



**MEETING 1 PART ONE MINUTES  
OF THE LOCAL GOVERNING BODY MEETING  
OF MILL VIEW PRIMARY SCHOOL**

<b>Date</b>	<b>Tuesday 17<sup>th</sup> October 2023 at 6pm</b>
<b>Venue:</b>	<b>Virtual Meeting at school</b>

<b>Attending (Governors):</b>	
Stephen Webb (SAW) - Chair Kate Doyle (KD) Hailey Kelso (HK) – Vice Chair Ali Gibbons (AG) Harry Morris (HM) Jane Beston (JB) James Brown (JBr) Jo Shepherd (JS) Cesar Mendoza (CM)	Co-opted Governor Principal Co-opted Governor Staff Governor Staff Governor Co-opted Governor Co-opted Governor Parent Governor Co-opted Governor
Apologies:	
Louise Thomas (LT) James Brown (JBr)	Parent Governor Co-opted Governor
Absent:	
Iain Dalgano (ID)	Parent Governor
<b>Also in Attendance:</b> Debbie Tomkinson	Governance Director

**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. The apologies of JBr and LT were accepted.

<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.

<b>AGENDA ITEM 3</b>	<b>PART ONE MINUTES OF MEETING – SEPTEMBER 2023</b>
<b>Discussion:</b>	The Part One minutes of the meeting on 19 <sup>th</sup> September 2023 were circulated in advance of the meeting and approved as a true and accurate record.
	<b>RESOLVED: That the Part One Minutes – 19<sup>th</sup> September 2023 be accepted as a true and accurate record.</b>

<b>AGENDA ITEM 4</b>	<b>REVIEW OUTSTANDING ACTIONS</b>
<b>Discussion:</b>	GDPR link governor visit to take place in October. DT to obtain clarification on the procedure for GDPR governors visits and their frequency.

	<p>Appoint link PHSE governor. This was discussed under agenda item 9. COMPLETE</p> <p>Alignment of trust and school strategies to be discussed at the Chairs Meeting.</p> <p>ECERS Report to be shared with governors. COMPLETE</p> <p>KD to review projects in the SQM document to cover the end points of the early years curriculum. KD advised this has been discussed with the early years team and this will be included in the SQM document. COMPLETE</p> <p>JBr and AG to meet to discuss Pupil Premium strategy. COMPLETE</p> <p>SaW and DT to discuss format and content of annual impact statement COMPLETE</p> <p>KD to advise focus for governor visits. The next governor visit will be on Friday 24<sup>th</sup> November at 9am. The Principal at Boughton Heath has also been invited to attend and there will be a focus on disadvantaged and vulnerable pupils. COMPLETE</p> <p>Governors to complete safeguarding training and to read the updated Keeping Children Safe in Education document</p> <p>DT to send a list of suggested training modules for governors. HM had completed a comprehensive plan for governor training and it was agreed that this would be used to inform governor training for the current academic year. COMPLETE</p> <p>Training spreadsheet to be re-circulated to governors. NEW ACTION</p>
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<b>AGENDA ITEM 5</b>	<b>EDUCATIONAL PERFORMANCE</b>
<b>Discussion</b>	<p><b>Relationships and Sex Education (RSE)</b></p> <p>Governors were provided with an update on the RSE curriculum. Relationships and sex education is a statutory subject and there is an overarching trust policy for the subject. AG shared the curriculum overview across the year groups. Children will study one unit every half-term but additional units are also covered including, for example, in the juniors, democracy and citizenship. In the spring term every year group receives three age-appropriate lessons on relationships and sex education and three on drugs and alcohol.</p> <p>The school uses the Christopher Winters scheme. Some amendments have been made to the Y5 and Y6 curriculum as the scheme only references one method of reproduction and some changes have been made to ensure that other relationships are recognised.</p> <p><b>Q: Have any children been withdrawn from lessons?</b>  A: Families were consulted in advance of lessons taking place. The majority of families do not withdraw their child but there may be a small number. The curriculum is progressive from Reception to Y6. Parents have been consulted and information is shared on the school website. Some families wanted to withdraw their child from some lessons but after talking to staff have changed their views. Further conversation will take place in the spring term for any families who are still uncertain about the curriculum but the law is clear that families do have the right to withdraw their children from RSE lessons.</p> <p><b>Q: What is the impact for the school if children are removed from a lesson?</b>  A: The organisation of this would not be an issue for the school but the ideal position is that all children are in attendance for the lessons.</p>

**Q: Are there any issues with particular year groups?**

A: There are no issues in certain years.

**Personal Development**

The personal development curriculum is something strong at Mill View. There are a range of clubs and wider opportunities which help to build children's confidence but there hadn't in the past been a specific strategy for personal development to show what the school does and why. The purpose of personal development is to build self-esteem, confidence and social skills so that children have emotional intelligence and the ability to think critically and problem solve.

It is important to remember that schools serve the public and the wider community and so they have an important role in influencing children who will be the public of the future. Personal development is the area of school life that will make the most difference to society and so it is important to have a strategy for the personal development curriculum.

The strategy includes an overview of what happens across the school. A lot of thought goes into the wider opportunities and educational visits offered to children. One of the areas for development is that children need to visit more religious buildings.

**Q: Are any special resources required?**

A: The school uses the No Outsiders and Christopher Winter schemes of work in addition to the school's curriculum. All school visits will feed into the curriculum but are not currently written into a strategy and so relevant trips have been plotted against the curriculum. Assemblies are all planned to link with the curriculum.

**Q: Self-confidence will be at different levels for different pupils, how do teachers make sure that activities are at level that children are comfortable with but also pushes them on?**

A: How children are able to access an activity is down to the skill of the teacher. This is not something that can be measured but is something that leaders are aware of. Teachers are continually monitoring and assessing children and is addressed in the monitoring schedule. This year, there are five protocols that should be seen in the classroom.

**Q: Are protocols shared with pupils?**

A: Yes, they are currently based on Kagan principles and some elements of the learning without limits programme but they need to be formalised so there is consistency across the school.

Governors approved the scheme of work for the RSE curriculum.

**Early Years Foundation Stage**

The ECERS report was circulated in advance of the meeting.

The nursery scored very highly for a first ECERs inspection. The purpose of the ECERs visit is to review the environment and how the provision is accessed. Scores across a wide range of areas are out of seven and new nurseries will normally score three out of seven. The Wrens nursery scored highly including maximum scores in a number of areas with a 5.9 average score.

One of the lower scoring areas related to the layout of the nursery. The nursery has bi-fold doors which open onto an outside area. This is seen as one area by school leaders and the nursery team whereas the ECERS inspectors thought they were two separate areas. During the visit,

one child was sitting outside and the consultants felt they were left in another part of the setting for a period of time. When questioned what a period of time was, they said it was minutes. KD stated that she did not think the child was out of sight and hearing and AG has tried to arrange a meeting to discuss this as the written report does not reflect the verbal feedback given. The practice has, however, been changed so that if a child is in that area and other adults are in a different part of the nursery, the outside area will be closed. This does have an impact on the provision available to children.

**Q: Will this position change if further clarity is received on the contents of the report?**

A: It is unlikely that the report will be changed.

**Q: As the verbal report does not reflect the written report and the interpretation of the nursery setting doesn't accurately reflect what is happening, would it be possible to go back to previous practice as this has been risk assessed?**

A: It would be possible as the ECERs report is not a legal document and is for information. The report was commissioned as it is good practice.

KD advised that the comments in relation to the standard of water is disputed completely as KD watched staff change water.

The report made reference to a choke hazard. The nursery does not have any resources that would choke a child over the age of three but, at the time of the visit, the nursery could not produce a choke ring. KD confirmed these have now been purchased.

Governors agreed that it was important that they had been made aware of the lower scores on the report but thanked the nursery staff for the positive report which is a huge achievement especially given how early they are in the process.

### **Pupil Premium (PP)**

The annual Pupil Premium Strategy report was circulated in advance of the meeting. Governors were also provided with an Executive Summary following a meeting between JBr and AG which contained a number of questions and answers which were shared with governors.

The pupil premium plan is a three-year strategy and the report contained a review of the previous year and information on funding for the current year. Funding will be lower for the current academic year because of the reduction in the numbers of looked-after children.

It was noted in the executive summary that the progress and attainment of children entitled to pupil premium funding is very positive and that it accelerates faster than for non-disadvantaged children.

**Q: With the reduced budget are there any concerns about how this will impact the level of support the school is able to provide?**

A: Where there has been a reduction in the funding it has been possible to provide the same level of support but in a different way. As an example, some children used to be taken out of class for sensory circuits. This is something that all children can benefit from and so now there are sensory breaks for all children which benefits all children and has also improved capacity in the school. Pupils also receive additional funding because of their specific needs and so as children leave the school there is less of a need to provide additional support.

Whilst the number of disadvantaged children is falling, the numbers of children with special educational needs (SEND) is increasing. This is a challenge and, as a result, the learning mentor is now increasingly working with SEND children on their social and emotional development. The next step is to look at the crossover between disadvantaged and SEND children. Governors approved the Pupil Premium report.

### **Sports Premium**

The Sports Premium report was circulated in advance of the meeting. The report contained a report of key achievements last year and areas of further improvement for the new academic year. There are five key indicators used in the report including pupil engagement, what type of activity the funding is used for, how much has been allocated and the impact.

Part of the funding is used for swimming and water safety. Swimming lessons start in Y5 with top-up sessions in Y6 for those children who are not able to swim 25m. It is clear that lots of families already take their children swimming and school swimming sessions can be costly as the school is only able to ask for a contribution to the costs of the coach to the pool. School has to pay for the lifeguard and a teacher to attend the session. Last year, Mill View worked with Boughton Heath Academy who had a pool on site. Parents were asked how far their child could swim, children were assessed and anyone that was able to swim to the required standard did not have any further lessons. There were eight children who received swimming lessons, four of whom had never been in a pool before and this meant that the lessons were more focused. Some parents did express concern that their child was not having lessons as swimming is fun but it was explained that swimming is a curriculum objective and this approach will continue in the current academic year.

91% of children in Y6 were able to swim 25m and meet the self-rescue requirements.

A proportion of the funding is used for the maintenance of the daily mile track. It is part of the caretaker's job to maintain the track and an estimate of the costs were included in the report.

One of the purposes of the Sports Premium is to raise the profile of PE and sports. Some of the funding has been used to pay for a teaching assistant to cover 15 minutes of class time whilst 'Jump into June' took place.

House of Dance have been used to raise the profile of dance. All children have taken part in dance activity and House of Dance worked with the children during the end of year performance. Teachers have also developed their own skill in being able to teach dance. Historically, boys were reluctant to dance but it is part of the expectation for all pupils.

Further funding was allocated for additional staffing for sports day to make it a more enjoyable occasion.

The sports premium funding should also be used to increase the knowledge, confidence and skills of all staff in teaching PE and sport. HM and Sam Glendenning (SG) provided one hour of Team Teach to help staff deliver PE and build their confidence so that they can deliver lessons independently. House of Dance will be used for the dance curriculum and coaches from Cheshire Cricket Board will work with staff as cricket is an area that teachers identified that they are least confident with.

A lot of work has taken place on curriculum end points and there is a clear progression map.

	<p>Children have access to a wide range of sports and activities. The school is a member of the Cheshire Schools Sports Partnership. The annual fee is £1500 and the partnership runs a lot of activities (4-5 per month) that children in Mill View take part in.</p> <p>The school is also a member of the Chester School Sports Association (CSSA) at a cost of £250 per year which provides access to more competitive fixtures. There is a football league for children in Y3-6 and a girls' football league in addition to other sports including netball, rounders and cross country. The organisation was going to fold but HM and SG have taken over as Chairs to ensure it can carry on running.</p> <p>Some funding has been used to release staff to attend the various activities and there have been discussions about providing free extra curricula sports clubs for 24 weeks of the year. Support staff have been asked if they would be able to provide a club over a nine-week period and would be offered a day off in lieu to enable this to happen.</p> <p>Further funding has been allocated to purchase game quality equipment to increase participation in competitive sports.</p> <p>Governors thanked HM for his comprehensive report.</p>
	<b>RESOLVED: The Pupil Premium Strategy was approved by governors</b>

<b>AGENDA ITEM 6</b>	<b>VISION AND STRATEGY</b>
	<p><b>Vision and Strategy</b></p> <p>KD advised that end points for the early years curriculum will be included as part of the school's strategy. The Strategic Quality Management (SQM) document will be included on the next agenda for further discussion.</p>
	<p><b>ACTIONS</b></p> <p><b>SQM document to be included on the agenda for the next meeting</b></p>

<b>AGENDA ITEM 7</b>	<b>FINANCE</b>
<b>Discussion</b>	<p><b>Approval of Expenditure under the Scheme of Delegation</b></p> <p>There were no items of expenditure requiring approval under the Scheme of Delegation.</p>

<b>AGENDA ITEM 8</b>	<b>COMPLIANCE</b>
<b>Discussion:</b>	<p><b>Chair's Action</b></p> <p>The Chair had not taken any urgent actions on behalf of the LGB since the previous meeting.</p> <p><b>Principal's Action</b></p> <p>The Principal had not taken any urgent actions on behalf of the LGB since the previous meeting.</p>

## Safeguarding

The CAT annual safeguarding report to governors was included with the papers for the meeting. JS and AG also met to discuss safeguarding. The CEO has reviewed safeguarding in the school and this was very positive. The report will be shared with governors when it is available. Filtering and monitoring is now part of the Designated Safeguarding Lead's role. The Principal at Boughton Heath is undertaking some work for the trust on this and school leaders have received training.

KD receives a daily filtering and monitoring report based on the previous day's activity. There have been no issues to date. In the future this information will be available live.

The Safeguarding Children in Education team were invited into the school for a catch-up audit and they were asked to focus on pupil voice. The report will be shared at the next meeting. It was encouraging to hear the children reflect the language that staff use around safeguarding matters. Children across the year groups were asked a range of questions and were able to answer these.

## Residential Visits

KD provided governors with an update on the residential visits offered by the school. The following residentials are offered to children:

- Y3 – Tattenhall, Cheshire – one night (£118 per pupil)
- Y4 – Barnstondale, Wirral – two nights (£202 per pupil)
- Y5 – PGL Boreatton, Shrewsbury - two nights (£267 per pupil)
- Y6 – Venture Centre, Isle of Man – three nights (£352 per pupil)

Leaders carefully consider the trips. Finances may be difficult for a lot of families and so the number of trips that are offered may need to be reviewed but as long as the current offer can continue to be offered it will be.

Trips are subsidised for some children and there are payment options for families.

### **Q: Is there a formal process for entering into payment plans?**

A: The details are contained in a letter and families pay what they think they will be able to afford.

### **Q: What proportion of families find it difficult to pay for trips?**

A: There are a small number, most are able to make payment over the year but there does have to be an agreement in place.

### **Q: Is the cost to families the actual per pupil cost or is there any subsidy?**

A: Some items are subsidised.

There have been discussions with families who may have been reluctant to send their child on a residential and every child has been able to attend a trip.

It was agreed that the policy and strategy around residentials would be something for governors to consider and KD and HK to discuss this during the finance meetings.

## Policies

Governors received a verbal report on operation of the following policies:

- Behaviour Policy
- Anti-bullying Policy

## ACTIONS

**KD and HK to discuss school residential visits strategy in link finance governor meeting.**

AGENDA ITEM 9	GOVERNANCE
Discussion	<p><b>Skills Audit</b></p> <p>Governors have recently completed the skills audit and it was agreed that CM would complete this.</p> <p><b>Governor Training</b></p> <p>A number of governors attended trust training on the new SQM strategic planning document. DT to circulate the recording of the session.</p> <p>Governors were invited to attend the following trust training.</p> <p>Fischer Family Trust data training – Thursday 9<sup>th</sup> November 2023 at 6pm at CAT HQ.</p> <p>New governor induction/refresher training – Monday 20<sup>th</sup> November 2023 at 6pm via Teams.</p> <p><b>Governor Visit Reports</b></p> <p>Governors received a report on the governing body visit on quality of education. The visit was very positive. There were good interactions with children who were able to speak to governors with confidence.</p> <p>The PP link governor visit report was included with the papers for the meeting and discussed under agenda item 4.</p> <p><b>LGB Impact Statement – 2022/23</b></p> <p>The LGB impact statement for 2022/23 was circulated in advance of the meeting and approved by governors.</p> <p><b>Menopause Policy</b></p> <p>In response to a question raised by the LGB, a Menopause guide was included with the papers for the meeting. It was agreed that this be discussed at the November meeting.</p> <p><b>PHSE Link Governor</b></p> <p>DT to circulate PHSE link governor resources to CM and for him to consider the role of link PHSE governor.</p>
	<p><b>ACTIONS</b></p> <p><b>CM to complete skills audit.</b></p> <p><b>DT to send PHSE link governor resources to CM.</b></p>



	<b>Menopause guidance to be included on the agenda for the next meeting.</b>
	<b>RESOLVED: That the 2022/23 impact statement be approved.</b>

<b>AGENDA ITEM</b>	<b>DATE OF NEXT MEETING</b>
<b>10</b>	
<b>Discussion:</b>	Tuesday 14 <sup>th</sup> November 2023 at 6pm

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