



Cheshire Academies Trust  
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 9**

<b>Date</b>	<b>Wednesday 13<sup>th</sup> July 2022 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) Katrina Ralston (KR) Muriel Breugelmans Brenda Rewhorn (BR) James Ferguson (JF) Tyler McPherson-Hill (TMH)	Co-opted governor/Chair of Governors Principal Co-opted governor Parent governor Staff governor Parent governor Co-opted Governor Co-opted Governor Staff Governor
Absent:	
Mark Loughnane (ML)	Parent Governor
Apologies:	
Helen Patterson (HP)	Parent Governor
<b>Also in Attendance:</b>	
Susan Gell (SG) Sally Sumnell (SS) Debbie Tomkinson	Assistant Headteacher Assistant Headteacher Governance Professional

<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 of 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>Curriculum Update</b></p> <p>Governors received an update on the history and geography curriculum and were able to review a sample of children’s books.</p> <p>The drive for both the history and geography curricula is a focus on knowledge, skills and understanding. Ofsted research has been used as the basis for the development of the curricula along with teachers’ own experiences.</p> <p>The curriculum is sequenced and this feeds into teacher planning and objectives for every year group, including Reception. Whilst Reception work towards a different framework, work is taking place to incorporate history and geography into the early years curriculum.</p> <p>Each subject has progression road maps which articulates what each year group will cover. This is sequenced carefully to build on prior learning.</p> <p>In children’s books, each page has a border and a theme that articulates what subject they are working on. Each unit of work across the years will have the same border. There are golden threads throughout the curriculum which that are built on each year.</p> <p>In geography there is a focus on fieldwork in the local area and through trips to aid progression in vocabulary and substantive and procedural knowledge. Evidence of progression does not always have to be written in children’s books.</p> <p>In history, all junior classes start with a timeline and the learning is chronological throughout KS2.</p> <p>There is constant reflection on the curriculum. Next year, there will be more of a focus on local history and geography so children are aware of what is going on around them in their local area. This will provide the opportunity to focus on current events and fieldwork.</p> <p>The work in the books is high quality but complexity of presentation and knowledge should progress as children move through the school. At the start of the year there was a more prescriptive approach to presentation but through the year this has lessened so that children have the opportunity to look at the progress they have made in their own books.</p> <p>Children know what a history and geography lesson is and they know how to use historical sources as evidence and they are proud of their work and they find it interesting and enjoyable.</p> <p><b>Monitoring and assessment</b></p> <p>There are statutory tests for reading, writing and maths but no national tests for the wider curriculum. Children who underachieve are typically those who were working below age-related expectations. There are some children with complex needs who may struggle with writing and so teachers use a variety of assessment methods, such as quizzes and practical activities to assess the children. This gives the children the opportunity to show what they do understand. The assessments are very accurate. Not all children are working at the expected standard (86% in geography and 84% in history). 16% of children are working at greater depth in geography and 4% in history. Over the next two years this will increase as subjects are embedded.</p> <p>The summer term has been focused on ensuring scaffolding is in place with the aim of developing a mastery curriculum with extensions for deeper learning.</p> <p><b>Q: Some of the placing of what the children are learning is in exactly the same places in the book – how do teachers ensure that children are owning their work?</b></p> <p>A: At the start of the year there was a prescriptive approach to presentation and there have been discussions about ensuring the approach is not too prescriptive whilst still teaching the children the skills they need to know. As time goes on there will be the chance for children to have more creative freedom in their books.</p> <p><b>Q: How long will it take for the benefit of the changes to the curriculum to be seen?</b></p>

	<p>A: The immediate impact has been on staff as the new curriculum helps in the structuring of lessons. It will be one to two years to show the full benefit to pupils such as where they are able to make links between different historical periods.</p> <p><b>Q: Does the history curriculum includes figures from diverse groups?</b> A: Each year group had an additional unit of work in both history and geography and as part of this was the inclusion of figures from diverse backgrounds. All other subjects will also include a diverse range of people to study.</p> <p><b>Q: How do children receive feedback?</b> A: There is a no marking policy. There is a move towards the teacher ticking the page to show that it has been reviewed and in the next lesson the teacher will give verbal feedback either to the whole class or smaller groups. There are feedback books and planning grids which are annotated. It is important that feedback is consistent.</p> <p>The spelling policy was reviewed as a result of monitoring of books and the approach to spelling has now been tightened up.</p> <p>MB joined the meeting.</p> <p><b>Attainment and Progress</b></p> <p><b>Statutory Outcomes</b></p> <p>The statutory outcomes are significantly above the national average across all areas and Boughton Heath had the highest attaining early years cohort across the trust. Governors thanked staff for all of their hard work.</p> <p>One only child did not pass the Y1 phonics check and they were one mark off.</p> <p>Historically, 100% of children who have to sit the phonics check in Y2 pass. Two children did not pass this year but they have complex needs and there are interventions in place.</p> <p>Governors noted that girls performed well in maths and reading and children with English as an additional language (EAL) also performed well.</p> <p>KS2</p> <p>The KS2 data is extremely positive particularly given the impact of Covid, the change in the senior leadership team and a new headteacher.</p>
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<b>AGENDA ITEM 4</b>	<b>PART ONE MINUTES OF MEETING – March 2002</b>
<b>Discussion:</b>	The Part One minutes of Meeting 8 – June 2022 and the additional meeting on 22 <sup>nd</sup> June 2022 to be approved by governors were circulated in advance of the meeting and accepted as a true and accurate record.
<b>Papers</b>	<p><b>RESOLVED: That the Part One Minutes – Meeting 8 June 2022 be accepted as a true and accurate record.</b></p> <p><b>RESOLVED: That the Part One Minutes – 22<sup>nd</sup> June 2022 be accepted as a true and accurate record.</b></p>

<b>AGENDA ITEM 5</b>	<b>MATTERS ARISING</b>
<b>Discussion:</b>	<p>MB to complete GDPR link governor visit – to be included on the July agenda. MB has completed the visit and the report to be included on the September agenda.</p> <p>Sample of books to be brought to the July meeting. COMPLETE</p> <p>History and geography update to be included on the next agenda. COMPLETE</p>

	<p>Governors to complete Introduction to Governance and Compliance courses by spring term. Governors have made a commitment to complete three courses before the end of term. JF to re-send details. COMPLETE</p> <p>HP to arrange safeguarding link governor visit. HP has completed the visit and report to be included in the September agenda.</p> <p>Link governor reports for the next meeting: GDPR Safeguarding Health and Safety. There will be no health and safety audit this year due to a change in personnel at the local authority (LA).</p> <p>AW, JF, BR and KL to form a working group to review school vision. COMPLETE</p> <p>Vision to be included on the agenda for the next meeting. COMPLETE</p> <p>Health and safety visit to take place in advance of the next meeting</p>
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AGENDA ITEM 6	CHAIR'S ACTION
	The Chair had not taken any urgent decisions taken on behalf of the local governing body.

AGENDA ITEM 7	PRINCIPAL'S ACTION
	The Principal had not taken any urgent actions.

AGENDA ITEM 8	VISION AND STRATEGY
	<p><b>Review of Vision &amp; Values</b></p> <p>Correspondence has been sent to parents on their views of the vision. JL and KL met with Mike Giffin, trustee, to talk about the areas that mattered the most for the school – a happy safe environment which develops the whole child and sparks imagination in children. There has been a focus on the children and what they think. A working party of governors will convene on 22<sup>nd</sup> September to further discuss the vision with a view to approving the final version at the first LGB meeting of the year.</p> <p><b>SDP/SEF</b></p> <p>The contents of the Quality Assurance document provide governors with the opportunity to review the SDP. Governors monitored the evaluation of the SDP and noted how much and appropriate amount has been achieved over the year. Only one aspect regarding the OPAL play has to be carried over the next academic year. This evaluation was cross referenced with the Governor Impact Statement.</p>
	<p><b>ACTIONS</b></p> <p><b>Working party of governors to review school vision</b></p>

AGENDA ITEM 9	SCHOOL IMPROVEMENT
	<p><b>Survey Results</b></p> <p><b>Parent Survey</b></p> <p>The results of the parent survey were circulated in advance of the meeting.</p> <p><b>Q: 52 people filled in the questionnaire (25% of the school) – what is being done to reach the other 75%?</b></p> <p>A: There is a parent forum and parents are able to give anonymous feedback to the parent representatives if they did not want to complete the survey. The school offers the opportunity to</p>

	<p>provide feedback including share the leaning events, two parents' evenings, three postcards home and incidental conversations. Anonymous feedback is hard to act on if concerns are raised.</p> <p><b>Q: Can incidental conversations be recorded?</b> A: Staff often receive feedback and it is important not to micro-manage staff but JL is available to step-in if needed. If there are negatives, parents are happy to talk to staff or leaders.</p> <p><b>Q: Is this a usual response rate to the questionnaire?</b> A: The new format of sending out a termly questionnaire has generated more responses than the more detailed annual survey. The number of parents who responded to the survey has increased. Whilst the numbers may be small there is good representation across the demographics. There were some criticisms in the responses and JL will talk to the parents about these.</p> <p>There was a discussion about the responses to the question relating to clubs and activities. Some parents wanted more clubs and other responses were grateful that clubs have been re-introduced following Covid. All staff have run a club this year. One of the areas to consider at the parent forum is to increase the number of clubs on offer from third parties but there will be a cost associated with this. It was suggested that any decision relating to clubs consider the potential impact on attendance at the Heath club.</p> <p>There was some confusion from parents around the meaning of the personal development question and it was suggested that it may be beneficial to consider re-wording the questions. The current questions are the Ofsted Parent View questions.</p> <p>Some parents have missed competitive sport and this year there have been some events and there is a commitment to increase this next year.</p> <p><b>Staff survey</b></p> <p>The staff survey results were circulated in advance of the meeting.</p> <p><b>Q: 1/3 of staff neither agree or disagree that they are being treated fairly, is this an issue?</b> A: Three out of the 42 staff neither agreed or disagreed. There has been a lot of change this year and JL has had robust conversations with staff about this. It is important that all decisions are for the benefit of the children. All respondents said they enjoyed working at the school.</p>
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AGENDA ITEM 10	COMPLIANCE AND SAFEGUARDING
<b>Discussion:</b>	<p><b>Quality Assurance Document</b></p> <p>Governors considered the Quality Assurance document which also acts as a review of the SDP.</p> <p>There was a discussion about the risk and mitigation plan.</p> <p><b>Q: Why is Ofsted classed as a risk?</b> A: The risk is a potential risk given the power that Ofsted have. They can, for example, close a school if there are serious safeguarding issues and so it is prudent to acknowledge the potential impact on numbers and funding as a result of any changes resulting from an Ofsted inspection. The assessment of risk was not based on an expectation of a negative inspection.</p> <p>Governors were of the view that there is a potential risk but given all of the evidence presented to them about the work that is taking place across the school that the risk should be reduced to 8.</p> <p>Pupil premium funding is a risk. Three pupils have left the school this year. Whilst it is highly likely that more children eligible for pupil premium will join the school, the impact on funding could be significant.</p> <p>It was agreed that the risk in relation to the leadership staffing structure to be reduced to 4.</p>

	<b>Staffing for 2022-23</b> Governors received the staffing structure update for information
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<b>AGENDA ITEM 11</b>	<b>HR/FINANCIAL PERFORMANCE</b>
	<b>Approval of expenditure under the Scheme of Delegation</b>  There were no items of expenditure requiring approval under the Scheme of Delegation.  It was noted that JL had received an email from the CFOO regarding the universal top-slice which is increasing by 0.5% to 6%.

<b>AGENDA ITEM 12</b>	<b>GOVERNANCE AND RISK</b>
<b>Discussion:</b>	<p><b>Governor Training (for discussion)</b></p> <p>It was noted that the Keeping Children Safe in Education guidance for September 2022 will make it mandatory for all governors to complete safeguarding training.</p> <p><b>Governor Visit Reports</b></p> <p>Safeguarding and GDPR link governor reports to be included on the September agenda. KR will complete a review of the Asset Register with the academy business manager.</p> <p><b>Chair and Vice Chair</b></p> <p>Nominations for Chair and Vice Chair were requested in advance of the September meeting.</p> <p><b>Discuss appointment of Clerk</b></p> <p>Governors approved the appointment of DT as clerk for the next academic year.</p> <p><b>Appointment of HT Performance Management Panel</b></p> <p>The Headteacher's performance management panel was agreed as KL, Mike Giffin (trustee) and the CEO.</p> <p><b>Governor Impact Statement</b></p> <p>The annual impact statement was circulated in advance of the meeting and included details of the statutory outcomes as part of the governors' role is to compare results against targets.</p> <p>Governors agreed to include a section in relation to finance and JF to add a section in relation to governor training.</p> <p><b>Governor Blog</b></p> <p>July – Safeguarding (HP) September – Outcomes (MB)</p> <p>KL thanked governors for their attendance. She thanked JL who has already achieved a significant amount and SG and SS who have moved the school on enormously in their role of Assistant Headteachers.</p>

<b>AGENDA ITEM 13</b>	<b>DATE OF NEXT MEETING</b>
	<b>Wednesday 28<sup>th</sup> September 2022 a 6.30pm</b>

**Further discussions took place under the Part Two agenda**