



Cheshire Academies Trust
Inspiring hearts and minds



Here, Children Thrive

**PART ONE MINUTES
OF THE LOCAL GOVERNING BODY MEETING – MEETING 4**

Date	Wednesday 10th January 2024 at 6.30pm
Venue:	Meeting Room, Boughton Heath Academy

Invited to Attend (Governors):	
Kate Lee (KL) Jon Lenton (JL) Sally Sumnall (SS) Rob Herd (RH) Andrew Vaughan (AW) Muriel Breugelmans James Ferguson (JF) Tyler McPherson-Hill (TMH) Mark Loughnane (ML) Elaine Hall (EH) Laura Paddock (LP) Daniel Knox (DK)	Co-opted governor/Chair of Governors Executive Headteacher Head of School/Staff Governor Co-opted governor Co-opted Governor Parent governor Co-opted Governor Staff Governor Parent Governor Co-opted Governor Parent Governor Parent Governor
Absent:	
Elaine Hall (EH)	Co-opted Governor
Also in Attendance:	
Debbie Tomkinson (DT)	Governance Director

The Meeting Met is Quorum

AGENDA ITEM 1	WELCOME, APOLOGIES FOR ABSENCE (Statutory) AND CONFIRMATION WHETHER MEETING IS QUORATE
Discussion:	KL welcomed LP and DK to the meeting and introductions were made.

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. No new interests were declared.

AGENDA ITEM 3	PART ONE MINUTES OF MEETING – NOVEMBER 2023
Discussion:	The Part One minutes of the meeting of 22 nd November 2023 were circulated in advance of the meeting and approved as a true and accurate record.
	RESOLVED: That the Part One Minutes –22nd November 2023 be accepted as a true and accurate record.

AGENDA ITEM 4	REVIEW OUTSTANDING ACTIONS
Discussion:	<p>Photographs of governors to be taken at the next LGB meeting. COMPLETE</p> <p>Governors to complete Safeguarding training and to confirm they have read the Keeping Children Safe in Education (2023) guidance. Resend</p> <p>To update website to remove photograph of building from the home page COMPLETE</p> <p>RH to write an article for the December newsletter COMPLETE . It was agreed that ML would write an article at Easter for the spring term and KL would write a summer term article.</p> <p>Governors to advise KL of their availability for a one-to-one meeting with her in January. ONGOING</p> <p>Governors to note within the Compliance Document how pleased they were with the school's results. COMPLETE</p> <p>Safeguarding Record of Visit to be circulated to governors. RH to complete safeguarding link governor visit. ONGOING</p>

AGENDA ITEM 5	EDUCATIONAL PERFORMANCE
	<p>Progress and Attainment</p> <p>The LGB outcomes report was circulated in advance of the meeting and JL highlighted key points to note.</p> <p>The report contained data from the Fischer Family Trust (FFT). Using end of key stage and demographic data, FFT produce an estimate of what a child should achieve at the end of Y6. The estimates can be based on FFT 50 (national average), FFT20 (for schools in the top 20% across the country) and FFT 5 (schools in the top 5% nationally). Boughton Heath uses the FFT20 estimates as they reflect the fact that the school is in the top 20% of schools nationally.</p> <p>Governors were also provided with teacher assessments. There is a difference between the FFT data and teacher assessments which are based on how children have performed in the autumn term tests. This is because the FFT estimates are based on what children should be achieving if they are to meet their end of Y6 targets. It is not possible to draw comparisons at this stage. The teacher assessments are a more cautious view of where a child currently is and autumn term data is always lower as teachers are still gathering evidence.</p> <p>JL provided governors with the data from the same point in the previous year. This showed a similar picture but at the end of the year, the school's data was substantially higher than the national average and were the best set of results the school has achieved.</p> <p>In the FFT data, children who are 'orange' would be deemed to be below where they should be based on their targets. Teacher assessment would place the child 'on watch' and there is an expectation that the majority of these children would achieve by the end of the year and once further evidence was obtained.</p> <p>Q: Why are two sets of data included in the report as it is not possible to compare them against each other?</p> <p>A: JL advised that he would raise this in the assessment hub although the FFT report does highlight trends through the year and is based on validated data.</p>

The data highlights that Y4 reading will be kept under review. The writing curriculum is cumulative and develops over time. There was a slight dip in Y4 maths last year but overall the maths data is very positive. Pupil progress review meetings are held so that senior leaders can monitor children.

The early years data is comparison to the same point last year is substantially higher.

Senior leaders are very proud of staff and the data presents a very good picture.

Q: 35% of children in Y6 are working at greater depth in reading and 26% are above the expected standard in maths – how are these pupils being stretched?

A: The reason they above is that teachers are stretching them. If children meet the expected standard they will be given additional tasks such as writing more in-depth answers or creating a more complex text in line with the mastery approach.

Q: The numbers of children in Y6 working at greater depth is diminishing in comparison with the previous year – does this need to be an area of focus?

A: Last year, 44% of children were working at greater depth in maths. The data presented is only based on the content that has been covered this term but there are some specific needs within the cohort which has an impact.

Q: Why has there been an increase in the number of children who are 'red' or 'orange' in maths?

A: This is down to the needs in the cohort which are different.

The overall picture is strong but there will be year-on-year variations. This year a new assessment system for maths has been introduced which is more accurate and linked to the curriculum that has been taught.

Q: Is writing improving after Covid?

A: Writing is getting a lot of attention and teachers are focusing on writing to improve outcomes.

Q: Is there any other historical data that could be used to determine if the increased numbers of children in Y6 have had an impact on data?

A: In order to do this, it would be necessary to also provide the context for those children as this could have had an impact on the data.

Q: As there was no prior attainment data from Key Stage One, how is progressed measured?

A: The early years data was used.

Q: What happens if at end of autumn kids are 'red'?

A: If a child is 'red' this does not mean they have failed but it shows that they have not been able to access the learning without substantial support. In these cases, the teacher will write an individual education plan (IEP) with specific targets for each child. Examples of the support a pupil may receive are booster sessions or one to ones or small group work. Teachers will also try to meet children's needs through quality first teaching and may adapt the curriculum so that children are covering the same content but that it is adapted to meet the needs of the child.

Teaching and Learning

SS presented to governors on the maths curriculum which is based on the maths mastery approach and includes collaboration with the maths hub. The curriculum is based on five big ideas so that children have a deep understanding of the curriculum that is being taught. This year, there has been a change in that the White Rose version of Power Maths is being used which is more aligned to children's learning.

At the start of every lesson there is a flash back to previous learning. The aim is for most children to work through the whole lesson but there are adaptations in place where necessary and teacher judgment is used if they see some pupils need strengthening or deepening activities.

	<p>Children use two books – a journal and a workbook and children follow the MICE method. Children will first have a discovery problem which is discussed by the whole class. Pupils will then use manipulatives to try and solve the problem and think of the methods they have used to achieve this.</p> <p>Q: Are there any issues with dominant children? A: These are managed by the teacher who will ensure that where pupils are working in groups that the needs of all of the children are made. Lolly sticks are also used to ensure that everyone has the chance to speak.</p> <p>Once children have had time to explore the problem as a whole class they will be placed into groups and will be asked to look at the most effective way of solving the problem using different calculations. Children will also have stem sentences to work from which they can apply to each question as it is important that they are able to use the right vocabulary.</p> <p>After pupils have finished journaling as a group they will practice some similar questions and will then move on to their workbooks which contain, fluency, reasoning and variation questions. The lesson will end with a reflection on the learning.</p> <p>A lot of marking and assessment takes place in the lesson and the next lesson will start with feedback from the previous session.</p> <p>Assessment is based on end of unit checks and children will either be below expectation, at the expected standard or working at greater depth. Teachers will also use how children have performed in lessons as an additional check. The new Smart Grade assessment systems allows teachers to see any trends or gaps in the learning.</p> <p>In Y4 all children will sit the times tables check. It is important the children know these fluently and this is covered progressively from Reception.</p> <p>Maths in the early years (EYFS) follows the EYFS curriculum with an understanding and mastery of numbers to ten and in Y4, Y5 and Y6 there is a focus on multiplication which boosts fluency.</p> <p>Homework is through Mathletics and Times Tables Rockstars(TTR) and homework is assigned based on what children have learned in class. Boughton Heath is currently 5th in the local area in the TTR league table.</p> <p>The Calculation Policy is on the website to ensure consistency across all year groups and is shared with parents on meet the teacher meetings.</p>
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AGENDA ITEM 6	HR/FINANCIAL PERFORMANCE
	<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>

AGENDA ITEM 7	COMPLIANCE AND SAFEGUARDING
Discussion:	<p>Safeguarding</p> <p>It was agreed that RH would complete a safeguarding link governor visit.</p> <p>LGB Compliance Document</p> <p>The updated LGB Compliance Document was circulated in advance of the meeting. It was confirmed that all governors (including the new parent governors) have completed safeguarding training. The document was approved by governors.</p>

	<p>Policies</p> <p>JL provided a verbal report on operation of the First Aid Policy. All procedures are up-to-date and there is a rolling programme of training. There are six paediatric and emergency first aiders and there is regular monitoring in place.</p> <p>Before and After School Provision</p> <p>JL provided an update on the before and after school provision. The provision is working well and JL works closely with the provider to ensure value for money.</p> <p>Q: Is the club full? A: It is not completely full but if numbers were to increase, another coach would be required.</p> <p>Q: Does the school receive the income? A: The club is hosted on the school site. There is a cost to the school for the services of the coach but the club does generate a surplus which is fed back into the budget. The quality of the provision is monitored to ensure value for money. As an example, all children will now have a breakfast.</p> <p>Q: Are parents asked about the club in surveys? A: A survey was planned but has not yet taken place. JL does speak to parents directly so that he is aware of any themes emerging. One of the themes raised was about the doorbell and this has now been rectified. Another issue was that children were not receiving breakfast in the breakfast club and now all children receive this.</p> <p>Evaluation of pupil surveys or feedback</p> <p>Pupil survey to be included on the agenda for the next meeting.</p>
	<p>ACTIONS</p> <p>RH to complete safeguarding link governor visit</p> <p>Pupil survey to be included on the next agenda.</p>
	<p>RESOLVED: That the LGB Compliance Document be approved.</p>

AGENDA ITEM 8	GOVERNANCE
Discussion	<p>Governor Visits</p> <p>Pupil Premium Link Governor Visit</p> <p>AV visited before Christmas. There are low numbers of children entitled to Pupil Premium and so one of the key areas is to ensure that this does not skew the data. All income was accounted for and identified separately. AV discussed why, given the small number of children, Pupil Premium was a priority area on the SQM. This is because the specific needs of the current cohort are different to previous years and so this does need to be a school priority. Some new approaches have been introduced, B Squared, for example. Children knew about zones of regulation and social emotional and mental health and there is a relational approach to parents to find out what the child needs. It is positive that the attainment gap is not widening and any issues are flagged up quickly.</p> <p>There were further discussions about the attendance of children entitled to Pupil Premium and whether there is a trend developing. There is some evidence of this but the tracking system has picked this up and it is being addressed by the school.</p> <p>Q: What does the comment about music relate to in the report? A: At the moment, the budget is allocated to different areas. One of these areas is that each child</p>

	<p>has the opportunity to learn a musical instrument and £500 has been allocated for this. If all of the children want to learn an instrument it may be necessary to reconsider the allocation of money as part of the child's individual plan.</p> <p>Y1 Link Governor Visit Report</p> <p>MB visited the school as Y1 link governor. She was able to triangulate that there is good work taking place on reading and how it reinforces the vocabulary that children learn. MB was also able to see the Jigsaw programme.</p> <p>KL advised that she had visited the Y2 class who were learning maths and it was a very interesting experience.</p> <p>There will be a review of the year group link governors and a further update will be provided at the next meeting.</p> <p>Leadership Structure</p> <p>Governors received an update on the new school leadership structure which is going well. It was agreed that there would be a short one item meeting on Wednesday 24th April at 6.30pm.</p> <p>Post Meeting Addendum</p> <p>KL advised that she had added a message to the book of condolence for Fliss Hughes.</p>
	<p>ACTIONS</p> <p>Link Governor roles to be discussed at the next meeting.</p>

AGENDA ITEM 9	DATE OF NEXT MEETING
Discussion:	Wednesday 28 th February 2024 at 6.30pm

Further discussions took place under the Part Two agenda.