



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

<b>Date</b>	<b>Tuesday 16<sup>th</sup> January 2024 at 6pm</b>
<b>Venue:</b>	<b>Classroom</b>

<b>Attending (Governors):</b> Stephen Webb (SAW) Jon Lenton (JL) Hailey Kelso (HK) Harry Morris (HM) Jane Beston (JB) James Brown (JBr) Louise Thomas (LT) Jo Shepherd (JS) Iain Dalgarno (ID)	Co-opted Governor/Chair/Health and Safety Executive Headteacher Co-opted Governor/Vice Chair/Finance Staff Governor/Training Co-opted Governor/ Co-opted Governor/Assessment governor/PPG/LAC Parent Governor/SEND Parent Governor/Safeguarding Parent Governor/GDPR
<b>Apologies:</b>  Ali Gibbons (AG)	  Head of School/Staff Governor
<b>Absent:</b>  Cesar Mendoza (CM)	  Co-opted Governor
<b>Also in Attendance:</b> Kate Doyle (KD) Katie Hetherington (KH) Debbie Tomkinson (DT)	School Improvement Director Acting Assistant Headteacher Governance Director

*For all sets of minutes and backing papers it is taken that all will have been pre-read and coverage will therefore be limited to: • accuracy • action points • challenge*

<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 AG were accepted. Given the temporary change in leadership, SaW clarified the roles of senior leaders on the local governing body. KD, as the trust's School Improvement Director will not usually be in attendance at the LGB meetings. JL as Executive Headteacher will replace KD's position on the LGB and AG, as Head of School, will continue as staff governor. KH has been invited to attend the meeting to provide an update on expeditionary learning but she does not have a governance role.

<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.  SaW requested that there be a change to the usual agenda by moving to discuss an item under the Part Two agenda. The usual process would be to request that members of staff leave the meeting but as they were aware of the matters to be discussed, the LGB agreed that staff members could remain for this Part Two item.

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<b>AGENDA ITEM 3</b>	<b>PART ONE MINUTES OF MEETING – NOVEMBER 2023</b>
<b>Discussion:</b>	The Part One minutes of the meeting of 14 <sup>th</sup> November 2023 were circulated in advance of the meeting and approved as a true and accurate record.
	<b>RESOLVED: That the Part One Minutes –14th November 2023 be accepted as a true and accurate record.</b>

<b>AGENDA ITEM 4</b>	<b>REVIEW OUTSTANDING ACTIONS</b>
<b>Discussion:</b>	<p>Alignment of trust and school strategies to be discussed at the Chairs Meeting. COMPLETE</p> <p>Governors to complete safeguarding training and to read the updated Keeping Children Safe in Education document. Discussed under agenda item 7.</p> <p>Training spreadsheet to be re-circulated to governors. COMPLETE</p> <p>RAMP to be included on the agenda for the next meeting. COMPLETE</p> <p>SaW to write to staff about the issue of parental communication and to request a meeting with the CEO of the trust. ONGOING</p> <p>Learning Coach to be invited to a future meeting to provide governors with an overview of their role. ONGOING</p>

<b>AGENDA ITEM 5</b>	<b>EDUCATIONAL PERFORMANCE</b>
	<p><b>Progress and Attainment</b></p> <p>JBr had met AG in advance of the meeting to discuss the LGB outcomes. The outcomes continue to be strong. The percentage of children working at greater depth in reading, writing and maths has increased but the overall number of children meeting the expected standard has decreased slightly. There are high numbers of children with additional need in Y4 and Y6 and so governors should not expect to see an increase in the end of year outcomes data and, given the context, to repeat last year's results would be positive.</p> <p><b>Q: Is it right that it is expected that the data will be lower because of the higher number of EHCPs in a particular cohort?</b></p> <p>A: When reference is made to 'lower data', this is still significantly above the national average and the school will continue with the individualised support for pupils to enable them to achieve to the best of their ability. Given the needs of some of the children, it is unlikely that they will achieve the expected standard but they are making progress. Improvement across the school is strong (as an example the Y4 times tables data has improved).</p> <p>Additional support is provided for children eligible for Pupil Premium to help narrow the gap. There is still a gap but the progress they are making is high within a national framework.</p> <p>Attendance is improved and much better than the national average and persistent absenteeism has reduced from 6% to 3% and work is still taking place on reducing this further.</p> <p>There were four fixed-term suspensions last academic year and there have not been any in the autumn term.</p> <p>The action arising from the report is that the school continue with the plans that are currently in place.</p> <p>There was a discussion about the complexity of the data reports which include a mixture of Insight</p>

and Fischer Family Trust (FFT) data. There was some concern that the effort it takes to produce this report could take leaders away from focusing on actual school improvement.

The Insight report provide a narrative, trends and gap analysis where the FFT data is based on the end of Y6 targets.

It was suggested that the FFT data does not provide enough information for governors to ask relevant questions.

**Q: Would it be beneficial to run the two systems in parallel?**

A: Yes for this year until the use of FFT has become embedded.

**Q: Are the teachers being overly cautious in their assessments?**

A: Teachers consider how children have performed in tests but will also look at other evidence that they need to ensure an accurate assessment. Some of the objectives are year long and so teachers may need more evidence that a child is working at the expected standard.

The children who are 'on watch' in Insight should be working at the expected standard at least and many may be working at greater depth at the end of the year but, at this point in the year they are not quite working to that expected standard. The difference with the FFT system is that if children have not met the standard then they will be classed as working below expectations.

**Q: Why is FFT being used?**

A: The trust has introduced FFT into the schools. Both Insight and FFT will be used for the current year at Mill View. There are some benefits to using FFT including accurate predictions on what children have the capacity to achieve and it also provides some staff training.

**POST MEETING ADDENDUM:** CAT School we are required to use FFT and to use this in reporting to LGB. However some schools, including Mill View are continuing to use Insight alongside FFT as INSIGHT provides additional functionality that school see as beneficial to tracking attainment and progress across school from EYFS to Year 6 across all subject areas.

**Q: Which system provides the most actionable data?**

A: The two systems provide different things. FFT is a predictor tool which can be compared against national benchmarks and Insight is more of an assessment tool.

Governors were concerned that the school was using two sets of data which could take leaders away from delivering outcomes for children. There is also a level of complexity that makes it difficult to triangulate the information. It was agreed that governors need a high level of data focusing on key groups and how the children are performing against the national average.

It was agreed this be included on the agenda for the Chairs' meeting so that Chairs of the LGBs could discuss whether the current data reports appropriate for governors' needs.

A governor requested further information and reassurance about the interventions in place for children with special educational needs and it was agreed that this would be included on the next agenda.

**Teaching and Learning Update – Expeditionary Learning**

KH was in attendance to provide an update on expeditionary learning. This is an area of pedagogy that the trust is exploring and KH and AG have visited a secondary school which is founded on its principles.

Expeditionary learning is an educational approach that takes learning beyond the classroom and immerses children in real-life experiences and hands-on projects to explore individual objectives. One of the key principles is character development and it prioritises the development of character traits such as perseverance, empathy and responsibility. Mill View already takes this approach but is looking to further enhance this as it has an important impact on school culture in that children

	<p>understand that what they do at school matters. It also links to pupil engagement as they are working within a real-life context which helps their performance.</p> <p>Expeditionary learning is based on the idea of a 'crew'. Mill View has developed language around the concept of 'team' which will continue to be used. Whilst the language has not been adopted, the expeditionary learning protocols are being used at Mill View. This includes the importance of protocols, 'check-in, check up, check out', celebration of diversity and helping children and staff find their voice in a secure space.</p> <p>The next stage will be to take children's learning out into the community. Children have, in the past, had the opportunity to take part in STEAM projects (Science, Technology, Engineering, Arts and Maths) which has given children a real-life context but there are plans to go beyond this. In the spring term children will be taking their topic learning out in the community and will have the opportunity to learn from experts. As an example, the Chester Grosvenor museum curator will be invited to help curate the children's museum which will highlight the work of female and black explorers with the hope that children get an understanding that they do have the power to challenge narratives. In the summer term there will be an in-house expedition with real-life experiences.</p> <p>KH provided an overview of the expeditionary learning activities that will be taking place across the year groups.</p> <p>Y1 will be taking part in a science-related project related to healthy eating. They will be making display boards to show how to keep healthy and will be visiting the pavilion to make smoothies and to ask for donations for these.</p> <p>Y2 children will be learning about chocolate production and fair trade and will be setting up a chocolate cafe in Kingsway café.</p> <p>Y3 are learning about the history of canals and will be creating a QR-based tour of the canal system in Chester.</p> <p>Y4 will be learning about European countries and they will become travel agents and will design a website about a European company. A website designer and travel agent will give feedback and there will be a website launch evening where children will present to parents.</p> <p>Children in Y5 will be linking with the University of Chester to create videos on sustainable development and the school has hired a lecture theatre at the University of Chester so that they are able to present their work to parents.</p> <p>Governors thanked KH for her update. They welcomed the focus on developing oracy skills through the projects and KH agreed to send governor with information on how they can become involved.</p>
	<p><b>ACTIONS</b></p> <p><b>Format of outcomes report to be included on the Chairs' agenda for further discussion.</b></p> <p><b>Update on SEND interventions to be included on a future agenda.</b></p>

<p><b>AGENDA ITEM</b> <b>6</b></p>	<p><b>HR/FINANCIAL PERFORMANCE</b></p>
	<p><b>To approve expenditure under the Scheme of Delegation</b></p> <p>Governors considered the proposal for the purchase of a new IT server. Two quotes were obtained. It was proposed that the more expensive quote be approved and this was because the cheaper quote was not a like-for-like server. If the cheaper server was purchased it would be detrimental to the school.</p>

	<p>HK advised that she had discussed this in her link governor meetings with the school business manager and the proposal aligns with the school's strategic priorities one of which is ensure that the school has the right IT equipment that it needs.</p> <p><b>Q: What is a server used for?</b>  A: It is used to back-up the systems and keeps documents secure. It enables people to access the suite of tools and makes technology seamless for children and staff.</p> <p>The cost of the server is lower than what has been budgeted for but as the proposal is to go with the most expensive quote, governor approval is required.</p> <p>Governors approved the proposal to purchase of the new server from the company providing the more expensive quote as this meets the needs of the school better than the cheaper quote.</p>
	<p><b>RESOLVED: Governors approved the purchase of a new server from the company providing the more expensive quote.</b></p>

<b>AGENDA ITEM 7</b>	<b>COMPLIANCE AND SAFEGUARDING</b>
<b>Discussion:</b>	<p><b>Risk Assessment</b></p> <p>Governors received and noted the contents of the updated Risk Assessment and Mitigation Plan (RAMP).</p> <p><b>LGB Compliance Document</b></p> <p>The LGB Compliance Document was circulated in advance of the meeting. It was noted that not all governors had completed safeguarding training and governors who have not completed this were asked to do so as soon as possible.</p> <p>Governors noted that there governor attendance was RAG rated amber. Governors were of the view that attendance at LGB meetings was generally good and they expressed an interest in seeing how the Mill View Compliance document compared with other schools as for some of the criteria it may be difficult to achieve a 'green'.</p> <p>There was a discussion about the persistent absenteeism. The number of children who are persistently absent is below 8% and KD advised that AG had provided an overview of children's attendance for governors' information.</p> <p>It was agreed that the compliance document would be included on the agenda for the Chairs' meeting for further discussion.</p> <p><b>Safeguarding Record of Visit</b></p> <p>The safeguarding record of visit was received and noted by governors. There were no actions arising from the report.</p> <p><b>Policies</b></p> <p>KD provide a verbal report on operation of the First Aid policy.</p> <p>The policy has been updated and has been published on the school website. First aid is monitored daily and there is a termly review of records and it is also part of the Health and Safety review. First aid records are currently in a written form. There is an action to record</p>

	<p>these notes onto an electronic system and consideration is being given to how this can be achieved.</p> <p><b>Before and After School Provision</b></p> <p>KD provided a verbal update on the Miller Club. The club is on target to achieve its expected income of £58k and month on month is performing better than at the same points last year.</p>
	<p><b>ACTIONS</b></p> <p>Further discussion about the compliance document take place at the Chairs' meeting.</p>
	<p><b>RESOLVED: That the LGB Compliance document be approved.</b></p>

<b>AGENDA ITEM 8</b>	<b>GOVERNANCE</b>
<b>Discussion</b>	<p><b>Governor Visits</b></p> <p>Governors were invited to visit school with a focus on personal development and ID provided an update. During the visit, governors were informed about the structures that are in place. Children were able to speak confidently about what Team means and were also able to talk about the things that the school does to keep them safe and they were a credit to the school.</p> <p><b>Governor Training</b></p> <p>There had been no training undertaken since the previous meeting.</p>

<b>AGENDA ITEM 9</b>	<b>DATE OF NEXT MEETING</b>
<b>Discussion:</b>	<b>TBC</b>

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