



Cheshire Academies Trust
Inspiring hearts and minds



Here, Children Thrive

**PART ONE AGENDA
OF THE LOCAL GOVERNING BODY MEETING – MEETING 3**

Date	Wednesday 11th January 2022 at 6.30pm
Venue:	Meeting Room, Boughton Heath Academy

Invited to Attend (Governors):	
Jon Lenton (JL) Andrew Vaughan (AW) Muriel Breugelmanns Brenda Rewhorn (BR) James Ferguson (JF) Tyler McPherson-Hill (TMH)	Principal Co-opted governor Parent governor Parent governor Co-opted Governor Co-opted Governor Staff Governor
Apologies	
Kate Lee (KL) Rob Herd (RH) Helen Patterson (HP) Mark Loughnane (ML_	Co-opted Governor/Chair of Governors Co-opted Governor Parent Governor Parent Governor
Also in Attendance:	
Elaine Hall Debbie Tomkinson	Observer Governance Professional

Key:

For discussion
For Approval
For Information

AGENDA ITEM 1	WELCOME, APOLOGIES FOR ABSENCE (Statutory) AND CONFIRMATION WHETHER MEETING IS QUORATE
Discussion:	KL sent apologies in advance of the meeting which were accepted by governors. JF chaired the meeting in her absence. The apologies of HP, BR, TMH and RH were accepted.

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

AGENDA ITEM 3	EDUCATIONAL PERFORMANCE
Discussion	<p>Curriculum Update</p> <p>TMH provided governors with an overview of the History curriculum.</p> <p>There was a review of the curriculum last academic year with an overhaul of sequencing and planning. Each class covers history three times per year and this allows for the opportunity to re-visit themes and ensures national curriculum objectives are met. The curriculum is mapped out by year group and there are golden themes that run throughout.</p> <p>TMH provided an example of planning including way points to help teachers to plan and meet objectives for each unit. The knowledge and skills for each unit's end point are incorporated into the way points. Assessment takes place at the end of each unit.</p> <p>The history curriculum is progressive from the early years (understanding the world) to KS1 (local history) and KS2 a chronological study of history from the stone age to World War Two.</p> <p>The golden threads enable children to develop historical skills over time and this helps their understanding of historical concepts.</p> <p>The school is working on developing active learning and this is embedded into each lesson so children are more active (using, for example, drama). Staff regularly share ideas for active learning. Evidence of this can be seen in the books through photos or QR codes.</p> <p>Teachers plan for all learners (amended implementation) so all children use the same skills and information but tasks can be altered depending on the needs of the child.</p> <p>Assessment for learning picks out the key knowledge and skills children should know. Children are asked key questions and at the end of each lesson teachers will complete a document to identify if there is any further support required at the end of the unit.</p> <p>Feedback and assessment is via end of unit quizzes which get more progressive as the children move through the school. Teachers will also review evidence in the children's books. Children are encouraged to have more independence in their work and pupil voice indicates the children are enjoying this.</p> <p>Each classroom has a connected curriculum display with history at the top. This includes some of the way points and enables children to look back on what they already know. The curriculum builds on this knowledge.</p> <p>The presentation provided governors with some examples of pupil voice. Children in Y1 understood that history was a discrete subject. Y2 children liked learning about different jobs. Y3 children enjoyed learning about the local area and also that they could show their work in the way they wanted to. Y4 children liked learning about the different gods and the history of civilisation. Y5 children like the Anglo-Saxons and they also like having choice about how their work was presented. They also requested more history trips.</p> <p>Y6 children said that they wanted to have more opportunities to design the pages in their books and commented that it was good to see videos of 'real life'.</p> <p>Q: When looking at subjects such as empire – how do teachers ensure that children receive a balanced view?</p>

A: Ofsted subject reviews provide guidance and there is an emphasis on children understanding abstract concepts such as empire. Teachers will teach the definition of empire and how this has shaped how the UK works. In the higher year groups, children will learn about the negative connotations of empire such as how it can cause conflict. In the early years, children learn about the countries that the UK travelled to. Each year group has a different strand which is age-appropriate and is supported by additional programmes such as Jigsaw and No Outsiders.

Q: Is this confusing for the children as they move through the school?

A: There has been a lot of work on the curriculum which is a progressive curriculum. The displays in the classroom are important so that children consider what they learnt before. Teachers are very careful in any discussions on matters such as slavery as they are not at an age to understand that legacy but children are given an honest view of history.

Teachers talk about issues such as bias and whose 'side' history is told from. From Y2 children are asked if the information can be trusted and as they get older, pupils have projects in which they order the sources in terms of reliability.

Q: Are there opportunities to give different narratives to avoid western bias?

A: In the curriculum there are options to study including ancient civilisations and children will study the Egyptians. There are also opportunities to talk about issues in the news through Jigsaw and collective assemblies. JL gave the example of a discussion about the impact of the World Cup. All such discussions are age-appropriate. Teachers know the children in their classes and so know how best to address such subjects.

Q: Is there any feedback from staff on how they feel about the changes to the curriculum

A: Feedback has been very positive. It is easier to plan using the way points.

Pupil Progress and Attainment

Governors were provided with details of the Fischer Family Trust (FFT) targets that children, by the end of Y6, should be achieving. Children are exceeding in reading and a little below target in writing. The number of children achieving the expected standard in maths was below by 1% but the number of children exceeding in maths was 2% higher than predicted. The figures are very positive at this stage in the academic year but children's progress and attainment will continue to be monitored and any necessary measures will be put in place.

The combined score for reading, writing and maths will be available in the spring term. The spelling and grammar test is a one-off exam at the end of the year.

Q: How accurate are the FFT predictions?

A: This can depend on the cohort. The predictions are based on Y2 attainment and they are generally accurate although Covid did have an impact last year as there were a lower number of children achieving the higher standard. This was reflective of the position nationally. All children predicted to meet the expected standard last year did so and that was not the case nationally.

LGB Outcomes Report

The LGB Outcomes Report was circulated in advance of the meeting. The report is broken down into the baseline assessment (from the computer-adapted testing) and where children currently are. The autumn 2 judgments are teacher validated and where there is a difference, the teacher judgment will over-ride the computer tests. Each teacher assessment is moderated either by senior leaders or through moderation.

The data is very accurate. The data improves as children move through the year groups as they

	<p>learn and build on prior learning and get more confident with the subjects. In the Early Years there are more 'red' and 'orange' children and they may need more support. Any needs will be targeted as they move through the school.</p> <p>The report highlights that the number of children working below the expected standard is decreasing and the spring term data will provide governors with a greater understanding of how children are progressing.</p> <p>There have been discussions about the accuracy of the Star tests which will continue for the rest of this year as it is a useful tool for teachers to use in their judgments. From September 2023, the school will be looking at different ways of validating teacher assessments. The NFER system has been trialled.</p>
--	--

AGENDA ITEM 4	PART ONE MINUTES OF MEETING – November 2022
Discussion:	The Part One minutes of the meeting of 30 th November were circulated in advance of the meeting and approved by governors.
Decision	Resolved Part One Minutes – 30th November 2022

AGENDA ITEM 5	REVIEW OUTSTANDING ACTIONS
Discussion:	<p>Health and Safety Link Governor Visit to take place. COMPLETE</p> <p>Governors to advise KL of dates they would be available to meet one-to-one with her. ONGOING</p> <p>Governors to complete Skills Audit - COMPLETE</p> <p>JL to provide further update on FFT targets at the January meeting. COMPLETE</p> <p>MB and DT to discuss GDPR link governor resource pack. ONGOING</p> <p>DT to create EYFS link governor resource pack. ONGOING</p>

AGENDA ITEM 6	HR/FINANCIAL PERFORMANCE
	<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>

AGENDA ITEM 7	VISION AND STRATEGY
	<p>Progress against KPIs</p> <p>Attendance in reading, writing and maths is significantly above national and the percentage of children currently achieving 'on track' remains the same. The school is already exceeding the national standard for last year.</p> <p>73% of children are on track in writing. This is below the end of year target but writing is a cumulative subject and so this is to be expected.</p> <p>With the exception of one year group, all of the average class percentile ranks are 60% or above.</p> <p>Q: Is the year group that is below the same children who did not have a Reception</p>

	<p>year because of Covid? A: Yes and this could be a factor. There are also a number of children with special educational needs (SEND) or English as an additional language (EAL) and they will be closely monitored. The children are benefitting from having their same teachers as last year.</p> <p>The progress of children with SEND is strong although there is some work to do on writing.</p> <p>There has been a focus on curriculum enrichment, there are a wide range of sporting activities, clubs and residential trips and all are relevant to the school curriculum with the school's equality objectives the prime consideration.</p>
--	--

AGENDA ITEM 8	SCHOOL IMPROVEMENT
----------------------	---------------------------

	<p>Stakeholder Engagement</p> <p>Parent Survey</p> <p>Governors received the parent survey results.</p> <p>Q: There are more negative comments than in previous surveys – is that something the school is aware of? A: Parents are very open and will talk about any issues they have. There are a small number of families who are critical of the school and staff are working to overcome this. JL has reached out to another family and this has been well-received.</p> <p>It was highlighted that the survey results indicate that 15 children are bullied. When the data is looked at closely, they related to one-off incidents that did not meet the definition of bullying. JL acknowledged that bullying does, on occasion, happen and staff are very aware of this and will address it where it does happen.</p> <p>The survey contained a sample of good and negative comments and there were a number of comments that were very complementary of staff.</p> <p>Governors noted that it was positive that there had been a higher response rate than in previous surveys and this is because of actions the school had taken to actively encourage parents to respond.</p> <p>Staff Survey</p> <p>The results of the trust staff survey were circulated in advance of the meeting. It can be difficult to get staff to respond but staff are encouraged to share their views.</p> <p>It is positive that staff have a good view of behaviour, no staff thought that leadership was worse and all respondents were proud to be a member of the school.</p> <p>Pupil Survey</p> <p>The pupil survey has not yet been completed and JL advised governors that this will be completed towards the end of this term.</p> <p>CEO Record of Visit</p> <p>The CEO visit had not taken place at the time of the meeting</p>
--	---

	<p>ACTIONS</p> <p>Record of Visit 2 to be included on next agenda.</p> <p>Pupil Survey to be included on May agenda.</p>
--	---

AGENDA	COMPLIANCE AND SAFEGUARDING
---------------	------------------------------------

ITEM 8	
<p>Discussion:</p>	<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 S175 Audit Review for information.</p> <p>Q: When entering the school, all visitors have to wear a badge, why was this not a requirement at the Christmas fair?</p> <p>A: This was an event which happened after school. Staff were in place to supervise the door and children were supervised by their parents or staff.</p> <p>Q: Were there any children at risk of harm?</p> <p>A: No, there was careful planning in terms of access to the site and to ensure the after-school club children were in a secure room. Separate picking up arrangements were in place for these children. The only children that were unattended were Y5 and Y6 children and the school has permissions from their parents to say they are allowed to leave the site on their own. As an added measure there were two members of staff monitoring the doors to ensure there was no issue.</p> <p>MB joined the meeting.</p> <p>Q: Why is the label system different during the day?</p> <p>A: It is key that any visitors during the day are required to wear a badge. There is a strong chance that a child will come to JL's office and so it is important that visitors are accompanied.</p> <p>Q: The document refers to some actions as being partially met and will be completed throughout the year – is that a clear enough deadline?</p> <p>A: Some of the items are not due and can be a response to a national agenda. The Local Authority have received the audit and are happy with the contents.</p> <p>Policies</p> <p>Governors received an anonymous medical register and a verbal report on the operation of the First Aid Policy.</p> <p>The register provided a thorough view of all medical needs and allergies and this is held centrally and is accessible to office staff and first aid trainers. The First Aid Policy has been actioned and there is a rolling system of training for staff. There are more staff trained than is legally required including multiple paediatric first aiders. Following an injury, children are triaged on the playground and, where possible, will be dealt with there. Staff will risk assess each situation. Children self-administer medi-wipes and plasters. If there are more serious issues, an ambulance will be called and the Chair of Governors notified. Any injuries are recorded on CPOMS. The operation of the First Aid Policy is also discussed in the link governor Health and Safety visit report.</p> <p>Before and After School Club Provision</p> <p>There have been discussions with the club provider and school has invested some money in order to improve resources and ensure continuity in terms of staffing. A video doorbell is due to be installed and that will make drop off and pick up more efficient. Numbers attending the club are good.</p> <p>Residential Visits</p> <p>Residential visits have been confirmed and JL provided details. There has been a change to the</p>

	Y5 residential to Condover. Risk assessments for all trips have been completed by the Local Authority. Residential visits were also included as a focus in the Health and Safety link governor visit report.
--	--

AGENDA ITEM 9	GOVERNANCE
Discussion	<p>Governor Appointments and Vacancies</p> <p>It was confirmed that RH had agreed to be re-appointed for a second term of office.</p> <p>This discussion was taken after agenda item 3:</p> <p>Governors were introduced to EH who had expressed an interest in becoming a governor at Boughton Heath. EH provided details of her extensive professional experience as a school business manager in an all-through school. EH was runner-up for the TES Business Manager of the year and is passionate about ensuring that children receive the best deal.</p> <p>Skills Audit</p> <p>Governors received the analysis of the skills audit.</p> <p>Governors know the expectations and functions of the board and have confidence in promoting inclusion and diversity. As a group, the LGB is confident in speaking up and building positive relationships. Where governors are less skilled is in the areas of Chairing committee meetings and in conducting the headteacher appraisal.</p> <p>The results of the audit highlighted that governors do not fully understand how to engage with stakeholders and governors would like more connection with the Trust.</p> <p>The two key considerations were:</p> <ol style="list-style-type: none"> 1. How to engage with stakeholders 2. Using the NGA Learning Link to improve on link skills. <p>It was agreed that there would be a further discussion on stakeholder engagement at the next meeting and that 'non-negotiable' training to be identified.</p> <p>Governor Action Plan</p> <p>The Governor Action Plan was included with the papers for the meeting. Governors were asked to update the plan in relation to their link role as necessary.</p> <p>Governor Visits</p> <p>Pupil Premium link governor report</p> <p>AW provided a verbal update on the Pupil Premium link governor visit. He met JL at the end of November. Children are on track and there is no indication that the gap between pupil premium and non-pupil premium children is widening.</p> <p>AW reviewed data and how Insight tracks pupils. One member of staff supports most pupils. There are 10 children eligible for PP this year and the income is used to fund tailored interventions and there is evidence that these are working.</p> <p>The information was triangulated with one pupil who was able to talk about how the intervention helped them.</p>

	<p>The school has a good understanding of the impact of the funding and can demonstrate how much is being spent and what it is spent on.</p> <p>There was also a discussion about the impact on a loss of funding if there is a fluctuation in numbers.</p> <p>Health and Safety link governor report</p> <p>The visit report was circulated in advance of the meeting. JF advised that he had used the NGA health and safety checklist during his visit.</p> <p>Health and safety is treated with the importance it requires. The school adheres completely to the trust policy and has the procedures and budget in place to meet with requirements of the policy. If there was an emergency there are clear processes in place depending on the nature of the incident.</p> <p>JF made some recommendations following the visit:</p> <p>To consider if the near-miss procedure sufficient. JL advised that near misses are not recorded. If there was a near miss there would be a policy change which would be communicated during staff meetings an example of this is that, during wet play, there is a ban on playing football in crowded areas to avoid anyone getting hurt.</p> <p>Termly verbal update to be included on LGB agenda.</p> <p>JF to complete a health and safety visit when the pool has been installed and to meet with the site manager during his next visit.</p> <p>Governor Training</p> <p>JF and DT to consider how training is recorded following the move to Governor Hub. It was confirmed that all governor, with the exception of one, have completed the safeguarding training.</p> <p>Governors Blogs</p> <p>It was agreed that Governor Blogs to be 'pinged' to parents</p>
--	---

	<p>ACTIONS</p> <p>Stakeholder Engagement to be included on the next agenda Termly health and safety update to be included in the agenda DT and JF to consider how training is recorded 'Non-negotiable' training to be identified Link governors to update Governor Action Plan as necessary</p>
--	--

AGENDA ITEM 10	DATE OF NEXT MEETING
Discussion:	TBC