



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

Date	Tuesday 19th September 2023 at 6pm
Venue:	At School

Attended (Governors): 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)	Co-opted Governor Principal Co-opted Governor Staff Governor Staff Governor C-opted Governor Co-opted Governor Parent Governor
Apologies: Louise Thomas (LT)	Parent Governor
Absent: Iain Dalgarno (ID)	Parent Governor
Also in Attendance: Cesar Mendoza (CM) Steve Ellis (SE) Debbie Tomkinson (DT)	Observer CEO Governance Professional

The Meeting Met its Quorum

AGENDA ITEM 1	WELCOME, APOLOGIES FOR ABSENCE (Statutory) AND CONFIRMATION WHETHER MEETING IS QUORATE
Discussion:	DT welcomed all to the meeting. A special welcome was given to CM who was attending as an observer and introductions were made. The apologies of LT were accepted.

AGENDA ITEM 2	DECLARATION OF PERSONAL AND PECUNIARY/BUSINESS INTEREST (Statutory)
Discussion:	Governors were asked to complete, if they had not already done so, the annual declaration of personal and pecuniary interests form. Governors were asked to declare any conflicts of interest with any of the agenda items. SaW declared that his daughter is one of the teaching staff at school. It was recommended that, when completing annual declarations forms, that any co-opted governor who is also a parent, declare that they have a child at the school.

AGENDA ITEM 3	ELECTION OF CHAIR AND VICE CHAIR
	<p>Nominations for the post of Chair of Vice Chair of the LGB should were sought in advance of the meeting.</p> <p>DT advised that there had been one nomination, that being SaW, for the role of Chair of the Local Governing Body (LGB).</p> <p>SaW left the meeting whilst governors considered the nomination. The nomination was approved by governors and SaW was invited back to the meeting.</p> <p>SaW resumed charring duties for the remainder of the meeting and he invited nominations for the role of Vice Chair of the LGB. There had been one nomination for the role of Vice Chair, that being HK, and she left the meeting whilst governors considered the nomination. The nomination was approved by governors and HK was invited back to the meeting.</p> <p>SaW advised that Part Two matters <u>would be</u> discussed at the start of the meeting and would be followed by the items on the main agenda. KD, AG, HM and CM left the meeting for the Part Two discussions.</p>
	<p>RESOLVED: That SaW be appointed as Chair of the LGB for 2023-24</p> <p>RESOLVED: That HK be appointed as Vice Chair of the LGB for 2023-24</p>

AGENDA ITEM 4	PART ONE MINUTES OF MEETING 9 – JULY 2023
Discussion:	<p>KD, AG, HM and CM returned for the Part One discussions.</p> <p>The Part One Minutes of Meeting 9 – July 2023 were circulated in advance of the meeting and were approved by governors as a true and accurate record.</p>
	<p>RESOLVED: That the Part One Minutes – Meeting 9 July 2023 be approved as a true and accurate record.</p>

AGENDA ITEM 5	REVIEW OUTSTANDING ACTIONS
Discussion:	<p>JBr to meet with business manager to complete GDPR link governor visit in October. ONGOING</p> <p>KD to circulate suggested dates for governor learning walk on curriculum and pedagogy. COMPLETE</p> <p>JB to share recruitment document with KD. It was agreed that JB would meet with KD to discuss. ONGOING</p> <p>Link PHSE governor to be appointed in the autumn term. ONGOING</p> <p>DT to create PHSE link governor resource pack. COMPLETE</p> <p>Alignment of trust and school strategies be discussed at the Chairs meeting. ONGOING</p> <p>CM to be invited to observe the next LGB meeting. COMPLETE</p>

AGENDA ITEM 6	VISION AND STRATEGY
	<p>School Development Plan (SDP)</p> <p>The Strategic Quality Management (SQM) and SEF for 2023-24 were circulated in advance of the meeting and KD provided governors with an update.</p>

The action to develop expert teachers will continue this year.

The data indicates that the work on embedding maths mastery and synthetic phonics has had an impact. Teaching is good and all teachers have been trained. There will be a continued focus on maths mastery including a continuation of training for teachers. Staff are embedding the mastery approach but this will be further developed this year as, although well above average, the maths end of key stage data is not as high as reading.

The objective for refining the assessment and curriculum policies has been met but this priority will continue this year to ensure consistency.

Digital resources across KS2 will be a priority. One of the headteachers from another school in the trust is working with SE to develop a trust IT strategy and this will impact on what schools will look to do in terms of their own IT strategies.

All staff have been trained in Conscious Discipline. Behaviour and attitudes are excellent with very few behaviour incidents. There is a falling number of parents who are engaging with the training provided by school. Education for parents is important for them to understand the behaviour expectations and that there will be consequences for poor behaviour. It was agreed that the training session be recorded and a link sent to all parents.

The number of children who are persistently absent has reduced to 6% and this is well below the national average. There can be some poor attendance at the start of the year but the attendance strategy is in place.

The mental health strategy has been reviewed and refined so that there is now an integrated approach to mental health which highlights stages that need to be followed. Staff have been trained in mental health first aid but there are occasions when the support of external agencies is required.

Equality and diversity accreditation will continue to be reviewed. The school has received Stage Two of the Inclusion Lab training and there will be a focus on being more visible about the work the school does. Katie Hetherington has been appointed as Equality, Diversity and Inclusion lead for the trust and she will be working across the schools to replicate the work that has taken place at Mill View.

All middle and subject leaders have taken part in the trust peer review process and have ownership of their subjects. Subject leaders create their own targets based on the whole school development priorities. This includes an action for inclusion. Inclusion is defined widely and includes any child that has a characteristic that teachers need to be aware of.

Two teachers will receive training on the Learning Without Limits programme this year and work will continue with the trust to ensure access to the most recent research.

The nursery policy has been reviewed and the curriculum has been monitored and evaluated by an external agency. The maximum score that can be achieved following an ECERS visit is 7 and Mill View's nursery scored 5.9. The usual score on a first visit is 3. Lots of the areas scored 6-7. There was one comment around pupil safety, KD was unsure if this statement accurately represented the situation and so has arranged a meeting with the ECERs teams to clarify the statement. The ECERs report will be shared with governors.

There have been detailed discussions about the curriculum during governor meetings and governor visits are linked to school development actions and the Ofsted Framework.

The school is in a good financial position and there is continued ongoing financial planning.

The trust is looking at ways of supporting SENDCOs including utilising the knowledge from special schools and are considering the appointment of an Executive SENDCO who will be responsible for

looking at strategic aspects. Multi-agency meetings are time consuming and the trust are also considering employing an EHCP writer to reduce the administrative burden on SENDCOs.

The Early Years Framework has been embedded and work will continue with phonics and maths mastery and how this will look in Reception. There are schemes of work in place in nursery which feed well into the Reception curriculum. The children coming into Reception from Mill View's nursery already have a good awareness of number.

There will be a continued focus on phonics and early reading to ensure standards do not dip. The number of children achieving a Good Level of Development is above the national average. HM has joined the English team and will receive further training.

There has been a change in how children transition into Reception to make it a shorter transition period. Children will attend for half a day on the first day with another half day two weeks after this. This change has meant that staff have made greater progress in completing the baseline assessments and children are already playing on the yard.

Q: What is parents' reaction to the new transition arrangements?

A: The response has been positive. Staff have met with parents whose children may require a longer transition time and have been able to facilitate this.

The policy for identifying needs in the early years and nursery has been evaluated and reviewed with the addition of further steps such as if the child was born in the summer or if they were premature. It is important there is a full picture of the child before early intervention is put in place.

Q: How does the SDP align with the new SQM process?

A: The SQM model is an improvement. There will be a number of Critical Success Factors (CSF) with linked projects which will be the school's development priorities for the year and these will be mapped against a GANTT chart and risk assessed. The projects will hit multiples CSFs. This will give a clear indication of how the projects have been implemented.

One of the priorities for the year is to ensure a strategic approach to personal development. Children are provided with a wide range of opportunities but the strategy needs to be further defined.

There will be a focus on ensuring that systems accurately measure the effectiveness of the curriculum.

It is important that children are able to confidently and clearly express themselves so that they have the skills to be able to feedback.

One of the priorities will be to ensure that there is clear leadership and business management structures in place.

The school will access the Mitre project through the trust to ensure that there are skilled learning coaches to support the needs of pupils and that the impact of the teaching assistant programme is maximised.

There will be a focus on enabling inclusive classrooms drawing on the work that has taken place at Kelsall to strip back displays to benefit SEND children.

There is an experienced staff across the school and an Early Careers teacher (ECT) has been appointed.

Q: How was the ECT appointed?

A: There was a rigorous process and the candidate was known to the school through the initial teacher training programme. One of the advantages of this is that they already know the school's systems. There are high expectations for all new staff joining Mill View and an appointment

	<p>would not be made if they did not meet the expected standard.</p> <p>Q: The only area in the SEF that is not Outstanding is the Early Years, why is there only one project in the SQM document covering the Early Years?</p> <p>A: The Early Years has not been evaluated as Outstanding as the curriculum is not embedded enough to show clear impact and this will come over time. It was accepted that the observation was good and KD advised that she would look to review the projects to cover the end points of the Early Years curriculum.</p> <p>Equality Objectives</p> <p>The equality objectives were shared with governors and they are the same as previously discussed as there are two years to achieve them. Work will continue on the action plan. There have been discussions as to whether the No Outsiders curriculum is the right one for Mill View. The curriculum has been adapted and it is likely that it would be replaced in the future.</p>
	<p>ACTIONS</p> <p>ECERS Report to be shared with governors.</p> <p>KD to review projects in the SQM document to cover the end points of the early years curriculum.</p>

AGENDA ITEM 7	EDUCATIONAL PERFORMANCE
Discussion	<p>Statutory Outcomes</p> <p>The LGB outcomes report and executive summary was included with the papers for the meeting. JBr had met with AG prior to the meeting to discuss the data and a record of the discussions was included within the Executive Summary.</p> <p>The data is very positive. The progress scores are 5.1 for reading, 3.3 for writing and 3.3 for maths. It is expected that this will be significantly above the national average. It was recognised that for small groups (such as children with special educational need) any changes can result in a big change to the percentage figure but there is a progression in the numbers of children who are meeting the expected standard.</p> <p>Children working at greater depth increases both through an academic year and year groups and this shows that the curriculum is having impact.</p> <p>Governors discussed the assessment of children in Y1. There are discussions at trust level about assessment systems. There has been progress in relation to this but there is further work needed to ensure the systems are robust enough. Staff are receiving training on the Fischer Family Trust data system.</p> <p>Despite the needs in the Y5 cohort the children are performing well and if they continue to make the same progress at the end of KS2 the data will be above the national average.</p> <p>The Y1 and Y5 groups will be a focus for monitoring.</p> <p>JBr and AG will meet to discuss the Pupil Premium strategy and to consider trends within the group and how the Pupil Premium grant (PPG) should be spent. The PPG budget will change considerably as the groups change. For example, it is likely that soon Mill View will not be the school with the highest number of children adopted from care</p> <p>The data has been risk assessed. The early years and phonics have been assessed as low risk, KS1 is low risk apart from a routine risk assessment on reading as it is not currently 10% above low. All KS2 results have been assessed as low.</p>

	<p>It was noted that the raw attainment data fell last year but that was because the children were expected to reach the attainment level below and so have made more progress. The data places the school in the top 5% of schools in the country based on results.</p> <p>Governors congratulated the school and staff for a very positive set of results.</p>
	<p>Actions</p> <p>JBr and AG to meet to discuss Pupil Premium strategy</p>

AGENDA ITEM 8	HR/FINANCIAL PERFORMANCE
Discussion	<p>Admission Numbers</p> <p>There are 30 pupils in Reception and a total of 235 children on roll. Numbers will increase in the spring term as a decision has been made to take two cohorts into the nursery so as not to discriminate against children born in the summer. There are currently 26 children in nursery. There is one space in Y6.</p> <p>Staff Attendance</p> <p>KD provided governors with an update on staff attendance which is good.</p> <p>Approval of 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>Chair's Action</p> <p>The Char had not taken any urgent actions on behalf of the LGB since the previous meeting.</p> <p>Principal's Action</p> <p>KD advised governors that due to a malicious communication, the school was placed in lockdown. As a result, the Critical Incident Plan was reviewed and the updated plan was approved by governors.</p> <p>Policies</p> <p>Governors were advised that the Relationships and Sex Education Policies and Equality Policies are in the process of being reviewed. Information on governors' responsibilities outlined in the policies was included with the papers for the meeting. It was agreed that Katie Hetherington would be invited to the next meeting to provide governors with an update on the RSE scheme of work for their approval.</p> <p>Stakeholder Engagement</p> <p>SE provided governors with an update on the process that schools will be using to obtain the views of parents and staff. The Edurio system will be used for staff and parent surveys. It is important that schools and the trust listen to stakeholders and the staff surveys will include feedback on the trust, what support is provided, wellbeing and general job satisfaction. Some of the questions will be national questions which will provide national benchmarking information.</p> <p>Safeguarding</p>

	<p>The Mill View Safeguarding Policy was included with the papers for the meeting and approved by governors.</p> <p>Governors were provided with an update on the changes to the Keeping Children Safe in Education (2023) guidance. A paper with the main changes to the guidance was included with the papers for the meeting. All governors were asked to read Part One and Annex C of KCSIE (2023).</p> <p>One of the main changes relates to filtering and monitoring. SE advised that work has taken place with the trust's IT providers, there are action plans for individual schools and reporting systems are in place. There is two-factor authentication in all machines and there are additional filters in emails to headteachers and school business managers.</p> <p>Quality Assurance</p> <p>The summer term quality assurance document was circulated in advance of the meeting and approved by governors.</p>
	<p>Actions</p> <p>Katie Hetherington be invited to the next meeting to provide an update on the RSE scheme of work.</p>
	<p>RESOLVED: Governors approved the Critical Incident Plan</p> <p>RESOLVED: The Safeguarding Policy was approved by governors.</p> <p>RESOLVED: The QA document was approved by governors</p>

AGENDA ITEM 10	GOVERNANCE
Discussion	<p>Review of Governance</p> <p>The result of the LGB self-evaluation were circulated in advance of the meeting. The majority of responses were positive. Where there were some 'amber' responses, these can be addressed through the provision of the induction training provided by the trust.</p> <p>Link Governors</p> <p>As governors were to consider the appointment of a new co-opted governors it was agreed that allocation of link governor roles be deferred to the next meeting with the exception of the Safeguarding and SEND link governor roles which had previously been agreed as:</p> <p>JS – SG SEND - LT</p> <p>Impact Statement</p> <p>SaW and DT to discuss content and format of annual impact statement for consideration at the next meeting.</p> <p>Governor Visits</p> <p>The dates for the LGB governor visits were agreed as: 12th October 9am 24th November 9am 12th December 9am</p> <p>KD to advise of focus area for each of the visits based on school priorities.</p>

	<p>Code of Conduct</p> <p>Governors approved the Code of Conduct for governors and trustees.</p> <p>Governor Training</p> <p>Governors noted the requirement to complete Safeguarding for Governors training annually and it was agreed that all governors would have completed the NGA training course by the October meeting.</p> <p>Governors noted the requirement to read the updated Keeping Children Safe in Education document.</p> <p>Governors received and noted a briefing note on the Prevent duty. DT to send suggested list of training modules for governors.</p>
	<p>Actions</p> <p>SaW and DT to discuss format and content of annual impact statement</p> <p>KD to advise focus for governor visits</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</p>
<p>AGENDA ITEM 11</p>	<p>DATE OF NEXT MEETING</p>
<p>Discussion:</p>	<p>Tuesday 17th October 2023 at 6pm</p>

Further discussions took place under the Part Two agenda