



**MEETING 4 PART ONE MINUTES
OF THE LOCAL GOVERNING BODY MEETING
OF MILL VIEW PRIMARY SCHOOL**

Date	Tuesday 17th January 2023 at 6pm
Venue:	Classroom

Attending (Governors): Stephen Webb (SAW) Kate Doyle (KD) Hailey Kelso (HK) Ali Gibbons (AG) Harry Morris (HM) James Brown (JBr) 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/GDPR/Assessment governor Parent Governor/SEND governor
Apologies Jane Beston (JB) Anuska Dostolova (AD)	Parent Governor/PPG and LAC governor Co-opted Governor/Safeguarding/DEI governor
Also in Attendance: Debbie Tomkinson	

The Meeting Met its Quorum

AGENDA ITEM 1	WELCOME, APOLOGIES FOR ABSENCE (Statutory) AND CONFIRMATION WHETHER MEETING IS QUORATE
Discussion:	SW welcomed all to the meeting. The apologies of AD and JB were accepted.

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

AGENDA ITEM 3	EDUCATIONAL PERFORMANCE
Discussion	<p>Curriculum Update (KD)</p> <p>KD provided governors with an update on the STEAM curriculum. One of the areas of discussion was how to engage children and make links across subjects. There are plans to change the teaching of STEAM to termly as part of the medium-term planning and to aid cross curricula links. To support teachers' understanding there will be training on backwards planning.</p> <p>STEAM is science, technology, engineering, arts and maths and children study a diverse figure (eg female scientists or people from marginalised communities). The pupils have engaged with this and love talking about the individuals.</p>

It is unlikely that today's pupils will have one set career and so will require lots of skills. The purpose of STEAM week is to give children an insight into what these skills could lead onto. This is important particularly for those children where such conversations do not happen at home.

Children enjoy STEAM week and pupils who may be less engaged in other aspects of the curriculum are very enthusiastic.

Across each class is the theme 'We are Designers' and children will take part in a research project which, where possible, will be linked to the English texts.

Stage Two is 'apply' – children are given a challenge to complete a practical project –this will not be the finished article so children learn to test, hypothesis and re-evaluate. It is important that children have the ability to apply their skills.

Each time there is a 'share' element where children their use oracy skills to present to family members. This has been refined so children make a presentation and show a video which they are part of. The purpose is for children to see the benefit of presenting. Family attendance at these events is very good and at the last STEAM week most parents attended.

It was agreed that it would be useful for the next STEAM week to be a focus for link governor learning walks on either Thursday 16th/Friday 17th February 2023 – an open invitation was extended to governors.

SaW advised that he had attended a celebration assembly - through technology school celebrates children who have had a success. This a good way to use technology to celebrate the work of children. Governors were invited to attend the event remotely.

Pupil Progress and Attainment (AG)

JBr chaired this section of the meeting. The Pupil Outcomes Report was circulated in advance of the meeting.

JBr had compared the Autumn 2022 data with the previous summer's data. The report highlighted that 10% of children achieved greater depth in the combined score for reading and writing and maths. This is lower than the number of children achieving greater depth in the individual subjects and this is because in order to achieve the combined higher standard, children have to be at greater depth in all three subjects. Some children were greater depth in two subjects and that is why there is a difference.

In his meeting with AG to discuss the report, JBr had a number of questions.

Q: Why have KS1 numbers dropped across the board from previous years?

A: That reflects the national position following Covid. Whilst there is a drop at Mill View it is not as much as the national trend for each of the subjects.

Q: What is the 'Early Years Good Level of Development' measuring?

A: Children are defined as having a good level of development if they are at the expected level for the 12 early learning goals within the 5 areas of learning relating to: communication and language; personal, social and emotional development; physical development; literacy; and mathematics. They can only be awarded GLD if every one of these areas is met on the EYFS Profile at end of Reception year.

Q: Outcomes in some years for EAL, disadvantaged and SEND pupils have changed compared outcomes for the previous year in the Summer 2022 report – are they the same pupils and why have the outcomes changed?

A: In theory these would be the same students moving through the school (eg from Y2 in the summer report to Y3 in the autumn report). However, we have had several pupils leaving and joining the school. Also, because there are typically small numbers of PPG, SEND and EAL pupils, small changes can make a big difference to the percentage outcomes.

An Executive Summary was produced to accompany the Outcomes Report and included details of what the school is proud of and further developments that can be made.

The school is proud of the KS2 pupil data which has significantly improved. There has also been an improvement in progress, phonics and the number of children achieving a good level of development.

The areas for further development are the percentage of children in KS1 meeting the expected standard. It was noted that this was a national picture and whilst national data has fallen between 7-11%, there is a smaller dip of between 5-7% at Mill View.

Attendance levels have fallen but the school's attendance figures are better than the national average of 18.2% for persistent absenteeism. The policies and procedures are on the website and follows DfE guidance.

It was agreed that attendance would be included as a standing agenda item for all meetings.

There is an attainment gap for Pupil Premium and SEND children.

Q: What actions is the school going to take?

A: In the SDP there is a priority for accelerated progress and attainment in KS1. There will be a continuation of the Floppy Phonics scheme and the use of decodable reading books. All books in the infants are new and fit the scheme. Children should not be taking books home that they cannot already read – teachers teach the reading and children then practice this at home.

The focus for SEND pupils is to obtain EHCPs where necessary and to provide tutoring for Pupil Premium children.

Q: There has been the same report about SEND children and attainment in a number of reports – is there anything else the school should be doing?

A: Trends have been discussed but there is wide variability in the needs of the children. For some children it would not be realistic to expect that they would be able to reach the expected standard. Some children will make slower progress but some children with additional needs will make accelerated progress. The main issues are in reading and writing especially for SEND boys. The children do make progress but it can be slow.

As the rate of progress is generally slower for SEND children, at every pupil progress meeting there is a discussion about each child and the progress they are making.

Governors agreed that it was important to follow up the actions highlighted in the Executive Summary and it was agreed that next term, the SENDCo would be invited to talk to governors about SEND and how procedures are implemented and evidenced so that governors can be confident that children are making progress.

<p>ACTIONS</p> <p>Governors invited to attend STEAM week.</p> <p>SENDCO to be invited to present to governors</p> <p>Attendance be included as a standing agenda item for all meetings.</p>

AGENDA ITEM 4	PART ONE MINUTES OF MEETING – OCTOBER 2022
Discussion:	The Part One minutes of the meeting of 15 th November were circulated in advance of the meeting and accepted as a true and accurate record.
DECISION	RESOLVED: That the Part One Minutes – 15th November 2022 be accepted as a true and accurate record.

AGENDA ITEM 5	REVIEW OUTSTANDING ACTIONS
Discussion:	<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>STEAM presentation to be included on the agenda for January meeting. COMPLETE</p> <p>DT to circulate parent governor election paperwork. COMPLETE</p> <p>DT to email Chair and CEO to advise them of the concerns of the LGB in relation to the name change. COMPLETE</p> <p>Autumn term QA document to be included on January agenda for approval. COMPLETE</p> <p>DT to contact NGA re safeguarding module</p> <p>HM to update training spreadsheet – training will now be logged onto Governor Hub. HM to update at the next meeting. ONGOING</p>

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	VISION AND STRATEGY
	<p>Governors received a verbal update on the process of the SDP/SEF. KD is in the process of updating the document and will share this at the next meeting.</p> <p>All teachers have developed an area of focus following self-evaluation to help develop themselves and create expert teachers across the school.</p> <p>The synthetic phonics and mastery curriculum is monitored. Phonics happens daily. Two teachers have undertaken maths mastery training SG and LR maths mastery training and all KS1 teachers are receiving training.</p> <p>Pupil engagement is looked at in lesson. There has been some refinement of practice so it is clear what should be seen in each classroom and this is ongoing</p>

	<p>The Trust is providing training on Learning Without Limits and a further four days have been purchased for teachers to work directly on this programme. This is very good professional development for staff and there will be more changes to the school on completion of the programme.</p> <p>DFC funding has been used to purchase IPADs and laptops.</p> <p>Conscious Discipline training has been provided for new staff. There have been updates for staff and parents on the Conscious Discipline approach.</p> <p>Over the autumn term, the number of children who have been persistently absent (PA) have been tracked. There has been a review of the systems and policies and there is a whole page relating to attendance on the school website which makes clear the legal expectations for parents. Links have been sent to families.</p> <p>The number of children persistently absent is 6.2% and has improved over the autumn term compared with 18.3% nationally but there are plans address persistent absenteeism.</p> <p>Q: Does the 6% represent 6% of children or is it one child who is creating that figure? A: 6% of all children hit the criteria for PA. Some children have valid reasons. There is a robust structure that has been shared widely and school is following all of the legal requirements. Leaders also consider how families can be supported to get their children into school.</p> <p>Model letters are used to send to families but these are personalised depending on the particular circumstances. There is a tracking system which is RAG rated. Friday-Monday holidays can be a challenge as this does not meet the threshold for fining but having the policy helps in the discussions with parents.</p> <p>The mental health strategy is in place to show what the school would do in different circumstances and is a graduated approach similar to the SEND strategy. The mental health strategy also includes community family support.</p> <p>Work is taking place on subject leadership. KD supports staff through CPD and the performance management process. She also evaluates action plans. There are strong subject leaders across the school and all are able to talk about their subjects in depth. The peer review feedback triangulates this position.</p> <p>It was noted that KD was not able to attend the next meeting and this will provide further leadership opportunities for AG to lead the meeting. It was suggested that it would be beneficial for the development of middle leaders if one could attend the meeting to support AG.</p> <p>The Early Years Team are working with the provider of the Learning Without Limits programme and this is an ongoing project. The focus is on making the transition from the nursery to the main school smooth and consistent with the rest of the school. It is important that the nursery is not a standalone site.</p> <p>It was acknowledged that schools had received some additional money but in relation to the strategic financial planning action point there are pressures on school budgets.</p>
	<p>ACTIONS</p> <p>Updated SDP/SEF to be included on the agenda for the next meeting.</p>

<p>AGENDA ITEM 8</p>	<p>SCHOOL IMPROVEMENT</p>
	<p>Stakeholder Engagement</p> <p>Parent Survey</p>

	<p>The parent survey results were very positive. 3% disagreed with some of the questions and these families have been contacted to discuss any issues they may have. The survey contained lots of endorsements for the school.</p> <p>A governor noted that compared to the summer term there had been a much higher response rate.</p> <p>Staff survey</p> <p>The responses to the staff survey were shared with governors. All responses were very positive.</p> <p>Q: Was there a 100% response rate from staff? A: No, but this was the highest response so far. There have been discussions with the Trust about the content of the questions as there may be some other questions that can be asked.</p> <p>CEO RECORD OF VISIT</p> <p>The CEO visit took place on 10th January and report to be included on the next agenda for discussion.</p> <p>There was a discussion about the schools' evaluation of itself as being Outstanding. The judgment has been based on the inspection framework and is based on the evidence the school has. It was acknowledged that there was a risk that the school could be re-graded 'Good' at the next inspection but KD was confident that the school was doing everything it could to be considered an Outstanding school. Deep dives in subjects have taken place and teachers are able to talk confidently about the curriculum. It would not be in the best interests of children to change the pedagogy to try and achieve an Outstanding judgment.</p> <p>Peer Review Feedback Report</p> <p>The peer review was circulated in advance of the meeting and governors were pleased and proud of the contents of the report.</p> <p>There was a discussion around a comment in relation to the hard play area. KD agreed to provide further clarification in this point and to confirm that the fitness for purpose of the play area has been assessed. It was also agreed that she would provide details of the number of falls that have taken place in the playground.</p> <p>HM advised that he would also add it into the PE action plan to review the injuries so that there is evidence that this has been assessed and evaluated.</p>
	<p>ACTIONS</p> <p>KD to provide a further update on the fitness for purpose of the playground and the number of falls taken have taken place.</p>

AGENDA ITEM 8	COMPLIANCE AND SAFEGUARDING
Discussion:	<p>Chair's Action</p> <p>The Chair advised that as it was necessary to circulate the term dates for 2023/2024 that he had taken a Chairs action to approve these.</p> <p>Principal's Action</p> <p>The Principal had not taken any urgent decisions on behalf of the FGB since the previous meeting.</p> <p>Safeguarding</p>

S175 Audit Review to be included on the agenda for the next meeting.

Policies

Medical Register and First Aid Policy

The Medical Register is in line with the First Aid Policy and is up-to-date and reviewed. There are a number of first aiders and all staff follow the policy which is reviewed every year.

Little Wrens Nursery Policy

An updated Nursery Policy was circulated with the papers for the meeting. The changes related to the times that different intakes of children would be admitted into the nursery,

Q: Do other schools have nurseries and do they have the same policy?

A: Kelsall, Bexton and Manor Park have nurseries. The Kelsall policy was used and made bespoke to Mill View.

Q: Would it be beneficial for there to be a trust-wide policy?

A: Each school may have different ages of admission and so the policies will be different.

Governors approved the nursery policy.

Before and After School Club Provision

KD provided a verbal update on the after school club provision.

Numbers are good and the booking system is working well. It is likely that more staff will be required. KD is working with the manager to change procedures in relation to planning and food menus and it was agreed that it could be useful to share this information with parents.

Q: Have there been discussions on when more staff will be required?

A: It is close to the point where more staff are required.

Residential Visits

Details of planned residential visits were circulated in advance of the meeting. Staff are contacting families who have not made the first payment instalment. There is one cohort whose level of need is such that it would not be viable to run the trip if more parents do not sign up.

Q: Has there been any feedback on the cost of school trips?

A: There has been no feedback and cost was considered when planning the residentials. The most expensive trip is the Isle of Man and this has been subsidised so that the cost does not exceed £300.

Q: Has there been any feedback from staff who have attended residentials?

A: They seem keen to attend the trips.

Term Dates

SaW confirmed that he had taken a Chairs action to approve. The suggested dates had been circulated via email to governors and governors confirmed their approval of the term dates.

ACTIONS

S175 Safeguarding Audit to be included on the agenda for the next meeting.

DECISION

RESOLVED: That the term dates for 2023/24 be approved.

RESOLVED: That the Little Wrens Nursery Policy be approved.

AGENDA ITEM 9	GOVERNANCE
Discussion	<p>Governor Appointments and Vacancies</p> <p>Three people had expressed an interest in the vacancy for the role of governor. One of the expressions of interest was submitted after the deadline and it was agreed that in order to follow the correct process that this application would not go to a vote of parents.</p> <p>Review of Governance</p> <p>As part of a trust review of governance, local governors had been asked to complete a review of the LGB based on the NGA's 16 questions. Governors were asked to complete this for further discussion at the Chairs' meeting.</p> <p>Skills Audit</p> <p>Governors to complete the skills audit.</p> <p>Governor Visits</p> <p>SaW and HK have completed a visit with a focus on pupil premium and looked after children. DT to circulate visit report form and report to be included with the papers for the next meeting.</p> <p>LT to complete SEND visit following SEND link governor visit.</p> <p>The next governor learning walk will take place on 27th January 2023 with a focus on safeguarding and pupil and staff welfare.</p> <p>Governor Training</p> <p>JBr advised that he had attended the Effective Questioning training.</p> <p>It was agreed that the governors would complete training in relation to panel hearings.</p>
	<p>ACTIONS</p> <p>Governors to complete NGA 16 Questions</p> <p>Governors to complete Skills Audit</p> <p>DT to circulate Visit Report template</p> <p>SaW/HK to complete PPG/LAC visit report</p> <p>LT to complete SEND Visit Report</p>
AGENDA ITEM 10	DATE OF NEXT MEETING
Discussion:	14 th February 2023 at 6pm via Teams

Further discussions took place under the Part Two agenda