



Cheshire Academies Trust  
*Inspiring hearts and minds*



***Here, Children Thrive***

**PART ONE MINUTES  
OF THE LOCAL GOVERNING BODY MEETING – MEETING 5**

<b>Date</b>	<b>Wednesday 8<sup>th</sup> February 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 James Ferguson (JF) Mark Loughnane (ML)	Co-opted governor/Chair of Governors Principal Co-opted governor Parent governor Parent governor Co-opted governor Parent governor
<b>Apologies:</b>	
Tyler McPherson-Hill (TMH) Helen Patterson Brenda Rewhorn (BR)	Staff Governor Parent Governor Co-opted Governor
<b>Also in Attendance:</b>	
Susan Gell (SG) Debbie Tomkinson	SENDCO Governance Professional

**The Meeting Met its Quorum**

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

AGENDA ITEM 3	EDUCATIONAL PERFORMANCE
Discussion	<p><b>Art</b></p> <p>SG was in attendance to provide an update on the art curriculum. The curriculum is progressive and skills based. Children complete one unit per term and all children will learn the same art (drawing, colour or sculpture) at the same time. The artists that are chosen to be part of the curriculum are diverse. The prior learning and progress that children make as they move through the school is evident and SG shared examples of children’s work to show progression of the skills through the years.</p> <p>MB joined the meeting.</p> <p><b>Q: It is positive that the curriculum covers artists – how does art link to outside trips?</b> A: Children have been to visit the sculptures in Chester Cathedral so they have had the opportunity to see real art.</p> <p><b>Q: Are there any extra opportunities for children who are interested in art?</b> A: There us a craft club in Reception and the Art Bus have attended the school fair.</p> <p><b>Q: Have any artists visited the school?</b> A: They have, in the past, visited children in Y6.</p> <p><b>Special Educational Needs Update (SEND)</b></p> <p>The SEND update was included with the papers for the meeting and SG provided governors with an overview.</p> <p>The majority of children who have special educational needs in the school have cognition, communication, sensory or social, emotional or mental health needs (SEMH). Cognition is the biggest issue followed by SEMH needs.</p> <p>There are currently two children with EHCPs and an additional child is being assessed. 16 children are receiving SEND support and they are being monitored through their SEND profiles. Eight children are monitored through the B Squared tracking system which measures smaller steps of progress. 10% of children have English as an additional language (EAL).</p> <p>Scaffolding and inclusion support is provided and the Asses, Plan, Do approach is in place.</p> <p>There are high expectations of all children and the provision is regularly audited. Staff receive relevant training including on Conscious Discipline. Some children have individualised planning which means they will cover the same curriculum with adapted implementation. As an example, some children may have difficulty in writing and so the curriculum is adapted so that children can respond verbally.</p> <p>The October Inset day had adapted implementation as its focus and this has been monitored and children’s books reflect the different needs. There is an intervention teacher who will work with children to plug any gaps using the Pathways programme and maths interventions. The B Squared programme is linked to Insight and there is evidence of the children’s progress.</p> <p>The school has purchased IDL which includes dyslexia and dyscalculia programmes.</p> <p>SG provided governors with a list of the assessment methods that take place across the school in the areas of cognition and learning, communication and interaction, SEMH and sensory or physical difficulties.</p> <p>One of the challenges facing staff is that assessments can take six months or longer and it can be difficult to get an EHCP. There are also more referrals being made than in previous years. SG shared information about the number of referrals that have been made:</p>

3 x dyslexia  
3 x dyscalculia  
3 x occupational therapy  
2 x ASD  
2 EHCPs – one of these has been successful and the child will receive 20 hours of support. The second EHCP application was initially rejected but prior to mediation taking place, the Local Authority (LA) agreed to assess the child and so they will now be able to access the range of services they need.

It was noted that some of the numbers reported in the link governor report were different from those reported at the meeting and this is because numbers can fluctuate over time.

**Q: As the numbers of children with SEND are increasing, what is the plan to address this?**

A: Discussions with other SENDCOs shows that there are more children in EYFs and Y1 with identified need than has previously been the case. Whilst additional needs can be identified when children are in school there are now more needs on entry.

KL advised that she had discussed the issue with the link Trustee and suggested it may be beneficial to conduct a survey across the trust with a view to considering if it would be possible to employ an Educational Psychologist across the MAT.

JL informed governors that there is a plan from the trust to address this. Out of the 10 applications the school has received, eight are for children with EHCPs. This is a similar position for lots of schools both locally and nationally post-lockdown.

**Q: Does this create a funding issue for the school?**

A: Even if an Educational Psychologist was employed by the trust, schools would still be required to go through the LA who have been receiving large numbers of referrals post-Covid.

**Q: For an EHCP to be agreed, does there have to be a lifelong need?**

A: Yes, it is a need that cannot be improved – for example if a child is diagnosed with global delay, they will still have this as an adult. If it can be proved that a child has a special need then an assessment should not be refused.

**Q: Is the school compliant with the Disability Discrimination Act?**

A: If a child was to join the school with a physical disability, the LA would check the facilities and any necessary adjustments would be made.

**Q: Are there sufficient number of teaching assistants (TA) for SEND children?**

A: The number of TAs has increased this year and all children who have EHPS will be given extra support. This can be a challenge where the number of interventions listed on the EHCP is high.

**Q: Are group interventions offered?**

A: It was confirmed they are.

**Q: How often is an EHCP reviewed?**

A: The school reviews EHCPs termly and all children with a SEND profile or EHCP are also reviewed annually.

**Q: Who makes decision on access arrangements for SATS?**

A: Children with EHCPs will automatically receive extra time. The school makes the assessment but there has to be evidence to support the decision. Children who may be slower at writing or who could potentially benefit from a scribe or extra time are required to complete a dash handwriting test and the results of this can identify children who should be given extra time

**SEND Link Governor Visit Report**

The SEND link governor visit report was circulated in advance of the meeting. During her visit, KL looked at the SDP for SEND, met with SG and also talked to some children and looked at their books. She confirmed that the needs of children with SEND are considered throughout the curriculum and there was evidence of amended implementation and scaffolding. Children were

	<p>able to talk about their learning. It was KL's view that the objectives of the SDP are being met. A further link governor visit will take place in the summer term.</p> <p><b>Q: What is the percentage of need in the Trust?</b> A: Some schools have resource bases and so will have significantly higher numbers but the numbers of children with SEND are rising across all schools.</p> <p>All SENDCos have been to specialist settings to learn more about the provision for SEND children and JL has received support from a colleague to assist him with a particular case.</p> <p><b>Q: Does the data indicate that the progress of children with SEND is better than non-SEND children?</b> A: The number of SEND children is small and this can impact on the data but progress is very good for SEND children and shows that the strategies are working. There can be a perception that SEND learners may not achieve and that is not the case – there are a number of children with an additional need who are exceptionally gifted. School's expectations for SEND children is not lowered because of the need.</p> <p><b>Term Dates</b></p> <p>JL informed governors that in order to meet the minimum expectations on hours from September 2023, the school day will need to be extended by an extra five minutes and so will finish at 3.20. It was confirmed that there are 190 teaching days in the school year.</p> <p>Q: Will there be any impact on employment contracts? A: It will not affect support staff and there will be no impact on teacher contracts as there is directed time for teachers between 8am and 4.30pm.</p>
	<p><b>ACTIONS</b></p> <p><b>It was requested that the Trust consider the employment of an Educational Psychologist.</b></p>

<b>AGENDA ITEM 4</b>	<b>PART ONE MINUTES OF MEETING – JANUARY 2023</b>
<b>Discussion:</b>	The Part One Minutes of the previous meeting were circulated in advance and accepted as a true and accurate record. All agreed.
<b>DECISION</b>	<b>RESOLVED: That the Part One Minutes – January 2023 be accepted as a true and accurate record.</b>

<b>AGENDA ITEM 5</b>	<b>REVIEW OUTSTANDING ACTIONS</b>
<b>Discussion:</b>	<p>MB and DT to discuss GDPR link governor resource pack. ONGOING</p> <p>DT to create EYFS link governor resource pack. ONGOING</p> <p>Record of Visit 2 to be included on next agenda. ONGOING</p> <p>Pupil Survey to be included on May agenda. ONGOING</p> <p>Stakeholder Engagement to be included on the next agenda COMPLETE</p> <p>Termly health and safety update to be included in the agenda. May COMPLETE</p> <p>DT and JF to consider how training is recorded. COMPLETE</p> <p>'Non-negotiable' training to be identified COMPLETE</p> <p>Link governors to update Governor Action Plan as necessary COMPLTE</p>

<b>AGENDA ITEM 6</b>	<b>HR/FINANCIAL PERFORMANCE</b>
	<p><b>To approve expenditure under the Scheme of Delegation</b></p> <p>There were no items of expenditure requiring approval under the Scheme of Delegation.</p>

<b>AGENDA ITEM 7</b>	<b>COMPLIANCE AND SAFEGUARDING</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 action on behalf of the LGB since the previous meeting.</p> <p><b>Safeguarding Update</b></p> <p>JL provided governors with an update on online safety and road safety.</p> <p><b>Online Safety</b></p> <p>Online safety is taught through the Kapow scheme of work and is used across all year groups. This is backed-up by the online safety policy which staff and children are aware of and the acceptable use agreements. It is important that online safety is woven into the life of the school. Children use Jigsaw in PHSE lessons and there is some discussion about online safety every week. Police will come into school to talk to children and posters and displays around the school highlight the importance of online safety. Safety events are held for parents and the school has recently signed up to the National College which provides online safety resources and relevant information is included in the parent bulletin. A survey of children takes place termly.</p> <p><b>Road Safety</b></p> <p>Road safety is discussed during PHSE, the school runs the Bikeability scheme for children in Y6 and police will talk to children about road safety. There are plans to restart the walk-to-school initiative and the LA works with the children to encourage families to park further away to lessen the traffic around the school. The PCSO will also talk to parents and request that they park further away.</p> <p><b>Q: Could cones be placed around the school?</b></p> <p>A: The school is looking to purchase bollards saying 'don't park here'. As long as they are not permanent fixtures then they can be placed in this area. JL has spoken to the Council about extending the barriers but this request was refused as it could be considered to be a crush hazard. The school recognises that some residents do get upset about the parking and the school does everything it can but, ultimately, the decision on where to park is made by the families.</p> <p>RH advised that he would request that the parish council to get a leaflet campaign in place.</p> <p><b>School Security</b></p> <p>Governors received an update on school security.</p> <p>A perimeter check takes place every morning. New gates and fences have been installed and there are three CCTV cameras covering the car-park and playgrounds. The DfE have completed a condition survey and have recommended that an upgraded CCTV system be installed and it is possible the school will receive funding for this. Prior to the installation of the CCTV and gates and fences there was some persistent vandalism and there have been no significant incidents since these have been in place.</p>

<b>ACTIONS</b>
<b>RH to request that the parish council get a leaflet campaign in place.</b>

<b>AGENDA ITEM 8</b>	<b>SCHOOL IMPROVEMENT</b>
<b>Discussion:</b>	<p><b>Stakeholder Engagement</b></p> <p>Following analysis of the skills audit in the previous meeting, governors considered why this are scored lower in the audit and how they can further engage with parents, pupils and staff. The following actions were identified as measures that could help governors to be more visible to stakeholders:</p> <ul style="list-style-type: none"> <li>- Attending the coffee and catch-up events with parents</li> <li>- Having a stand at parents' evening to obtain anecdotal evidence to triangulate the information provided by leaders.</li> <li>- Attending PTA events</li> <li>- Governors and helpers to be invited to an end of year lunch at the school</li> <li>- A tour of the school and to meet with staff at the start of the next academic year.</li> </ul> <p><b>CEO Record of Visit</b></p> <p>Governors to receive CEO record of Visit 2 at the next meeting.</p> <p><b>Risk Assessment and Mitigation Plan (RAMP)</b></p> <p>There have been no changes to the RAMP document with the exception of the reduction in the Ofsted risk to 6 as previously agreed by governors. The biggest risk is finance because of the uncertainty around increasing costs.</p> <p>A site survey for the expansion of the building is taking place during half-term.</p> <p><b>School Improvement</b></p> <p>Governors had been provided with details of curriculum mapping, sequencing and progression in previous meetings. Leaders regularly monitor the curriculum but are also mindful of staff wellbeing. There has been a specific focus on low level disruption and how staff manage this in the classroom. Incidents are addressed immediately and consistently. Teachers use '321 – Ready' and there are Ready Respect, Safe boards around the school. The expectations on children to raise their hands to answer questions has been removed and lolly sticks with children's names on are used. Children are aware that their name may be picked and so engagement has been improved.</p> <p>JL will review books with the children, and this gives the pupils the chance to explain their work to him. The reviews take place in a classroom, so they are low threat. There is a lot of excellent work taking place and where there are inconsistencies, feedback has been given and amendments made.</p>
<b>ACTIONS</b>	
<b>CEO Record of Visit 2 to be included on the next agenda.</b>	

<b>AGENDA ITEM 9</b>	<b>GOVERNANCE</b>
<b>Discussion</b>	<p><b>Ofsted Questions For Governors</b></p> <p>Governors considered their responses to the Ofsted Questions for Governors document</p> <p><b>Governor Appointments and Vacancies</b></p>

	<p>Governors considered the appointment of EH as a governor and her appointment was approved.</p> <p><b>LGB Self-Evaluation</b></p> <p>Governors were asked to complete the LGB self-evaluation document. DT to re-send.</p> <p><b>Governor Action Plan</b></p> <p>The update governor action plan was included with the papers for the meeting for governors' information.</p> <p><b>Governor Visits</b></p> <p>The SEND link governor report was circulated with the papers for the meeting and discussed under Agenda Item 3.</p> <p><b>Governor Training</b></p> <p>It was agreed that given the results of the skills audit it would be beneficial for governors to complete Stakeholder Engage training. JF to complete in this first instance and to recommend whether this should be a non-negotiable module.</p> <p>It was agreed that governors to update their personal profile on Governor Hub with any training going forward.</p> <p><b>Governor Blogs</b></p> <p>KL advised that she had completed the February blog. HP to write a blog for March.</p>
	<p><b>ACTIONS</b></p> <p><b>JF to complete Stakeholder Engagement training</b></p> <p><b>HP to write blog for March</b></p>

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

**There being no further business, the meeting closed**