



**PART ONE MINUTES
OF THE LOCAL GOVERNING BODY MEETING
OF MILL VIEW PRIMARY SCHOOL - MEETING 9**

Date	Tuesday 16th July 2024 at 6.00pm
Venue:	Classroom

Attending (Governors):	
Hailey Kelso (HK) Ali Gibbons (AG) Harry Morris (HM) Jane Beston (JB) James Brown (JBr) Louise Thomas (LT) Jo Shepherd (JS) Iain Dalgarno (ID)	Co-opted Governor/Vice Chair/Finance Head of School/Staff Governor Staff Governor/Training Co-opted Governor/ Co-opted Governor/Assessment governor/PPG/LAC Parent Governor/SEND Parent Governor/Safeguarding Parent Governor/GDPR
Apologies: Stephen Webb (SAW)	Co-opted Governor/Chair/Health and Safety
Also in Attendance: Debbie Tomkinson (DT)	Governance Director

The Meeting Met its Quroum

AGENDA ITEM 1	WELCOME, APOLOGIES FOR ABSENCE (Statutory) AND CONFIRMATION WHETHER MEETING IS QUORATE
Discussion:	The apologies of SaW were accepted. HK chaired the meeting in his absence. The apologies of KH were also accepted. HK provided governors with an overview of all of the activities that have taken place at Mill View over the last few weeks. She also advised that Cesar Mendoza (CM) had resigned from his role as a governor.

AGENDA ITEM 2	DECLARATION OF PERSONAL & PECUNIARY/BUSINESS INTEREST (Statutory)
Discussion:	There were no conflicts of interest in relation to any of the agenda items. No new interests were declared. Governors noted that this was the final meeting of JBr as governor. They acknowledged the significant impact he has had as a governor and the insights that he has brought to the team. He was also thanked for all of the extra work he has undertaken outside of the monthly meetings. JBr has been a big part of the Mill View Team and staff have also appreciated the time that he has given to the school. The LGB wished him all the best for the future. Governors also recognised the appointment of Kate Doyle as School Improvement Director. KD is an exceptional leader and governors will mark the occasion with her in September.

AGENDA ITEM 3	PART ONE MINUTES OF MEETING – JUNE 2024
Discussion:	The Part One minutes of the meeting of Tuesday 18 th June 2024 were approved as a true and accurate record.
	RESOLVED: That the Part One Minutes 18th June 2024 be approved as a true and accurate record.

AGENDA ITEM 4	REVIEW OUTSTANDING ACTIONS
Discussion:	<p>SaW to write to KD following the Ofsted inspection. COMPLETE</p> <p>AG to update the safeguarding report to include safer recruitment training for LR. COMPLETE</p> <p>DT to re-circulate meeting dates. COMPLETE</p> <p>To consider staff governor vacancy in the new academic year ONGOING</p> <p>Governors to complete skills audit ONGOING</p>

AGENDA ITEM 4	CHAIRS ACTIONS
	<p>HK had not taken any urgent actions on behalf of the LGB since the previous meeting. She had attended the Chairs' meeting in SaW's absence and was able to provide feedback on the Ofsted inspection, the XP project, Jump into June and numbers of pupils on roll.</p>

AGENDA ITEM 5	HEAD OF SCHOOL'S ACTIONS
	<p>AG had not taken any urgent decisions on behalf of the Trust board since the previous meeting.</p>

AGENDA ITEM 6	VISION AND STRATEGY
	<p>AG provided governors with an overview of the SQM process. This is a new and better way of school development planning which provides an easier mechanism for staff to be part of. Included within the SQM is statement of intent, critical success factors (CSF) and a number of projects that link to the CSFs with the aim that a project will 'hit' a number of CSFs. One project on the SQM for this year, relating to subject leader planning, has been blocked. The process that is in place for subject leaders at Mill View is very effective and so a decision was made, at this stage, not to implement this project. This may be something that is considered in the future.</p> <p>The oracy project is 40% complete. It has been decided to slow down the implementation of the project to ensure that it has the best impact and this will be included on the SQM for next year. At the Voice 21 conference, schools that have successfully implemented the scheme advised that it can take two to three years for it to become fully embedded.</p> <p>Expeditionary learning, which is part of the Learning Without Limits project has been a big success this year. This project is complete and so will not appear on the SQM for next year but there will be a new learning without limits project.</p> <p>The book study approach to monitoring is embedded.</p> <p>The project in relation to introducing a new formative assessment and tracking system is complete.</p> <p>The Maximising Impact of Teaching Assistant (MITA) project is complete but it will also appear on the SQM for next year as it is part of a longer-term project.</p> <p>The learning coach model is in place and will not appear on the SQM next year. The new model has had a positive impact on learning coaches feeling more professional about their role.</p> <p>The personal development strategy is complete and has been published on the school website. Feedback from the Ofsted inspection about the school's approach to personal development was very positive.</p> <p>Q: Will there be a second phase in relation to the personal development strategy? A: Parental engagement with the strategy will be a focus for next year.</p>

	<p>The creation of additional outdoor play areas is complete and all classes have been introduced to the zones and so this project will not appear on the SQM next year.</p> <p>The early years curriculum update is complete and all of the documentation is in place.</p> <p>Work has taken place on dual coding for children with special educational needs and this will remain on the SQM for next year with a focus on the benefits of dual coding for all children.</p> <p>Q: Could there be an inclusion of lessons learnt from last year – as an example, could some of the work that has taken place in the XP project be mapped against other CSFs?</p> <p>A: This is something to consider.</p> <p>The draft SQM for 2024-25 was shared with governors. There have been discussions about including building work on the SQM but this would be a high-risk project. There will be no significant changes to the SQM for 2024-25.</p> <p>Q: How has the SQM been developed?</p> <p>A: AG and KH have attended further training and the process is now more refined. Leaders are more familiar with the language of SQM and further feedback on the projects has been given by Dr Bill Snaith. AG and KH have spoken to staff who are named on specific projects and the next part of the process will be for there to be half-termly discussions with everyone involved in leading on an aspect of the SQM so that there are regular conversations between the team.</p> <p>Q: What did Dr Snaith say above the CSFs. If all of the projects are complete, why is there not a new set of CSFs?</p> <p>A: He said that it was normal to have the same CSFs or slightly different. The CSFs are the longer-term aspirations for the school and the projects are what the school can do to achieve the aspirations.</p>
--	--

<p>AGENDA ITEM 7</p>	<p>EDUCATIONAL PERFORMANCE</p>
	<p>Sports Provision Update – HM</p> <p>HM provided governors with an update on the Sports Premium and the five key indicators that the premium must be spent against. Sustainability is a key consideration and this is a key factor in spending decisions.</p> <p>The first indicator is the engagement of all pupils in regular physical activity. Some of the premium has been spent on maintenance of the daily mile track. The impact of this is that it contributes to 15 active minutes each day. There has also been some work to make the track accessible to children in the winter. New equipment has been purchased including visual impairment equipment and the healthy hearts and minds trial has an impact on all children. Pupils have access to the trail during unstructured times of the day and some of the premium has been spent on storage so that equipment can be stored correctly. This will ensure that it will continue to have a lasting impact and the school will not need to purchase equipment next year.</p> <p>The second indicator is on raising the profile of PE and sports across the school. Some of the funding has been used to release PE leads so that they can lead Jump into June. This has been a successful event and as the link is shared with other schools, it has had a positive impact on other schools in the trust. All of the planning for Jump into June has been saved so that the PE leads are more efficient at rolling the programme out.</p> <p>House of Dance have been used for the end of year performance. This has raised the profile of dance and also provides professional development for staff on how dance lessons are delivered and so they can learn how dance is taught.</p> <p>The premium was used to fund staff to come in to school on sports day to ensure the day ran smoothly. The impact of this was significant particularly for SEND children as it was possible to allocate staff to support children in certain areas. All documents have been saved for next year so the planning process will be quicker.</p>

The premium has paid for sports lines to be marked out and this has had an impact as it increases children's confidence and makes sports more enjoyable.

The third indicator is to increase the confidence, knowledge and skills of staff. Last year PE leads were released to support staff in delivering PE but this has not been necessary this year as staff are more confident.

House of Dance were hired to deliver the dance curriculum as that was an area of weakness that had been identified. House of Dance teachers worked with children in Y3 – Y6 and as there has been an increase in teachers' confidence, House of Dance may be used to teach dance to Y2 children.

PE leads had a day of release time to review the PE curriculum. The end points were identified to be too broad and these have now been broken down. The scheme of work is clear and effective and children are clear on what they need to achieve.

All of the PE equipment has been audited and labelled and this helps maintain sustainability.

The fourth indication is broadening the experience of sports and activities to all pupils.

The premium funds the subscription to the Cheshire Sports Partnership (CSP) and £750 has been allocated to key indicator four and a further £750 to key indicator five. The CSP is an external company across Cheshire which provides coaches to all events and includes venue hire. The provision was reviewed last year and it does provide good value. Pupils have attended 31 events this year and the CSP also provides free professional development for staff eg visual impairment training.

The school is also a member of the Cheshire Schools Sports Association (CSSA) and the subscription fee of £270 is split across two key indicators. Events organised by the CSSA included football fixtures, rounders and cross country.

Staff are released to attend the activities and this has a big impact on ensuring that children are supported during the events.

Q: How does the school ensure that activities are inclusive for all children?

A: The CSSP grades its events. If an event is graded as being inclusive, children who may not have played competitive sport before will have the chance to take part with other children from other schools in an inclusive environment. There are also amber events and green events for children excelling in a sport. There are also specific events for children with special educational needs.

Support staff are paid a day in lieu to offer a club and there have been a range of different sports including athletics, rounders and football.

PE leads were also released to send communications to parents early so that families were aware in advance of the events and this has resulted in a much better uptake this year.

CEPD, school sports company who works with schools across Cheshire, offered dodgeball sessions for children in Y6. The sports premium paid for coaching before the event and staff observed the coaching and so will be able to offer dodgeball to children at Mill View next year.

Schools in the area block booked football pitches so that fixtures can be played in one day with the result that less release time needed for staff. Schools involved in the tournament split the costs of hiring the pitches.

100% of children in Y6 are able to swim confidently and proficiently over 25m. 97% of the cohort could swim using a range of strokes which is significantly above the national average. 100% of children met the water safety expectations. It is possible to use the sports premium to provide top-up swimming lessons for children who are below the national curriculum expectations but as all children can swim 25m safely it has not been necessary to use any top-up funding.

Governors thanked HM for his report.

AG advised governors, that HM and Sam Glendenning had received an award for their contribution to sports education and governors congratulated them on their achievements.

Outcomes

AG provided a verbal update on summer term outcomes.

83% of children in the early years achieved a good level of development which was the same as the previous year. There is no significant difference between girls and boys. 67% of children entitled to free school meals achieved a good level of development.

90% of children passed the Y1 phonics check. This was lower than last year but was higher than expected for this cohort and this shows that the phonics scheme is having an impact.

100% of children who re-sat the phonics check in Y2 passed.

Children in Y2 sat the KS1 SATS paper. This is no longer a statutory requirement but it does provide a useful point of reference. 84% of children met the expected standard in reading and 27% of children are working at greater depth.

73% of children met the expected standard in writing and this is the same as the previous year. Writing always lags behind the reading results as the requirements of the writing curriculum are more complex. There is a big difference between boys and girls in writing with girls generally achieving higher than boys but this does reduce as children move through the school.

Q: Is the expectation of boys' right and are they being taught in the way that they need?

A: As a school, children are taught in ways that will have an impact on all children. As a result, all children improve which can mean that the gap will remain. It was acknowledged that boys may need different teaching styles from girls.

83% of children met the expected standard in maths and this is higher than the national average last year.

The mean average score for children sitting the Y4 multiplication check was 17.8 and this was down on last year. The most important consideration is that children are achieving the expected standard in maths. 43% of the children are working above the expected standard in maths and a number of these children did not get high scores in the check. In the multiplication check, children have to give their answer within six seconds and there will be more work on managing timers. With the exception of one child, children with additional needs were not opted out of the children as it is important that they had the opportunity to have a go at the check.

96% of children met the expected standard in reading with 39% of children working at greater depth. The average scaled score was 109. The data is slightly higher than last year for the number of children working at the expected level but is lower on the number of children working at greater depth. The cohort is varied and so to achieve 96% is a very positive outcome. The number of children working at greater depth is still higher than the national average for last year.

89% of children met the expected standard in maths and 39% are working at greater depth. The average scaled score was 107.

Writing is teacher assessed and 89% of children met the expected standard with 46% working at greater depth which is significantly above the national average for last year.

89% of children met the expected standard in spelling, grammar and punctuation and 64% are working at greater depth. The average scaled score is 109.

82% of children are working at the expected standard in reading, writing and maths and 25% are greater depth and this is a similar picture to last year.

	Governors congratulated the school and its pupils on a positive set of data and noted the average scaled scores were only just below the greater depth measure of 110.
--	--

AGENDA ITEM 8	HR/FINANCIAL PERFORMANCE
	<p>To approve expenditure under the Scheme of Delegation</p> <p>There were no items of expenditure requiring approval under the Scheme of Delegation. AG advised that the school is preparing to submit a CiF bid and is considering how the purchase of additional I-pads can be funded.</p>

AGENDA ITEM 9	COMPLIANCE AND SAFEGUARDING
Discussion:	<p>LGB Compliance Document</p> <p>The LGB compliance document was included with the papers for the meeting and approved by governors.</p> <p>Risk Assessment and Mitigation Plan (RAMP)</p> <p>AG advised there had been no changes to the RAMP document since the last time it was shared with governors who received and noted the RAMP.</p> <p>Safeguarding</p> <p>Governors noted the requirement for safeguarding governor to complete safeguarding report to be reported to the LGB in October</p> <p>Headteacher's Update</p> <p>There has been one fixed-term suspension. There have been no permanent exclusions and no formal complaints.</p>
	RESOLVED: That the summer term LGB Outcomes document be approved.

AGENDA ITEM 10	GOVERNANCE
Discussion:	<p>Governor Visits/Training</p> <p>LT advised that she had attended the trust's SEND governance hub. This was a very positive meeting where she was able to talk about the success of learning coaches.</p> <p>HK advised that one of the discussions at the termly chairs' meeting was about the importance of having succession plans in place and it was agreed that succession planning would be included on the agenda for the next meeting.</p> <p>Governors also noted the draft governor development plan which provides a suggested pathway for governors and a mechanism for identifying training needs across the LGB. It was agreed that governors would complete the skills audit and there would be further discussions about this in the autumn term.</p> <p>Attendance Record</p> <p>The LGB attendance record as shared with governors and it was note that there have been no occasions where an LGB meeting was not quorate. It was recognised that with the resignation of CM and JBr that governor recruitment will be a priority in the new academic year and further discussions to take place at the next meeting.</p> <p>Appointment of Governance Professional</p> <p>Governors were informed that the Governance Professional for 2024-25 will be Emma Keefe.</p> <p>Headteacher Performance Management Panel</p> <p>The Headteacher performance management panel will consist of SE, CEO, SaW as Chair of Governors and one other governor.</p> <p>Meeting Dates for 2024/25</p>

	<p>The meeting dates for 2024/25 were shared with governors. The meeting dates have been set on the nine-meeting format and governors will discuss whether it would be beneficial to move to the seven-meeting structure in the autumn term.</p> <p>It was agreed that HK would write a letter on behalf of the LGB thanking staff for all of their hard work and dedication to the school.</p>
	<p>Actions</p> <ul style="list-style-type: none"> • Succession planning to be included on the agenda for the next meeting. • Governor recruitment to be included on the agenda for the next meeting. • Governor training to be included on the agenda for the next meeting.

AGENDA ITEM 11	DATE OF NEXT MEETING
Discussion:	Tuesday 17th September 2024 at 6.00pm

Further discussions took place under the Part Two agenda.