



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 2**

Date	Wednesday 13th October 2021 at 6.30pm
Venue:	Boughton Heath Academy

Present: Kate Lee (KL) Jon Lenton (JL) Alex Forsey (AF) Rob Herd (RH) Andrew Vaughan (AW) Victoria Roper (VR) Katrina Barlow (KB) Muriel Breugelmans (MB) James Ferguson (JF)	Co-opted governor/Chair of Governors Principal Parent governor Co-opted governor Parent governor Co-opted governor Staff governor Parent governor Co-opted governor
Apologies: Brenda Rewhorn (BR) Helen Patterson (HP)	Co-opted governor Parent governor
Also in Attendance: Sally Sumnell (SS) Susan Gell (SG) Debbie Tomkinson	Observer Observer Governance Professional

AGENDA ITEM 1	WELCOME, APOLOGIES FOR ABSENCE (Statutory) AND CONFIRMATION WHETHER MEETING IS QUORATE
Discussion:	KL welcomed all to the meeting and she welcomed SS and SG who joined the meeting as observers.

AGENDA ITEM 2	DECLARATION OF PERSONAL & PECUNIARY/BUSINESS INTEREST (Statutory)
Discussion:	There were no personal or pecuniary interests in relation to any of the agenda items.

	There were no new declarations of interest.
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AGENDA ITEM 3	PART ONE MINUTES OF MEETING – SEPTEMBER 2021
Discussion:	The Part One minutes of the meeting were circulated in advance of the meeting and were accepted as a true and accurate record. All agreed.
DECISION	RESOVLED: That the Part One Minutes of Autumn 1 (September 2021) be accepted as a true and accurate record. All agreed.

AGENDA ITEM 4	MATTERS ARISING
Discussion:	<p>Parent governor elections to take place at the beginning of December. NOT DUE</p> <p>Staff governor election to take place – put an advert out to all staff and have had some interest and will be in post for the next meeting. COMPLETE</p> <p>Governors to email availability to KL re one-to-ones. KL advised that she has set aside the 11th January 1pm to 7pm to meet with governors. Governors to email KL to arrange a time to meet.</p> <p>Governors to complete the annual declarations of personal and pecuniary interest. Clerk to chase if governors have not completed. COMPLETE</p> <p>Governors to discuss a practical Ofsted activity. This was included under agenda item 11. COMPLETE</p> <p>Ofsted to be included as a standing agenda item COMPLETE</p> <p>Governors to complete skills audit and clerk to collate results ONGOING</p> <p>JL to advise on what the SGP was in the previous three years. The SGP is an individual measure of children’s progress. The average is always between 45-50% because there are some children who are working at urgent intervention level and would have a SGP of 99% and some children working at greater depth who would have a SGP of 2%.</p> <p>Q: If that is the case what KPI can we use to show that improvement as per the vision? A: In the SDP, the SGP performance indicator refers to class performance where progress should be between 45-44%. This would not be useful as a performance indicator for the whole school.</p> <p>Q: How can it be quantified that children are making greater progress. A: The SGP is just one element but there is a progress matrix to review how many bands children progress which is in the SDP.</p> <p>Q: Could the outliers be removed if the data related to one child? A: All children have their own individual SGP rates and this is not a collective performance measure.</p>

AGENDA ITEM 5	VISION AND STRATEGY
Discussion	<p>Curriculum</p> <p>JL has reviewed the vision and how to take the school forward in best interests of children, staff and parents. Outcomes for pupils have always been excellent but on review of topic books, JL wanted more of a focus on what was being taught as opposed to how work was presented. A lot of staff time was spent on planning the presentation. Children produced fantastic pieces of work but every book looked similar. JL wants the school to thrive and be creative but to have learning</p>

at its heart with a focus on the thought process for learning. The Senior Leadership team (SLT) discussed relevant research and discussed what children should learn and how teachers can make sure they remember the information.

Children used to study three termly topics – history, geography and science. If they did not achieve at the end of the term they would never have the opportunity to revisit the curriculum until the next academic year. As a result, there was the potential for some children to have gaps in their learning. The topics have now been split half-termly and if children are not at the required level at the end of the first half-term teachers will have another half-term to focus on those children. This follows research that says the if children who have not achieved should have to have the opportunity to do so in the future.

The entire curriculum has been re-mapped. Certain year groups were studying topics out of chronological order and that can be difficult to comprehend for children.

Reception and Y1 look at children's understanding of history and through the years they will move towards today.

The geography curriculum is expansive, starting in Chester, then progressing to opposing ends of the UK, Europe, North America and South America.

Art and Design and Technology curriculum has been re-mapped to complement what children are studying in topics.

The curriculum now flows and is logical and exiting for children.

There are some subjects taught discretely such as computing and French. Feedback from the parent forum was that children don't learn languages. KS2 will now receive weekly French lessons which follow a model which will enable them to access the Y7 and Y8 curriculum.

The government want schools to use the synthetic phonics system and the Floppy Phonics scheme has been introduced into the school to provide a consistent approach. The previous Read to Write scheme was onerous and staff spent a lot of time bespokeing the scheme. The Floppy Phonics books are more engaging, include a broader range and link to the topics being covered.

Expectations for the presentation of work are still high but it is important that children are able to talk about what they have learnt. The coverage of the curriculum has increased because there is less of a focus on presentation.

It is important to highlight the need to develop good scientists and the science curriculum now has a skills based approach. Children will study a person in science, their areas of interest and their legacy.

Q: Is there diversity in the types of scientists chosen to be studied?

A: Yes, for example, children will learn about the first black, female, botanist. The next stage will be to develop children's understanding of the impact the scientists have had on the world.

Q: Have the plans for French been communicated to parents?

A: Parents have not specifically been informed. JL wants to get the curriculum working well and then to invite parents in to school so they can see what is being taught.

It is important that children at Boughton Heath receive a broad and balanced curriculum and have a lot of experiences so they are able to find their passion.

Q: How is the knowledge developed as the children move through the school?

A: There are consistent themes through the 'blue questions' which are the golden thread through the curriculum. Children should understand the questions in each year group and through this progression will be seen.

The final blue question at the end of each unit is linked to previous work and so children are always re-visiting their knowledge.

This will enable JL to provide accurate and meaningful data on foundation subjects.

It was agreed that JL would include reference to intent, implementation and impact into the curriculum plans.

Q: If more of the curriculum is being covered how will you ensure the same depth of learning?

A: JL has kept the old topic books as a comparison between what children were previously learning. There is now far more substantial knowledge in relation to the curriculum as a lot less time is spent on art work.

Q: How do you ensure you get pupil voice on learning?

A: Pupils will be surveyed at half-term so staff have an understanding of what children think about their learning. In terms of children leading their own learning, JL wants a full year of the new curriculum to review the data and then subject leaders will be able to incorporate pupil voice into their subjects.

Q: How much choice do children have in the way they present their work?

A: It has been prescriptive for the first half-term but it will not be going forward. There will still be high expectations in terms of presentation.

Reading

SG provided an overview of the reading curriculum.

The school has implemented Go Read – an online reading record which records a child's own reading. The system will tell parents what level their child is reading at and also highlights any words that children may struggle with. This is beneficial for teachers as they can see when the child was last heard reading and what book this was. Parents can access the system through the app and this will ensure that communication about reading is clear between home and school.

Q: How often is reading monitored?

A: Approximately every half-term. On average, every child is listened to in two weeks and some children are heard reading three to four times per week.

Q: How are parents engaging with the app?

A: There is lots of engagement in EYFS and Y1 and Y2. It can be hard to keep KS2 parents engaged and listening to their children as they may think they do not need to hear their child read.

Q: How often are parental expectations reinforced?

A: It is important to develop a love of reading and so there needs to be a balance. If reading is a chore for the parent it will become a chore for the child. The analytics information will be useful for parents' evening.

Maths

SS provided an overview of the maths curriculum.

BHA has been teaching maths mastery for three years through Power Maths which gives children time to embed each area of the maths curriculum. Lessons will start with the 'fast four'. All children will work through all of the lessons and measures are in place to develop the more able children. Work has taken place with the NCTEM to develop mastery and the maths hub to implement researched approaches and collaboration with maths specialists.

The teacher will guide children but they are given the freedom to discuss. Children's ideas are shared and the children will then come up with an idea on the best way to answer a question. It is important that children are able to challenge and reflect on their work. All children have a workbook to practice and develop their skills.

Feedback is given during assembly or a gap in the lesson so that if any children need a same day intervention this can be arranged.

Teachers may work closely some groups who may need support and some children will be give further extension work.

At the end of each unit, teachers will make a judgment on whether the children is working below, at age related expectations or at greater depth.

Maths results are strong.

Homework is provided through Mathletics and Times Tables Rockstars and is progressive across the school.

The Calculation Policy is linked to Power Maths and is on the school website and shared with parents.

The next steps are to monitor and support the mastering number programme in the infants and for further professional development to support subject knowledge.

Q: If children struggle with a question are alternative methods offered?

A: Children are asked to show the answer in more than one way.

Governors thanked SS for her update and noted the positive results in maths.

Phonics

SS provided an update on phonics

Government guidance is that schools should use a systematic synthetic phonics programme to develop the habit of reading for pleasure and information.

All staff have been trained by the English hub and more training will take place on an Inset day to ensure consistent approaches across the Early Years and KS1. Floppy phonics has also been added into Y2 for the autumn term if this is needed.

All children are taught the same sounds but they can undertake their own learning at their own pace and this enables differentiation to take place. Extension activities are provided and some learners will be given additional time through pre-teaching. Regular assessments take place.

Parents are engaged and accessing the online programme. Teachers can hear parents read with children via SeeSaw.

Two decodable books and a love of reading book are sent home with children.

The next steps will be to continue to monitor what is happening in the classroom, visit other schools, undertake assessments and to consider how Floppy Phonics can be used in the junior phases.

EYFS Framework 2021

KB provided an update on the changes to the EY (EY) Framework.

Statutory changes to the framework have been in place since September. These include seven areas of learning. There are 17 early learning goals. The four principles of the framework are – the unique child, enabling environments, positive relationships and learning and development.

The characteristics of effective learning are fundamental for progression in school and life.

The areas of learning are split into prime areas and specific areas. If the prime areas are not embedded it will not be possible to see progress in the specifics. In Reception there is a focus on the personal, social and emotional development of the child along with communication language and physical development.

One of the biggest changes to the framework is that literacy has been split and there is a focus on reading and writing in a more thorough way. Writing will include the mechanics of being able to write.

The maths element of the framework has a focus on mastery skills. Children used to work with numbers up to 20 – children will now work up to 10 with a focus on ensuring children have a deep understanding.

Children in Reception are assessed in the summer term and this data is given to the local authority. The school will not know the data until the children are in Y6.

Q: How has it changed practice?

A: Teaching has carried on as it normally would but parents will notice that staff are using Learning Book less as there is more of a focus on the teacher being with the child rather than observing and recording evidence.

Planning is based on children's interests and it is important that the teacher is able to spark an idea and be 'present' in the child's learning. There is a lot of group work that takes place along with child-initiated learning.

Teachers will assess a child as being at the expected level or emerging. There is no longer an exceeding statement.

There is a focus on creating a lifelong love of reading and the development of communication and language through the adults and the language-rich environment and to help children be ready for Y1.

	<p>Outcomes for 2021 (69% GLD) were lower than in previous years and this is because there were two national lockdowns which meant that KB did not meet her class until April. 90% of children achieved a GLD in 2018 and 82% of children in 2019.</p> <p>Governors thanked staff for their comprehensive and informative reports.</p>
	<p>ACTIONS</p> <p>JL to include reference to intent, implementation and impact into the curriculum plans.</p>

AGENDA ITEM 6	EDUCATIONAL PERFORMANCE
Discussion	<p>Pupil Premium Strategy</p> <p>The Pupil Premium (PP) impact statement was received in advance of the meeting and JL asked for questions from governors.</p> <p>Q: There have been discussions about attendance – are there any issues that governors need to be aware of? A: There is some concern that parents may take their children on holiday during term-time and this will impact on the spring attendance.</p> <p>Q: Is it possible to have comparison of impact of PP with other trust schools? A: The premium is spent differently across the schools. It may be more beneficial to look at expenditure across the trust.</p> <p>Q: Is it possible to have national and school levels of PP children within the report? A: JL agreed this could be included.</p> <p>There was a discussion about one of the barriers for children is having good role models. JL explained that this is a barrier for some children and so it is included within the report generically so as not to identify individual families. The barrier is more of an external issue and children do see good role models in school.</p> <p>It was confirmed that expenditure of £12209 was for staffing costs.</p> <p>Q: Has the Learning Mentor received ELSA training? A: No, the training courses have not resumed.</p> <p>Money ear-marked for music tuition will be rolled over or spent elsewhere.</p> <p>Q: There is an underspend of £2591 – is this allowable? A: Yes, this has been kept aside to support further potential PP children. JL was mindful that as furlough ended there could be an increase in the numbers of children eligible for PP and funding for them would not be received until next year.</p> <p>Q: Why has only £436 been allocated to providing access to the after-school club? A: Not all families want to use the club and some children will be receiving extra support in other areas.</p> <p>Q: Last year the impact statement included the effectiveness of the spend? A: The effectiveness of the spending of the premium will be seen through the progress and attainment of pupils. If an action is not been successful then it will not be used again.</p> <p>A lot of work is taking place on children catching up on spelling and a programme of study has been purchased to support this.</p>

	<p>Staff have been re-deployed to where the need is greatest but support has not been taken away from children who require it.</p> <p>Sports Premium</p> <p>There was a discussion about swimming. Pre-pandemic, children received swimming lessons in Y3 and were able to access a catch-up programme if they were unable to swim the required distance in Y5. It is not a statutory requirement for children to achieve this is swimming but JL does not want any child to leave school without being able to swim. He confirmed that if swimming can be offered, it will be offered.</p> <p>Q: How would this fit in with the decision to not off school trips? A: It is now possible to offer school trips.</p> <p>Catch-up Premium</p> <p>The Catch-up Premium was a one-off payment and this has been supplemented by use of school funds.</p> <p>Q: £3k has been spent on a targeted approach – what does this relate to? A: It has been used for support staff.</p> <p>Monitoring of Teaching and Learning</p> <p>Monitoring has taken place and staff will be given feedback after half-term when a full monitoring programme will be implemented.</p>
	<p>ACTIONS</p> <p>JL to include numbers of PP children in the school and the national average figure in the PP report.</p>

AGENDA ITEM 7	HR/ FINANCIAL PERFORMANCE
Discussion	<p>To approve expenditure under the Scheme of Delegation</p> <p>There was no expenditure requiring approval under the Scheme of Delegation.</p>

AGENDA ITEM 8	COMPLIANCE AND SAFEGUARDING
Discussion:	<p>Safeguarding</p> <p>The annual CAT safeguarding audit was circulated in advance of the meeting. It was noted that details of governor training were not fully complete. Governors to advise JL of when training has taken place along with details of the training provider.</p> <p>Operation of Policies</p> <p>Governors to receive a verbal update in the operation of the Behaviour Policy. Conscious Discipline is in place from Reception to Y6 and staff will receive further training on this approach after half-term. The policy sets out behaviour expectations and how to monitor behaviour. There are some behaviour issues and these are dealt with according to the policy which works well.</p> <p>The Anti-bullying Policy is on website and will be reviewed in 12 months. It is not a prescriptive policy, there are very low rates of bullying which are managed effectively.</p> <p>Q: Are the policies too vague? A: It is impossible to put a prescriptive anti bullying and behaviour policy in place. If it is too vague they would not be effective and if it is too prescriptive there is a possibility that staff do not follow the policy fully. It is important to have a policy that works for children and parents.</p>

	<p>Q: Does the school have a mental health charter? A: There is a commitment to mental health and wellbeing and that can feed into the behaviour policy.</p>
	<p>ACTIONS</p> <p>Governors to advise JL of when training has taken place along with details of the training provider</p>

AGENDA ITEM 9	GOVERNANCE AND RISK
Discussion:	<p>Governor Visits</p> <p>The programme of governors visits to take place throughout the academic year is added to the annual planner for governors to come in and visit and report back for the next meeting.</p> <p>Governor Training</p> <p>Governors to complete the NGA Safeguarding training and to send completed certificates to JF.</p> <p>There is a need to review the skills audit to identify a plan on any gaps in training needs.</p> <p>MB agreed to act as mentor to BR and AF agreed to mentor JF.</p> <p>Governor One to Ones</p> <p>Governors to email KL to agree governor one-to-ones.</p> <p>Governor Blog</p> <p>RH to complete October blog. Governors agreed that KL to assign months to governors to align with their link visits.</p> <p>Ofsted</p> <p>To discuss sample Ofsted questions. This was deferred to the next meeting.</p>
	<p>ACTIONS</p> <p>Governors to complete the NGA Safeguarding training and to send completed certificates to JF.</p> <p>Review the skills audit to identify a plan on any gaps in training needs</p> <p>Governors to email KL to agree governor one-to-ones.</p> <p>RH to complete October blog</p> <p>Sample Ofsted questions to be included on the agenda for the next meeting.</p>

AGENDA ITEM 10	DATE OF NEXT MEETING
Discussion:	