



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

Date	Tuesday 9th February 2021 at 6pm
Venue:	Virtual Meeting via Teams

Attending (Governors):	
Stephen Webb (SAW) - Chair Kate Doyle (KD) Laura Edwards (LE) Vice Chair Ali Gibbons (AG) Sam Glendenning (SG) Joanna Disley (JD) Hailey Kelso (HK) Jane Beston (JB) Denise Noble (DN) James Brown (JBr) Anuska Dostalova (AD)	Co-opted Governor Principal Co-opted Governor Staff Governor Staff Governor Parent Governor Parent Governor Parent Governor Co-opted Governor Co-opted Governor Parent Governor
Also in Attendance:	
Claire Callaghan (CC) Laura Robinson (LR) in part Debbie Tomkinson	Business Manager SENDCo Clerk

AGENDA ITEM 1	WELCOME, APOLOGIES FOR ABSENCE (Statutory) AND CONFIRMATION WHETHER MEETING IS QUORATE
Discussion:	SaW welcomed all to the meeting. There were no apologies.

AGENDA ITEM 2	DECLARATION OF PERSONAL AND PECUNIARY/BUSINESS INTEREST (Statutory)
Discussion:	SaW declared that LR is his daughter. Governors noted the interest and confirmed they did not have any objection to him chairing the meeting. There were no other declarations of interest in relation to any of the agenda items. No new interests were declared.

AGENDA ITEM 3	PART ONE MINUTES OF MEETING 4 – JANUARY 2021
Discussion:	The Part One Minutes of Meeting 4 were circulated in advance of the meeting and were accepted as a true and accurate record. All agreed.
DECISION	RESOLVED: That the Part One Minutes of Meeting 4 January 2021 be accepted as a true and accurate record. All agreed.

AGENDA ITEM 4	REVIEW OUTSTANDING ACTIONS
Discussion:	HK to review Asset Register ONGOING KD to circulate results of parent survey COMPLETE

	<p>Outcomes data to be included on the next agenda COMPLETE</p> <p>Nursery Update to be included on the next agenda COMPLETE</p> <p>Governors to provide clerk with pen portraits for inclusion on the school website. ONGOING</p> <p>Policies to be included on the next agenda. COMPLETE</p>
--	--

AGENDA ITEM 5	WELLBEING UPDATE
	<p>KD provided a verbal update.</p> <p>Staff are more settled and remote learning is going well. There have been discussions on how to enhance the remote learning offer and there is a desire to continually improve the home learning provision. This has energised staff to challenge themselves and try out new things. They are tired but the general mood is positive. There have been a number of initiatives to help staff well-being and to bring the team together such as being involved in the winter run for cancer which raised £3k.</p> <p>The Trust well-being survey has been re-circulated to staff.</p> <p>Staff will talk to families not in school on a weekly basis. Families are accepting of the situation and individualised support is provided where possible. There have been some changes to the general offer and there has been positive feedback about these changes. The amount of work set on the daily timetable has been reduced and this has also been received positively, particularly from families of KS2 children.</p> <p>A well-being survey will be sent to children and there will be a further review of their well-being when all children return to school.</p> <p>Staff have provided a number of different activities in conjunction with mental health week. Every day will start with a motivational starter which has been beneficial for a number of children.</p> <p>Q: Has there been any official announcement about summer catch-up plans? A: There has not been any official announcement.</p> <p>Q: Has there been any response to the governors' request that staff provide information on any actions that could be taken to support their wellbeing? A: KD has asked if there was any specific support that could be provided. Some items such as fleeces or glasses to help with screen-time have been purchased for staff.</p> <p>Q: Have the numbers of children in school increased? A: There have been more requests. There are a total of 42% of the school population in school across the week but no more than 32% on any one day.</p> <p>SE reported to governors that KD and AG are managing the situation very well. Every day is difficult but leaders have done a great job with their team.</p>

AGENDA ITEM 6	HR/FINANCIAL PERFORMANCE
Discussion	<p>The Business Manager's Report was circulated in advance of the meeting and CC provided an overview of its contents.</p> <p>The three-year forecast looks healthy with a cumulative surplus of 175k over three years. It is not anticipated that all of this surplus will be available at the end of the three years but this demonstrates there are funds available for the nursery.</p>

There had been an assumption when the budgets were originally set that the school would be open for the whole year. The new figures are based on an assumption that schools will not fully re-open until the summer term.

It has been suggested that schools may re-open on 8th March and this will not make significant differences to the re-forecast figures for the school or Miller Club but it may be necessary to review the kitchen budget.

The re-forecast for the main school shows a surplus of £58k at the end of the year. School has received less income but savings have been made in indirect staffing costs, staff absence and agency costs. Supplier costs have also been reduced because of the impact of covid. There have also been some additional savings made through better controls and cancellation of unnecessary subscriptions.

When budgets for the Miller Club and Kitchen are included in the figures the end of year surplus is £44k.

Income from the kitchen has been reduced. Approximately 10 school meals per week are currently being paid for. Spending has also been reduced and some additional savings have been made through the furlough scheme. It is anticipated the kitchen will have a surplus at the end of the year. The re-forecast is based on an assumption that staff can be furloughed until April with the numbers of children paying for meals returning to normal in the summer term. If this changes and schools re-open earlier, the surplus will decrease.

Income for the Miller Club has reduced considerably and even with savings made through the furlough scheme it is likely there will be a £17k deficit at the end of the year.

All accumulated funds plus this year's DFC allocation have been spent. The Early Years area has been completed and two new printers have been purchased resulting in a £200 overspend.

CC provided an update on the financial impact of covid-19. School has accessed as much financial support as possible. There was a miscalculation of the catch-up grant and the school will receive £4k more than originally reported. School has used the furlough scheme – all staff continue to be paid 100% of their salaries.

There have been additional costs for cleaning supplies and technology. There have been substantial costs in enabling staff to work remotely and all additional costs are being closely monitored.

Asset Register

CC advised that she would meet with HK in the summer term to review the asset register.

GDPR

There has been one non-reportable data breach. New staff have all received training refresher training will be completed by the end of the current term.

Audit

The audit reports were circulated in advance of the meeting. The next internal audit will take place in May and will be available for governors to view in June.

Funding numbers for next year are due to be confirmed at end of February. Once these have been received, work will take place on budget setting for the next year.

HK reported that she had met with KD and CC. It was her view that they have done an excellent job in making savings with no impact on the children. They are also considering strategies on how to best use the surplus.

Q: Were some savings made due to two staff retiring?

A: The retired staff have not been replaced because of practical rather than financial reasons. KD wanted the recruitment to take place in more 'normal' circumstances but the staff are needed and so will be replaced.

Q: Will the revenue reserves be used for the nursery?

A: The building can be purchased from the reserves from last year. If governors agree that a better building should be built, some of the surplus from this year will be used for this purpose. There have been discussions about this and it was suggested that it would be beneficial to spend some additional money to have a better building.

SE confirmed that he agreed that if the school had the money to make the building special that he would support using the additional funding for this purpose.

There needs to be consideration of the financial viability of the nursery project and this is being reviewed by HK and CC.

Governors thanked CC for her report.

Nursery update

AG provided an update on the proposal to create a nursery at the school.

Analysis of the numbers has shown that over seven years, children have joined the school from 36 different early years settings and in the last three years, children have attended from between 14-18 different settings. There are no stable patterns of children in local nurseries.

Governors had previously discussed extending the age-range to 2-11. Advice from the local authority (LA) was that the school would have to provide education for any children within that age range if requested. This would have a financial impact on the school and governors agreed that it would not be feasible for the school to offer 2-11 education.

A fast-track application will be made to the Regional Schools Commissioner (RSC) for an age-range change.

The consultation has closed and all relevant parties have been given the opportunity to feedback. There were some questions around parking but there are no changes from the previous application which was approved. There has been one formal objection from a local school who have said that the nursery would dramatically impact them. AG has analysed the data and only four children from that nursery have gone on to Mill View in the last three years and so the opening of the nursery at Mill View would not have a significant impact on the other school. This information can be included with the application to the RSC.

The Early Years Commissioner has stated that there are already 25 spare nursery places in the area and that there is no need for a new nursery. Research undertaken by the school suggests that there would be no issue in filling spaces. Local nurseries have long waiting lists, the reputation of the school is high with a high number of first choice applications and there are regular calls from parents asking if the school has a nursery.

The aim will be to make the nursery a centre of excellence. It will offer wraparound care which is not available in all nurseries and is not available in any school-based nurseries.

Flintshire Crane Hire will be used for planning permission. The cost of is £500. There has been difficulty obtaining quotes as companies do not seem to be engaging. The building will be positioned at the end of the staff car-park and will be steel, rectangular building with a reception area which is important from a security perspective. It will be a six bay building which can house 26 3-4 year olds. It would be possible for there to be mixed-age groups and still have the required space. The building will include two small toilets, one disabled access toilet and adult and child sinks. The bay format will give flexibility to grow.

	<p>Planning permission will taken between 10-12 weeks and if there are no objections, Flintshire Crane Hire will provide site plans and a design and access statement.</p> <p>Welsh Water will provide a full sewer trace.</p> <p>Post-meeting addendum: It was confirmed that the school is continuing to source other quotes and no agreement will be entered into until this process has been completed.</p> <p>Q: The Firs school is planning an extension, will this have an impact? A: Planners will not look at issues of sufficiency which is the RSC’s remit. Governors do need to consider if this would be a risk but it is not considered that this would be a risk.</p> <p>Flintshire Crane Hire will be able to provide an estimate of costs following their next site visits. An additional 6% should be built into the costs as a contingency because of potential changes resulting from Brexit. It is hoped that the school will be able to provide a financial and risk analysis for governors’ consideration at the March meeting.</p> <p>The school has the ability to model a whole range of financial scenarios but if the nursery had 26 children staffed by an M6 teacher with one full-time teaching assistant and a cleaner for during the lunch hour it is anticipated that this would create a surplus of £18k which would be re-invested into staffing or the nursery.</p> <p>Approval of expenditure under the Scheme of Delegation</p> <p>There was no expenditure requiring approval under the Scheme of Delegation.</p>
	<p>ACTIONS</p> <p>Nursery Update to include financial and risk analysis to be included on the next agenda.</p>

AGENDA ITEM 7	SCHOOL DEVELOPMENT PLAN AND SELF EVALUATION FORM
	<p>School Development Plan and Self Evaluation Form</p> <p>It was agreed that KD will provide more information on a specific area of the three-year plan at each LGB meeting.</p> <p>KD and SE have worked on the self-evaluation form and SE’s Record of Visit was circulated as part of the papers for the meeting.</p> <p>It was acknowledged that some of the detail of the plan may need to be changed following children’s return to school.</p> <p>There are six strategic objectives – academic progress, personal development, quality of education, financial health, healthy hearts and minds and leadership and governance.</p> <p>It is important the children make academic progress and everything is in place to enable children to do this. Assessment systems have been set-up so that there are no gaps around learning.</p> <p>Personal development is about inspiring children and making them want to learn and there is a focus on resilience and perseverance. It is important that children have an understanding of differing beliefs and that there can be open and honest discussions with children and that school</p>

	<p>is a place where everyone can talk freely about other people’s qualities. Bullying and discrimination is rare in school.</p> <p>Quality of education – there are assessment systems in place across the curriculum so that teachers know how children are learning. KD would like some subjects to become paperless and there are already subjects where children do not write on paper. The school is in a good position to achieve this.</p> <p>It is hoped that progress measures will be above 0 for all learners with attainment at least in line with national averages. This includes ensuring that assessment tracking and support systems are used by all staff so that planning and monitoring of appropriate interventions can take place so that any gaps can be identified and addressed.</p> <p>Staff are working on ensuring the curriculum is fit for purpose and that it meets the needs of children.</p> <p>It is important that families understand the assessment policy and why testing is undertaken at the school.</p> <p>Financial health – it is important that the school remains in surplus and is as efficient as possible and that funds are used sensibly for the benefit of children. This includes ensuring that pupil premium money is spent appropriately had has any impact on children. School needs to be able to respond to funding changes appropriately and the new Business Manager role is vital to be able to achieve this.</p> <p>Hearts and minds is about creating a positive culture in the school. Work has begun on this such as active citizens. Leaders are always mindful of staff workload and a lot of work has taken place in collaboration with other schools. An example of this is that marking has been reduced but any measures are never to the detriment of learning or assessment of the children. Leaders will encourage the professional growth of all staff for the benefit of education as a whole.</p> <p>Leadership and Governance – there needs to be a clear strategy for the school so that everyone knows what the school stands for and KD will be working on reviewing the vision and strategy so that all decisions that are made are in line with the vision.</p> <p>Q: Which subjects will be going paperless? A: Staff are thinking creatively about which subjects could be paperless but some of the subjects could include science, music, RE and French.</p> <p>Q: Do progress measures above 0 mean children are at the expected level? A: This means that children are at the level they were expected to be at the end of KS2.</p> <p>Three year plans to be included on the next agenda.</p>
	<p>ACTIONS</p> <p>SDP and three year plans to be included on the next agenda.</p>

AGENDA ITEM 8	EDUCATIONAL PERFORMANCE
Discussion	<p>Pupil Progress and Attainment</p> <p>AG’s report on pupil progress and attainment was circulated in advance of the meeting and provided a verbal update on the main points of note.</p> <p>EYFS</p>

Five priority areas have been reviewed following the baseline assessment and acceleration has happened for all five priorities. Listening and attention is one of the key priorities and once children are focused the learning accelerates.

Disadvantaged Pupils

One child is making accelerated progress from their starting point. There is still a big gender gap. All of the boys are making good progress but there are a number of boys with very low starting points. In addition, when measures are put in place to accelerate boys learning, the girls also accelerate their learning.

Impact of Covid

The biggest impact from the first lockdown was in maths which was addressed through quality first teaching and interventions. Children have progressed in their maths and the data is now more in line with reading.

When children return from the current lockdown, further assessments will take place to see if there are any gaps.

Y3 children are making good progress.

Y4 – there has been a drop in the number of children working at greater depth in maths. There is one child 'working below' and staff know the circumstances for this child.

Y6 – there is a significant need in that cohort with a particular weakness in maths and staff are focusing on addressing this need.

Phonics test - 83.4% of children passed the phonics test which is higher than the national average of 82%. This is also a 9.7% increase from previous year.

Catch-Up

Maths is a focus for catch-up in the spring term and writing will be a focus for the summer term. It has not been possible to moderate teacher assessments in writing and there will need to be a moderation of the Y1 writing data. Every cohort has made progress in writing but this is lower than the progress in reading and maths. Writing was the subject that many children may not have done a lot of during the first lockdown and this may be one of the areas that is impacted by the current lockdown.

It was also highlighted that writing data is always low at the start of the year and it is very unlikely that any child will be above the expected level at the beginning of the year.

The current data for writing is:

Y1 – 60% at or above although it was acknowledged that this may need to be reviewed.

Y2 – 30% working at or above.

Y3 43% working at or above.

Y4 24% working at or above. This has increased from 3% after the first lockdown. This is a cohort that struggles with writing.

Y5 23% working at or above.

Y6 28% working at or above. There will be some children who are working at greater depth but this will be lower than normally expected.

The progress that has been made by children in one term is impressive and is indicative of good teaching and strategy.

Governors acknowledged that difficult circumstances that schools had been operating in and recognised that the progress that has been made is very good.

Q: How will children be assessed at the end of the year?

A: Children will complete Star tests. It is not clear how data will be measured nationally as there will be no statutory data and this will be to the detriment of Mill View who would have had a good set of results had SATS taken place.

Q: Are the standards in Autumn 2 back to pre-covid standards?

A: Yes, with the exception of a small number of children, all have caught up.

It was agreed that KD would share the outcomes data from last year as a comparison with current data.

Governors thanked AG for her report.

Teaching and Learning – Special Educational Needs and Disabilities (SEND)

LR was in attendance to provide an update on her work as SENDCO.

LR reported that she has streamlined the SEND process but due to the current situation it has not been possible to roll this out in school. The purpose of the changes is to make the process more streamlined for teachers and families and to ensure a more child-focused approach.

LR surveyed parents of children with SEND and overall parents had a good understanding of what all of the paperwork was required for. Many knew about the targets and were clear on interventions and how to support their child with their learning. Many families found the process to get support tricky.

Following on from the survey, LR spoke to SENDCOs across the Trust and the new system is based on the Cheshire East model and is in line with the Code of Practice.

The starting point will be to identify the level of need. If a child is below in reading, writing and maths they will be 'on watch' and LR will be aware that these children may need some additional support. Children will be supported through quality first teaching and the teacher will also be aware of the potential needs of the child. Children can be taken off 'on watch' if they make accelerated progress.

The next stage of need will be 'first concerns' to determine if a child's needs can be supported through quality first teaching or if further guidance is required. A child may also be on this programme if they are receiving some additional support such as speech and language therapy or other in-school support. Recording a child on the first concerns document enables staff to be aware of the need. This document will also include next steps that should be followed.

There are a number of children with IEPs and staff will be asked to review the current plans to determine if the children need to be on them. An IEP is for children on Wave Three SEN support and is the document that is used to collect all of the evidence required to make an application for top-up funding.

It is important that the IEP remains child-centred and it will include a section for pupil voice. Funding is based on the specific need and so staff need to understand the need and set appropriate targets. The new document will allow this to be monitored much more closely. Documents are not onerous for staff to complete and are reviewed termly.

Teachers in each year group will be asked to complete a form to identify those children 'on watch' 'first concerns' or 'SEN support' which LR will review and plan with them. The plan can then be reviewed at the end of each term.

Q: How much of a change is the new system?

A: It has been significant. Staff were previously asked to fill out a one-page profile but this is not as coherent as the proposed documents. One of the issues with the existing paperwork is that they did not allow for evaluation of targets. The changes will not be significant in terms of workload but will be more meaningful.

	<p>Q: Is the paperwork compatible with the SEND Hub A: Yes, it can be transferred in the event that a funding application needs to be made. All records are on CPOMS and so it will be possible to see the journey that a child has made.</p> <p>The emphasis on early intervention and quality first teaching was recognised by governors and they appreciated the fact that LR had reviewed the entire system for the specific needs of the school. This will mean that no child with additional needs will be missed and they thanked LR for the work she had undertaken.</p> <p>LR left the meeting.</p>
	<p>ACTIONS</p> <p>KD to share outcome data from the last academic year.</p> <p>English update to be included on the agenda for the next meeting.</p>

AGENDA ITEM 9	COMPLIANCE AND SAFEGUARDING
Discussion	<p>Chair's Action</p> <p>The Chair had not taken any urgent decisions on behalf of the LGB.</p> <p>Principal's Action</p> <p>The Principal had not taken any urgent action on behalf of the LGB.</p> <p>Safeguarding Update</p> <p>AG reported that there had been an emphasis on teaching online safety with the children in the last term.</p> <p>Road safety officers are in attendance in school and this will be continued when all children return to school.</p> <p>Policies</p> <p>SE advised that several policies have been circulated for governors to comment on and that he will send all statutory policies to governors for their comments as they come up for renewal. It was suggested that governors may want to consider nominating a few governors who would be responsible for reviewing policies.</p>

AGENDA ITEM 10	GOVERNANCE
Discussion	<p>Chairs' Meeting</p> <p>SaW provided an update following the termly meeting with the Chair of the Trust Board. It was re-assuring to hear positive messages on how covid is being managed across the schools and that good practice is being shared around well-being.</p> <p>SE shared the annual safeguarding report to governors as well as the safeguarding audit report which will cross-reference other relevant policies.</p> <p>There was a discussion about link governor hubs and this is being trialled with meetings arranged</p>

	<p>for safeguarding, pupil premium, GDPR and SEND governors meetings arranged for 3rd March at 6pm via Teams.</p> <p>Governor Visit Reports</p> <p>No link governor visits had been completed since the previous meeting.</p> <p>Governor Training</p> <p>It was noted that the Mill View training programme has shared with other LGBs in the Trust as a template of good practice.</p> <p>SG confirmed that he would complete the staff governor training and would provide feedback to governors.</p>
--	---

AGENDA ITEM 11	ANY OTHER BUSINESS
Discussion:	There were no items of AOB

AGENDA ITEM 12	DATE OF NEXT MEETING
Discussion:	Tuesday 9th March 2021 at 6pm

Further discussions took place under Part Two of the agenda