



**MEETING 7 PART ONE MINUTES
OF THE LOCAL GOVERNING BODY MEETING
OF MILL VIEW PRIMARY SCHOOL**

Date	Tuesday 10th May 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) 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 Co-opted Governor Co-opted Governor Parent Governor
Also in Attendance:	
Steve Ellis (SE) Fliss Hughes (FH) – in part Debbie Tomkinson	CEO Learning Mentor 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. SaW notified governors JD had resigned from her role as parent governor. The Local Governing Body (LGB) recognised the significant contribution she had made to the school during her time as a governor. Clerk to provide paperwork for a parent governor election.
	ACTIONS Clerk to provide paperwork for a parent governor election.

AGENDA ITEM 2	DECLARATION OF PERSONAL AND PECUNIARY/BUSINESS INTEREST (Statutory)
Discussion:	There were no declarations of personal and pecuniary interest. No new interests were declared.

AGENDA ITEM 3	HR/FINANCIAL PERFORMANCE
Discussion	<p>Approval of expenditure under the Scheme of Delegation</p> <p>There were no items of expenditure requiring authorisation under the Scheme of Delegation.</p> <p>Nursery Update</p> <p>AG and the Business Manager have met with the Regional Schools Commissioner (RSC) who advised the school will need to make a full business case for the nursery. It had been hoped that a fast track application would be granted. The reasons for the need for a full business case were because of some historical inconsistencies with national data and there is a new Senior Leadership Team and LGB since the previous application was approved. The RSC also mentioned there was no planning permission. This has not been applied for because it would not be necessary if the application for a nursery was rejected.</p> <p>KD did not foresee any problems with the application following discussions with the RSC and the matter will go to the Headteacher Board on 20th May.</p> <p>Q: What were the concerns about the data?</p> <p>A: There was a dip in reading data in one year and the RSC wanted to know what measures had been put in place. There were discussions about the new curriculum including the phonics scheme and the staff training that has taken place.</p> <p>There are two applications for other nurseries and the proposal for Mill View is ahead of these. There has been a meeting with the Local Authority Early Years Consultant and the Local Authority were very positive. AG and CC were able to articulate the vision for the nursery very well.</p>

AGENDA ITEM 4	PART ONE MINUTES OF MEETING 6 – March 2021
Discussion:	The Part One Minutes of Meeting 6 were circulated in advance of the meeting and accepted as a true and accurate record.
Decision:	Resolved: That the Part One Minutes Meeting 6 March 2021 be accepted as a true and accurate record. All agreed.

AGENDA ITEM 5	REVIEW OUTSTANDING ACTIONS
Discussion:	<p>HK to review asset register. ONGOING</p> <p>GDPR link governor visit. JBr has arranged to meet with the School Business Manager and this will be completed remotely so as not to bring any additional into school. JBr to circulate link governor visit report.</p> <p>The QA has been amended to include governor attendance data. COMPLETE document complete</p> <p>Response to the Neighbourhood Action Plan COMPLETE</p> <p>SEND REPORT – included on agenda. COMPLETE</p>

AGENDA ITEM 6	UPDATE ON WELLBEING
	KD reported that morale in the school is good. Staff have begun working on refreshing displays and shared areas and staff are excited for September.

	<p>The mid-year appraisals have taken place and well-being was discussed with staff. This included questions relating to teachers' contribution to the team and how they feel valued. There were positive responses through these discussions.</p> <p>There has been a marked increase in the number of safeguarding concerns in the school and, as a result, the Inclusion team is very busy. It was anticipated that there would be more safeguarding concerns after the first lockdown but this did not happen and is only now manifesting itself.</p> <p>A date has been set for a pupil survey so that staff can understand how children are feeling.</p> <p>Q: Has there been any information on when children will be able to join together? A: There have been no changes to the guidance on bubbles and it is not anticipated this will change in the short term. A decision has been made that any end of year activities will take place remotely. The end of year celebration will be filmed and will include a professional dance company. There will be a viewing with parents to make it feel as special as possible.</p> <p>A decision has also been made that there will be no residential visits this academic year.</p> <p>Q: An email from the CEO has indicated that staff can dispense with the need for masks but that social distancing will still be required. Will the removal of masks make a difference to staff well-being? A: At Mill View staff do not wear a mask at all times if it is not appropriate for the task. If staff are swapping bubbles, a mask will be worn. There are no changes planned to the current procedures in place in the school as it is recognised that change could induce anxiety amongst staff.</p> <p>A parent governor commented on the online assemblies which have taken place. The enthusiasm of the teachers really lifted the spirits of the children.</p> <p>Q: It is likely that the pandemic will have an impact on the mental health of the community. Is it within the remit of the school to raise awareness across the wider community? A: Links to various websites have previously been sent to parents. The Children's Trust website is very good for parental links and this is something that can be considered further.</p>
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AGENDA ITEM 7	VISION AND STRATEGY
	<p>SDP/SEF</p> <p>The SDP/SEF was circulated in advance of the meeting and governors were invited to ask questions of leaders.</p> <p>Q: What are the top three priorities that the school is trying to achieve? A: The main priorities are to lower the age range of the school and to provide an on-site nursery. There have been discussions about 'paperless subjects' in previous meetings and this will require looking at the IT provision and systems. There is a project planned for the outside environment and if the nursery application is unsuccessful there will be on a focus on the outdoor area. The school has a strong curriculum ready for September but this will evolve and KD would like to have equality and diversity as a central part of the curriculum.</p> <p>If the nursery is approved, the school will still have a surplus which will enable work on other priorities to continue. There is a strong vision for the next three to five years and everyone understands the direction of the school.</p> <p>HK, as finance link governor, advised that leaders were able to address any concerns she had around the impact of opening a nursery on other strategic priorities. It is clear that other priorities will also be able to develop for the benefit of the children currently in the school.</p>

	<p>A governor noted that the plans for developing play are very important particularly in the current time and with more divergent users.</p> <p>Q: There have been discussions about the about of Pupil Premium income being reduced in real terms. Has the school received any information on the changes? A: It is planned that future premiums will be based on the numbers of children in school in October. This will impact schools where there are lots of movement of pupils but this will not affect Mill View.</p> <p>KD highlighted the importance of equality and diversity in all aspects of school life to ensure that everyone is represented. At school level, one teacher has been given responsibility for equality and diversity and there will be further training for all staff.</p> <p>It was suggested that given the importance of ensuring that children see themselves represented throughout the school, a link governor role should be created. This was positively received by governors and it was agreed that JB would take on the role.</p> <p>A governor noted that the Admissions Policy states that the school is fully inclusive. Whilst it was recognised that the school intends to be fully inclusive it might not be fully inclusive at this stage.</p> <p>SE also agreed that the issue was of paramount importance and fully supported KD with her plans.</p> <p>A further update will be provided in a future agenda.</p>
	<p>Actions</p> <p>Equality and Diversity update to be included on future agenda</p>

AGENDA ITEM 8	EDUCATIONAL PERFORMANCE
Discussion	<p>Admissions Numbers</p> <p>There are 214 children on roll. One child has left the school and three have joined. The school received 170 applications for Reception with 49 first choice applications which is very positive.</p> <p>Progress and Attainment</p> <p>The progress and attainment report was circulated in advance of the meeting. There was a dip in EYFS data. Assessments took place very quickly after the children returned to school and a number of children were on the cusp of being at the expected level for their age but there was not enough evidence to say that they had met the early learning goals. There are no concerns about the data and it is predicted that children will achieve good levels of development.</p> <p>Q: The Y4/5 data is lower particularly in writing. Are there any issues with the curriculum or learning that takes place with this group? A: The data for this group is not dissimilar to Y6. Children are assessed against the end of year expectations and so, in writing, at this point in the academic year, the data will always look lower as they do not have sufficient evidence to show that they have met these expectations. Writing is teacher assessed in comparison with other subjects where it is possible to triangulate information through teacher assessments, Star tests and book looks. Some teachers may err on the side of caution and it is important that the data is as accurate as it can be and work is taking place across the Trust to ensure that writing assessment is cohesive across the schools. Teachers know the children very well and one teacher has moderated every year group so there is a good understanding of where the children are at terms of writing</p> <p>Q: What is the plan for writing? A: A lot of work has taken place on staff training and making sure assessments are accurate. Across the school the writing data for disadvantaged and vulnerable children is lower and there</p>

are a higher number of these children in Y4 and staff are looking at how to address this for that group. There are no concerns about the writing curriculum or the work that the children produce and it is the moderation and assessment that needs addressing. Writing is a big focus in pupil progress meetings.

Governors noted that the data also showed that there has been good progress made despite the lockdown. The school is in a similar or better position than the previous year.

A governor requested that SEND information be included in the data report.

Q How does Mill View's data compare to other schools in the Trust?

A: SE provides Principals with amalgamated data which is averaged out. Mill View is very strong compared to other schools. The data is strong and predicted to get better and this is because of the quality of teaching and remote learning provision during lockdown.

Teaching and Learning

FH was in attendance to provide an update on the work of the Inclusion Team.

The Inclusion Team was set-up two years ago with a focus on distinct groups – SEND, Pupil Premium and children with medical needs. The team is made up of three members of staff who meet fortnightly to discuss safeguarding and to discuss children with additional needs. Other staff have a way of referring into the team and the work that has taken place has been very productive and has enabled issues to be tackled.

FH works with children across the whole school and with all vulnerable groups. The starting point is pupil premium children and the aim is to provide support in collaboration with teachers or parents and to provide academic and nurture support. Staff have a caseload of children with a range of needs either academic social/emotional or cognitive needs. FH will see some children every week or she may work with other children for a short period if they have an emotional need

FH also has a safeguarding role alongside AG. She leads TAFs for the school and is involved in getting other professionals involved to help make things better for the children and their families. She works with social workers, the adopted from care team and therapists from the virtual school. She has also provided training on behaviour and safeguarding for new staff. If there are any attendance issues, FH will phone parents and support them in improving the attendance of the children.

Q: What is the capacity to deal with the workload?

A: There are some tasks which must be completed weekly and other tasks are prioritised on the basis of need. FH reported that she feels very well supported.

Governors noted that the feedback has been that the role has been very successful and is vital for Mill View Primary. The team has made a huge difference to the well-being of children and families as well as impacting on academic progress and governors thanked the inclusion team for all of the work they do.

FH left the meeting.

SEND Information Report

The SEND Information Report was re-circulated following some changes suggested by a governor. It was also suggested that a section on additional information for parents could be included but that the report fulfils statutory requirements.

The success of the parents' information session was acknowledged and there was a very good turnout. DN said that she would be able to attend any future sessions so that parents know there is a SEND governor.

ACTIONS

SEND Information to be included in data reports

AGENDA ITEM 9	COMPLIANCE AND SAFEGUARDING
Discussion	<p>Chair's Action</p> <p>SaW had not taken any urgent decisions on behalf of the LGB since the previous meeting. He had attended the Trust triangulation training session.</p> <p>Principal's Action</p> <p>KD had not taken any urgent decisions since the previous meeting.</p> <p>Attendance</p> <p>Since lockdown attendance has been 98.34% which is very positive. Staff will contact the families if they have any concerns about a child's attendance.</p> <p>Health and Safety</p> <p>LE, link Health and Safety governor, confirmed she had arranged to undertake a Health and Safety Visit.</p>
	<p>Actions</p> <p>Health and Safety Link governor report to be circulated to governors once completed.</p>
AGENDA ITEM 10	GOVERNANCE
Discussion	<p>Governor Training</p> <p>SaW highlighted the need to create a core group of governors with support from the clerk to discuss Ofsted preparation. SE has created a Ofsted preparation document which can be used during the process. It was agreed that SaW, HK, AD would form part of the group who would be available to speak to inspectors during an inspection.</p> <p>It was noted that there is now a training governor vacancy. It was agreed that as JD had put in place a very good training programme and governor training records are good there was no immediate need to appoint a training governor. Governor membership will be considered upon the appointment of a new parent governor.</p>
	<p>Actions</p> <p>Appoint a link governor for training on appointment of parent governor.</p>
AGENDA ITEM 11	ANY OTHER BUSINESS
Discussion:	There were no items of AOB.
AGENDA ITEM 12	DATE OF NEXT MEETING
Discussion:	Tuesday 8th June 2021 at 6pm

