

**MEETING 9 PART ONE MINUTES
OF THE LOCAL GOVERNING BODY MEETING
OF MILL VIEW PRIMARY SCHOOL**

Date	Tuesday 18th July 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) Jo Shepherd (JS) Apologies Iain Delgano (ID) Jane Beston (JB)	Co-opted Governor/Health and Safety governor Principal Co-opted Governor/Vice Chair/Finance governor Staff Governor Staff Governor/Training governor Co-opted Governor/GDPR/Assessment governor Parent Governor/SEND governor Parent Governor Parent Governor Co-opted Governor/Safeguarding/DEI governor
Also in Attendance:	
Debbie Tomkinson (DT)	Governance Professional

The meeting met its quorum

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

AGENDA ITEM 2	DECLARATION OF PERSONAL & PECUNIARY/BUSINESS INTEREST (Statutory)
Discussion:	As SaW's daughter is a teacher at the school he advised that HK would Chair agenda item 3. No new interests were declared.

AGENDA ITEM 3	EDUCATIONAL PERFORMANCE
	<p>Outcomes</p> <p>End of Key Stage Statutory Attainment Data</p> <p>Early Years (EYFS)</p> <p>In order to achieve a Good Level of Development (GLD) in the EYFS children have to have a level of competency in personal and social development and maths and literacy. Children will not be deemed to have achieved GLD unless they have met the objectives in all of the areas.</p> <p>Q: How is competency measured? A: Children will receive a 'score' for each area based on teacher judgments. A new baseline assessment has been introduced this year and schools will not see this data until the children are in Y6. Teachers at Mill View also complete their own baseline assessment of children.</p> <p>83% of children achieved GLD. This is an increase from the previous year and is significantly</p>

above the national average for 2022. There will be further analysis of the data which will be discussed in the autumn term.

Y1 Phonics

97% of children passed the Y1 phonics check. When KD was first appointed Principal, the number of children passing the check was 72% and this shows that the new phonics scheme is working. The current year data is also an increase on last year (91%).

Y2 Phonics

Three children re-took the phonics check in Y2 and all three passed.

Y2 Reading

The reading data is teacher assessed but children will also sit a SATS test and this taken into account when teachers are making their assessment. All of the Y2 data has been moderated and KD was confident that the data is accurate. 77% of children met the expected standard in reading. The Fischer Family Trust nationwide database of school data indicates that the national average is likely to be 61%.

Q: Is the difference in the data between boys and girls typical?

A: There are a large number of the boys who were born in the summer and there are more girls in that cohort. A lot of work has taken place to support the children and there have been lots of successes but some of the cohort can be challenging academically.

There are four children with special educational needs (SEND) in that cohort and 50% met the expected standard. It was noted that none of the children with additional needs were meeting the expected standard in spring.

Y2 Writing

73% of children met the expected standard in writing.

Y2 Maths

87% of children met the expected standard in Maths. Power Maths is having an impact and some of the boys who are struggling with writing are doing well in Maths.

Combined Score

73% of children met the expected standard in reading, writing and maths.

Y4 Multiplication Check

24% of children achieved full marks in the multiplication check (national average in 2022 was 27%). The average score for children in Mill View was 21/25.

Q: How can this be improved?

A: This could be difficult. There could be a greater emphasis on practising further down the school but given that the maths data has been very strong for the last two years there are no concerns about children's mathematical ability and so the times tables test should not dominate the Y4 curriculum.

Q: Is the test stressful for children?

A: It can be challenging because of the speed in which children have to answer the questions. It can be stressful for children with lower processing speed. The test is not measuring problem

solving or rationalisation and if the data is in line with national this will be positive given the other data available.

Q: Will this be a focus for Ofsted?

A: This would be unlikely.

Y6 Outcomes

Maths

96% of children met the expected standard in maths which is a slight increase on last year. 34% of children met the higher standard. The average scaled score was 108 (110 is classed as greater depth).

It was noted that it was not expected that this cohort would achieve such high attainment and this shows how children's resilience has been developed over the year.

Writing

86% of children met the expected standard in writing. Writing is teacher assessed and is moderated. Writing is still a challenge in terms of children's stamina but the number of children meeting the expected standard is well above national. 31% of children were working at greater depth which is an improvement on last year.

There are no plans to change the writing curriculum as there is clear evidence of progress and impact. There may need to be consideration of the internal moderation process to ensure that teachers are not being too cautious in their assessment of children's writing.

Q: Could another school look at the writing and get them to mark the work?

A: The school does work with the Literacy Company but they will not make a judgment.

Spelling, Grammar and Punctuation (SPAG)

93% of children met with expected standard in SPAG (72% national) and 72% met the higher standard (28% national). The average scaled score is 111. There were two children who did not meet the expected standard, their papers were reviewed but a decision was made not to appeal the result.

Reading

93% of children met the expected standard in reading with 72% achieving greater depth (national average 73% expected and 20% greater depth). The average scaled score was 111 and the results are extremely positive given the challenging nature of the reading test.

The combined score (expected standard in reading, writing and maths) was 83% with 24% of children achieving the higher standard in all three subjects which is an increase on the previous years.

A governor noted that there had been a 20% increase in the data from five years ago. It was also highlighted that 25% of children have special educational needs and 13% of children have English as an additional language. The excellent results have been achieved without limiting wider experiences such as the exceptionally good school production of Matilda.

A parent governor also commented on how sensitively results had been communicated to families. There were no labels of whether their child had been the expected label and families were just given the school and national scores.

AGENDA ITEM 4	PART ONE MINUTES OF MEETING – JUNE 2023
Discussion:	The Part One minutes of the June meeting were circulated in advance and accepted as a true and accurate record.
	RESOLVED: That the Part One Minutes – June 2023 be approved as a true and accurate record.

AGENDA ITEM 5	REVIEW OUTSTANDING ACTIONS
Discussion:	<p>Asset Register report to be included on the next agenda. Report to be included on the agenda for the July meeting. COMPLETE</p> <p>JBr to meet with business manager to complete GDPR link governor visit in October. NOT DUE</p> <p>KD to circulate suggested dates for governor learning walk on curriculum and pedagogy. It was agreed that the visit would take place in the autumn term. ONGONG</p> <p>JB to share recruitment document with KD. ONGOING</p> <p>HK to contact potential candidates for the co-opted governor role. This was discussed under agenda item 10. COMPLETE</p> <p>HK to arrange one-to-ones with governors. An open invitation was extended to governors if governors wanted an opportunity to talk about governance. COMPLETE</p>

AGENDA ITEM 6	VISION AND STRATEGY
	<p>KD provided governors with an overview of the new Strategic Quality Management (SQM) process which will be used to create the school development plan (SDP) in a more simple format with clear critical success factors (CSF).</p> <p>CSF 1- further strategic approach to children’s personal development and the wider opportunities that champion all pupils. Children at Mill View do get to experience a wide range of opportunities but there could be a more strategic approach to this to ensure that plans target the right children and KD and AG will be developing a strategic document to address this.</p> <p>Q: If the approach to personal development is becoming more of a strategic focus for the school, should governors be more involved and would it be beneficial for a governor to take a lead role in PHSE?? A: It was agreed that as this would be a big focus in the current Ofsted Framework it would be beneficial to have a link PHSE governor.</p> <p>Q: Have any particular groups been identified at this stage? A: KD and AG have discussed this and one of the areas for the strategic focus will be to ensure that disadvantaged children have the opportunity to attend after school clubs.</p> <p>It was agreed that a link governor for PHSE would be appointed in the autumn term and that a link governor resource pack be developed to aid link governors.</p> <p>Q: Where do the CSF come from? A: The trust will have its own CSF and each school will have their own.</p> <p>Q: Is there alignment between the trust and school plans? A: The trust ethos is that each school should maintain its own individual identity and that the CSF are related specifically to the needs of the individual schools.</p>

	<p>It was agreed that the alignment of trust and school strategies be discussed at the Chairs meeting.</p> <p>CSF 2 – secure systems to measure the effectiveness of the curriculum and, in particular, assessment in each year group. It is likely that the school will move away from Insight to the Fischer Family Trust system. Some schools in the trust are moving away from the Star test system but this is not something that KD is considering at this stage.</p> <p>Q: Why are the other schools moving from the Star assessment? A: Some headteachers have questions about the accuracy of the data in relation to maths. KD was of the view that the Star tests provide some additional data for teachers to use alongside end of unit assessments and teacher assessments. Pupil progress meetings take place before any of the data is finalised. One of the areas being considered is pupil engaged assessment in the classroom so that children are involved in their own feedback about learning.</p> <p>CSF 3 will be an oracy project as some of the pupils can struggle to articulate themselves.</p> <p>CSF 4 will have as its focus leadership and the school business management structure. KD will be supporting other schools in the trust for two days per week and how this will take place needs to be agreed.</p> <p>CSF 5 – will be on up-skilling learning coaches to support the needs of all pupils.</p> <p>Q: How aware are the teaching assistants of the expectations of their new roles? A: All have an understanding of what the learning coach model will involve and all seem to be positive about the changes. They were involved in the process and how it could be developed before there were any discussions with teachers about the changes.</p> <p>CSF 6 is to review the school environment to ensure that it is inclusive and enabling for all children. Kelsall have undertaken a lot of work on the displays around the school and staff will undertake some training and adopt some of the practices from Kelsall.</p> <p>CSF 7 will be to ensure that there are expert teachers who have the skills they need. This will include providing support for an early careers teacher who will be in post next year.</p> <p>CSF 8 will be focusing on aligning systems and planning mechanisms. Ideally, teachers should use the SQM language in their planning but there needs to be further discussion on how this will look in practice.</p> <p>Q: How should the factors guide governors when completing their link roles? A: The CSF should be the areas that governors focus on next year. Underneath the CSF are a series of projects which are owned by different members of staff.</p>
	<p>ACTIONS</p> <p>Link PHSE governor to be appointed in the autumn term.</p> <p>DT to create PHSE link governor resource pack.</p> <p>Alignment of trust and school strategies be discussed at the Chairs meeting.</p>

<p>AGENDA ITEM 7</p>	<p>SCHOOL IMPROVEMENT</p>
--	----------------------------------

	<p>Stakeholder Engagement</p> <p>Pupil Survey</p> <p>The results of the pupil survey were shared with governors. Where children have disagreed that there is an adult that they can talk to, teachers have reminded them of the adults who they would be able to talk to if they had any concerns or worries. Some children indicated that they did not feel safe at playtimes. Many of the children who expressed this have additional needs and so it may be necessary to consider creating safe spaces in the school. When staff have talked to children, they know that they are safe but they do not always feel safe. It is positive that children are able to express their feelings and that leaders will take the comments seriously.</p> <p>Parent Survey</p> <p>The responses to the parent survey were positive. Some parents did not think the school offered a wide range of subjects. Families may have the wrong perception about the school's offer as there is a wide and varied curriculum including forest school and kitchen garden. The misconception could be addressed through providing more information about the wider curriculum in the newsletter which could also link to the curriculum information on the website.</p> <p>One parent stated they would not recommend the school.</p> <p>AG joined the meeting.</p> <p>Compared to last year the small number of families who disagree or strongly disagree with a question have increased but the proportion of 'strongly agree' responses have also increased. The number of families who disagree or strongly disagree is a small percentage of the overall responses.</p> <p>Staff Survey</p> <p>The process for obtaining the views of staff will change next year as the trust have commissioned an external organisation who will collate all of the responses. It was noted that the results of the survey can be anonymous. This can make it difficult to address any concerns raised but it was recognised that it was important that staff have a mechanism of express their views anonymously.</p> <p>Q: There are fewer responses to this survey than previous questionnaires? A This is something that is reflected across the trust.</p>
--	--

AGENDA ITEM 8	FINANCIAL PERFORMANCE
Discussion	<p>Asset Register</p> <p>HK advised that she had completed a review of the Asset Register. HK met with the Trust Business and School Business managers. At previous meetings there was a recognition that improvements needed to be made and there have been some amendments to the process. The Trust Business Manager has highlighted that there is room for a trust-wide approach to asset management which will include all assets having tracking numbers for insurance purposes. All new assets will be stamped with an ID tag when they are received at the school. There are still improvements to be made but the asset register is much improved. HK advised that she selected a number of items to review and all were where they were supposed to be.</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>

--	--

AGENDA ITEM 9	COMPLIANCE AND SAFEGUARDING
Discussion:	<p>Quality Assurance (QA) Document</p> <p>The QA was circulated in advance of the meeting. In the governance section, governors commented that there has been a successful recruitment of parent and co-opted governors. Governors also requested that the LGB receive clarification from the trust on why the Menopause Policy has not been adopted by the trust.</p> <p>Staffing Structure Update</p> <p>Governors received and noted the staffing structure for the autumn term. There have been no significant changes.</p> <p>Attendance</p> <p>There are no concerns about the attendance of children entitled to free school meals. Letters are sent to families whose children’s attendance is low.</p> <p>The numbers of children who were persistently absent had reduced to 2%. This has increased slightly because two families have taken an extended holiday and two children have significant medical needs which affects their attendance. There is a bespoke approach for each child who has additional medical needs.</p> <p>There are three children where attendance is low. There have been discussions with parents and if the children do not attend, the school will ring the family and if the call is not answered, a member of staff will visit the home.</p> <p>There are currently no children who are on a reduced timetable. One child will be on a reduced timetable at the start of the next academic year.</p>

AGENDA ITEM 10	GOVERNANCE
Discussion	<p>Nominations for Chair and Vice Chair</p> <p>Nominations for Chair and Vice Chair be sought in advance of the September meeting.</p> <p>Appointment of Clerk</p> <p>Governors approved the appointment of DT as clerk for 2023/24.</p> <p>Appointment of Headteacher Performance Management Panel (HTPM)</p> <p>The HTPM as agreed as SaW, Jide Olanipekun, link trustee and Steve Ellis, CEO.</p>

Governor Appointments and Vacancies

There is one co-opted governor vacancy. HK has approached a colleague who would be well-suited to the role. He has also spoken to KD and she also recommended that he be approved as a governor. It was agreed that Cesar Mendoza (CM) would be invited to the next meeting.

Link Governor Roles

There is currently a vacancy for a PPG/LAC link governor. It was suggested that as Assessment link governor, it would be beneficial for JBr to take on the role of PPG/LAC as he could maintain oversight of PPG/LAC children in the discussions about data. It was agreed that JBr be appointed PPG/LAC governor and he would step down from the role of GDPR link governor. SaW had spoken to ID prior to the meeting and he had agreed to take on the role of GDPR governor.

HK and SaW currently have oversight of health and safety and it was agreed that this vacancy could be filled by the new co-opted governor.

Meeting Dates

The meeting dates were circulated in advance of the meeting and noted by governors.

Governor Expenses

No governors had claimed any expenses. It was noted that it was important that there be provision for governors to reclaim any expenses associated with their voluntary role as a person's financial position should not be a barrier to becoming a governor.

Review of Governance

Governors to review the results of the LGB self-evaluation and to agree annual impact statement for publication on the school website.

Governor Visits

JS met AG in her role as safeguarding governor. The meeting was very informative and helped JS' understanding the of the systems and processes that are in place. There was a discussion about how incidents are recorded on CPOMS and the different levels of safeguarding. There are supervision procedures in place for designated safeguarding leads and this includes external support. JS would like to understand more about parents' experience of the process.

AG and JS talked about the wellbeing of staff and what support is in place. It is understandable that in the current climate that the trust have decided not to take forward a centralised support service for staff and it is hoped this will be re-visited in the future. There was a discussion about the Menopause Policy. A decision has been made to include menopause within a general staff wellbeing policy. Governors requested clarity on why the trust does not have a separate Menopause Policy and it was agreed this would be added onto the comments section of the QA document. DT to also include on the Chairs' meeting agenda.

	<p>JS also attended a new governor induction session with DT. Part of the discussions centred around the Ofsted process and a number of documents were included with the papers for the meeting for governors information.</p> <p>Q: Is there any update on the proposal for the drainage works on the school field? A: The CFOO has advised that there is a legal covenant on the grounds which would prohibit such work. The local authority have been informed and there has been no further communication.</p> <p>Governor Training</p> <p>A document on the Prevent duty was circulated in advance of the meeting which was received and noted by governors.</p>
	<p>RESOLVED: That DT be appointed as clerk for 2023/24</p> <p>RESOLVED: That the HTPM panel be SaW, Jide Olanipekun and Steve Ellis.</p> <p>RESOLVED: That JBr be appointed link PPG/LAC governor.</p> <p>RESOLVED: That ID be appointed as link GDPR governor.</p>
	<p>ACTIONS</p> <p>CM to be invited to observe the next LGB meeting.</p>

AGENDA ITEM 11	DATE OF NEXT MEETING
Discussion:	Tuesday 19 th September 2023 at 6pm

Further discussions took place under the Part Two agenda.