



**MEETING 5 PART ONE MINUTES  
OF THE LOCAL GOVERNING BODY MEETING  
OF MILL VIEW PRIMARY SCHOOL**

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

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

<b>AGENDA ITEM 2</b>	<b>DECLARATION OF PERSONAL &amp; PECUNIARY/BUSINESS INTEREST (Statutory)</b>
<b>Discussion:</b>	SaW advised that as LR is his daughter, HK, as Vice Chair, would chair agenda item three to avoid any conflict of interest.  No new interests were dedared.

<b>AGENDA ITEM 3</b>	<b>EDUCATIONAL PERFORMANCE</b>
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## **SEND Update**

HK chaired agenda item three and she welcomed LR to the meeting.

## **SEND Support**

Details of the Cheshire local SEND offer were shared with governors. LR also provided governors with an overview of the SEND support at Mill View.

The provision is research-based, quality first teaching with clearly defined interventions such as IDL and Power Maths. There is a strong team of learning coaches. Children are able to take sensory breaks or have a time out if needed. The classroom environment is inclusive and there are visual timetables in the classrooms which are neutral and allows all learners to feel included.

Learning coaches will 'check in' and 'check out' with children by greeting them at the start of the day and will help them prepare for the end of the day. Some children will receive one-to-one support. The inclusion team has been changed to share workload as SEND can overlap with safeguarding. The inclusion team meetings are a good opportunity to have a professional dialogue and reflection on pupil needs.

This year there has been a review of the needs of the children and within the four main areas of SEND, learning coaches are deployed according to their skill set and are able to work with different children across both key stages. As an example, the school has a programme of work on speech and language and learning coach with speech and language training is able to identify children who would benefit from this scheme.

There are lots of SEND friendly displays in the classrooms including lots of manipulatives such as word banks, tablets or computers which helps remove the barriers to learning for some children and creates inclusion in the classroom.

LR advised that she will be visiting Kelsall Primary school to learn more about dual coding – using images and labels to support more vulnerable learners and to help them interact in the classroom.

Mill View has a highly skilled team of learning coaches who have expertise in speech and language, literacy and ELKLAN training that allows support to be given to children where is needed even if that child does not have a formal diagnosis.

## **Maximising the Impact of Teaching Assistants (MITA)**

LR has received MITA training which is a national scheme on maximising the impact of teaching assistants. MITA is a research-based programme based on work from the Education Endowment Foundation (EEF) on the impact of teaching assistants. 30% of the education workforce are teaching assistants and they are the 'mortar in the brickwork' and so it is important to ensure that they are upskilled to have the maximum impact.

The MITA project begins with a survey looking at the learning coaches' skill-sets and it has been helpful for LR to review this so that the training programme can be tailored to meet any identified gaps.

LR delivers the training on a fortnightly basis. She poses a question at the start of the session and learning coaches will be asked to think about how this looks in practice. The sessions also provide learning coaches with a chance to share any successes or concerns and to reflect on the impact they have had on children. Learning coaches are empowered by the process and are encouraged to speak to teachers with the result that teachers are being held more accountable for the children with SEND in the classes.

## **Q: How does the school deal with social, emotional and mental health issues?**

A: Social, emotional and mental health needs is one of the four main areas of SEND. Children are reviewed every term and there is a meeting with parents to provide them with an update.

**Q: Are there any children with social, emotional or mental health needs that do not have an EHCP?**

A: Yes, and this work is being picked up by the learning coaches. There is a similar pathway to the SEND pathway and this will be reviewed by the inclusion team.

**Q: What is the feedback on MITA from teachers?**

A: Information about the programme has been shared with teachers and learning coaches are now more empowered to enter into a dialogue with teachers.

Governors discussed career progression for learning coaches. It was noted that the Department for Education (DfE) will be launching a new teaching apprenticeship and this could be a way of developing a career path for learning coaches.

**Q: What assurance is there from families and children that this is a model that is working?**

A: One of the main reasons for the change in the approach is that some pupils with one-to-one support found the transition to high school difficult. By reframing the support available whereby children will work with different adults they will not become reliant on one person. LR has worked with SENDCOs from a local high school and the new practice at Mill View reflects the provision in high schools. Feedback is anecdotal at this stage but metrics will emerge as the project is developed.

It was also noted that there has been a process to ensure that a child does not immediately stop working with an adult with whom they have had a close bond.

**Q: If lots of staff are working with a child, how do you ensure that everyone has the full picture and nothing is missed?**

A The plans contain information on the support that a child needs and so when the class teachers and parents meet this can be evaluated to ensure the support has been provided. LR will also review the plans termly and there is an annual review process with the local authority, LR and the parents.

**Q: What is the succession plan for experienced learning coaches and how will the skills be built up across all learning coaches?**

A: A lot of the children with additional needs at Mill View need support with their communication and so learning coaches are receiving training in this area. There are a lot of learning coaches that have skills that can be used across the trust. Learning coaches feel valued. The change in the role boosts the profile of the learning coach role and reflects its importance.

**Q: What SEND training do new teachers receive?**

A: Trainee teachers will now cover SEND during their training. The CAT SEND hub shares good practice and there have been discussions on new teachers having the chance to do further training. SEND is a focus at staff meetings. LR has visited a special school who will also visit Mill View to work on zones of regulation. The team is highly skilled and a lot of class teachers have already thought about their practice and are able to talk to LR about what is happening in their classrooms. In addition, there has been a review of the curriculum to define what inclusion looks like in each subject.

**Q: How is information communicated outside of the inclusion team to the whole school?**

A: CPOMS is used so that everyone involved with a particular child can be regularly updated. A message can be sent directly to relevant staff so that they are able to see any discussions that have taken place and any actions required.

Governors thanked LR for her update and she left the meeting.

It was agreed that the SEND link governor visit report to be included on the agenda for the next meeting.

	<p><b>Session Times and Term Dates</b> Term dates are published on the school website. School opens at 8.40 and the register is taken at 8.50. The school day ends at 3.15pm for KS1 children and at 3.20 for KS2 children.</p> <p>Children will have lunchtimes together and this is working much better. Staff appreciate having the same break time and pupil voice highlighted that children were missing playing with children from other year groups. There are also plans to develop more lunchtime opportunities.</p>
	<p><b>ACTIONS</b></p> <p><b>SEND link governor report to be included on the agenda for the next meeting.</b></p>

<b>AGENDA ITEM 4</b>	<b>FINANCE/HR</b>
	<p><b>Business Manager's Report</b></p> <p>HK, as finance link governor, chaired agenda item 4.</p> <p>The business manager's report was circulated in advance of the meeting.</p> <p>KH met with LR and AG prior to the LGB meeting to review the report against the autumn term position. The school will be in deficit at the end of the year but there is a good understanding of what the risks are and how they will be managed. In the wider educational landscape, Mill View is in a good financial position and reserves are looking strong.</p> <p>At the beginning of the year it was forecast that there would be a deficit of £3.5k made up of a larger deficit in the main school budget offset by the kitchen, club and nursery. At the last meeting a number of staffing pressures were identified and the current position as of January that it is projected that there will be a deficit at the end of the year of £3k.</p> <p><b>Main school</b></p> <p>Staffing and supply costs are the main risks in delivering the main school budget. Money remains in the budget for the learning mentor role.</p> <p>The school has received some additional SEND top-up funding which has increased the income and £10k has been received from the trust as a contribution towards the change in management costs.</p> <p>The overall main school deficit has reduced from £47k to a projected £37k.</p> <p><b>Kitchen</b></p> <p>Numbers of children having a school meal are good and the costs of food are on budget. Staffing considerations have meant that the £5k surplus is now projected to be a £4k deficit.</p> <p><b>Miller Club</b></p> <p>The original forecast for the Miller Club was £12k surplus. There has been a 22% increase in the numbers of children attending the club and this has remained consistent over the first time. The projection is that there will now be a £20k surplus in the club at the end of the year. There has been some additional staffing because of the child to adult ratios and it may be necessary to recruit a play worker in the longer term.</p> <p><b>Nursery</b></p> <p>There are two members of maternity leave that need to be covered this year which has reduced the projected surplus from £26k to £17k. The nursery is receiving more income as more places</p>

have been filled. Currently, 88.5% of nursery places are filled which will increase to 95% in the summer term. The only small risk is the admissions process for the nursery. Children are admitted three times per academic year. If there were a lot of summer born children this would mean that the autumn and spring terms would have a lower uptake. This does not seem to be an issue for the next academic year.

### **Reserves**

An accounting adjustment was made across the trust. The impact across the trust was net zero but the impact to Mill View is that £27k has been added to reserves.

### **Grant Analysis**

Information on the grants received by the school were included in the business manager's report and were noted by governors.

### **Capital Funding**

There is £18k of capital funding available to spend this year. It was hoped that the funding could be used for external painting but as this is classed as maintenance work, capital funding cannot be used for this purpose. Governors have approved a new server and LR is looking at the costs of installing LED lighting across the school.

### **Asset Register**

There have been no new additions to the Asset Register.

### **GDPR**

There has been a trust data protection review and no issues were highlighted. LR has also met with JBr and ID and there have been no data breaches in the period.

### **Teachers' Pensions**

Employer costs in relation to teachers' pensions are to increase by 5%. It is anticipated that there will be a grant to cover this for next year. The estimated cost to Mill View from April will be £10k. As there is an ongoing discussion about grant funding this additional cost is not included in the figures presented to governors at this stage.

### **Q: What pensions are in place for support staff?**

A: Support staff are included in the local government pension scheme.

### **Health and Safety**

The school achieved 97% in the external health and safety audit. There are some minor risk assessments to be actioned but the overall report was very positive.

### **Human Resources**

The staffing update including information that four members of staff at Mill View have been appointed as trust subject leaders were included in the report and noted by governors. It was also confirmed that the appointment of a learning mentor has been budgeted for.

### **Approval of expenditure under the Scheme of Delegation**

There were no items of expenditure requiring approval under the Scheme of Delegation.

AGENDA ITEM 5	PART ONE MINUTES OF MEETING – JANUARY 2024
<b>Discussion:</b>	<p>The Part One minutes of the meeting of 14<sup>th</sup> November 2023 were circulated in advance of the meeting and were approved as a true and accurate record.</p> <p>There was a discussion about the governor training log referred to in the minutes and it was agreed that this would be included on the agenda for the March meeting for further discussion.</p>
	<b>RESOLVED: That the Part One Minutes –16<sup>th</sup> February 2024 be approved as a true and accurate record.</b>
	<b>ACTIONS</b>
	<b>Governor training log to be included on the agenda for the next meeting.</b>

AGENDA ITEM 6	REVIEW OUTSTANDING ACTIONS
<b>Discussion:</b>	<p>Governors to complete safeguarding training and to read the updated Keeping Children Safe in Education document. ONGOING</p> <p>SaW to write to staff about the issue of parental communication and to request a meeting with the CEO of the trust.</p> <p>SaW advised that he had met with the CEO to discuss the concerns of staff in relation to electronic communication. This has not been identified as a major issue across the trust but does highlight the importance of schools being able to support their staff. It was agreed that AG would produce a guidance document so that all staff have a rubric to check the process to be followed when a parent/carer communicates with them. This will provide guidance on when staff should respond to emails, how they respond and the support that is available if required. The guidance document will also contain information on the complaints procedure as it is important that if a parent/carer is making a complaint that the formal process is not by-passed.</p> <p><b>Q: There are reports nationwide are finding it difficult to attract people into the teaching profession, does the trust have a retention strategy that can be shared with local governors?</b>  <b>A:</b> It was agreed that DT would speak to the CEO about this.</p> <p>Learning Coach to be invited to a future meeting to provide governors with an overview of their role. It was agreed that the role of learning coaches could be discussed during the local governing body visit on the SQM. COMPLETE</p> <p>Format of outcomes report to be included on the Chairs’ agenda for further discussion. COMPLETE</p> <p>Update on SEND interventions to be included on a future agenda. COMPLETE</p> <p>Further discussion about the compliance document to take place at the Chairs’ meeting. COMPLETE</p>

AGENDA ITEM 7	CHAIR’S ACTIONS
	SaW had not taken any urgent actions on behalf of the local governing body since the previous meeting.

AGENDA ITEM 8	HEAD OF SCHOOL’S ACTIONS
	AG had not taken any urgent actions since the previous meeting.

	<p>It was noted that Mill View is due to be inspected by Ofsted. AG informed governors that staff have been working hard and are ready for the inspection. AG also provided governors with an overview of the process from the initial telephone call from the inspector onwards.</p> <p>Arrangements have been made to release JL, AG, KH and LR on the days of the inspection and it is also expected that Kate Doyle and Steve Ellis will be present at the school. There has been a review of potential questions and key people have been identified to lead in particular areas.</p> <p>Governors discussed the impact of the inspection on staff. It was recognised that regardless of the outcome of the inspection, governors have confidence in the work of the school and its staff. It was agreed that SaW would, on behalf of the LGB, send an email to all staff reiterating the confidence that governors have in the work they are doing.</p>
	<p><b>ACTIONS</b></p> <p><b>SaW to send email to staff re Ofsted inspection</b></p>

<b>AGENDA ITEM 9</b>	<b>COMPLIANCE AND SAFEGUARDING</b>
<p><b>Discussion:</b></p>	<p><b>Safeguarding</b></p> <p><b>Online Safety</b></p> <p>Online safety is delivered through the RHSE and computing curricula and includes lessons on internet safety which includes taking part in internet safety day.</p> <p><b>Road Safety</b></p> <p>Junior safety officers are in post and the school also offers additional activities such as taking part in the Bikeability programme.</p> <p><b>Pupil Survey Results</b></p> <p>The pupil survey results were shared at the meeting and were based on the Ofsted questions. In order to ensure that children felt comfortable in giving their true answers, the children were asked to close their eyes so that they were not able to see anyone else's responses. The children had a better sense of why they were being asked questions and the results were very positive. It is important that the children's answers were not anonymous so that if any child said they did not feel safe this could be followed up by AG or KH for further discussion with the individual.</p> <p><b>Q: What is the response to children who disagree?</b>  A: AG has spoken to the children to let them know that she can help them if there is anything worrying them. Generally, when it has been followed up, there is no concern, some children just like being at home.</p> <p>It was noted that it was very positive that 90% of disadvantaged children take part in after school clubs as compared to 75% of non-disadvantaged children.</p> <p><b>Q: Is there a reason why disadvantaged children are more engaged with the after-school clubs?</b>  A: There has been more engagement with that cohort and more direct communication with families and there has been a greater offer such as before school clubs.</p> <p><b>Q: Are there any trends across years?</b>  A: No, the responses are standard across the year.</p> <p><b>Q: Can the results be compared across the trust?</b>  A: No as each school can use their own questions to obtain pupil voice.</p>

<b>AGENDA ITEM 10</b>	<b>GOVERNANCE</b>
<b>Discussion</b>	<p><b>Governor Visits</b></p> <p>The dates for the termly LGB visits were agreed as:</p> <p>Wednesday 6th March 2024 (SQM focus) 9am – 10am</p> <p>Friday 3rd May 2024 (Oracy Project focus) 9am – 10am</p> <p>Friday 28th June 2024 – (PE/Sports Premium focus) 9am – 10am</p> <p><b>Governor Training</b></p> <p>JB attended the Cheshire West Governance Association conference on 'Why diversity is important' and included a talk from a headteacher of a school in London who talked about her pupil population and JB had shared some insights with KH.</p> <p>One of the key recommendations was the importance of considering where governor vacancies are advertised eg churches, to attract the widest number of people possible. JB also suggested that it would be beneficial to consider the neurodiversity of the LGB when recruiting new governors.</p> <p>During the conference there was a discussion about how to increase board engagement and it was suggested that Mill View may want to share some of its good practice. It was noted that governors from new schools joining the trust have an open invitation to attend a Mill View LFB meeting.</p> <p>SaW advised that JBr will be leaving his role as a governor either at the end of the academic year or after Ofsted. This will provide an opportunity for a governor to take on the assessment and pupil premium link governor roles.</p> <p>KH left the meeting.</p>

<b>AGENDA ITEM 11</b>	<b>DATE OF NEXT MEETING</b>
<b>Discussion:</b>	<b>Tuesday 19<sup>th</sup> March 2024 at 6pm</b>

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