



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

Date	Tuesday 8th March 2022 at 6pm
Venue:	At Mill View Primary

Attending (Governors):	
Stephen Webb (SAW) Kate Doyle (KD) Laura Edwards (LE) Ali Gibbons (AG) Hailey Kelso (HK) James Brown (JBr) Louise Usher (LU) Apologies: Sam Glendenning (SG) Anuska Dostalova (AD) Denise Noble (DN) Absent: Jane Beston (JB)	Chair/Co-opted Governor Principal Co-opted Governor Staff Governor Vice Chair/Parent Governor Parent Governor Staff Governor Parent Governor Co-opted Governor Parent Governor
Also in Attendance:	
Debbie Tomkinson (DT)	Governance Professional

AGENDA ITEM 1	WELCOME, APOLOGIES FOR ABSENCE (Statutory) AND CONFIRMATION WHETHER MEETING IS QUORATE
Discussion:	SaW welcomed all to the meeting. He welcomed LU who has been appointed new parent governor. Apologies were received and accepted from SG, AD and DN.

AGENDA ITEM 2	DECLARATION OF PERSONAL & PECUNIARY/BUSINESS INTEREST (Statutory)
Discussion:	There were no declarations of personal or pecuniary interest in relation to any of the agenda items. No new interests were declared. LU declared that she works for the North Wales Education system but there were no conflicts of interest in relation to any of the agenda items.

AGENDA ITEM 3	EDUCATIONAL PERFORMANCE
Discussion	Curriculum Focus Area (Personal Development) - Equality and Diversity

Katie Hetherington was in attendance to provide governors with an update on the equality, diversity and inclusion work taking place in the school. She thanked governors for their support for the project which is already have a big impact.

The focus has been on people on the 'sidelines' of the school community and there has been a review of resources, particularly books to ensure they are reflective of the wider society. Money has been spent on books and making sure the school environment is more reflective of the wider world.

Staff have been given the opportunity to 'upskill' and reflect on their work through professional development meetings.

There have been discussions with subject leaders to talk about how subjects can be more reflective. An example of this was in the art curriculum where teachers have considered how they can use art from a wide range of artists in their sessions. In PE, videos and images are used that better reflect the diverse nature of sport and children will see images of paralympians, women and other positive role models throughout the curriculum.

Staff have engaged with the Inclusion Lab and this has been an insightful process. The school has been challenged but this is how it should be and enables staff to reflect on how they engage with difficult conversations.

KH is looking at ways to further communicate with parents as the results from the Inclusion Lab survey highlighted that some parents were not aware of the work that has already taken place. The children's responses showed that they wanted un-gendered language. An example of this is that they did not want a girls' football team and so KH will be considering how language can be used across school that does not arbitrarily categorise children.

Parents and staff have requested training on transgender issues.

The results of the audit suggested that the school needs to be more inclusive in terms of religious education including those of no faith. There needs to be consideration on how voices of parents are collected as some of the data was confusing. This could be addressed through conversations at parents' evenings.

Staff are actively reflecting on the choices they are making in their classrooms and the languages and resources that are being used. KH gave the example of a teacher who was teaching a French lesson about families and who made the decision to use the Stonewall 'all different families' resource. It is positive that staff are looking to ensure that every child is recognised and feels included.

Q: How ground-breaking is the work at Mill View?

A: Data from the Inclusion Lab has highlighted that there are further steps the school can take and this is reflective of society in general. There are some things that the school does unconsciously which can leave people feeling on the sidelines and this has to be acknowledged. KH has visited a lot of schools and in comparison, Mill View is way ahead of most other settings although she did recognise that the school is not yet where she would like it to be.

Governors recognised that the Inclusion Lab audit highlighted further actions for the LGB around communication and equality and diversity and these are areas that governors will need to consider further.

It was suggested that it may be beneficial to review the methods of communication and to ask parents/carers what methods of communication they prefer.

The majority of responses to the questionnaire were 'agree' or 'disagree' but there are lots of reasons that people put 'don't know' and this does not mean that all of these responses were negative. A large proportion of parents did not respond and so it has to be presumed they do not feel strongly either way.

It is important that every voice is valued and there has to be a period of reflection about the responses.

The pupil voice was very strong and the fact that children feel passionately and are willing to share their views is very positive. The responses to the survey were from Y5 and Y6 children and there needs to be more pupil voice from across the school to understand if the younger children have different issues.

Q: What are the next steps with the Inclusion Lab?

A: For KH to put in an action plan to achieve the objectives. At the end of the process there will be an action plan for longevity and from that point it will be possible to feed school data into the plan.

Q: How many families got involved?

A: 59 parents/carers. KH does know the demographics of respondents but if there were less than 10 respondents for a particular attribute, this data was redacted so that the school could not identify individual families. It is important that families do not feel vulnerable when sharing their views and so for future surveys it will be important to consider how their voice can be collected that will not make them feel vulnerable. It is hoped that with the response from the school, families will be able to see that positive action was taken in response to their views and so they are more likely to be honest again in the future.

Governors thanked KH for her enthusiasm and drive and she left the meeting.

Looked After Children (LAC)

HK advised that she had spent time with AG to review PPG/LAC and during this process she reviewed the Pupil Premium (PP) report and strategy on the website which is clear on priorities. During the meeting there was a focus on LAC. HK was impressed by AG's description of staff induction and training that staff have received in this area. Staff regularly tap into local and national resources. There has been a focus on transition which is particularly important for LAC especially during the pandemic. The RHSE policy is aligned and there is effective communication with parents.

AG's LAC report was circulated in advance of the meeting. There are 14 LAC children in school, mainly across KS2. This is the highest number in Cheshire West and Chester (CWAC) and the Virtual School works very closely with Mill View.

There is a strong commitment to address the needs of LAC but there is potential risk that the offer that the school provides will be affected if too many LAC join the school.

There is a very good relationship with the Virtual school and they recognise this point. As children move through the school will have more room for other children to join. For every individual who considers Mill View it is important to consider if the school is the right place for them and if Mill View can still continue to provide an excellent provision for LAC children.

The school successfully appealed against a decision to place a child at MVP. This was reassuring as there was recognition that the school demonstrates excellent provision but that, in this instance, the school would not have been able to meet the child's needs.

Staff receive termly training through What About Me where they are able to share ideas. The learning mentor has also received a lot of training which is disseminated across the school.

Many LAC also have special educational needs or disability and it is been difficult to get funding or diagnoses. Many of the children have trauma and attachment needs and children have historically been passed between teams. There has been a significant positive change in this area. Three LAC have EHCPs.

Senior leaders are aware that the many of the issues and behaviours that LAC may present with are manageable in a primary school setting but the team consider how measures can be put in place for children before they go to high school.

There is a lot of communication with parents through the Inclusion Hub and there are termly meetings with the adoptive parents group where there are discussions about the things that the school is doing. There were some responses to the Inclusion Hub survey around the allocation of PPG funding. The pupils are very well funded and so some of the responses were surprising. AG has followed this up with courtesy calls to every adoptive parent to get their individual voice and AG would like to do this termly moving forward.

Transition is a strength of the school and the transition for LAC is now the same as for all pupils.

RHSE is a legal requirement again and the school is aware that there are some sensitive trigger points and so parents are given access to the whole scheme and are made aware of when certain subjects are being discussed. Parents are able to contact the teacher to discuss any concerns they may have.

In terms of educational performance, writing is the main issue for LAC. This may be because the children have confidence and self-esteem issues and they find it difficult to put pen to paper. A lot of times when children would have been learning pre-writing skills could be the time when there were family issues. The gap does start to narrow as children move up the school.

There is no research as to why LAC have issues with writing but the provision has been stripped right back to the basics and LAC are very positive about the intervention time they receive.

Covid catch-up funding is focused on writing and staff are seeing a difference in children's approach to writing.

Governors thanked AG and HK for their updates.

Attendance Update

Attendance has dropped a little each term and the spring A data is the lowest this year. Challenge around attendance has increased and if a child's attendance drops below a specific percentage, a letter will be sent to parents/carers. Families have been invited to meetings to discuss their child's attendance and lots have attended.

An attendance panel has been held for the first time and this may be used in the future. A governor may be invited to sit on this panel.

A new Education Welfare Officer is working with the school and staff are looking to develop this relationship.

Of those children with low attendance, some children with English as an Additional Language (EAL) were a concern. Whilst there were only a small number who had met the attendance threshold for a formal meeting, there is a trend in some of the absence figures. Children's attendance is RAG rated and children with EAL have a lot of 'ambers' as do some children entitled to free school meals. Steps are being taken to address this.

It was acknowledged that there will continue to be attendance issues due to Covid and this is likely to be the case for a number of years.

Generally, attendance at the school is very good and is currently above the national average although it was accepted that if attendance follows the same pattern as Spring A term then this will fall below the national average.

AG was of the view that the actions that have been taken should lead to improved attendance.

Q: Why has attendance declined?

	<p>A: There have been positive cases of Covid which have then been followed by an outbreak of Chicken Pox. Monitoring attendance is now more difficult because of Covid but it is important that no child is missed.</p> <p>Q: If a child is at home with Covid and is learning online, how would this affect attendance?</p> <p>A: The expectation is that children will engage with home learning but this will not have an impact on attendance.</p>
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AGENDA ITEM 4	PART ONE MINUTES OF MEETING – January 2022
Discussion:	The Part One minutes of Meeting 5 – February 2022 were circulated in advance of the meeting and accepted as a true and accurate record. All agreed.
Papers	RESOLVED: That the Part One Minutes – February 2022 be accepted as a true and accurate record. All agreed.

AGENDA ITEM 5	MATTERS ARISING
Discussion:	<p>Clerk to advertise co-opted governor vacancy through Inspiring Governance. An advertisement has been placed and DT to review potential candidates. ONGOING</p> <p>Governors to complete NGA Safeguarding training by the January meeting. COMPLETE</p> <p>Governor visits for the next meeting - PPG/LAC. COMPLETE</p> <p>KD to circulate Inclusion Hub audit - send link again COMPLETE</p> <p>Asset Register to be included on March agenda HK advised that she had met with the Business Manager to discuss the new process. The changes are positive and the trust are receiving the information they need. There was a discussion on how to keep track of IT assets and that is the only area to work on. COMPLETE</p>

AGENDA ITEM 6	CHAIR'S ACTION
	The Chair had not taken any urgent decisions taken on behalf of the local governing body.

AGENDA ITEM 7	PRINCIPAL'S ACTION
	The Principal had not taken any urgent actions on behalf of the local governing body.

AGENDA ITEM 8	SCHOOL IMPROVEMENT
	<p>Risk</p> <p>The Risk Assessment and Mitigation Plan (RAMP) was received and noted by governors.</p> <p>Behaviour & Attitudes (Learning walk)</p> <p>KD has started more observations where she will talk to teachers about what is going on in a classroom in the moment including behaviour and attitudes. Staff want to improve their practice and will invite KD into their classrooms. Behaviour and attitudes were very positive across the school and this was outlined in the peer review process. All staff use Conscious Discipline. KD saw one example of a child using a safe space and this was being used appropriately. KD obtained pupil voice and this was fed back to teachers.</p>

	<p>One of the pupils did comment that they did not know what to do if they were stuck but the children enjoyed learning and seemed to engage. The learning was appropriate and paced right.</p> <p>The CEO has completed a visit with a focus on the curriculum and his report will be circulated with the papers for the next meeting.</p>
ACTIONS CEO Record of Visit on curriculum to be included on the next agenda.	

AGENDA ITEM 9	HR/FINANCIAL PERFORMANCE
	<p>Nursery Update</p> <p>The building is in place. A teacher has been appointed and work has begun on planning and ordering stock. There is still an issue with the sewage system but the nursery will be open on the first day of the summer term.</p> <p>An advertisement has been placed for a general teaching assistant and not a nursery teaching assistant. This is because existing TAs who are highly skilled in the early will move to reception and nursery. The advert will be for someone to support children with ASD needs. One TA will be appointed as too many adults can be difficult for the children. This will be reviewed at the end of the summer term.</p> <p>Q: How confident are you that the outside area will be safe? A: The contractor has given assurances that it will be.</p> <p>There are currently 17 children due to start in the nursery. This is very positive particularly given feedback from other settings who have said many parents do not like a non-September start.</p> <p>There have been some concerns from other schools – but these have been from schools without nurseries. The current cohort have not been taken from other school nurseries and parents do have a right to choose a setting that is most appropriate for their children.</p> <p>Mill View’s nursery is offering wrap around care and this is a unique selling point and a SY4C club will be running in the Easter holidays.</p> <p>Staff Training</p> <p>A number of staff are completing middle leadership courses. Staff have been attending mastery hub training sessions and there has been a lot of training on Power Maths and computing. All teachers have attended writing moderation and two teachers are writing moderators. AG has attended disadvantaged learners training and training on the new EYFS curriculum. Other training that has taken place includes, ELSA and mental health lead training and equality, diversity and inclusion training. The Virtual School has provided training on Adoption Today.</p> <p>All staff have received safeguarding, WHAM and Our Ways of Working training.</p> <p>KD would like to channel the training process so that one person attends the course and will feed back to colleagues.</p> <p>TAs meet every week and there is an expectation that they disseminate any training they have received.</p> <p>GDPR</p> <p>JBr advised that the Trust has requested an extension to the period of GDPR visits from one year to two years. It was agreed that JBr arrange a GDPR link governor visit with the Academy</p>

	<p>Business Manager after which there would be further discussions on whether it would be appropriate to extend the review period.</p> <p>Asset Register</p> <p>This was discussed under the matters arising.</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>
<p>ACTIONS</p> <p>JBr to complete GDPR link governor visit</p>	

AGENDA ITEM 10	COMPLIANCE AND SAFEGUARDING
Discussion:	<p>Annual Safeguarding Governor Report</p> <p>The requirement for the annual safeguarding governor report to be reported to the LGB in June was noted.</p> <p>Quality Assurance Document</p> <p>To note that that the spring term Quality Assurance document needs to be completed for May meeting.</p> <p>Children with Additional Medical Needs Attendance Policy</p> <p>Governors received a verbal update on the Children with Additional Medical Needs Attendance Policy which has been published on the school website.</p> <p>The policy covers both short and long term illnesses. Risk assessments are in place when necessary (such as if a child has a broken arm) and there are health care plans in place for children with long-term needs. Plans are completed in consultation with parents. There is a system in place for recording medication and training takes place when necessary – such as diabetes training. The staffing structure reflects the needs of cohorts to ensure that trained staff are available to support children. The policy is discussed in the induction process for new staff.</p> <p>Signage is in place shared areas and the office and parents have consented to that and this includes a picture of the child and where their medicine can be found.</p>
<p>ACTIONS</p> <p>JB to complete safeguarding governor visit.</p>	

AGENDA ITEM 11	GOVERNANCE AND RISK
Discussion:	<p>Governor Vacancies</p> <p>There is one vacancy for a co-opted governor. SG has also indicated that he intends to step down from his role as staff governor after the May meeting. There is one co-opted governor vacancy and DT is reviewing potential candidates and will circulate these to SaW and KD.</p> <p>Governor Visits</p> <p>Governors receive a verbal update from HK on PPG/LAC.</p>

	<p>SEND (Special Educational Needs and Disability) Link governor report to be included on the agenda for the next meeting.</p> <p>Governors recognised the importance of visiting the school and being 'visible' to the community whilst not becoming too operational. It was suggested that as the vision for the school has been updated that this could be a focus of a visit where all governors would be able to walk around the school and look at how the vision is implemented across the school. KD to circulate suggested dates.</p> <p>Governor Training</p> <p>All governors are required to complete safeguarding training. Governors also complete training relevant to their lead role.</p> <p>There was a discussion about receiving an induction pack on appointment. DT advised that there is an induction pack in place but is in the process of being updated and will be included within the papers for the Chairs/ meeting.</p>
	<p>ACTIONS</p> <p>DT to circulate list of potential new governors to SaW and KD</p> <p>SEND link governor report to be included on agenda for next meeting.</p>

AGENDA ITEM 12	DATE OF NEXT MEETING
Discussion:	Tuesday 10 th May 2022 at 6pm in school

Further discussions took place under the Part Two agenda