



**MEETING 1 PART ONE MINUTES  
OF THE LOCAL GOVERNING BODY MEETING  
OF MILL VIEW PRIMARY SCHOOL**

<b>Date</b>	<b>Tuesday 13<sup>th</sup> September 2022 at 6pm</b>
<b>Venue:</b>	<b>School Classroom</b>

<b>Attending (Governors):</b>	
Stephen Webb (SAW) - Chair Kate Doyle (KD) Hailey Kelso (HK) – Vice Chair Ali Gibbons (AG) Harry Morris (HM) Jane Beston (JB) James Brown (JBr) Anuska Dostalova (AD) Louise Thomas (LT)	Co-opted Governor Principal Co-opted Governor Staff Governor Staff Governor Co-opted Governor Co-opted Governor Parent Governor Parent Governor
<b>Also in Attendance:</b>	
Debbie Tomkinson	

*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. There were no apologies.

<b>AGENDA ITEM 2</b>	<b>DECLARATION OF PERSONAL &amp; PECUNIARY/BUSINESS INTEREST (Statutory)</b>
<b>Discussion:</b>	Governors were asked complete annual declarations form and Code of Conduct which has been updated in line with the NGA's Code of Conduct.
	<b>ACTIONS</b>
	<b>Governors to complete Annual Declarations of Personal and Pecuniary Interest and Code of Conduct 2022/23</b>

<b>AGENDA ITEM 3</b>	<b>ELECTION OF CHAIR AND VICE CHAIR</b>
	<p>SaW was nominated as Chair of the LGB. He left the meeting whilst governors discussed the nominations. SaW was unanimously appointed Chair of the LGB for the current academic year.</p> <p>HK was nominated as Vice Chair of the LGB. She left the meeting whilst governors discussed the nomination and she was unanimously appointed Vice Chair of the LGB for the current academic year.</p> <p>The following link governor roles were agreed:</p> <p>SG – JB Finance – HK Health and Safety – HK SEND – LT</p>

	<p>GDPR – JBr  Assessment – JBr  Training – HM  PPG/LAC – AD</p> <p>It was agreed that governors would review strategic elements of the school development plan throughout the course of the year and there would be a rolling agenda item where subject leads will be invited to meetings to talk about the curriculum.</p>
	<p><b>RESOLVED: That SaW be appointed as Chair of the LGB</b></p> <p><b>RESOLVED: That HK be appointed as Vice Chair of the LGB</b></p>

<b>AGENDA ITEM 4</b>	<b>PART ONE MINUTES OF MEETING – JULY 2022</b>
<b>Discussion:</b>	The Part One Minutes of the meeting of 12 <sup>th</sup> July 2022 were circulated in advance of the meeting and accepted as a true and accurate record. All agreed.
	<b>RESOLVED: That the Part One Minutes – 12<sup>th</sup> July 2022 be accepted as a true and accurate record. All agreed.</b>

<b>AGENDA ITEM 5</b>	<b>REVIEW OUTSTANDING ACTIONS</b>
<b>Discussion:</b>	<p>An email has been sent to another prospective governor and DT to chase a response. If no further response is received, there is a parent governor vacancy and nominations will be sought this term.</p> <p>JBr to complete link GDPR governor visit – to take place in October.</p> <p>Website audit to take place in autumn term. KD advised that there is a new website which should be fully compliant. JBr to complete audit.</p> <p>Pupil voice results to be included on September agenda. COMPLETE</p> <p>SaW and KD to approve final QA document and Impact Statement</p> <p>Governors to complete updated Safeguarding training for governors’ course when it has been published</p> <p>Governors to advise HM of any training they have undertaken</p> <p>Health and Safety governor visit report to be included on September agenda. COMPLETE</p>

<b>AGENDA ITEM 6</b>	<b>EDUCATIONAL PERFORMANCE</b>
<b>Discussion</b>	<p><b>Statutory Outcomes</b></p> <p>JBr met with AG to discuss data in advance of the meeting. He suggested an amendment to the front page of the data document to highlight areas of success and where improvements are required, what action is being taken to address this. JBr to take an action to complete this.</p> <p>The Y6 results are positive with all of the data between 10% and 20% above national average. 97% of children met the expected standard in reading (88% last year) and 90% in writing (84% last year). There was a slight drop in maths but this accounts for one pupil,</p>

There is a gap between the attainment of children with special educational needs (SEND) and disadvantaged children but these gaps have been maintained whereas nationally they have widened.

A lot of work has been undertaken in relation to SEND children and a number of education health care plans (EHCP) have been applied for. All children are discussed at Inclusion team meetings. There are eight children waiting for funding or EHCP applications across the school. There are a number of children in nursery or reception where an application will need to be made but leaders have made a strategic decision to prioritise those children who have been on the waiting list for some time. The SENDCO has been given an additional half day per week to aid making applications but the workload is still high.

**Q: Is there any central support provided by the Trust?**

A: There are links with SENDCOs locally and across the Trust – the main issue is the time required to make an application. A lot of schools are in a similar situation and there are children where applications have taken several years before funding is approved. Most of the SEND children make progress and are leaders are pleased the gap has not widened.

**Q: Does the school have to make repeat applications?**

A: An application has to be made each year but there are applications that need to be re-applied for as they have been rejected.

It was noted that the quality of applications is strong and this is not the reason why applications are rejected. There can be situations where applications are made for two children with similar needs and only one is successful.

Progression through the years shows that as children move through the school, the expectations are exceeded. Typically writing is not as good as other subjects but children are making progress. Generally, there is no gender gap and this is against the national norm. There have been discussions about certain year groups. There is a gender gap in the current Y2 cohort but many of the boys have additional needs. A comparison of girls with SEND shows that there is no gap.

Y2 reading has improved. The data is above national and for that cohort it is very positive data.

There are no significant changes from the outcomes predicted at the end of the summer term.

The attendance of children with English as an additional language is being addressed and the school is taken a strong stance on this.

A theme across the schools in the trust is that a lower percentage of Y1 children reach age-related expectations than higher up the school and the CEO wants to look at this. This will be taken forward as a research project.

It was agreed that it would be beneficial for governors to review the strategies the school has put in place for children at risk of underperformance so that governors have a strategic understanding of what is in place for those children.

Progress measures are better than anticipated for the end of KS2. In 2019, the progress score in reading was -4 and is now 4.4 with the lowest progress made being 2.1. 97% of children met the expected standard and one child did not live in the country in Y2. Writing progress is 3.3 and maths 2.9. Whilst the data will not be published this year, it would place the school in the top

	<p>percentage of progress scores in the country.</p> <p>The progress scores reflect the good practice across the school. The current Y6 children have a different level of need but have scored higher in the Star test than the previous cohort. It is important that there is a cumulative effect over time of the measures that have been put in place. The decisions to change the reading and writing programmes are validated by the data. The children have also continued to receive a broad and balanced curriculum.</p> <p><b>Pupil Voice</b></p> <p>Pupil voice is gathered from Y3 upwards and children are asked about behaviour and attitudes, safeguarding and bullying. This year questions will be bespoke to make the information more meaningful. The responses from children are positive and children are responding more accurately and are engaging in the process. AG or the learning mentor speak to each class so every child gets the same message and reinforces that if there is a problem there is someone there to listen to them.</p>
	<p><b>ACTIONS</b></p> <p><b>JBr to personalise the front page of the data report with contextual information specific to Mill View.</b></p> <p><b>Governors to review the strategies the school has put in place for children at risk of underperformance</b></p>

<b>AGENDA ITEM 7</b>	<b>VISION AND STRATEGY</b>
	<p>The SDP/SEF was circulated in advance of the meeting.</p> <p>The SEF is split into the categories in the Ofsted Inspection Framework and there is an action plan underneath the main document. This year, subject leaders will be writing the action plans. Previously, KD has written an action plan and subject leaders have written their own plans. Under the current framework, subject leaders should be analysing and writing plans with KD overseeing these so she retains a strategic overview.</p> <p>Some actions will be carried over such as maintaining systems and there are some new actions such as greater tracking absence of pupils at risk of permanent exclusion.</p> <p>KD has graded the school as outstanding and the SEF will be discussed at the next school improvement meeting with the CEO.</p> <p><b>Q: Does the school have to be outstanding in all areas to be graded Outstanding by Ofsted?</b></p> <p>A: Schools cannot be outstanding if it is not outstanding for Quality of Education. This was the one area that was not, historically, outstanding because there was no data to substantiate this. The current set of data is evidence that the Quality of Education is outstanding.</p> <p>Governors were confident that the data justified a grading of outstanding and that there is a lot of evidence to triangulate this.</p> <p><b>SDP</b></p> <p>The SDP contains details of the top-level priorities and success criteria. Leaders across the trust met to discuss where they wanted their schools to be in three years. At Mill View this is for pupils to participate in a full curriculum and who are encouraged to try new things and take part in new opportunities.</p>

A lot of focus will be on Learning Without Limits, the objectives of the curriculum will remain the same but there will be further consideration of the outcomes and real-life context of the learning. The current curriculum is strong but it may not be localised enough to make the learning tangible so that children don't forget what they have learned.

All teachers are skilled at delivering a progressive curriculum but it is important that they are also able to teach the curriculum creatively. There will be a focus on culture, language and religion and ensuring that this is taught consistently across all year groups. These are the big areas to make sure the curriculum is really special.

### **Quality of Education**

There will be work on developing expert teachers and the 7cs. Staff have differing strengths and there will be a focus on consistency so that every child gets the same offer. The structures will be the same in every class and the main focus of the expert teacher is the connection with children.

Q: Will the subject lead action plans reflect this?

A: Plans for history and geography have been written to ensure they are cohesive and cover the curriculum but point to an end product that stretches across the curriculum. The work over the last few years has created a broad curriculum and the plan is to move to the next level. There is rigour in the curriculum and it is important that children are able to apply their learning to the real world.

### **Q: Is the Learning Without Limits based on training?**

A: All CAT Schools agreed to adopt the programme and KD and the SENDCo have attended training over a year. The programme is research based and is very exciting. There are already elements of the programme already evident in the practice across the school.

It was agreed that staff would be invited to present to governors on the strategic priorities of their subjects. It was agreed that there would be a report on the STEAM curriculum at the November meeting.

### **Behaviour and Attitudes**

The focus will be on persistent absenteeism. The SENDCO has reviewed the SEND strategy and the same format will be used for the mental health strategy. The school does support children with mental health issues but having the same structure as the SEND strategy will allow staff to further consider how to pick children for support and what interventions are to be used. Staff have received training on how to support pupils.

### **Personal Development**

The curriculum will continue to be revised in collaboration with the Inclusion Lab. New roles will be introduced such as sports council and art council and children will decide which group they want to join of so every child can be part of some change across the school.

### **Outdoor Environment**

The priorities for the outdoor environment are the purchase of canopies and it is an aspiration to have a multi-use games area.

### **Leadership and Management**

The focus will be on empowering middle and subject leaders and this is carried over from last year. Subject leaders are confident and there has been some real success with the PE and computing curricula and other schools have visited to look at the provision. The nursery will be a

	focus for this year so that the curriculum follows the rest of the school and work will continue on the mental health and inclusion offer
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AGENDA ITEM 8	FINANCE
<b>Discussion</b>	<p><b>Pupil Admission Numbers</b></p> <p>There are 229 children on roll, 207 in the main school and 22 in nursery. There are two spaces in Y6 and one in Y4. All other year groups are full.</p> <p><b>Q: How have the new children settled into school?</b> A: It has been positive. There are a number of children with additional needs.</p> <p><b>Staff Attendance</b></p> <p>KD provided an update on staffing.</p> <p><b>Q: What is the position in relation to energy costs?</b> A: The CFOO has advised Principals that the schools are in a good position although it may be necessary to scale down the number of projects.</p> <p><b>Q: Has any consideration been given to an increase in teacher pension contributions?</b> A: The budget predicted a high increased in teacher pay. These increases are manageable but there has been no discussion about pensions and these will be discussed at the next finance meeting.</p> <p><b>Approval of Expenditure under the Scheme of Delegation</b></p> <p>There were no items of expenditure requiring approval under the Scheme of Delegation.</p>

AGENDA ITEM 9	COMPLIANCE
<b>Discussion:</b>	<p><b>Chair's Action</b></p> <p>The school has been approached by the local authority (LA) who want to use the school grounds to improve drainage on playing field. SaW sought advice from the CEO who advised that the LGB would have the authority to make the decision in this area. Governors were concerned that given the potential implications to the trust if something went wrong that this should be a decision for the trust to make as landlords.</p> <p>Governors agreed that, in any event, a full scope of work including duration, costs and the impact on the school would be required. SaW to write to the CEO expressing the view of the LGB and requesting a discussion between a member of the Trust, SaW and KD.</p> <p>SaW to also write a letter to the LA advising that further advice from the trust is being sought.</p> <p><b>Principal's Action</b></p> <p>The Principal had not taken any urgent decisions on behalf of the LGB since the previous meeting.</p>

**Quality Assurance document**

The Quality Assurance document was circulated in advance of the meeting and approved by governors.

**Safeguarding**

The Safeguarding and Child Protection Policy was circulated in advance of the meeting.

**Q: The policy contains some examples of fundamentalism, what is the rationale for these examples and do they reinforce stereotypes?**

A: The examples used are taken directly from the Keeping Children Safe in Education (KCSIE) guidance.

Governors approved the Safeguarding Policy.

**Policy Update**

Governors received a verbal report on the operation of the following policies:

**RSE Policy**

The policy is due to be reviewed this term. There has been no new legislation and once reviewed this will be circulated to governors.

**Equality Policy**

The 2022-23 equality objectives have been set and DT to circulate to governors.

**Governor Training**

It was agreed that safeguarding training to be completed by the next meeting.

Governors agreed to complete units relevant to their link roles and to update HM with any training they have undertaken. HM to provide a termly update.

**Governor Visits**

It was agreed that governors would complete a learning walk to review the pupil premium vision. KD to circulate suggested dates.

Staff would be invited to present to governors on:

Curriculum progression – October  
STEAM - November

**ACTIONS**

**SaW to write to the CEO and Local Authority in relation to proposed drainage works.**

**Governors to complete safeguarding training and confirm they have read the KCSIE guidance.**

**Governors to complete training relevant to their link governor role and to update HM.**

<p><b>HM to provide a termly training update.</b></p> <p><b>Governors to complete a learning walk on pupil premium – KD to circulate dates.</b></p> <p><b>Staff invite to present to governors on Curriculum progression – October STEAM - November</b></p> <p><b>DT to circulate equality objectives</b></p>
<p><b>RESOLVED: Governors approved the Safeguarding Policy</b></p>

AGENDA ITEM 10	GOVERNANCE
Discussion	<p><b><u>Link Governors</u></b></p> <p>This was discussed in agenda item 3</p> <p><b><u>LGB Membership</u></b></p> <p>This was discussed in agenda item 3</p> <p><b><u>LGB Impact Statement – 2021/22</u></b></p> <p>The Impact Statement for 2021-22 was circulated in advance of the meeting and approved by governors.</p> <p><b><u>Pay Panel</u></b></p> <p>It was agreed that the Pay Panel would be SaW, JB, LT</p> <p><b><u>Scheme of Delegation and Terms of Reference</u></b></p> <p><b>Governors received the Scheme of Delegation and Terms of Reference for Information</b></p>
	<p><b>RESOLVED: That the Impact Statement for 2022-23 be approved</b></p> <p><b>RESOLVED: That the Pay Panel be SaW, JB, LT</b></p>

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

AGENDA ITEM 12	DATE OF NEXT MEETING
Discussion:	Tuesday 11 <sup>th</sup> October 2022 at 6pm

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