



**MEETING 3 PART ONE MINUTES  
OF THE LOCAL GOVERNING BODY MEETING  
OF MILL VIEW PRIMARY SCHOOL**

<b>Date</b>	<b>Tuesday 15<sup>th</sup> November 2022 at 6pm</b>
<b>Venue:</b>	<b>Classroom</b>

<b>Attending (Governors):</b>	
Stephen Webb (SAW) Kate Doyle (KD) Hailey Kelso (HK) Ali Gibbons (AG) Harry Morris (HM) Jane Beston (JB) James Brown (JBr) Anuska Dostalova (AD) Louise Thomas (LT)	Co-opted Governor - Principal Co-opted Governor/Vice Chair/Finance/H&S governor Staff Governor Staff Governor/Training governor Co-opted Governor/Safeguarding/DEI governor Co-opted Governor/GDPR/Assessment governor Parent Governor/PPG and LAC governor Parent Governor/SEND governor
<b>Also in Attendance:</b> Katie Hetherington (KH) – in part Claire Callaghan (CC) -in part Luci Jones (LJ) – in part Debbie Tomkinson (DT)	Curriculum Lead Academy Business Manager CFOO Governance Professional

*The Meeting Met its Quorum*

<b>AGENDA ITEM 1</b>	<b>WELCOME, APOLOGIES FOR ABSENCE (Statutory) AND CONFIRMATION WHETHER MEETING IS QUORATE</b>
<b>Discussion:</b>	SaW welcomed all to the meeting. There were no apologies.

<b>AGENDA ITEM 2</b>	<b>CURRICULUM UPDATE</b>
<b>Discussion:</b>	<p>KH was in attendance to provide governors with an update on the whole school curriculum.</p> <p>The curriculum is designed with the aim of providing children with the key skills and essential knowledge that will build effective learners and ethical people who will contribute to a better world. This aim is central to everything the school does.</p> <p>The starting point is the National Curriculum. The school uses Read, Write, Inc for the English curriculum with half-termly texts which provide an exciting learning opportunity. These texts are the driver for the rest of the curriculum. As an example, in Y2 the autumn term text is about rivers and plastic in the ocean and, at the same time, children will study oceans and seas in geography and famous environmentalists in history. The purpose is to encourage links across learning and subject areas which will help deepen children’s knowledge. Some subjects, by their nature, have to be taught discretely.</p> <p>Curriculum plans are publically available on the website.</p> <p>There has been a review of each subject and what effective teaching in that subject looks like, what language is used and what teachers are looking for. There are clear end points with a list of criteria of what skills and knowledge children should have when they leave primary school.</p>

Both knowledge and skills are important at Mill View. KH referred to the history curriculum but the same principles apply to all subjects. It is important that teachers are specific about what knowledge and what skills are being taught. Through research it is clear that the combination of knowledge and skills is emancipatory and encourages critical thinking. There are themes across a year or unit – eg in Y5 and Y6 children look at civilisation and empire. In Y5 children will build up their idea of what civilisation and empires are and in Y6 children will study the challenges and controversial elements of empire and who gets to decide who is 'civilised'.

For each subject there are key skills from Y1 to Y6 and these progressively build up skills as children move through the year.

**Q: How much ownership does a teacher have in how the curriculum is delivered?**

A: Primary teachers have to be experts in every area but when they are given a curriculum to deliver this ensures that it is delivered to a high standard and the teacher can spend more time thinking about how to adapt the objectives for their learners without any deterioration in quality. Prior to this, teachers had spent a lot more time planning their own subjects and there were occasions when the curriculum did not flow from one year to the next. The new method enables teachers to think about delivery and assessment and how to make lessons engaging.

**Subject Action Plans**

KD shares with subject leaders the priorities from SSDP and they pull out any objective related to the subject area. Subject leads will also take the data picture from the previous year and analyse that to determine if there is a gender bias, what is happening for disadvantaged learners, is there a discrepancy between year groups and how children are performing. Feeding into the action plans are work scrutiny, book monitoring, teaching observations and pupil voice. The action plans are based on national research about what makes good teaching in a particular subject. Success criteria are very important and at the end of each term there will be an evaluation of the impact and that feeds into the following term's action plans.

**Q: What drives this, why is it done?**

A: It is effective practice for leading and developing subject areas and making sure the curriculum is being delivered to the standard that it should be. It helps identify how children are performing and what can be done to help them perform better. There is support for teachers so they are able to continually progress and improve. Every teacher at Mill View is a subject lead and it is up to subject leader how they drive their subject based on research.

In the past, KD had been completing action plans. Now teachers will lead subjects and KD will review the feedback. The link with the school development plan ensures that everyone is moving towards the same goals. This year, child engagement and assessment is a whole school priority and whilst subject leads may have different methods, all will have engagement and assessment as a priority.

It is also important to have subject experts to raise the standard of teaching across all subjects. It also provides teacher with ownership and provides focus for the year.

**Q: How does feedback fit into future school development plans?**

A: Action plans are shared with KD during the performance management process. All observations and feedback are shared widely. The approach to lesson observations has been empowering for teachers and it leads people to invite someone into their classroom and ask for feedback. The process helps develop leadership skills in a supportive way and it is important that teachers are given a level of responsibility which ensures they are able to contribute to the direction of the school.

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

	There were no conflicts of interest in relation to any of the agenda items. No new interests were declared.
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<b>AGENDA ITEM 6</b>	<b>HR/FINANCIAL PERFORMANCE</b>
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	<p>HK , as finance lead governor, led this item. It was acknowledged that budgets are under pressure but, in the circumstances, Mill View's budget is robust, well thought through and a credit to how it has been managed in previous years. Whilst the financial position is difficult it is not as difficult as might have been expected. Some of the predictions have put the school in a good position in terms of managing pay increases and energy costs increases and so the impact is less than might have been anticipated. In her meeting with CC there were discussions about spending. There is a strategic plan and investment in IT will continue as this is in the top three strategic priorities.</p> <p>CC was in attendance to provide a further update.</p> <p>The final out-turn is a £6177 deficit. At the start of the year, it was forecast that there would be a £15,5k surplus which was based on the nursery opening in January. A re-forecast took place in May based on an opening date of April for the nursery and the re-forecast was a £10.5k deficit.</p> <p>There is an overspend on the main school budget and an underspend on the nursery. There was a mis-code for one member of staff which balances this out. The kitchen has an overspend of £3.5k and that was due to invoices that needed paying and equipment that needed purchasing.</p> <p>The kitchen has broken even which is a positive position and the Club is bringing in a surplus and is an asset to the school. It was noted that a few years ago, there was some concern about the club but now it is in a good position.</p> <p>The nursery opened a term later than planned with 19 children on roll. This was a positive start and will improve this year.</p> <p>Governors had previously agreed to use contingency funds for the nursery so contingency funds are low but there is a commitment in the budget to contribute £5k to top up the reserves. There have been no further changes to reserves from the position as reported in May.</p> <p><b>Q: Is there any outstanding capital spend for the nursery?</b> A: No, it has all been used.</p> <p>Governors accepted the final funds balance for 2021-22.</p> <p><b>Benchmarking Data</b></p> <p>There is a benchmarking tool on the Department for Education (DfE) website which randomly selects schools to benchmark against. Governors were provided with benchmarking data from across the schools in the trust as this is more meaningful. It was noted that Mill View is average across the data reported.</p> <p><b>2022-23 Budget</b></p> <p>When the budget is set in May, it is not known what pay rises are going to be. The CFOO completed a lot of work and based the predictions on a letter from the Secretary of State for Education to the School Teachers Pay Review Body. The bottom of the teacher pay scales are correct but teachers on the higher pay scales received more and so the predictions did not quite cover the pay rises. There was a prediction of a 6.1% pay uplift for support staff but the actual rise was £1925 regardless of what pay scale a member of support staff is on. The total increase to salaries was £22k at Mill View and the May budget has been revised because of this increase. There have been some other revisions including extra income coming into schools and more reliable data about numbers in the nursery (the nursery will be full after Christmas). As a result of the pay increases, some budget lines have been reduced eg premises budget. CC confirmed that</p>
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the budget covers annual maintenance costs. The impact of the revisions is that a surplus of £17466k was predicted in May and this has reduced to a £2143 surplus. This is still a positive picture in comparison with a lot of schools nationally who may be in a more difficult financial position.

There are some risks to the budget. An agency is being used to provide site maintenance services. Historically, the school purchases absence insurance but a decision was made to stop buying it but to ring fence the money to cover absences. This year, the money may not be able to be reallocated but there is still a supply budget in place. More SEND applications are being made but any funding will never cover the costs of providing the support to the children and there is a further risk given the rising cost of living. The budget is tight and if there are any unforeseen exceptional circumstances this would place the budget in a difficult position. Finances are regularly monitored and staff will do everything to protect the school from risk but the risk does remain.

The budget for supply has not been used more than expected at this point in the year. The Miller Club and nursery are predicted to generate a surplus and the kitchen will have a small deficit. The main school budget is operating at a £38k deficit but the nursery income will be £35k which offsets the deficit.

Governors noted that the successful opening of the nursery is a good example of the LGB supporting the school from vision to outcome and is a success story for the school. Governors thanked CC and KD for all of their hard work in ensuring the successful opening of the nursery.

Previously, DFC funding of £6.5k was set aside to spend on IT equipment. There is a healthy IT budget to enable the purchase of IT resources and so DFC funding will likely be spent on the building. Quotes are being obtained before a decision will be made on what to spend this money on.

**Q: How confident are you in relation to the predictions on income?**

A: The main school budget only contains income that is certain. There is no risk to the nursery as the pupil numbers are known.

**Q: Is there a waiting list for the nursery?**

A: Yes, there are families waiting and some existing families want extra days for their children and so it will be possible to fill all spaces. The nursery could have been full now if it had not been decided that all children turning three this term will start in January. This decision was made as it makes for a better process for the children.

**Q: How does the budget compare with other schools across the trust?**

A: Some schools are holding funds for capital projects but all schools are in a good position. There was some research on how schools modelled pay costs and CAT is in the 20% of trusts who modelled in the same way with the result that trust schools did not have to 'find' as much money as some other schools.

**Q: Is there any impact on pensions?**

A: Support staff pensions are up for review and have been inflated based on DfE modelling.

The figures presented to governors in the summer were the most accurate they have been as teacher costs were known for two years and GAG income was known for three years. The current position is that it is hoped that in-year changes will not be necessary but business managers will react if this is required.

The NAHT are balloting staff about potential strike action around funding and pay. The impact of any strike will be around safeguarding and depending on who strikes a decision may need to be made as to whether the school is a safe place.

**Q: What is the financial impact of any strike action?**

A: Until recently people were not allowed to cover for strikes but now it is possible to purchase supply cover. Staff who are on strike do not get paid.

	<p>HK advised that she had attended the Cheshire West Governance Association session on finance and lots of governors have concerns over finances and Mill View is in a good position in comparison.</p> <p>Governors accepted the revised budget.</p> <p><b>To approve expenditure under the Scheme of Delegation</b></p> <p>There were no items of Expenditure requiring approval under the Scheme of Delegation.</p>
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<b>AGENDA ITEM 4</b>	<b>PART ONE MINUTES OF MEETING – OCTOBER 2022</b>
<b>Discussion:</b>	Governors approved the Part One minutes of the meeting of 11 October 2022.
	<b>RESOLVED: That the Part One Minutes – 11<sup>th</sup> October 2022 be accepted as a true and accurate record.</b>

<b>AGENDA ITEM 5</b>	<b>REVIEW OUTSTANDING ACTIONS</b>
<b>Discussion:</b>	<p>Curriculum update – the progressive curriculum to be included on the agenda for the next meeting. COMPLETE</p> <p>DT to send parent governor election paperwork to KD - ONGOING</p> <p>Governors to complete safeguarding training. All have completed the training with the exception of one governor who has been unable to access the platform. DT to contact NGA. ONGOING</p> <p>Governors to advise HM of any training they have undertaken including training relevant to their link role. COMPLETE</p> <p>DT to circulate dates for autumn term learning walk. COMPLETE</p> <p>HM to provide termly training update COMPLETE</p> <p>STEAM presentation to be included on the agenda for January meeting ONGOING</p> <p>Mitigation of risk to be included in RAMP document COMPLETE</p>

<b>AGENDA ITEM 6</b>	<b>EDUCATIONAL PERFORMANCE</b>
<b>Discussion</b>	<p><b>School Priorities</b></p> <p>FFT data was circulated in advance of the meeting for governors' information. The school is aiming for children to be in the top 20% of schools every year and for those children who are not on track in the FFT report, this does not mean that they are not going to achieve the average standard. The next data drop is in December and this will provide further information on how children are progressing.</p> <p>The ISDR report was circulated in advance of the meeting for governors' information. The report reiterates that the school has had a very successful year and it is a very positive report. There are some attendance issues for families with English as an additional language and there have been discussions about this with the Education Improvement Partner. The school takes a firm stance on this issue and it is clear what school will do if children do not return to school.</p>

<b>AGENDA ITEM 7</b>	<b>SCHOOL IMPROVEMENT</b>
	<p><b>Record of Visit</b></p> <p>The Record of Visit was circulate in advance of the meeting. There was a long discussion around attendance and strategy and the Attendance Policy has been updated. An action to create a long-term map has been completed. There were also discussions on end points in the curriculum.</p> <p><b>Q: What does the reference to end points mean?</b>  A: There are a number of different views on end points. One is that children should be tested at the end of each unit. The curriculum at Mill View is not built around such a model and the current system of teacher assessment and pupil engagement is more appropriate for the ethos of the school. There is a robust system in place and action plans are success criteria driven. Subject leaders provide support with teacher judgment so there are regular professional dialogues about assessment to ensure consistency across the school. All of the data validates that the system is working. Star testing does take place for reading and maths but there will always be some children who do not test well.</p> <p><b>Stakeholder Engagement</b></p> <p>The parent survey has been circulated to parents. Initial results are positive. There are two actions to follow up and one person disagrees their child is happy and has explained why.</p>

<b>AGENDA ITEM 9</b>	<b>COMPLIANCE AND SAFEGUARDING</b>
<b>Discussion:</b>	<p><b>Chair's Action</b></p> <p>SaW provided an update on the Chairs' Meeting. There was a focus on effective questioning and the impact of LGBs. There were discussions on how to support governors in their ability to interrogate data reports and an executive summary is seen as a useful way forward. The CEO is looking to include executive summaries at the start of each report to governors.</p> <p>The Chairs discussed governor recruitment and the need to balance ensuring potential governors have the right information in terms of time commitment whilst trying not to put people off the role. There was a suggestion that there could be a cross LGB approach to governance and to use contacts as a way of recruiting.</p> <p>There was also a discussion about the proposed name change of the trust.</p> <p>Governors discussed why it was necessary to consider a name change. They recognised that only the 'C' word will be changing but suggested there would be associated costs with this and questioned whether this was an appropriate use of resources given current financial pressures. The LGB also considered the potential risk to the trust of any name change. Cheshire Academies Trust has a very strong reputation and governors were concerned that this could be a risk particularly if any name change was similar to another trust (who may not be as strong as CAT).</p> <p>There were also discussions around the need for change. Schools from outside of Cheshire are interested in joining CAT because of the vision and values. The name of the trust does not seem to have put schools off. They also pointed out that other organisations have offices outside of their geographical name (eg Chester University has campuses outside of Chester).</p>

Governors were also of the view that none of the suggested options were a particularly attractive option.

Governors requested that DT email the Chair of the Trust Board and CEO outlining these concerns.

### **Principal's Action**

KD informed governors that one child had been suspended for half a day.

### **Quality Assurance Document**

Autumn term quality assurance document to be included on January agenda for approval..

### **Policy Update**

Governors received a verbal update on the following policies:

#### **GDPR Policy**

The Policy is up-to-date and JBr has completed a link governor visit to check processes and procedures. The Business Manager is data protection officer for the school and staff receive regular updates. All information is published on the website.

#### **Website Audit**

JBr has completed a website audit and all actions arising have been completed with the exception that the Children With Additional Medical Needs policy needs updating.

#### **Attendance**

There is a huge national drive on attendance. The attendance statement has been updated based on agreement with local schools and the Attendance Policy has been significantly updated.

#### **Q: What has changed in the policy?**

A: There is more detail and a need to have a strategy that is linked to the school culture. Senior leaders are reviewing trends in attendance and formal documents need to be updated. The Department for Education (DfE) have high standards including more rigorous monitoring, facilitating support for families and more formal action such as attendance panels. The policy includes all of the letters that could be sent to families.

There is a focus at local authority level on attendance and there is a new group within the Education Improvement Partnership who will meet regularly to share good practice, provide information for parents and who have further developed the attendance statement.

Attendance at Mill View is in line or above national but there are some instances of persistent absenteeism which is more difficult to address.

#### **Q: Is there a possibility that parents will send their children in who are still ill if they receive a letter from the school?**

A: The impact of Covid is that there are some families whose child is not so ill that they cannot be in school and that is difficult to challenge.

Q: Could the requirement for medical evidence in some circumstances be stressful for parents?

A: The conversation with the family is the most important tool and there does have to be a balance. All letters are invitational and non-threatening and are in line with the regulations.

	In line with the school's ethos of skills for life, adults have to go to work with ailments and this can help children learn resilience.
	<b>RESOLVED: Governors approved the Attendance Policy</b>
	<b>DT to email Chair and CEO to advise them of the concerns of the LGB in relation to the name change.</b>
	<b>Autumn term QA document to be included on January agenda for approval.</b>

<b>AGENDA ITEM 10</b>	<b>GOVERNANCE</b>
<b>Discussion</b>	<p><b>Governor Visits Protocol</b></p> <p>The Governor Visits Protocol was circulated in advance of the meeting and approved by governors.</p> <p><b>Governor Visits</b></p> <p>Governors are invited to a learning walk with a focus on Pupil Premium. In order to ensure there is a strategic focus, governors were provided with some questions for governors to consider. The questions are taken from the CAT Ofsted training and focus on the school, spending and how the premium is used for Pupil Premium and Looked After Children. Governors will also want to consider the impact of the spend.</p> <p><b>Governor Training</b></p> <p>All governors have completed safeguarding training with the exception of one governor who has had difficulty in accessing the module. DT to speak to NGA to try and solve the issue.</p> <p>HM advised that he will be updating the training spreadsheet to log all of the governor training that has been undertaken.</p>
	<p><b>ACTIONS</b></p> <p><b>DT to contact NGA re safeguarding module</b></p> <p><b>HM to update training spreadsheet</b></p>

<b>AGENDA ITEM 12</b>	<b>DATE OF NEXT MEETING</b>
<b>Discussion:</b>	Tuesday 10 <sup>th</sup> January at 6pm via Teams

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