.</p> <p>Stakeholder Engagement</p> <p>Governors discussed the plans for stakeholder engagement.</p> <p>There will be pupil surveys and small group surgeries between pupils and the leadership team. Subject leader files are designed so that pupil voice is key. Parents have three surveys, can attend the parent forum and there is a member of the leadership team on the school gate most mornings. A trust survey for staff will be sent in the October half-term and JL will create named and anonymous surveys for staff.</p> <p>Q: There were a low number of responses from parents last year, what steps are being taken to improve this?</p> <p>A: Parents will be targeted more and asked to complete the survey. It was also suggested that it may be beneficial for the surveys to be circulated during parents' evenings.</p>

	<p>Policy Update</p> <p>Governors received a verbal report on the operation of the following policies:</p> <p>RSE Policy</p> <p>This is a trust policy implemented at school level. Lessons take place in every year group and follows a programme of work called Jig.</p> <p>Equality Policy</p> <p>The Equality Objectives are due for renewal at the end of this year. It was agreed that it may be beneficial to review these early as they are not reflective of the schools' current position.</p> <p>Uniform Policy (for information only)</p> <p>The Law prohibits excessive branding of school uniform. The policy is a statement on website. Children have to wear school colours but there is no requirement for any items to be branded. Families are provided with links to the nearest and cheapest suppliers. School uniform is important in feeling part of a community and all Reception children have been provided with a branded water bottle and book bag.</p> <p>Q: Will there be an amnesty for parents? A: After Easter and at the end of academic year and parents will be asked to donate uniform they no longer need.</p> <p>Q: Is there a donation policy? A: Work is taking place with the PTA who will advertise donated uniforms. Old uniform will be washed and ironed and given to those who need it. It is not anticipated that this will be a significant issue but it will be important to some families.</p> <p>Governor Training</p> <p>Governors to complete the skills audit for the November meeting. It was agreed that training would focus on link governor roles.</p> <p>Governor Visits</p> <p>The Governor Visit Protocol was circulated in advance of the meeting and approved by governors.</p>
	<p>RESOLVED: That subject to an amendment to Appendix 3, the Safeguarding Policy be approved.</p> <p>RESOLVED: That the Governor Visit Protocol be approved.</p>
	<p>ACTIONS</p> <p>Governors to read and confirm they have read Keeping Children Safe In Education – Statutory Guidance September 2022</p> <p>Governors to consider a review of Equality Objectives</p>

AGENDA ITEM 10	GOVERNANCE
Discussion	<p><u>Link Governors</u></p> <p>Governors agreed the following link governor roles:</p>

	<p>Safeguarding - HP Finance - KL Health and Safety - JF SEND - KL Data Protection - MB PPG and LAC AW Assessment - RH Governor Training – JF, Curriculum RH and BR EYFS – ML and KL</p> <p>Vacancies</p> <p>There is currently one co-opted vacancy and the terms of office of RH and KB are due to end in January 2023. It was suggested that it may be beneficial to contact local banks with a view to co-opting a governor with finance experience. JL and DT to discuss.</p> <p><u>Pay and Appeals Panel</u></p> <p>The Pay panel was agreed as: RH, MB, JF</p> <p><u>Scheme of Delegation and Terms of Reference</u></p> <p>Governors received the Scheme of Delegation for Information</p> <p>Governor Visits</p> <p>The GDPR report was circulated with the papers for the meeting and noted by governors. MB confirmed that she had received training from the Trust.</p>
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AGENDA ITEM 11	ANY OTHER BUSINESS
Discussion:	<p>Blogs</p> <p>It was agreed that KL would assign the monthly blogs to governors based on the timings of the link governor visits.</p> <p>Cost of Living</p> <p>Q: With the cost of living increasing is there anything that governors need to be mindful of?</p> <p>A: Staff have contacted all families eligible for pupil premium and all have said they are currently managing. This will be monitored and some action has already been taken – the Y5 residential has been amended to make it cheaper for families.</p> <p>There will be a review from the Chief Finance and Operations Officer next month on energy costs and any aspects that schools need to be aware of. The finances at BHA are very secure.</p> <p>Q: How are staff?</p> <p>A: During the appraisals, staff will be able to have a personal conversation with a senior leader to talk about their circumstances.</p>
	<p>ACTIONS</p> <p>KL to assign blogs to governors</p>

AGENDA ITEM 12	DATE OF NEXT MEETING
Discussion:	Wednesday 19 th October 2022 at 6.30pm

Further discussions took place under the Part Two agenda