



Cheshire Academies Trust
Inspiring hearts and minds



Here, Children Thrive

**PART ONE AGENDA
OF THE LOCAL GOVERNING BODY MEETING – MEETING 1**

Date	Wednesday 27th September 2023 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) Sally Sumnall (SS)	Co-opted governor/Chair of Governors Principal Parent governor Parent governor Co-opted Governor Co-opted Governor Staff Governor Parent Governor Staff Governor
Apologies: Rob Herd (RH) Elaine Hall (EH)	 Co-opted Governor Co-opted Governor
Also in Attendance:	
Steve Ellis (SE) Debbie Tomkinson (DT)	CEO Governance Professional

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 RH and EH were accepted.

AGENDA ITEM 2	DECLARATION OF PERSONAL AND PECUNIARY/BUSINESS INTEREST (Statutory)
Discussion:	Governors were asked to complete the annual declarations of interest forms.

	<p>There were no conflicts of interest in relation to any of the agenda items.</p> <p>Members of staff left the meeting and further discussions took place under the Part Two agenda.</p>
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AGENDA ITEM 3	ELECTION OF CHAIR AND VICE CHAIR
	Elections of Chair and Vice Chair took place in the July meeting

AGENDA ITEM 4	PART ONE MINUTES OF MEETING 9 – JULY 2023
Discussion:	<p>The Part One Minutes of the July meeting were circulated in advance and approved as a true and accurate record.</p> <p>Q: What is the position in relation to the outside fence? A: Quotes have been received and the fence will be replaced.</p>
	RESOLVED: That the Part One Minutes – Meeting 9 July 2023 be accepted as a true and accurate record.

AGENDA ITEM 5	REVIEW OUTSTANDING ACTIONS
Discussion:	<p>Governors to complete outstanding sections of the Governor Action Plan. COMPLETE</p> <p>Governors to complete LGB self-evaluation in the autumn term. ONGOING</p> <p>DT to update the attendance log and publish on the website. COMPLETE</p> <p>DT to circulate updated safeguarding training once it has been released. COMPLETE</p>

AGENDA ITEM 6	VISION AND STRATEGY
	<p>School Development Plan (SDP) and Self Evaluation Form (SEF)</p> <p>JL provided governors with an update on the progress against the 2022-23 School Development Plan.</p> <p>The maths data is significantly above the national average. Progress scores have been finalised and is +5 in maths,+4 in reading and +3 in writing. This is very positive particularly given this was a cohort who had one year of remote learning. The data places Boughton Heath in the top 5% of schools in the country and are the best progress scores the school has had.</p> <p>Q: The results are strong but there are some areas which could be improved such as the number of children working at greater depth in maths, will this be on the school development plan for this year? A: The school has always had high numbers of children achieving the higher standard. Last year they were a littler lower than would be liked and so it will be a target for this year.</p> <p>Q: Children seem to do a lot of maths in school – is that the standard amount of time most schools would spend on maths? A: Children spend one hour per day on maths and that is standard practice. Work has started on mastering maths in KS1 and an additional 20 minutes of maths has been introduced every day to aid fluency.</p> <p>Q: What are the Rosenshine Principles? A: They are based on the work of an educational psychologist who established a model for teaching through breaking a topic down into steps. At Boughton Heath a loose version of the principles is used. Teachers will look at children’s prior learning and follow a process of setting an explicit thing to be taught, activate learning, realign, review or record and assess. If children do not perform well in the assessments it allows teachers to look at the topic again in the next lesson.</p>

Q: Is there a need to further develop links with charities?

A: The vision has its focus in three areas – curriculum, character and community and whilst children do already work with outside agencies, there are plans for a lot more charity work to take place this year.

A governor was of the view that it was difficult to quantify the impact of some of the actions. As an example, figures could be included showing the number of disadvantaged children that achieved the expended standard as this would show how far the children have come.

Staff have received lots of professional development. Governors requested an update on the zones of regulation in a future meeting.

Governors recognised the many achievement across the school included the work that has taken place for SEND children and the improvements in the early years. The early years link governor will complete a governor visit to triangulate the information provided by leaders. Boughton Heath has achieved its highest ever progress results, the curriculum is strong, children are very happy and there has been positive feedback from parents.

Strategic Quality Management (SQM)

There has been a change to the school development planning using SQM which us a project-based development plan. There priorities will focus in curriculum, character and community.

JL provided governors with an overview of the SQM document.

The strategic analysis validates what the school priorities should be. The main priorities are SEND, disadvantaged and vulnerable children. JL shared position maps which supported the view that these are the main strategic priorities for the school and this is because, these children do poorer than every other year group in reading, writing and maths across all year groups.

Q: Is this to be expected for some children with SEND?

A: This depends on the need but if school leaders have the view that children will never achieve the expected level then this is something the children will also think. JL wants Boughton Heath to become even more inclusive and more informed. Research states that if there is a focus on SEND children then they are able to achieve. All children will study the same curriculum but how lessons are implemented may be adapted for SEND children to try and give them the best chance.

Q: What is the role of the Local Authority, do they direct children to certain schools?

A: Out of every three in-year applications one child is likely to have an EHCP and this is because Boughton Heath is a high performing school. It is very difficult to get additional funding and there is a massive backlog in cases. Some of the children will not achieve the expected standard but it is important that they are able to make progress and for the children it is important they feel they can achieve and be part of something bigger.

Q: Does the data show a different trend than was initially thought?

A: The gap looks bigger as it is based on whole school data. In the data is broken down into year groups the gaps are narrow.

Q: How have the plans been prioritised?

A: There is no hierarchy to the priorities.

Children with SEND feature on several projects including raising their academic achievement.

Q: Will Ofsted be interested in non-academic aspects?

A: They will look at what offer is made for the whole child. There is a vulnerable child tracking and children are offered more opportunities as they may not get these chances outside of school.

Q: How is this monitored and is there any evidence of what activities children go on to do?

A: The school does not record what children do in their own time. There are seven disadvantaged children and there is a record of what opportunities they have received such as funding to participate in an activity or where they have represented the school competitively. On occasion,

JL has signposted families to private boxing clubs which can help with children's control and discipline.

Within the SQM document, JL has considered elements to raise, reduce and create which will create links to the critical success factors. There is nothing within the data that needs eliminating but eliminating persistent absenteeism without underlying medical factors has been included although it was noted that this was not a significant issue for the school. The national average for persistent absence is 19% in comparison with 7% at Boughton Heath. Children's attendance was affected by more coughs and colds due to previously open plan design of the school and a December sickness bug. Overall attendance is still 4% above national.

There is an action to raise the higher standard of achievement through the school.

Q: Should this also include girls in Y3-5?

A: There are no issues relating to girls' attainment, what has been identified is the difference in percentages working above the expected level.

Q: Should raising aspirations in the community and parental engagement be included?

A: It was agreed that this should be included. The main concern would be if there was a trend across the school. Individual year groups will still be discussed in teacher meetings.

SE advised that the trust has commissioned an external company to run parent and staff surveys and there is an aspiration that all parents and staff will complete this.

Q: The level of participation in the staff survey has been limited – is that reflected across the trust?

A: That is why a decision was made to use an external company. Previously schools had used the Ofsted survey and the questions did not change. Some staff also questioned the anonymity of the survey as they knew the surveys were organised but by the trust. SE advised that he will not see the results of the survey and these will be given to headteachers to analyse. The data can also benchmarked against national data. The survey will be one 20-minute survey per year and there are plans to give time in staff meetings or other opportunities so that all staff will complete it.

There will be one parental survey which will ask for parents' views on both the school and the trust. Headteachers will be asked to complete periodic checks on parental opinions and will also be able to send out their own internal questionnaires if necessary.

JL shared the self-evaluation of the school which feeds into the school improvement plan. There are a number of Critical Success Factors (CSF) and the projects that sit underneath them are the actions that will be taken to achieve the CSFs and will contain specific metrics to measure against.

The priorities will be continuing to provide an exceptional education and improving teaching and learning with a focus on inclusion and promotion of school values and that Boughton Heath is a sought after place to work. This includes improving the early years, indoor enrichment and personal development opportunities.

There was a discussion about the provision and cost of attending both after-school care and after school clubs. JL advised that if children attend both, the price of the club should automatically be discounted and JL to check this.

There are 15 projects within the SQM document. Some of the projects will be merged and some will be quicker to complete than others – as an example, JL advised that the project to redesign the approach to assessment is likely to be completed by February. The projects will be grouped into similar categories and this will feed into a risk matrix and GANTT chart to map out the risks. There will be a board report for governors.

The risk matrix looks at how many CSFs a project will meet, the risk associated with a project and how likely they are to succeed. It is a good way to judge the weighing of a project and will provide more information to governors to help them evaluate the school development priorities.

Equality Objectives

A discussion on the equality objectives took place in the July meeting.

	<p>ACTIONS</p> <p>Update on zones of regulation to be included on a future meeting agenda.</p> <p>Raising aspirations and parental engagement be included on the school development plan.</p> <p>JL to check that discounts are applied when attending both a club and wraparound care.</p>

AGENDA ITEM 7	EDUCATIONAL PERFORMANCE
Discussion	<p>Statutory Outcomes</p> <p>The data was shared and discussed at the meeting in July. There was a discussion as to whether if the Y3 children make good progress this year and whether this raises a question about the KS1 provision. Governors were informed that next year there will be no progress measures published nationally because this group of children were the Covid cohort.</p>

AGENDA ITEM 8	HR/FINANCIAL PERFORMANCE
Discussion	<p>Admission Numbers</p> <p>JL advised that there are 217 children on roll which is lower than in the last year. KS1 is full, two children left in Y4 and one place has been filled and there are 34 children in Y3 and Y5.</p> <p>Staff Attendance</p> <p>Staff absence is low and where there has been any absence this has been covered internally and so there have been minimal supply costs.</p> <p>Approval of expenditure under the Scheme of Delegation</p> <p>There were no items of expenditure requiring approved under the Scheme of Delegation.</p> <p>Q: Was the building of the new classroom within budget? A: It was just over but within the buffer approved by governors.</p>

AGENDA ITEM 9	COMPLIANCE AND SAFEGUARDING
Discussion	<p>Chair's Action</p> <p>The Chair had not taken any urgent action in behalf of the LGB since the previous meeting.</p> <p>Principal's Action</p> <p>The Principal had not taken any urgent action since the previous meeting.</p> <p>Policies</p> <p>Trust statutory policies are reviewed by the trust with consultation taking place with governors. Internal school policies are ratified by JL. The policies are currently being reviewed and will be circulated to governors for any comments they may have.</p>

	<p>Q: What consultation has taken with parents on the Relationships and Sex Education Policy? A: Parents were consulted in May and the curriculum is included on the school website.</p> <p>Stakeholder Engagement</p> <p>Governors discussed a range of methods of collecting the views including regular pupil voice, coffee and cake with parents and a headteacher’s catch-up where JL will stay late to meet parents. Governors were invited to attend the coffee and cake sessions and headteacher’s catch-up.</p> <p>It was also confirmed that there is always an later evening session for parents’ evening for parents who may be unavailable during the day.</p> <p>Safeguarding</p> <p>The Safeguarding Policies are based on the local authority policy and updated up SE. It was suggested that it would be useful if there could be a statement on the front pages of any policies to detail any changes and why. It was confirmed the policy was updated in line with Keeping Children Safe in Education guidance. It was agreed this could be added to policies.</p> <p>Quality Assurance</p> <p>The Quality Assurance document for the summer term was approved by governors.</p>
	<p>RESOLVED: That the Safeguarding Policy be approved.</p> <p>RESOLVED: That the Quality Assurance document be approved.</p>

AGENDA ITEM 10	GOVERNANCE
Discussion	<p>Link Governors</p> <p>The following link governors were agreed:</p> <p>Safeguarding – RH Pupil Premium and Looked After Children – AV and BR SEND – KL Health and Safety – JF Finance – JF GDPR – MB EYFS – JF Assessment - RH</p> <p>Governors were also linked with a class in the school and would spend some time in the classroom to get any understanding of what it is like to be a pupil in the school. Governors were asked to email JL to arrange a visit.</p> <p>Impact Statement</p> <p>Governors to agree content of annual impact statement.</p> <p>Governor Action Plan</p> <p>KL to add the future plans for monitoring into the action plan:</p> <p>SEND SQM plan KS1 and vulnerable children</p>

	<p>EYFS</p> <p>Governor Blogs</p> <p>October – AV, Pupil Premium November – RH, safeguarding January – KL February – EH, finance March - AV and BR, curriculum April – Health and Safety May – MB, GDPR June – RB, safeguarding and assessment</p> <p>Governor Visits</p> <p>Governors to agree focus of governor visits for the current academic year. This was discussed under the link governor visit item.</p> <p>Governor Training</p> <p>Governors noted the requirement to complete Safeguarding for Governors training annually.</p> <p>Governors noted the requirement to read the updated Keeping Children Safe in Education document and to sign to confirm that they have read this.</p> <p>AOB</p> <p>The website has been updated and photographs of governors have been removed for consistency until all governor photographs are available. It was agreed that photographs will be take of governors at the next meeting. It was also agreed that the picture of the school building on the front page be replaced with pictures of children.</p> <p>JF advised that when the swimming pool was on site he had completed a health and safety link governor visit. All of the chemicals were well stored, the school is safe during the day and the night.</p> <p>Governors also thanked staff for an extremely positive set of results.</p>
	<p>ACTIONS</p> <p>KL to update Governor Action Plan</p> <p>Photographs to be taken of governors for inclusion on the school website.</p> <p>Photograph of school building on website to be replaced with photographs of children.</p> <p>Governors to complete safeguarding for governors training</p> <p>Governors to read KCSIE (2003) guidance.</p>

AGENDA ITEM 11	DATE OF NEXT MEETING
Discussion:	Wednesday 18th October 2023 at 6.30pm

Further discussions took place under the Part Two agenda.