



**MEETING 8 PART ONE MINUTES  
OF THE LOCAL GOVERNING BODY MEETING  
OF MILL VIEW PRIMARY SCHOOL**

<b>Date</b>	<b>Tuesday 20<sup>th</sup> June 2023 at 6pm</b>
<b>Venue:</b>	<b>Classroom</b>

<p><b>Attending (Governors):</b></p> <p>Kate Doyle (KD) Hailey Kelso (HK) Ali Gibbons (AG) Harry Morris (HM) Jane Beston (JB) James Brown (JBr) Louise Thomas (LT)</p> <p><b>Apologies:</b></p> <p>Stephen Webb (SW) Harry Morris (HM)</p>	<p>Principal Co-opted Governor/Vice Chair/Finance/H&amp;S governor Staff Governor Staff Governor/Training governor Co-opted Governor/Safeguarding/DEI governor Co-opted Governor/GDPR/Assessment governor Parent Governor/SEND governor</p> <p>Co-opted Governor/Chair of Governors Staff Governor</p>
<p><b>Also in Attendance:</b></p> <p>Claire Callaghan (CC) Steve Ellis (SE) Debbie Tomkinson (DT)</p>	<p>Business Manager CEO Governance Professional</p>

**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>	The apologies of SaW and HM were accepted. HK chaired the meeting in SaW's absence.
<b>AGENDA ITEM 2</b>	<b>DECLARATION OF PERSONAL &amp; PECUNIARY/BUSINESS INTEREST (Statutory)</b>
<b>Discussion:</b>	There were no conflicts of interest in relation to any of the agenda items. No new interests were declared.

<b>AGENDA ITEM 3</b>	<b>HR/FINANCIAL PERFORMANCE</b>
<b>Discussion</b>	<p>CC was in attendance to provide an update on the Business Manager's report which was circulated in advance of the meeting.</p> <p>HK as finance link governor had met with CC and KD prior to the meeting and she provided a verbal update.</p> <p>The current financial position is difficult and the discussions were robust and honest. Decisions made by leaders were well reasoned. There was a discussion about the school's strategy and choices have had to be made on where to prioritise spending but IT provision remains a key consideration. In the pre-meeting there was a good discussion on staffing and the curriculum offer along with any risks to the school.</p> <p>At the last meeting it was predicted that there would be an overall in-year surplus of £1k and the current position is that there will be a small deficit of £5600. Given the financial challenges facing all schools this is a positive position.</p> <p>CC provided a further update on the changes to the current year's budget.</p> <p><b>2022-23 Outturn</b></p> <p>The differences in the forecast are largely due to increases in costs in areas such as utilities, resources and staffing. This year there has been a higher than usual staff absence rate. The school ring-fences £10k for staff absence with the usual position being that any unspent money will be used for other areas. This year, the supply budget and the money ring-fenced for staff absence has been used.</p> <p>The support staff pay increase for April 2023 has not yet been agreed but a figure of £1925 pro-rate for each member of support staff has been used as the basis of the forecast. This is the same offer as was agreed last year. The impact of the increase to the school budget will be £13k. As a result, some staffing changes have been made including the ending of a temporary contract early at a saving of £5k.</p> <p><b>Kitchen</b></p> <p>The forecast is now that the kitchen will made a deficit of £1500 and this is due to three items of equipment that have been broken and which required the purchase of a new steamer at a cost of £1500.</p> <p><b>Miller Club</b></p> <p>The surplus has reduced from £17k to £13k. The number of children attending the club has increased but there has been difficulty in recruiting qualified staff for the club to maintain statutory staffing levels. To address this, the part-time club manager who was previously shared with Kelsall has been appointed as a full-time manager which has reduced the surplus but has improved the running of the club.</p> <p><b>Nursery</b></p> <p>The surplus for the nursery has increased to £29k as a result of an uplift in funding for government funded childcare and which replaces the pay and pension grant for nursery staff.</p>

## **Capital**

The school holds £6300 in DFC funding and received an additional grant to be spent on improving energy efficiency in the school. Some of the funding has been used on developing the outdoor area and £7.5k will be carried forward for next year.

## **Reserves**

Last year, governors approved the spending of reserves on the new nursery and made a commitment to top-up the contingency reserve funds by £5k per year and this has been included in the budget so that there is now £12800 in contingency reserves.

### **Q: What is the financial impact of teacher strikes?**

A: The school has closed for one day and so a small saving has been made.

## **Governors accepted the forecast outturn for 2022-23.**

## **Proposed Three-Year Budget**

Approximately 80% of school income is spent on staffing costs. A number of different financial scenarios have been modelled and the proposed three-year budget for the main school is operating at a deficit which is balanced by a surplus in the trading arms. The overall budget has a surplus in Y1 (£14.5k) and Y2 (£17.5k) and a deficit of just under £10k in Y3.

Negotiations are ongoing in relation to staff pay increases and the budget has been set with a 4.5% uplift for teachers pay and £1925 pro-rata for all support staff.

### **Q: Is there a similar picture across the trust?**

A: Yes, as the biggest cost to schools staffing. The government have offered teachers a 4.5% pay rise of which 4% would be unfunded. If the pay offers are rejected, the actual increase could be higher. The School Teachers Pay Review Body are suggesting a pay increase of between 6-7% and if this is unfunded this would have an impact on the budget. Many schools do not receive income from other sources.

It was noted that every pupil in school attracts funding of £4.5k and if the junior class sizes were increased this would have a positive impact on the budget. The school is not in a position where this needs to be considered now but it is a strategic discussion governors may want to consider in the future. This would need to be considered on a cohort-by-cohort basis depending on the needs in the class.

## **Main School 2023-24**

KD is currently undertaking ad-hoc support work for the Trust. From September this arrangement will be formalised and she will work for the Trust for two days per week. This will not be two days every week and time will be blocked out to ensure that a senior member of staff is present in school.

The Teaching Assistant structure has been reduced by 91 hours with a saving of £63k.

The school has been named on an EHCP for a child and an advertisement has been placed for a one-to-one support member of staff. It is likely that the school will have to contribute £9-£10k towards the support. It is possible that Reception numbers could increase to 32. KD has spoken

to the local authority (LA) who have stated that even if the school cannot meet the needs of a child, the child has to be placed in the school named on the EHCP.

**Q: Does a child's special educational needs negate the limit of 30 children in KS1?**

A: KD has advised the LA that the school cannot meet the needs of the child and so has asked the LA for a directive directing the school to take the child. It will not be possible to educate the child without additional staff.

**Kitchen**

The trust is reviewing the kitchen provision across the schools. A decision has been made to reduce the menus in order to save costs and to remove the costlier meals such as roast dinners. Hot dinners will continue to be provided.

The cost of a school meal has increased to £2.70.

**Q: Has there been a reduction in uptake following the price increase?**

A: It is too early to say but the current indication is that there hasn't been a significant decrease in numbers.

**Q: Are there seasonal trends in the number of children having school dinners?**

A: The numbers do dip in the summer likely to be because children can eat sandwiches outside and so there have been discussions about this.

A new procurement company is being used and they have been able to negotiate better prices which has resulted in a cost saving.

It was noted that the kitchen is projected to make a surplus and this is a positive position.

**Miller Club**

Numbers in the club are anticipated to increase but the budget retains the current numbers and staffing structure.

**Nursery**

The financial position for the nursery is very positive. There will be one place free in the afternoon from September. There is currently a waiting list of 10 children. It is likely that another member of staff will need to be appointed as it is difficult for staff to provide personal care for the children with two members of staff. There have been discussions about appointing an apprentice and CC has contacted the local college.

**Q: What qualifications would they obtain?**

A: A level two qualification in early years. They would be employed for 80% of the week with the remaining 20% of the week for college work.

**Q: Can the nursery stipulate that children should be out of nappies before being allocated a place?**

A: This can be suggested but children should not be discriminated against because they may be in nappies.

**Capital**

	<p>With the carry forward from the current year, the total amount of capital funding will be £13800. There is a need to purchase a new server which will cost approximately £6-7k. There are currently no further plans for the remaining capital funding.</p> <p>The proposed three-year budget is forecasting a deficit in Y3 and it is likely that the surplus in Y2 will reduce by £7k because of the children with additional needs joining the school.</p> <p>It was acknowledged that the budget is tight and there has been a review of where potential savings can be made.</p> <p><b>Q: Can the PTA provide further support?</b> A: It has been hard to recruit for the PTA and so it may be necessary to look at other ways of school fundraising.</p> <p><b>Governors recommended that the 2023-24 budget be approved by the Trust Board.</b></p> <p><b>Asset Register</b></p> <p>Finance governor to provide an update to governors following review of the Asset Register.</p> <p><b>GDPR</b></p> <p>There have been no breaches of GDPR.</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> <p>Governors thanked CC for her report and she left the meeting.</p>
	<p><b>RESOLVED: Governors recommended that the 2023-24 budget be approved by the trust board.</b></p>

AGENDA ITEM 4	EDUCATIONAL PERFORMANCE
	<p>The spring term monitoring and assessment cycle focused on teaching and all teachers have relevant targets linked to the appraisal process. This term there has been a focus on learning and how the curriculum is taught. The focus for next year will be on oracy.</p> <p>Parents have been advised of their children’s teachers for next year. There will be an early careers teacher (ECT) in Y3 who will shadow the computing lead with the idea that they will take on subject leadership in this area in due course.</p> <p>Teachers in Y5 and Y6 are using the expert teacher model to ensure good teaching and learning and Katie Hetherington is also teaching English in Y5. This is a purposeful model to enhance the quality of teaching as children are taught by experts. It will also help children as they transition to high school as they will be used to different teachers teaching them.</p> <p>There are plans to change the current special educational need (SEND) support to a learning coach model. Given current levels of funding it is unlikely that children will receive the right level of support that they need. Historically, a lot of children will be allocated one adult to work with them and this can lead to an over-reliance on the adult. The school has a lot of specialists and the plan is to create a team around a child so that their needs can be met by the person with the</p>

	<p>most appropriate expertise. Support staff will be called learning coaches and they will be able to track the children’s progress. Learning coaches will be trained in B Squared which is a system that highlights the smaller levels of progress that children may be making.</p> <p>KD advised that Education Endowment Foundation (EEF) research has indicated that teaching assistants had a minimal impact on educational performance. However, when teaching assistants have focused training then they have an impact and are a valuable resource for schools. The new system will have high levels of accountability but this will be communicated in a positive way.</p> <p><b>Q: Is there a process that has been followed if roles are changing?</b> A: All of the staff’s skills have been audited, there will be some training needs but most of the team are trained in specific areas.</p> <p><b>Q: Is a period of consultation required?</b> A: The job description will not change.</p> <p><b>Q: How will staff respond to the change?</b> A: It is anticipated they will respond positively and there have been discussions with staff and no concerns have been raised.</p> <p><b>Q: Has the plan been communicated to parents?</b> A: Some children in Y5 might find the change challenging and work has begun with the children to aid transition.</p> <p>Governors agreed that the learning coach model was a forward-thinking approach which, in addition, has a financial benefit to the school and it was suggested that the model could be shared with other trust schools.</p> <p>KD advised governors that the school has a number of senior staff who work for the local authority and are expert teachers for the trust and this work will continue next year.</p>
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<b>AGENDA ITEM 5</b>	<b>PART ONE MINUTES OF MEETING – May 2023</b>
<b>Discussion:</b>	The Part One minutes of the May meeting were approved by governors.
	<b>RESOLVED: That the Part One Minutes – May 2023 be approved by governors.</b>

<b>AGENDA ITEM 6</b>	<b>REVIEW OUTSTANDING ACTIONS</b>
<b>Discussion:</b>	<p>Asset Register report to be included on the next agenda. Report to be included on the agenda for the July meeting. ONGOING</p> <p>JBr to meet with business manager to complete GDPR link governor visit in October. NOT DUE</p> <p>Safeguarding link governor to meet to discuss annual safeguarding report. COMPLETE</p> <p>Letter to be written to local authority with governors’ decision in relation to drainage. Further discussion to be included on the agenda for the July meeting. KD advised that since the governors’ meeting there have been discussions with the CFOO and there are legal reasons why the local authority are not able to use the school grounds. HK and KD to write to the local authority.</p> <p>Response to the proposal for a 5G mast to be sent to the local authority. COMPLETE</p> <p>Advertisement for parent governor to be sent out to parents. COMPLETE</p> <p>Consider vacancies at next LGB meeting. COMPELTE</p>

AGENDA ITEM 7	VISION AND STRATEGY
	<p><b>Curriculum Policy and Aims</b></p> <p>KD provided governors with an overview of the curriculum policy. There has been a deep dive into the curriculum and everything that the school does is focused on enhancing knowledge and developing relationships.</p> <p>The curriculum aims for all subjects are included on the website and there is a wide and varied curriculum in place. Teachers have worked hard to think about the skills and knowledge children need and there are end points for each unit which aids assessment.</p> <p>The school has written its own curriculum covering British values and lessons are published on Seesaw. During the monitoring process there will be a check to ensure that children can talk about democracy.</p> <p>The curriculum is inclusive and is based on a philosophy that if the curriculum is working for disadvantaged children it will be working for every child.</p> <p>Physical development and health is important and there are a number of expert teachers in the school and this ensures that children are tracked and assessed. Physical development and health is discussed through the curriculum and through PHSE and RSE lessons and assemblies.</p> <p>It is important that there is equal access to learning for all pupils and there are high expectations for all children. There are termly pupil progress meetings which enables identification of any patterns that need to be followed-up. If any child is unable to work in the classroom, there is a strategic plan to get children back into class as quickly as possible.</p> <p>There is an aim that all children make the best possible progress and to achieve the highest possible attainment. Individual but ambitious targets are set for each child.</p> <p>All children should have the cultural capital to succeed in life and the aim is for children to have access to wider opportunities such as the chance to visit Parliament.</p> <p>Children should have access to an inspiring curriculum which promotes creativity and a thirst for learning. There is a new curriculum at Mill View which is regularly reviewed.</p> <p>It was agreed that the focus of the next governor learning walk would be on curriculum and pedagogy. KD to circulate suggested dates.</p> <p><b>Equality Objectives</b></p> <p>The Equality Objectives are published on the school website and were agreed after working with the Inclusion Lab. The school has been audited by the Inclusion Lab and this provides evidence as to why the objectives are right for the school.</p> <p>The audit suggested that consideration be given to how the school highlights and celebrates diversity. There has been a review of the curriculum to ensure that all children are represented in the resources that the school uses. Following the review of the curriculum, some of the modules in the No Outsider programme were deemed to be outdated and so have been removed and this highlights that there is constant thought about the resources that children use to access their learning.</p> <p>The school celebrates a range of religions but it is not clear if parents are aware of this and a calendar of activities has been developed and more of the work will be shared with parents.</p> <p>The audit highlighted that there could be more multi-cultural visits and this will be addressed through the trips offered to children next year.</p>

	<p><b>Q: Census information indicates that most people do not have a religion – is that reflected in lessons?</b></p> <p>A: There is a free choice element in the RE curriculum and this has been used to write a unit of work on this.</p> <p>There have been discussion on how to make recruitment more equitable. JB advised that other sectors use a 'readiness to apply' document to help support people making job applications and she agreed to share this with KD.</p>
	<p><b>ACTIONS</b></p> <p><b>KD to circulate suggested dates for governor learning walk on curriculum and pedagogy.</b></p> <p><b>JB to share recruitment document with KD.</b></p>

<b>AGENDA ITEM 8</b>	<b>COMPLIANCE AND SAFEGUARDING</b>
<p><b>Discussion:</b></p>	<p><b>Safeguarding</b></p> <p>The annual safeguarding report to governors was circulated with the papers for the meeting.</p> <p>JB completed a safeguarding governor visit and asked a serious of questions and she reported that there was a robust system in place. The CEO of the trust quality assures safeguarding and safeguarding is effective across the school. There is always a three-way discussion on safeguarding matters and this is a very safe model to use.</p> <p>There was a discussion about the safeguarding link governor role and it was suggested that JS as the new safeguarding governor may want to consider 'buddying' with a safeguarding governor from another school.</p> <p><b>Policies</b></p> <p>KD provided a verbal update on the following policies:</p> <p><b>Health and Safety Policy</b></p> <p>All actions arising from last year's health and safety audit have been actioned with the exception of work on the trees that will take place in the summer holidays. This year's external review will take place in July. From September 2023, the trust is moving to a different external health and safety service which will provide a much better service.</p> <p><b>Early Careers Framework Policy</b></p> <p>KD advised there are currently no early careers teachers working in the school.</p> <p><b>Termly update on Children with Additional Medical Needs Attendance Policy</b></p> <p>There have been no changes to the policy. If there was a child with additional medical needs, the policy would be followed and the learning mentor and business manager manage the day-to-day responsibilities and check that records are up-to-date.</p> <p><b>Attendance</b></p>



	<p>Attendance is very positive. There was a dip in attendance before and after half-term. There was a review of all children who were absent and all had genuine reasons for absence.</p> <p><b>Q: The number of children who are persistently absent has reduced – are there any particular groups of children who are persistently absent?</b></p> <p>A: The main groups are disadvantaged and SEND children. Every case that has been challenged by the school has seen an improvement in attendance. KD advised that she has informed parents that their child can be taken off-roll for non-attendance.</p> <p>There is still a gap between the attendance of SEND children and non-SEND children. The CEO of the trust has asked all headteachers to provide him with information relating to the reasons for absence and for children with SEND the usual reason for absence is medical.</p> <p><b>Q: Is there a trust strategy on attendance?</b></p> <p>A: The reasons why children with SEND attend school less than other children is usually because of medical needs and it is important to support families and so there is a bespoke approach to families in these circumstances.</p> <p><b>Q: Are there any children on a reduced timetable?</b></p> <p>A: Not currently but there has been one child who was on a part-time timetable who has been reintegrated back into school.</p> <p>KD advised there have also been discussions about appointing a mental health coach so that children have a reason to come into school.</p>
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AGENDA ITEM 9	GOVERNANCE
<b>Discussion</b>	<p><b>Governor Appointments and Vacancies</b></p> <p>There is one vacancy and governors agreed that this should be a co-opted governor. HK advised that she may have contacts who would be interested in the role and it was agreed that she would have an initial discussion with colleagues.</p> <p><b>Governor Visits</b></p> <p>SEND and safeguarding link governor visit reports to be included on the next agenda.</p> <p><b>Governor Training</b></p> <p>SE informed governors that the process for writing the new school development plans will be changing and there will be a session detailing the changes led by a professor from Durham University taking place on 21<sup>st</sup> September 2023 at 6pm and governors were encouraged to attend if possible.</p> <p><b>One to Ones</b></p> <p>HK to arrange one-to-ones with governors.</p>
<p><b>ACTIONS</b></p> <p><b>HK to contact potential candidates for the co-opted governor role.</b></p>	

	<b>HK to arrange one-to-ones with governors.</b>
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<b>AGENDA ITEM</b>	<b>DATE OF NEXT MEETING</b>
<b>10</b>	
<b>Discussion:</b>	Tuesday 18 <sup>th</sup> July 2023 at 6pm