



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

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

Attending (Governors):	
Stephen Webb (SAW) Kate Doyle (KD) Ali Gibbons (AG) Sam Glendenning (SG) Hailey Kelso (HK) Jane Beston (JB) Denise Noble (DN) James Brown (JBr)	Co-opted Governor/Chair of Governors Principal Staff Governor Staff Governor Parent Governor Parent Governor Co-opted Governor Co-opted Governor
Apologies:	
Anuska Dostalova (AD) Laura Edwards (LE) Joanna Disley (JD)	Parent Governor Co-opted Governor/Vice Chair of Governors Parent Governor
Also in Attendance:	
Jess Thomson (JT) – in part Emma Gaunt (EG) – in part Debbie Tomkinson (DT)	Teacher Teacher Clerk

AGENDA ITEM 1	WELCOME, APOLOGIES FOR ABSENCE (Statutory) AND CONFIRMATION WHETHER MEETING IS QUORATE
Discussion:	SaW welcomed all to the meeting. The apologies of AD and LE were accepted. Teachers JT and EG who were in attendance to provide an update on the English curriculum were also welcomed to the meeting.

AGENDA ITEM 2	DECLARATION OF PERSONAL AND PECUNIARY/BUSINESS INTEREST (Statutory)
Discussion:	AG declared that she had an interest in relation to the Part Two matters and that she would absent herself from the meeting when the relevant item was discussed.

AGENDA ITEM 3	PART ONE MINUTES OF MEETING 5 – FEBRUARY 2021
Discussion:	The Part One Minutes of Meeting Five were circulated in advance and accepted as a true and accurate record. All agreed.
Papers:	RESOLVED: That the Part One Minutes of Meeting 5 January 2021 be accepted as a true and accurate record. All agreed.

AGENDA ITEM 4	REVIEW OUTSTANDING ACTIONS
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Discussion:	<p>HK to review Asset Register. ONGOING</p> <p>Governors to provide clerk with pen portraits for inclusion on the school website. ONGOING</p> <p>Nursery Update to include financial risk and analysis to be included on the next agenda. COMPLETE</p> <p>SDP and Three year plans included in next agenda. COMPLETE</p> <p>KD to share outcome data from the last academic year. Data included on SharePoint for reference. COMPLETE</p>
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AGENDA ITEM 5	WELL-BEING UPDATE
	<p>KD provided a verbal update.</p> <p>The re-opening of school to all pupils has gone well. There has been a positive start to the term and there is a very good atmosphere in school. On their return, children were settled and calm and were happy to see each other.</p> <p>The stamina required for a school day is different to when they were working from home but the children have worked hard and staff are well trained and prepared to deal with the return of the children.</p> <p>Teachers will conduct mini assessments with the children but there is no major concern about where the children are academically as there does not seem to be any significant gaps. Staff will have high expectations for all children but support will be put in place where required.</p> <p>The results of the staff well-being survey were circulated in advance of the meeting. The responses indicated that some staff did feel anxious and this has been discussed by the senior leadership team (SLT). One member of staff who remained anonymous in the survey felt their workload was extreme. The staff member did say they knew who to talk to about any issues.</p> <p>In comparison with the survey completed in October last year, the trends are similar. The results suggest that generally staff are comfortable with the measures in place but it will be important to be aware of those who are more anxious.</p> <p>Governors were of the view that it was positive that all staff knew who to go to if they had any concerns. SaW has seen the data from the schools across the Trust and he confirmed the data at Mill View is comparable with other schools.</p> <p>The survey highlighted that KD's leadership is recognised as strong and the SLT have a personalised approach to staff who have concerns and people feel that they are being treated as individuals.</p> <p>Q: Have the Trust compiled a similar survey for headteachers and members of the SLT? A: Headteachers and SLT responses are included within the main survey. Wellbeing is also on the agendas in discussions with the CEO and ASIAs.</p> <p>Governors noted that it was important to recognise and be aware that some staff may have a delayed reaction to being back in school and it was agreed that well-being should continue to be a high profile agenda item for governors.</p>

AGENDA ITEM 6	EDUCATIONAL PERFORMANCE

School Development Plan and Self Evaluation Form

At each meeting, KD will bring an aspect of the SDP to discuss in further detail at the next meeting.

KD reported that a new consolidated SDP and SEF has been introduced this year which is based on the Ofsted headings. It also includes a plan for the next three years.

Major plans for the future have not yet been made but there is clear direction for the school.

For each of the Ofsted heading there is an action plan that sits underneath the headings.

Quality of Education

The focus will be to identify and close any covid gaps. The data is showing that the school has an effective system in place to do this.

Assessment and tracking will be reviewed to ensure that it is effective and efficient.

A lot of work took place in the last academic year on curriculum monitoring and whilst it is a good model it is not the model that the school wants and so work needs to take place on this.

Digital learning will continue through the next three years and there needs to be consideration on how this can be funded.

Q: How is the covid gap defined?

A: Before the March lockdown, all children were tested and this provided a data set for all children. They were re-tested in September and this enabled identification of any child who had gone backwards. For those children who were working at Greater Depth and are now working at age related expectations (ARE), the provision of quality first teaching should address this. If there are more significant gaps support will be put in place for children. Insight is used to plot where the children are and this showed that they had made excellent progress in the autumn term.

Those children who were working below ARE and are still working at ARE are harder to identify. Some children will need more bespoke interventions to enable them to progress as far as they are able to.

The lack of national data means that the school cannot say that it is outstanding for the quality of education but all of the internal data indicates this is the case.

Behaviour and Attitude

Behaviour and Attitude is Outstanding. Work is taking place on developing playtimes and this will continue over the next three years.

Some children are persistently absent and staff will continue to work with families to address this.

Personal Development

Personal Development will be a big focus for the next two years. A member of staff has been tasked with looking at equality and diversity and ensuring that all children receive a well-rounded education.

Leadership and Management

The main focus will be on managing covid, working on the vision and continuing to build a relatively new team. There is strength within the team and this will be built on over the next three years. This will include making sure that middle leaders have responsibilities and ownership over the subjects and to ensure systems are in place to support staff development.

Early Years

The new Early Years curriculum will be rolled out next year. Discussions are continuing regarding nursery provision and there will be a need to consider the transition between nursery and Reception.

The current Early Years data indicates that children will meet all of the priorities and there will be a focus on ensuring this is the trend and they continue to achieve year-on-year across all areas of learning.

KD confirmed that all of the action plans in the three-year plan are in line with subject leader action plans from middle leaders.

Governors were asked to reflect on the document and any questions to be raised at the next meeting.

Teaching and Learning

JT and EG were in attendance to provide governors with an update on the English curriculum and how they lead the strategic development of their subject.

Writing

The whole school follows the Read to Write curriculum which is based on the statutory writing curriculum for each year group. This provides a consistent approach to writing. Each unit is based on a high quality text which is vocabulary rich and which provides lots of opportunities for writing as well as including spelling, grammar and punctuation.

Each group will have a new text each half-term and children will produce a piece of extended writing in addition to other opportunities for writing. The process starts with children immersing themselves in the text, they will then move to the analyse stage and then to the planning stage where children have the opportunity to collaborate and think about their ideas. After this stage, children will develop their writing in stages before a final piece is written, edited and published. Children are very proud of the work they have produced.

The texts form the basis of year group topics and draw on the wider curriculum.

Moderation takes place across the school to ensure high standards and consistency. Collaboration also takes place with staff across the Trust's schools.

Reading

Steps to Read runs alongside Read to Write and there is a topic approach to reading where children are able to immerse themselves in a topic. Shared reading allows for a whole class approach.

Texts are pitched at a higher level than the children would be able to access independently and this is because it is important to teach reading skills. This includes modelling reading, including modelling fluency, making mistakes and strategies to help if a child is stuck with a text. Children practice reading through collaboration and partner work. Children are in mixed-ability pairs and they are able to talk about the areas that have been modelled by teachers.

One of the benefits of the scheme is that it provides support and high quality planning from other practitioners. Resources are also provided and this provides training for teachers so they know what is expected of the reading curriculum.

Guided reading takes place in smaller groups and is used for interventions to enable identified children to meet their targets.

Phonics

The letters and sounds programme is used for children in Reception to Y2 and it works through six phases. Each class has a daily phonics session and children are assessed regularly to make sure they are on the phase they need to be. Reading books match their ability which enables children to embed the sounds. Children in Y1 take the phonics test and if they do not pass this, they are able to take it again in Y2. Phonics will continue in Y2 where children require targeted interventions.

Spelling

Children use Spelling Shed which teaches spelling patterns so that spelling is not just a memory test. It is a fun programme which tracks progress and engagement and includes all of the national curriculum words. The programme also allows for different abilities.

Handwriting

There is a focus on presentation so children have pride in their work. There is a school wide font and children will regularly practice their handwriting. Teachers will model how to write each letter.

End of year expectations for each year group are now on the website and staff have taken part in a refresher session on expectations to ensure consistency through the school.

Seesaw was used during the lockdown to record children reading at home. It is a good tool to continue using in the school in that it is clear for teachers to see children's fluency levels. It also allows children to record their answers to comprehension tasks verbally for those who may struggle with writing.

Steps have been taken to raise the profile of reading across the school. There are recommended book displays in KS2 which are regularly updated. This gives the children a talking point for books and a place where they can recommend a book. Each class has a reading area which is appealing to children. Class libraries are well organised and children take care of the books. It is important that the school shows an environment where books are valued. The Mystery Book reward is given to any child who reads five times at home and they are rewarded with a mystery book.

A number of activities took place for World Book Day and children can listen to every teacher reading a story.

Governors observed the passion of JT and EG and thanked them for their update.

Q: What happens if some children do not engage with Spelling Shed as much as others?

A: Children are always given a targeted list in a paper form as some children like to have the words displayed around their homes. The spellings are also embedded through the spelling lessons in school. Teachers are aware of children who may not be accessing Spelling Shed.

Q: What has been the most positive surprise from online learning?

A: There was a concern that it would be difficult to build connections with the children but Seesaw brought people together. There was also some concern about starting a new text in January and how to hook the children into the book. Whilst it wasn't the same as being at school, the children engaged with the text and created some fantastic stories.

Q: Writing has been an area of focus in terms of attainment. How long has the Read to Write programme been in place and what impact has it had?

A: It was implemented last year and trialled in the summer term. It is a good programme as it gives the teacher a structure to ensure the curriculum is being taught but also allows the teacher to be creative with the curriculum.

The next stage will be to ensure there is leadership time available to prioritise the assessment of writing and to ensure teachers' judgments are consistent.

Q: Assessment of writing – is this more than just handwriting?

A: R Y2 and Y6 have statutory assessments and a there is a list of things an expected piece of writing should include. Handwriting is just one statement of approximately 15 statements. There is a focus on coherency of writing and this is why moderation is important.

Governors thanked EG and JT for their report and they left the meeting at 19.02

Looked After Children (AG)

The Looked After Children report was circulated in advance of the meeting.

There are a large number of LAC children in Mill View.

The data for 2019-20 showed that LAC children working at age related expectations in the autumn term was 27% in reading, 7% in writing and 27% in maths. This year 57% are working at ARE in reading, 12% in writing and 38% in maths.

The data from Spring two also indicates that the numbers of looked after children with a covid gap has reduced. There were three children with a covid gap in reading, 5 in writing and 10 in maths. The current data indicates this has reduced to 2 children in reading and for those children the gap has narrowed, 4 children in maths and no children with a gap in writing.

The focus of the Learning Mentor has changed to include an academic focus. The Learning Mentor will still do a lot of nurture work with children but will also provide additional academic support and this has had a positive impact.

There were a number of children who didn't engage in the first lockdown but have still been able to make progress.

Looked after children are vulnerable and some are behind their peers in some aspects of their learning. Progress for looked after children can mean moving from being on an intervention to working below and this would represent very good progress for them.

The Inclusion Team want the children to be in the classroom working alongside their peers. There is a plan for this and as the children are achieving it has had a positive impact on their self-esteem.

Governors appreciated the work of staff and thanked them for all of their success.

ACTIONS

Governors were asked to reflect on the SDP/SEF and any questions to be raised at the next meeting.

AGENDA ITEM 7	HR/FINANCIAL PERFORMANCE
<p>Discussion</p>	<p>Nursery Update AG</p> <p>The nursery working group had met the previous week. Financial modelling systems are now in place and any variables can be put into the model. The modelling that has already taken place indicates that it is affordable to staff the nursery with a qualified teacher and that this would be potentially profitable for the school.</p> <p>AG provided an overview of the results of the modelling that had taken place. Information from Kelsall primary school's nursery was used as a model.</p> <p>Scenario 1</p> <p>Based on 100% attendance for all sessions (26 children) with an M3 teacher, a teaching assistant, additional cleaning and a midday assistant would mean there would be an in-year surplus and a cumulative surplus over three years.</p> <p>Scenario 2</p> <p>Based on 80% attendance (20.8 children), with a M3 teacher, teaching assistant and cleaner. Income would drop a little in this scenario and so there would need to be consideration of how any deficit could be managed or numbers increased in this scenario.</p> <p>Scenario 3</p> <p>The working party want to offer a high quality setting with wraparound care. This is not a service that is currently available in other school-based nurseries. If there was 100% attendance it would be possible to staff the nursery with a UPS 3 teacher and still generate an in-year surplus of £13k. When factoring in PPA time the surplus would still amount to over £9k per year.</p> <p>Scenario 4</p> <p>Based on 80% attendance, there would be more of a deficit if the nursery was staffed with a UPS teacher.</p> <p>A governor noted that the working party had had robust discussions around numbers of children and this is a subjective picture which is based on research. It was recognised that more discussions may need to take place about the actual numbers of children who may attend the nursery.</p> <p>AG advised that before a final decision is made, a waiting list will be set-up for prospective parents so that the school has a clear view on numbers of children.</p> <p>Q: Would the teacher provide wraparound care? A: No, this would be linked to the wraparound care in place at the time. Whilst wraparound care may cost more it also has the potential to increase numbers into the nursery.</p> <p>It was also noted that although there may be a negative costs there could be long –term educational benefits for the children. Staff will be able to identify any issues earlier which could reduce costs to the school. A high quality teacher will provide additional benefits and governors need to be aware of this as well as the costs of the provision when making their decision.</p> <p>Whilst nursery numbers need to be looked at separately in these initial stages, when the nursery is built they will be included in the whole school budget.</p> <p>Q: What happens if teacher off sick and how will this be dealt with operationally? A: It would be dealt with in the usual way through cover. Any teacher could step in if required.</p>

	<p>Q: When does a decision need to be made by? A: There are some key pieces of information that the school needs, eg the price for the building work and every part of the process is slowed at the moment but potentially a decision could be made in May.</p> <p>Staff Training</p> <p>Staff have undertaken the following training:</p> <p>All staff; Microsoft Teams Seesaw learning platform Read to Write refresher</p> <p>1x NPQSL 1X Maths SLE National hub training 2x Safer recruitment 7 x Safeguarding 2x Autism training 3x Level 3 safeguarding refresher 9x Conscious Discipline behaviour training 1x dyscalculia training 9x GDPR 1x Supporting emotional health and wellbeing School business manager has undertaken a number of different courses for her role</p> <p>GDPR</p> <p>JBr had attended the first link governor hub meeting on GDPR. He will contact the School Business Manager to arrange a meeting to discuss GDPR.</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>
ACTIONS	
JBr to arrange a link governor visit on GDPR.	

AGENDA ITEM	COMPLIANCE AND SAFEGUARDING
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Discussion	<p>Annual Safeguarding Governor Report</p> <p>JB to meet to review the annual safeguarding governor report and to report back to the LGB at the June meeting.</p> <p>Quality Assurance Document</p> <p>The draft Quality Assurance document was circulated in advance of the meeting. The clerk to include attendance data into the report. The document was approved by the LGB.</p> <p>Chair's Action</p> <p>The Chair had not taken any urgent actions on behalf of the LGB since the previous meeting.</p>

	<p>Principal's Action</p> <p>The Principal had not taken any urgent actions on behalf of the LGB since the previous meeting.</p>
	<p>ACTIONS</p> <p>Clerk to include attendance data in the Quality Assurance Document</p>
DECISION	Subject to the addition of the attendance data, the Quality Assurance document was approved.

AGENDA ITEM 9	CONSULTATION REQUEST
Discussion:	Governors received information on the Upton-by-Chester and District Neighbourhood Plan and discussed if any further action was required by the LGB. JB to review the paperwork and to inform governors if she considers a response is required.
Actions	JB to consider if a response to the Neighbourhood Plan is required.

AGENDA ITEM 10	GOVERNANCE
Discussion	<p>Governor Training</p> <p>Governors attention was drawn to the CAT governance training programme. The next event on Triangulating Evidence is scheduled for Thursday 22nd April at 6pm.</p> <p>Governor Visit Reports</p> <p>Governors had not completed any visit reports since the previous meeting.</p>

AGENDA ITEM 11	TEACHERS PAY CONSULTATION
Discussion:	The Teachers' Pay Consultation document was circulated in advance of the meeting. Governors supported the proposals.

AGENDA ITEM 11	AOB
Discussion:	<p>The SEND Information report was circulated in advance of the meeting. AG advised that this had been reviewed by the SENDCos across the Trust and with the exception of some name changes there were no other changes to the previous version.</p> <p>DN advised that she had some observations to make about the document and would liaise with AG after the meeting.</p>
	<p>ACTIONS</p> <p>DN to speak to AG about the SEND Information Report.</p> <p>SEND Information Report to be included on the next agenda for approval by the LGB.</p>

AGENDA ITEM 12	DATE OF NEXT MEETING
Discussion:	Tuesday 11th May 2021 at 6pm

Further discussions took place under the Part Two agenda