



Cheshire Academies Trust
Inspiring hearts and minds



Here, Children Thrive

**PART ONE MINUTES
OF THE LOCAL GOVERNING BODY MEETING – MEETING 7**

Date	Wednesday 10th May 2023 at 6.30pm
Venue:	Meeting Room, Boughton Heath Academy

Invited to Attend (Governors):	
Kate Lee (KL) Jon Lenton (JL) Rob Herd (RH) Andrew Vaughan (AW) Muriel Breugelmans Brenda Rewhorn (BR) Tyler McPherson-Hill (TMH) Mark Loughnane (ML) Elaine Hall (EH) Sally Sumnall (SS)	Co-opted governor/Chair of Governors Principal Co-opted governor Parent governor Parent governor Co-opted Governor Staff Governor Parent Governor Co-opted Governor Staff Governor
Apologies:	
James Ferguson (JF) Helen Patterson	Co-opted Governor Parent governor
Also in Attendance:	
Kelly Balden Debbie Tomkinson	PHSE Lead 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. KL advised governors that HP had stepped down from her role as governors. Prior to the meeting, governor took a tour of the school and governors commented on how well the school was looking.

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

AGENDA ITEM 3	EDUCATIONAL PERFORMANCE
Discussion	<p>Curriculum Update</p> <p>Kelly was in attendance to provide an update on the PHSE curriculum. A new scheme was introduced over one year ago – children enjoy the curriculum and KB shared a video of the children talking about why they loved their PHSE lessons.</p> <p>The school follows the Jigsaw scheme of work which focuses on working as a team. Lessons are delivered in a mindful way – this includes a Jigsaw chime which is used to calm the children and to get them into a steady state so they can learn.</p> <p>The PHSE curriculum incorporates emotional literacy, social skills and spiritual development. Lessons are delivered weekly and children across the school learn about the same topic but discussions gets more complex as children move through the school. PHSE is an addition to the curriculum and it looks at the whole child and covers topics that children will encounter as they navigate through life including friendships and rights and responsibilities.</p> <p>There are six 'puzzle' pieces which are worked through half-termly starting with Me in my World, Dreams and Goals, Healthy Me, Relationships, Changing Me.</p> <p>There will be discussions of topics such as drugs. Younger children will learn about how medicines can make them better and this progresses so that the older children will also cover why drug can be beneficial but can also be harmful.</p> <p>Each class has Jerry the Cat and there are different characters in the shape of a puzzle piece and if a child has the puzzle piece they are able to share their views.</p> <p>The lesson structure is very similar for all year groups, starting with Connect Us – which is about bringing the class together through a game or fun and inclusive designed activity. This is child-centred approach to the lessons. The next stage is Calm Me which creates a peaceful atmosphere for future learning. There are two intentions for the lessons – one is a personal element and the second focuses on a social skill that may need to be developed. Children spend a lot of time working together as teams.</p> <p>After Calm Me is Open my Mind – this is centred around ensuring children are in a state where they are ready to learn. This is followed by Let me Learn where the teacher will direct the learning and children have to work together to achieve the learning aim. K gave the example of the task of designing a garden for blind children and the task for the children was to consider how to make the garden sensory for the children.</p> <p>The final stage is Help Me Reflect and this provides children with time to reflect on what they have learned.</p> <p>Each class has a Jigsaw Charter which is shared and referred to in lessons. On Thursdays there are Jigsaw assemblies in the classroom.</p> <p>The PHSE curriculum covers safeguarding and Prevent, British values, relationships and sex education, social, moral, spiritual and cultural education.</p>

Q: Are there any children withdrawn from lessons and what is the school's policy on this?

A: No children withdraw from PHSE lessons. They have a right to withdraw from relationships and sex education and there has only been one child who has withdrawn.

Q: How does the programme allow for personalised learning for the children in front of the teacher eg for LGBTQ children or children of a different faith?

A: Teachers are able to tailor what is happening in the class and teachers are encouraged to follow the needs of children.

Q: Are other subjects linked into other curriculum areas?

A: Yes, Jigsaw lessons can be used across curriculum subjects.

Q: Will children be able to articulate the connection between subjects?

A: Yes, children understand the connections and teachers explicitly make connections in their teaching.

Q: If there are issues taking place in the wider world is pupil voice used to inform learning?

A: Yes, children know they can talk about issues and the learning is child-led. There are worry boxes in classrooms and any concerns expressed by children can be used to tailor learning in the classroom..

The PHSE starts from the early years to Y6 and underpins everything that takes place across the school.

Governors thanked Kelly for her informative update and she left the meeting.

Admissions

Reception for 2023/24 will be full with 30 allocated places. A number of children are also on the waiting list. It is not known if there will be any appeals. The area that most people appeal about is the distance criteria. If there are any appeals, the school has to pay for each appeal.

Q: Does the MAT conduct its own appeals?

A: The trust commissions an external provider.

Q: Why does the school have to pay if a parent appeals?

A: Parents have a right to appeal and the trust cannot administer its own appeals and they commission an external agent. The decision is final and there is no further right to appeal.

Pupil Attainment and Progress

The spring term outcomes report was circulated in advance of the meeting.

It was acknowledged that the data for maths is low in terms of the number of children working at greater depth. A new maths scheme has been introduced and the data is showing that this should have an impact. The school has had Powermaths for three years. This is a well researched and thorough scheme but following Covid the focus was on ensuring children were where they should be.

Maths data dipped last year as it did nationally. Maths is a cumulative subject and the data shows the number of children attaining high standard increases as they move through the year groups. As their knowledge gets consolidated, children are then able to develop more complex skills.

Q: The six year rolling trends data is lower than in previous years – how successful has the Covid catch-up programme been?

A: When looking at this data, account has to be taken of the specific cohorts which have been variable. One group had a large number of children with special educational needs (SEND) and one cohort had a lot of children with emotional needs. The data for some of the year groups was not based on Powermaths so there is some caution needed when comparing this data. Children are making good progress and this is starting to accelerate.

Q: Why are only 78% of children at the expected level in reading?

A: These figures are from Star tests. The final data is not submitted until the end of June and that figure will increase. There are a number of children just below the expected standard. In teacher assessments, 97% of children are working at or above the expected standard. From September, a trust decision has been made to stop using the Star tests as they do not align with the mastery curriculum.

Q: What will replace the Star test?

A: JL is looking at using NFER which is UK evidenced based and developed by the people that write SATS test. The NFER give standardised scores but they are more aligned to the English curriculum and give more meaningful data. This will enable teachers to look at what is holding the 22% back.

Q: Do children have targets?

A: The targets are Fischer Family Trust targets. These have risen mid-year to 97% of children achieving the expected standard in reading, writing and maths. This is not a realistic target as there are a number of children with additional needs or working below the expected standard.

Q: Could Y6 and Y2 use the methodology for this year?

A: The children would not have followed the pathway to be assessed and so may not have covered the content and JL would not want to keep assessment. The NEFR system will be used as part of an assessment triangle which includes teacher assessment and evidence in books.

Q: How is teacher assessment triangulated against external assessments.

A: During an external moderation, there were a number of children who teachers thought were working at greater depth but were assessed by the moderator as working at the expected standard as that is what they achieved in the SATS test. It is possible that Y5 could sit a SATS paper which could then be reviewed against teacher assessment.

Q: Does moderation take place across the trust?

A: Yes, subject leads and senior leaders look at data, the Literacy Company provides external moderation and there is moderation across the trust.

Gender differences

Q: 42% of girls and 25% of boys are working at greater depth in maths – is that unusual?

A: Yes, but there are more boys working at or above. There are also more girls in KS2 and more boys in KS1. The IDSR data does suggest that girls are outperforming boys at greater depth but it doesn't provide contextual information such as the number of boys and girls in each cohort.

	<p>Q: The number of children at the expected standard in writing is lower – why is this? A: Writing is the subject that is the most difficult to assess as there are no agreed rules. It is also more difficult for KS2 children to get to the higher standard. Children have to write with flair but this is subjective and develops over time. Writing is something that the trust is looking at as there are variations in the data. Where there are lower figures this reflects the change in the assessment model.</p> <p>Q: How is pupil premium money being used to support writing with children? A: A lot of the pupil premium money is spent on the learning support mentor. There has been a lot of work on emotional needs, play and resilience and mental health. A lot of the pupil premium children also have special educational needs and so it is difficult to compare the disadvantaged data against non-disadvantaged data. The impact of the pupil premium spend can be seen in areas such as attendance.</p> <p>Early Years (EYFS)</p> <p>The EYFS data is strong. In an inspection, inspectors will not look at data but will focus on practice. The EYFS has been graded as Good as JL was of the view that it was not yet Outstanding. This is achievable but the environment, practice and resources need to be updated. The school will have the support of an EYFS consultant who will be working with the school from September to make the improvement.</p> <p>Governors also received the school improvement visit report, this was an initial fact-finding visit and there will be a more thorough report in subsequent visits.</p>
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AGENDA ITEM 4	PART ONE MINUTES OF MEETING – MARCH 2023
Discussion:	The Part One minutes of the previous meeting were circulated in advance of the meeting and accepted as a true and accurate record.
	RESOLVED: That Part One Minutes – March 2023 be accepted as a true and accurate record.

AGENDA ITEM 5	REVIEW OUTSTANDING ACTIONS
Discussion:	<p>School Improvement visit update to be included on the next agenda. COMPLETE</p> <p>TMH to tweet a picture of the LGB at the end of each LGB meeting. COMPLETE</p> <p>HP to write a blog for March.</p> <p>Safeguarding governor to meet JL to discuss annual safeguarding report to governors in advance of June meeting. Report to be included on the agenda for the next meeting.</p> <p>JF to complete a review of Asset Register in summer term. ONGOING</p> <p>SEF/SDP to be included on the agenda for the next meeting. COMPLETE</p> <p>KL and JL to discuss a governor award with the School Council - ONGOING</p> <p>Governors to update Governor Action Plan.</p>

AGENDA ITEM 6	HR/FINANCIAL PERFORMANCE
	Asset Register
	Governors to receive a report on the Asset Register in the July meeting.

	<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>
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AGENDA ITEM 7	VISION/STRATEGY
	<p>SDP/SEF</p> <p>The SDP/SEF is reviewed every half-term. The only area which is not on track relates to the OPAL play scheme. Work has begun this half-term on rolling this out with a view to it being in place for September.</p> <p>Q: If the SIP report identified some level of improvement required in the EYFS does that need to be reflected in the SDP/SEF? A: This is included in the subject leader's actions document where enrichment and improvement are priorities. Actions for maths are also within the SDP/SEF and there is a more thorough analysis in the subject action plans.</p> <p>Q: How do governors know what is being done to improve these areas? A: This is quality assurance through the assessment governor link visits and the subject lead action plans can be reviewed through these visits.</p> <p>The SDP/SEF is a realistic view given the new Education Inspection Framework.</p> <p>Q: Five years ago there were more children working at greater depth – is the school pushing children enough? A: The data is strong and actions are being taken and governors provide challenge through their questioning to ensure this is happening. There will be changes to the SDP/SEF from next academic year to make it easier to triangulate the information.</p> <p>Q: Under personal development what is the reference to the 7Cs? A: As part of the Learning Without Limits project, there are seven principles which should be embedded across the school covering areas such as creativity, care and collaboration.</p> <p>Q: What is the Dragonfly Project? A: Every school will be required to have a qualified mental health first aider and the training will be paid for by the Department for Education. The Dragonfly Project is an approved provider and has the most child-centred approach.</p>

AGENDA ITEM 8	SCHOOL IMPROVEMENT
	<p>Attendance</p> <p>Governors were provided with an update on attendance. Attendance is strong – the absence rate at Boughton Heath is 4.2% in comparison with a national average of 6.2%. Persistent absenteeism is 5.9% and this has reduced since the school improvement report was written. National levels of persistent absenteeism are 18.2%. Attendance is regularly tracked and fines are issued.</p> <p>Risk</p> <p>Governors received the Risk and Mitigation Plan.</p> <p>Q: Does the Covid risk need to be on the plan? A: This will be mentioned to the Trust.</p>

	<p>Q: Why is financial stability a 12? A: This is because of the money that the school is spending on the building. Until the money has been spent, JL did not want to downgrade the risk.</p> <p>A governor requested that GDPR risk to be included in the RAMP.</p> <p>It was agreed that the risk around leadership and management be reduced to six.</p> <p>School Improvement Record of Visit</p> <p>The record of visit was circulated in advance of the meeting. It was a very supportive process which validated the work that has taken place on the curriculum. There will be subsequent visits on SEND, EYFS and reading.</p> <p>There is a lot of reference to SEND in the report. NASEN suggest that there should be a graduated response to SEND. The school had 17 children with a SEND profile and a review of this in line with the NASEN approach suggests this may be too high. The children will remain on the SEN Register but, going forward, not all children will have a SEND profile. There is a graduated approach and if interventions are not successful then referrals will be made.</p> <p>The school improvement judgments are based on the trust's school improvement model of stabilise, repair, improve and sustain. A school can be Outstanding but still make improvements.</p> <p>Staff Survey</p> <p>Governors received the staff survey results.</p>
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AGENDA ITEM 9	COMPLIANCE AND SAFEGUARDING
Discussion:	<p>Chair's Action</p> <p>The Chair had not taken any urgent actions on behalf of the LGB since the previous meeting.</p> <p>Principal's Action</p> <p>There has been one e-safety issue following a complaint to a teacher that children were making inappropriate noises on social media. The incident was reported to HP and KL and there has been a robust response. JL asked the SCIE team to audit the school's actions which included a letter being sent to all parents about inappropriate behaviour and all children have been spoken to. There has been NSPCC assemblies, JL and SS have undertaken training on sexualised behaviour in schools and a specialist CID officer will be holding a session with Y5 and Y6 children. Reports of the incident and actions taken have been documented and the SCIE team have been informed.</p> <p>Health and Safety</p> <p>The action to complete a health and safety link governor visit was noted.</p>
	<p>ACTIONS</p> <p>Health and safety link governor visit to take place</p>

AGENDA ITEM 10	GOVERNANCE
Discussion	<p>Governor Visits</p> <p>It was agreed that RH, MB and BR would complete governor visits for discussion at the July meeting. AV advised that he will be attending as an observer during the SATS and will provide a report to governors.</p>

	<p>Governor Vacancies</p> <p>KH advised that HP would be stepping down from her role as governor. It was agreed that as she has a key safeguarding role that she be asked to continue in this capacity until the end of the academic year with RH taking on the role of safeguarding governor from September.</p> <p>Governor Training</p> <p>It was agreed that TMP would complete the stakeholder engagement training module.</p> <p>Governors also noted the request for all to complete cyber-security training.</p> <p>Governors were encouraged to attend the Cheshire West Governance Association AGM on 22nd June which is being held remotely with representatives from the National Governance Association in attendance to provide an update on SEND provision.</p> <p>Governor Action Plan</p> <p>Governors noted the requirement to update the governor action plan with any actions they have taken.</p> <p>Blogs</p> <p>The following blogs were agreed:</p> <p>JL – May RH – June MB - July</p>
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AGENDA ITEM 11	AOB
	<p>Pupil Premium</p> <p>The Pupil Premium strategy is a prediction on spending before the children’s specific needs are known. JL advised that he wanted to change some of the spending for this year and the updated report was shared with governors including additional spending on staffing. The allocation for music tuition did not have the uptake initially expected and so this money may be carried forward next year.</p> <p>Q: What is the impact for next year? A: At the end of the year there is a review of the strategy where decisions will be made on whether to continue with a particular strand of the strategy.</p>

AGENDA ITEM 11	DATE OF NEXT MEETING
Discussion:	14 th June 2023 at 6.30pm
	12 th July 2023 at 6.30pm