



**MEETING 6 PART ONE MINUTES
OF THE LOCAL GOVERNING BODY MEETING
OF MILL VIEW PRIMARY SCHOOL**

Date	Tuesday 19th March 2024 at 6pm
Venue:	Classroom

In Attendance	
Jon Lenton (JL) Hailey Kelso (HK) Ali Gibbons (AG) Jane Beston (JB) James Brown (JBr) Louise Thomas (LT) Jo Shepherd (JS) Iain Dalgarno (ID)	Executive Headteacher Co-opted Governor/Vice Chair/Finance Head of School/Staff Governor Co-opted Governor/ Co-opted Governor/Assessment governor/PPG/LAC Parent Governor/SEND Parent Governor/Safeguarding Parent Governor/GDPR
Apologies: Stephen Webb (SaW) Jo Shepherd (JS) Harry Morris (HM)	Co-opted Governor/Chair/Health and Safety Parent Governor/Safeguarding Staff Governor/Training
Absent: Cesar Mendoza (CM)	Co-opted Governor/PHSE
Also in Attendance:	
Jess Thomson (JT) Debbie Tomkinson (DT)	English Lead Governance Director

The meeting met its quorum

AGENDA ITEM 1	WELCOME, APOLOGIES FOR ABSENCE (Statutory) AND CONFIRMATION WHETHER MEETING IS QUORATE
Discussion:	The apologies of SaW and JS were accepted. HL chaired the meeting in SaW's absence.

AGENDA ITEM 2	DECLARATION OF PERSONAL & PECUNIARY/BUSINESS INTEREST (Statutory)
Discussion:	There were no conflicts of interest in relation to any of the agenda items. No new interests were declared.

AGENDA ITEM 3	EDUCATIONAL PERFORMANCE
	Looked After Children AG provided governors with a verbal update on Looked After Children (LAC). There are no official LAC but there are a number of children who have been adopted from care. As there are now fewer LAC there is now more room for the school to accept more looked-after children in school

Q: Is the lower number of LAC at Mill View because more schools are now trauma informed?

A: The Virtual School was very supportive and schools are much more aware and as an example, most schools are represented during meetings with the virtual school.

Q: The trade unions are predicting a reduction in birth rate - what will the intake for next year be?

A: Reception will be full next year but this could be different in future years as it is predicted that birth rates will fall.

Teaching and Learning

Jess Thomson and Harry Morris (English Leads) were in attendance to provide an update on SQM Project 2 'Whole School Oracy'.

Oracy is the ability to articulate ideas and to develop understanding. It is a powerful tool for learning and empowering children to help them find their voice so they are able to better understand themselves and the world around them. It is important as it oracy can improve academic outcomes, increase confidence and wellbeing. Spoken language skills are one of the strongest predictors of children's future life chances.

A focus on oracy is especially important for disadvantaged children who can get left behind in spoken language. Disadvantaged children are a priority in the SQM as the gap between disadvantaged and non-disadvantaged children widens as children move through schools. On leaving school, young people are less likely to find employment and suffer mental health difficulties if oracy skills are not developed.

Oracy is valued across the school but it was recognised that it was not being taught explicitly and that there was scope to improve oracy teaching after it was observed that some children were having difficulty talking about activities they had taken part in during the summer.

Oracy Framework

The school uses Voice 21 resources which have helped lay the foundations for oracy teaching.

This year there will be a focus on the cognitive strand, the structure and organisation of talking and how children can build on what other children have said and can give reasons for their views. Voice 21 is progressive from the early years through to Y6.

JB joined the meeting.

Staff have been provided with training on 'talk tactics' and each child in the class will be given a role within their group. Previously it was not explicit that all children have a role to play. All teachers have been given an activity for their teams so that they can introduce them to children after Easter. This provides a structure so that there is high-quality talking in a classroom.

HM and JT have visited the XP school in Doncaster and the next step will be to enhance oracy through XP projects. This has provided useful baseline information which can be used to see if children express themselves differently next year. They have also met with the Literacy Counts team to discuss a showcase in which children will be involved.

It is important that staff recognise the individual starting points of children. Some neuro-diverse children can find it difficult to speak and they will not be required to deliver a project but will develop their oracy skills in a way that they are comfortable with.

Q: What has prompted the focus on oracy?

A: Through observations about peer or peer and adult to children conversations, discussions with teachers and feedback from children

	<p>Q: Is this an external requirement? A: No, but Educational Endowment Foundation (EEF) research has shown that oracy skills can have a positive impact on social mobility. There are also some children who, on entry to school, are significantly below expected levels and a focus on oracy can help to address this.</p> <p>Q: Are there any disadvantages? A: The number of safeguarding issues has increased but this is positive as children are more empowered to speak up and that is one of the most powerful things about the project.</p> <p>Q: Will this be included in plans for children with special educational needs (SEND)? A: This will be reviewed when writing SEND paperwork and children will be given bespoke targets.</p> <p>Q: What about children with no additional needs or disadvantage but who have difficulty with oracy? A: Support will be provided through quality first teaching and if any additional support or intervention is required, the same process will be followed as for other subjects.</p> <p>Q: How will this be communicated to parents? A: It will be discussed at parents' evenings or families may be invited in to talk about the support that is being given.</p> <p>Q: Will children self-assess themselves? A: This is something to consider for the future.</p> <p>Governors all thought that it was very positive that children will be receiving lessons on oracy during their primary education. It is also important that children are able to recognise the skills that neuro-diverse children have and children have discussed the 'superpowers' of neurodiversity in lessons.</p> <p>Governors thanked HM and JT for their presentation and they left the meeting.</p>
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AGENDA ITEM 4	PART ONE MINUTES OF MEETING –FEBRUARY 2024
Discussion:	The Part One minutes of the meeting of Tuesday 6th February 2024 were circulated in advance of the meeting and approved as a true and accurate record.
	RESOLVED: That the Part One Minutes – 6th February 2024 be accepted as a true and accurate record.

AGENDA ITEM 5	REVIEW OUTSTANDING ACTIONS
Discussion:	SEND link governor report to be included on the agenda for the next meeting. COMPLETE Governors to confirm they have read the latest Keeping Children Safe in Education guidance. ONGOING SaW to send email to staff re Ofsted inspection. SaW will send the letter to staff when there has been notification that the inspection is due to take place. Not Due.

AGENDA ITEM 6	CHAIR'S ACTION
Discussion:	The Chair had not taken any urgent actions on behalf of the local governing body (LGB) since the previous meeting.

AGENDA ITEM 7	HEAD OF SCHOOL'S ACTION
Discussion:	AG had not taken any urgent actions of the LGB since the previous meeting.

AGENDA ITEM 8	VISION AND STRATEGY
	<p>SQM Projects</p> <p>AG provided governor with an update on the SQM projects.</p> <p>Project 1 – oracy is 30% complete with the majority of actions to be completed in the summer term.</p> <p>Project 2 – Learning Without Limits is 60% complete. The main focus for this year is expeditionary learning. There has been staff training on backwards planning and project narratives and Y1, Y2 and Y6 children have delivered their projects. It is likely that the class projects will be spread throughout the year next year as it will be more efficient and beneficial for staff workload.</p> <p>Project 3 – book study approach to monitoring. This project starts by speaking to children and then speaking to children with their books which provides for a more triangulated approach. This project is in the early stages. It is 25% complete and it is expected that there will be further progress in the summer term with a view to it being fully in place next year.</p> <p>Project 4 – formative assessment and tracking systems. This project is 85% complete. Staff are using Fischer Family Trust (FFT) to effectively set targets and the data is also used in pupil progress meetings. The school will continue to run both FFT and Insight next year. This will not create any extra workload for staff as senior leaders will move the data from Insight to FFT.</p> <p>Q: Is the trust happy for Mill View to continue to use Insight? A: The trust has stated that all schools must input some data into FFT and it is beneficial to have the two systems as FFT is very useful for target setting.</p> <p>Project 5 – MITA (Maximising the Impact of Teaching Assistants) project is 65% complete and it is expected to be fully complete by the end of the summer term.</p> <p>Project 6 – Learning Coach model is 90% complete. Teaching assistants are now learning coaches and teams are being put in place to support children. This project is now being reviewed and fine-tuned for September.</p> <p>Project 7 – the personal development strategy is complete and has been published on the school website.</p> <p>Project 8 – additional outdoor area is 50% complete. Staff are visiting other trust schools who have a good lunchtime provision. It is planned that money donated in memory of Fliss Hughes will be used to create a trail around the field with activities for children, linked to Fliss, such as fitness challenges which will give the area more purpose.</p> <p>Project 9 – engagement and scaffolding for children with SEND. This is 25% complete and there is a focus on dual coding for all children to make the school environment more accessible.</p> <p>Project 10 – refining leadership and school business management structures is complete.</p> <p>Project 11 – use of SQM methodology for middle leaders has been blocked. The plan is for middle leaders to transfer their action planning onto the SQM model. All subject leaders already have very strong resources for the subjects and have spent considerable time creating subject folders and so a decision has been made not to ask subject leaders to learn a new system at this stage. There will be further consideration as to whether this will be a useful project in the future.</p> <p>Project 12 – EYFS curriculum. This project is 70% complete and the EYFS lead has worked alongside all subject leaders and has developed milestones for Little Wrens. Governors will receive an update on the EYFS curriculum at the next meeting.</p>

	<p>ACTIONS</p> <p>EYFS update to be included on the agenda for the next meeting</p>
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AGENDA ITEM 9	HR/ FINANCIAL PERFORMANCE
	<p>Staff Training</p> <p>AG provided governors with a Head of School to provide a verbal update on staff training.</p> <p>Two members of staff have received Elkan training which is a high level of speech and language training which provides them with a broader knowledge based.</p> <p>JT and HM visited the XP school in Doncaster.</p> <p>GDPR</p> <p>A GDPR link governor visit has taken place at the start of the academic year.</p> <p>To approve expenditure under the Scheme of Delegation</p> <p>Governors were asked to consider quotes for LED lighting as part of the long-term plan for all areas of the school to have LED lighting. £10k has been budgeted for this work. Three quotes have been received – one for £8970, one for £11388 and one for £10219. It was proposed that the quote for £10219 be accepted. Although this is not the cheapest quote, it is a quote from Eric Charlesworth who undertake all of the maintenance work for the school and this would provide greater accountability in the event of any problems. In addition, feedback from other schools about the other companies has not been positive.</p> <p>If approved, LED lighting can be installed in the hall during the Easter holidays with the remaining lighting across the school replaced during the May half-term.</p> <p>It was confirmed that HK and SaW had seen the paperwork relating to the quotes.</p> <p>Q: Is there any scope for the quote to be reduced to £10k in line with the budget? A: This would be unlikely and when comparing the quotes like for like, the other companies were not replacing as many units. It is also estimated that once LED lighting is installed, £4k will be saved in energy bills.</p> <p>Governors approved the proposal to appoint Eric Charlesworth to replace LED lighting across the school.</p>
	<p>RESOLVED: Governors approved the proposal to appoint Eric Charlesworth to replace LED lighting across the school.</p>

AGENDA ITEM 10	COMPLIANCE AND SAFEGUARDING
<p>Discussion:</p>	<p>LGB Compliance Document</p> <p>The LGB Compliance Document was circulated in advance of the meeting. A governor observed that staffing costs may be 'red' from April as a result of pension increases. Staffing costs as a percentage of the total budget will increase even though this may be offset by a government grant.</p> <p>The LGB Compliance document was approved by governors.</p> <p>Risk Assessment and Mitigation Plan (RAMP)</p>

	<p>There have been no significant changes to the RAMP which was received and noted by governors.</p> <p>Attendance Update</p> <p>Governors received the FFT pupil attendance report. Overall attendance for all pupils is 95.9%. At the time of the report, the numbers of children who are persistently absent had reduced to 7.7%. At the time of the meeting, persistent absence had increased to 9% but there are contextual reasons for this. Persistent absenteeism nationally is 17%.</p> <p>There are contextual reasons why the attendance for children entitled to free school meals is lower in Y3 and Y6. There are case studies in place to explain why this is the case. The small numbers of children entitled to free school meals will impact the data but the Attendance Policy is being followed.</p> <p>There have been a number of illnesses across the school and, post-Covid, parents are more willing to keep their children off school. Attendance is very well managed at Mill View and there is work taking place across the trust on attendance. There are no children who are significantly persistently absent.</p> <p>Q: Is there any tracking on unauthorised absences because, of for example, holidays and absence due to illness?</p> <p>A: Leaders are able to view granular information about this. All illness will be deemed to be an authorised illness except in cases where the absence follows a pattern.</p> <p>Children with Additional Health Needs</p> <p>Update on children with additional health needs to be included on the agenda for the next meeting.</p> <p>Policies</p> <p>Local governors were asked to provide feedback to the trust on proposed changes to the CAT Reserves Policy and the new CAT Investment Policy.</p> <p>Q: Is there cashflow forecasting for the school?</p> <p>A: The reserves are reviewed and if they are under the required limit there will be an action to address this and if there are any changes on a day-to-day basis, governors will be advised of this.</p> <p>Head of School Update</p> <p>Head of School advised there had been no complaints. If parents or carers do have any concerns, staff will listen to the issues and will work with families to try and come to a solution,</p> <p>There have been no suspensions or permanent exclusions.</p> <p>RESOLVED: That the spring term LGB compliance document be approved by governors.</p>
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AGENDA ITEM 11	GOVERNANCE
Discussion	<p>Governor Visits</p> <p>The SEND link governor visit report was included with the papers for the meeting. The meeting was a follow-up from the previous visit and there was a discussion about monitoring pupil</p>

	<p>progress and how comparable the data at Mill View is against national. There is no national data as SEND is different for every child but this is something that may be considered across the trust.</p> <p>Chairs Meeting</p> <p>Governors received an update on the discussions that had taken place at the termly Chairs meeting, including trust strategies. Governors were also informed of a proposal to introduce thematic governance hubs in key areas such as SEND and safeguarding where link governors and trustees would meet to receive trust and national updates and to share good practice.</p> <p>The time and commitment given by governance volunteers is recognised by the trust and there has been a review of the LGB planner and an alternative version has been created based on seven meetings per academic year. LGBs can decide if to adopt the new model or to continue with the existing nine-meeting model. Further discussions on this to take place at the next meeting.</p>
	<p>ACTIONS</p> <p>LGB annual planner and meeting structure to be included on the agenda for the next meeting.</p>

AGENDA ITEM 12	DATE OF NEXT MEETING
Discussion:	Tuesday 14th May 2024 at 6pm

Further discussions took place under the Part Two agenda