



Cheshire Academies Trust
Inspiring hearts and minds



Here, Children Thrive

**PART ONE MINUTES
OF THE LOCAL GOVERNING BODY MEETING – MEETING 5**

Date	Wednesday 28th February 2024 at 6.30pm
Venue:	Meeting Room, Boughton Heath Academy

In attendance: Kate Lee (KL) Jon Lenton (JL) Sally Sumnall (SS) Andrew Vaughan (AW) Muriel Breugelmans James Ferguson (JF) Mark Loughnane (ML) Laura Paddock (LP) Daniel Knox (DK)	Co-opted Governor/Chair of Governors Principal Head of School/Staff Governor Co-opted Governor Parent Governor/Vice Chair of Governors Co-opted Governor Parent Governor Parent Governor Parent Governor
Apologies: Tyler McPherson-Hill (TMH) Rob Herd (RH)	Staff Governor Co-opted Governor
Absent: Elaine Hall (EH)	Co-opted Governor
Also in Attendance: Anne Lyons (AL) – in part Susan Gell (SG) – in part Debbie Tomkinson (DT)	School Business Manager SENDCO Governance Director

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 TMP were accepted.

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	HR/FINANCIAL PERFORMANCE
	<p>This item was taken after agenda item 4.</p> <p>Business Manager's Report</p> <p>The business manager's report was circulated in advance of the meeting and AL was in attendance to provide an overview and to answer governors' questions.</p> <p>Main School</p> <p>There has been increased expenditure in staffing costs reflecting the recruitment of a learning mentor and increased hours for teaching assistants to support children with special educational needs. These costs have been offset by changes in the leadership structure.</p> <p>There is a saving of £2500 in relation to energy costs in the premises budget. Income is marginally below the budget by £459.</p> <p>Kitchen</p> <p>There has been a change in the staffing structure and meal prices have increased which has improved the performance of the kitchen.</p> <p>Heath Club</p> <p>The income from the Heath Club has increased. There have been increased costs for the club as a result of extra staff needed to support the provision but this has been offset by a price increase and a high uptake of places.</p> <p>Q: How comparable are the charges with other schools? A: The Heath Club is one of the lowest charging before and after school club provisions. As an example, the Heath Club charges £4.50 for a breakfast session in comparison with another provider who charges £8 per session. The charge for the after-school club is £14 which is in the lower to mid-range when compared with other after-school providers.</p> <p>Q: Is it right that the club generates such a high surplus at the expense of working parents? A: The school's income streams cannot be looked at in isolation and any surplus is used to reinvest in the school.</p> <p>Q: Could the surplus be lower? A: The surplus is required because of the uncertainty around increasing costs such as teachers' pay and pension increases.</p> <p>Q: Could a tiered system be introduced? A: This could be considered but it would not work if there were too many tiers. There are currently children attending the Heath Club until 6pm and the staffing ratios are set. If there was a tiered system this may not cover the actual costs resulting in the club operating at a deficit.</p> <p>Q: Is it possible to benchmark against the trust to see if 40% profit on the costs of the club is set at an acceptable level? A: £19k is not a significant surplus and there has been no feedback that parents consider the price increase excessive. If a child attends one of the after-school activities, parents are not required to pay that portion of the Heath Club costs and there are other providers who are more</p>

	<p>expensive. It was agreed that it would be beneficial to highlight to parents that all money from the club is reinvested in the school.</p> <p>Revenue</p> <p>The consolidated revenue summary has a net surplus of £1233 with a variance of £3900 against the budget.</p> <p>Grant Analysis</p> <p>Details of the grants awarded to the school with information on how these are to be spent were included in the business manager’s report and noted by governors.</p> <p>Capital Projects</p> <p>Planned expenditure includes the installation of large screens and JL is obtaining quotes in relation to these. As the roundhouse has been removed there are plans to purchase equipment for the forest school and a shed for the table tennis tables.</p> <p>GDPR</p> <p>There have been no data protection breaches.</p> <p>Health and Safety</p> <p>Jean Fairbrother Associates completed the health and safety review and the school received a favourable report.</p> <p>Q: Have the actions arising from the report been completed? A: They have been completed or are in the process of being actioned.</p> <p>Asset Register</p> <p>The asset register will be reviewed by a trust business manager in the summer term.</p> <p>AL provided governors with a staffing update which was discussed under Part Two of the agenda.</p> <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 4	EDUCATIONAL PERFORMANCE
	<p>This item was taken after agenda item 2.</p> <p>SEND Update</p> <p>SG was in attendance to present her SEND update to governors.</p> <p>There are 11 children with SEN support and three children with an education health care plan (EHCP) which is a legal document which details the support that is to be provided to a child. There are 203 children with no SEND status.</p> <p>The numbers of children with some special educational need at Boughton Heath are below the national average.</p> <p>SG provided governors with an overview of the interventions that are in place to make assessments and early identification of SEND needs.</p> <p>Q: What is SWST? A: This is a spelling test which provides teachers with a spelling age for a child and standardised scores.</p>

YARC is a reading comprehension system. This was useful for Y6 children as it could be used as evidence that a child needed extra time in SATS but the reading question on the framework has changed. Now it is down to teacher judgment as to whether a child needs additional time.

DASH is a handwriting speed assessment for Y6 and children will be given extra time in the SATs if needed.

Not every child with SEND will have all of the interventions as this will depend on their area of need. There are four main areas of need, communication and interaction, cognition and learning, social, emotional and mental health, and sensory needs. SG shared some of the resources that are available to support children depending on their need.

The aim of the interventions is to fill any gaps, to try and get children to the same level and for children to achieve their best.

EHCPs can include recommendations for specific interventions and these are written into the EHCP timetable and there is careful modelling and planning on what is offered to a child. Interventions are monitored and evaluated to make sure they have an impact.

There is a four-stage graduated approach to SEND with a cycle of assess, plan, do and review which happens daily in classrooms.

If a child's progress is not at the expected level, the first stage of the graduated approach is through quality first teaching. Where this has not had an impact, the teacher will fill in a first concerns form and a move to stage two of the graduated approach. Teachers will have more time with a child and interventions will be provided to help the child make progress. The third stage of the graduated approach is the creation of an Individual Education Plan (IEP) which has specific targets in place. Teachers identify the areas the child needs support with and what their barriers to learning are along with information on how and when the issue presents. The IEP is regularly monitored and evaluated every half-term.

If the gaps in learning remain and progress is slower than would be liked, the child will then move onto a SEND Profile. This is a local authority document and is necessary for a number of referrals to professional services. The profile lists all of the professionals involved with the child and the short and long-term targets. There are three meetings per year with parents to discuss the profile.

There have been 20 referrals made this year and two EHCP applications.

Q: Does the 20 referrals relate to 20 individuals?

A: No, one child could have a number of referrals such as autism, ADHD or sensory needs.

Q: How does the number of referrals at Boughton Heath compare with national data?

A: It is not possible to benchmark this as one local authority may accept a referral for one need but another local authority may not accept a referral for that issue. Boughton Heath is below national in terms of the percentage of children with special education needs. There have been a number of referrals for ADHD and ASD which is reflective of the national picture.

Q: What is the success rate?

A: The success rate is good as through the graduated approach, a lot of evidence has been obtained to support the referral.

Q: How long does it take from referral to diagnosis?

A: Over a year.

Q: What is the position regarding educational psychologists?

A: Educational psychologists are only involved when an EHCP application is made. If a report from an educational psychologist is needed, the school will pay privately for a report. The cost of each report is £1200 per visit. These costs have increased but the length of the visits has also increased.

Q: Could the trust provide overarching SEND support?

A: There have been discussions with on how the trust can support schools.

Q: Are more parents seeking a private diagnosis?

A: A little bit but the school has trained staff who are putting in adaptations for children so that their needs are managed a lot better.

Children's progress and attainment is monitored through B Squared which measures smaller steps of learning for those children who are not working at the age of their year group. B Squared records progress in maths, reading and literacy but not every child is on the system for all three areas.

Q: Are children's books adapted if required?

A: Yes, a child's learning can be recorded in different ways.

Q: Is there anything that governors can do to help support children with special educational needs?

A: The biggest thing that governors can do is to hold leaders to account such as if there is no mention of SEND as a school development priority then this should be questioned by governors. It was noted that SEND has been identified as a priority on the SQM document.

KL advised that she had met with SG prior to the meeting in her role as SEND link governor and she provided an overview of their discussions.

There is good evidence that continuing professional development is in place. Teaching assistants are deployed well and recording is effective. There are low numbers of children with SEND in the school but they are well supported with SMART targets in place and there is good engagement with parents.

The school website is compliant and there is a high focus on SEND in the SQM. Pupil voice is also taken into account.

Q: How is success measured?

A: B Squared shows the progress children have made and leaders would want to see that children are making progress from their level. It is not expected that all SEND children will achieve the expected standard for their age but there does need to be evidence that they have made some progress. There are also some children with SEND who will be working above the expected standard as their need will be different.

Q: What support is in place for the transition to secondary school?

A: SG will attend lots of meetings with the high schools to discuss the child's needs and go through the paperwork. She will also make sure that the funding is transferred and will provide details on how Boughton Heath has used that funding.

Q: What discussions take place with nursery schools?

A: If the school knows that there is a child with SEND needs in a nursery, SG will meet the child in the pre-school, talk to staff and meet with parents to get as much information about the needs as possible.

Q: If there were a lot of referrals from one nursery would the school offer some support?

A: There are not a lot of referrals from nurseries who would make their own referrals.

Governors thanked SG for her update and she left the meeting.

Session Times and Term Dates

This year, the school day has been increased by five minutes per day which has been added to the school day to bring (8.50am to 3.20pm) to bring in line with the expectation that schools will have a school week of at least 32.5 hours.

	The term dates are published on the website. There are 195 school days per year with five Inset days.
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AGENDA ITEM 5	PART ONE MINUTES OF MEETING – JANUARY 2024
Discussion:	The Part One minutes of the meeting of Wednesday 10 th January 2024 were circulated in advance of the meeting and were approved as a true and accurate record.
	RESOLVED: That the Part One Minutes – 10th January 2024 be approved as a true and accurate record.

AGENDA ITEM 6	REVIEW OUTSTANDING ACTIONS
Discussion:	<p>Governors to complete Safeguarding training and to confirm they have read the Keeping Children Safe in Education (2023) guidance. COMPLETE</p> <p>To update website to remove photograph of building from the home page. Book a professional photographer when get ONGOING . COMPELTE</p> <p>Governors to advise KL of their availability for a one-to-one meeting with her in January. COMPLETE</p> <p>RH to complete safeguarding link governor visit. ONGOING</p> <p>Pupil survey to be included on the next agenda. COMPLETE</p> <p>Link Governor roles to be discussed at the next meeting. COMPLETE</p>

AGENDA ITEM 7	CHAIR'S ACTIONS
	The Chair had not taken any urgent decisions on behalf of the LGB.

AGENDA ITEM 8	HEADTEACHER'S ACTIONS
	The headteacher had not taken any urgent decisions since the previous meeting.

AGENDA ITEM 9	COMPLIANCE AND SAFEGUARDING
Discussion:	<p>Safeguarding</p> <p>Online Safety</p> <p>Governors received an update on the online safety curriculum. This is covered in computing lessons and through Jigsaw PHSE lesson. There is an additional unit covered each half-term. The content covered in the lessons are progressive. The school takes part in safer internet day and the local police have presented e-safety sessions to both the infant and junior children. The police are due to visit the school at the end of the half-term to talk to the older children about mobile phones and apps. The school also works with parents.</p> <p>Q: Will artificial intelligence (AI) be covered in computing lessons? A: This is in the early stages. There is a trust AI hub which is training teachers and the next stage will be how they can implement AI in the classroom and this will feed into e-safety lessons.</p> <p>Q: What are the GDPR implications of using AI? A: There are potential GDPR and safeguarding implications which means that relevant policies will need to be reviewed.</p> <p>Road Safety</p>

	<p>Road safety is covered through Jigsaw in PHSE lessons and is progressive from Reception. In Y1 children will go out onto the street to learn the rules of crossing the road and bike and scooter safety. Junior safety officers run competitions to highlight dangers and how children can keep safe. Twice per year there is a walk to school week to highlight the importance of keeping healthy.</p> <p>Q: What actions have been taken about parking by the school? A: This is included regularly in the newsletter and parents have been encouraged to use a local pub and supermarket.</p> <p>Q: Has any contact been made with the PCSO? A: Yes, but on those days no-one will park inappropriately. JL received some cones from the PCSO and people have been seen moving them. All possible actions including contacting the local council have been taken.</p> <p>Evaluation of pupil surveys or feedback</p> <p>Pupil survey results were shared with governors. The responses from the Reception children were collected verbally through a blind vote and the responses collated as a group and the junior-age children responded to the survey online.</p> <p>Governors noted that the results were very positive. It was noted that most children said that the behaviour of other pupils was good. It was recognised that the word 'behaviour' can be a broad concept for children.</p> <p>There was a discussion about the responses in relation to bullying. A lot of work has taken place on bullying and whilst there are some incidents of bullying, these are well managed. Children can also find it difficult to understand what bullying is. It was noted that where children had said there was bullying, none had said that teachers did not act on this.</p> <p>Q: Has there been any follow-up with children who have said they feel safe some of the time? A: This is followed-up and there are usually such as specific reasons, such as worry about walking home. There have been times when this has been flagged to parents but there are no major concerns.</p> <p>Q: Are the worry-boxes still used as another mechanism for expressing any worries? A: Yes, and every day children will self-register when they come into school to show how they are feeling. If they register as feeling 'red', their teacher will have a chat with them.</p> <p>Q: Were the questions the Ofsted questions? A: It was confirmed they were.</p> <p>Q: Has there been any analysis of the data to see if there are any issues in particular classes? A: Yes, year groups are analysed and there is also a contextual analysis so leaders can understand what children with SEND or disadvantaged children are saying.</p>
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AGENDA ITEM 10	GOVERNANCE
Discussion	<p>One-to-Ones</p> <p>KL has held one-to-one meeting with the majority of governors and a summary of the main areas of discussion were included with the papers for the meeting.</p> <p>Governors were of the view that the school was moving forward positively, the vision was visible across the school and the curriculum presentations were beneficial. All governors are carrying out their link roles. Governors were supportive of the temporary change in the leadership structure and it was suggested that Lisa Williams could be invited to attend as an observer.</p>

Governors were pleased that there was a full complement of governors.

Suggested improvements included more regular updates from the trust including what the focus of the trust is to enable governors to cross reference the school vision with that of the trust.

It was suggested that curriculum presentations could be from a child's focus and that a presentation on the Boughton Heath Crew and Habits of Work and Learning would evidence how the school values are being implemented.

KL had also discussed succession planning with governors.

Q: How is the new leadership structure working?

A: It is working well, everyone has adapted well and SS is doing a great job.

Governor Visits

Governors discussed link governor roles and the format of link governor visits. The following link governors were agreed:

- Safeguarding – RH
- Assessment - RH
- Curriculum – core curriculum - DK
- Curriculum – non- core – LP
- SEND – KL
- EYFS – JF
- GDPR – MB
- Pupil Premium/Looked-After Children – AV
- Finance – EH
- Health and Safety – ML
- Governor training – JF
- Stakeholder engagement - TMH

Governors received and noted the Y2 classroom governor visit report and the SEND governor visit report which had been discussed in the SEND update.

There was a discussion about the format of link governor visits. It is important that visits remain strategic and it was agreed that a project from the SQM would be chosen and all governors would be invited to visit the school, speak to staff and children and provide an update at the next meeting.

SS to set a date for the first visit with a focus on vision and values.

LP advised that she would attend the next coffee and cake session with parents as a representative of the LGB.

Blogs

It was agreed DK and AV would write the articles for the next newsletter.

Governor Training

There were no training updates.

ACTIONS

	<p>SS to circulate suggested date for governor visit with focus on the SQM.</p> <p>DK and AV to write articles for the next newsletter.</p> <p>LP to attend next coffee and cake session.</p> <p>Governors to receive a presentation on the Boughton Heath crew and Habits of Work and Learning</p>
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AGENDA ITEM 11	DATE OF NEXT MEETING
Discussion:	Wednesday 27th March 2024 at 6.30pm

Further discussions took place under the Part Two agenda