



**MEETING 4 PART ONE MINUTES
OF THE LOCAL GOVERNING BODY MEETING
OF MILL VIEW PRIMARY SCHOOL**

Date	Tuesday 18th January 2022 at 6pm
Venue:	Via Teams

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

AGENDA ITEM 1	WELCOME, APOLOGIES FOR ABSENCE (Statutory) AND CONFIRMATION WHETHER MEETING IS QUORATE
Discussion:	SaW welcomed all to the meeting. He also welcomed MPW who was attending the meeting as an observer. The apologies of KD and AD were accepted.

AGENDA ITEM 2	DECLARATION OF PERSONAL & PECUNIARY/BUSINESS INTEREST (Statutory)
Discussion:	SaW declared that LR is his daughter and that he would hand over chairing responsibilities to HK for agenda item 4. There were no other conflicts with any of the agenda items. No new interests were declared.

AGENDA ITEM 3	CHAIR'S ACTION
	SaW reported that at the end of the autumn term, the CEO proposed that all Local Governing Boards appoint an assessment lead governor. SaW contacted governors and LE and JBr expressed an interest in taking on the role. It was agreed that LE would take on the role of assessment lead governor with JBr deputising.

AGENDA ITEM 4	EDUCATIONAL PERFORMANCE
Discussion	<p>HK welcomed LR and she and SG provided governors with an update on the maths curriculum. The focus of the presentation was on what was working well and what would be 'even better if'.</p> <p>The implementation of Power Maths has been very positive. LR and SG have received training as Power Maths takes a mastery approach and so requires different planning and questioning of children. This approach means that smaller steps are taken but in greater detail which allows all children to access learning.</p> <p>Staff feedback is very positive and allows teachers to have clear progression in their teaching. Teachers have been supported by a mastery specialist from Boughton Heath (BHA) and a teacher research group.</p> <p>M.I.C.E. is used as a backbone to teaching – Manipulatives to support objectives, Illustrate learning, Calculation and Explanation – children will use stem sentences to explain their learning.</p> <p>Feedback has been that it is difficult to know how to structure sessions using the mastery approach and MICE will make this easier. This will shortly be rolled out across the school.</p> <p>The autumn 2 data shows that Power Maths is having an impact. Pupil voice shows children's enthusiasm and engagement and books show clear progression and that all sessions are in line with the scheme. All year groups have made progress based on their entry points.</p> <p>No Nonsense maths interventions are in place for pupils based on Star test data. Staff have a good understanding of children's areas of weakness.</p> <p>Teacher judgments have been validated through the peer review. Some SEND and disadvantaged children need additional support and this will be provided through the No Nonsense interventions.</p> <p>There is no gender gap at Mill View (MVP).</p> <p>Trials of Power Maths took place with Y5 and Y5 children before the scheme was purchased for the whole school. Staff engagement in the summer term was good and staff were able to have training via Power Maths specialists. There has been a good response from teachers and teaching assistants who have been trained to support children.</p> <p>Details of the curriculum including progression documents are available on Padlet and the website for all parents and staff.</p> <p>Collaboration with staff at BHA has been useful. There is a teacher research group from across CAT schools and the support will continue over the next 4-5 years to embed practice.</p> <p>The process of rolling journaling out across KS1 is taking place for children from Y2. Whilst teachers are teaching and modelling MICE, children will be able to fill in their journal before answering questions independently. It is anticipated that journals will be provided to Y1 children in the spring term so that they are confident in using it when they move to Y2.</p> <p>LR has begun using Deeping Understanding which provides good examples of stem sentences. These will be shared with teachers to underpin their practice.</p> <p>It will be important to allow staff to observe SG and LR and other specialist teachers. Teachers have been able to see a KS1 lesson at BHA. At the next research group training session teachers will be able to observe a KS2 maths mastery lesson using a different scheme to Power Maths. This will add an additional element to teachers' practice. Teachers are constantly upskilled through the maths hubs.</p> <p>There are plans for maths leads to undertake more in-class observations. Evidence in the books</p>

is good but SG and LR want to observe more teaching so there is a better understanding of how Power Maths is being taught across the whole school. Where required, bespoke training needs will be identified.

The autumn term data is positive and the focus for the year will be to build on this data. It is anticipated further progress will be made but changes can be made if required.

Pupil voice will be a focus and there are plans to obtain this in a more formal way.

Q: The data suggests that Y1 and Y2 children are further away from age-related expectations in maths – is that why journaling is in place?

A: Yes, it will underpin their work in class. The Y1 children are new to Star testing and teacher assessment may show their progress in a clearer way.

There has been a slower approach to the implementation of Power Maths in KS1. The expectation on children in Y1 is no different from other year groups but there may be a different approach to how it is delivered – such as more use of manipulatives. The resources available for Y1 children are very good and there is a greater use of maths vocabulary. Autumn term data can look poor as children transition from Early Years to KS1 but it is anticipated that there will be good outcomes across the year.

Q: How are teachers ensuring continuity between the old and new systems so that there are no gaps?

A: The previous scheme was White Rose maths. The continuity has remained through the 'discover' element of Power Maths and the new scheme is being implemented slowly.

Q: Do interventions take place separately to lessons?

A: Yes and it is important that children are able to access a broad curriculum and so work has taken place to ensure that children are taken out of alternate lessons. Interventions are also kept short to ensure that children get the most out of them. They will be kept under review to ensure they have an impact.

It was agreed that how interventions take place across the school be included as an agenda item for the next FGB meeting.

Q: At what point are children identified as requiring an intervention?

A: It is based on the autumn term Star data. Children scoring between 100-114 are at age related expectations, below 100 is below the expected level and if children score below 84 they are working at well below expectations.

There also needs to be consideration of children's starting points and where they are expected to be at the end of the year. Most interventions are given to children whose data has dropped from their start data.

Q: Is there a comparison of data from the same period under the old scheme and is the current data stronger or similar?

A: SG advised that he did have the data and would be able to provide this information to governors. It was also noted that last year 92% of children were at age related expectations in the summer term. The autumn term data indicates that 94% are already working at age-related expectations.

Governors thanked LR and SG for their work.

LR left the meeting.

Pupil Progress and Attainment

The autumn data report was circulated in advance of the meeting. LR and AG met prior to the meeting to review the data.

	<p>The data confirms that the school is on the right track with its strategic vision. There is more information about the Early Years this year as there is a new curriculum. Work has taken place across the trust on Early Years assessment.</p> <p>AG provided an overview of the main headlines of the data report.</p> <p>The report provided information for each year group and other key groups as it is important to know where they left the previous year group. The data takes into account teacher assessment.</p> <p>The headline reports for standardised assessment are based on the Star test data. Once children have sat the test, pupil progress meetings take place so that teachers can talk about whether the results reflect what they are seeing for that child in the classroom.</p> <p>This year, pupil progress meetings have involved the inclusion team. This enables a discussion about individual children and actions can be agreed at this stage.</p> <p>The progress of each class has been reviewed. Progress is good for reading, writing and maths. There are no gender gaps in Y3 and there may need to be a further review of this to understand why this is the case. There are no concerns with the Y1 data. There are new schemes for phonics and maths and as the children settle into KS1, AG anticipated that there would be good results from this class.</p> <p>The attainment gap between Y3 and Y4, Y5 and Y6 has been narrowed. Years 5 and 6 are making strong progress across all three areas. In Y4, the combined score is low. There are no concerns about teaching in this year group and a lot of work is taking place on accuracy of assessment. There will be trust moderation of every year group.</p> <p>At the end of the spring term, writing assessments will be in line with reading and maths so that teachers will assess who is on track to get age-related expectations at the end of the year.</p> <p>Q: Are there any groups low in attainment who do not have SEND? A: All lower attaining groups have SEND or are disadvantaged children. Discussions are taking place to monitor the 'super-disadvantaged' but because of the involvement of the inclusion team in pupil progress meetings any child who was falling behind would be noticed.</p> <p>Q: Is there anything that children in Y3 or Y4 need to cover in phonics that they may have missed because of the change in phonics scheme or because of Covid? A: The phonics scheme would normally finish in Y1 but this year, Y2 children are using floppy phonics. Any children in Y3 and Y4 with phonics gaps have been identified and floppy phonics will be used to address this. There has also been a change to KS2 reading books so that books children read are now linked to their reading fluency. The inclusion team are also looking at this and interventions will be available if needed.</p> <p>DN noted that she has a meeting with the SENDCO at the March meeting and the focus of the meeting will be on the attainment and progress data for children with SEND.</p> <p>A governor requested that SPG data for Y5 be included within the data report.</p>
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ACTIONS	
Y5 SPG data to be included in data report.	

AGENDA ITEM 5	PRINCIPAL'S ACTION
	<p>AG advised that KD had not taken any urgent actions since the previous meeting.</p> <p>There have been some staff absences due to Covid. Most of the absences have been covered internally because it has been difficult to get supply teachers. There have been outbreaks in Reception, Y2 and Y4. Staff have been flexible and teachers have coped well. There have been Teams meetings for children who are well enough to work from home and phone-calls home.</p>

	<p>Governors recognised the ongoing impact in terms of wellbeing and passed thanks to staff for their professionalism and flexibility in maintaining normality for children and providing home learning.</p> <p>The first applications have been received for nursery. Interviews will take place in the week commencing 24th January 2022 and there are a number of strong candidates to interview.</p>
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AGENDA ITEM 6	PART ONE MINUTES OF MEETING – OCTOBER 2021
Discussion:	The Part One minutes of the meeting of 16 th November were circulated in advance of the meeting. The minutes were approved subject to the inclusion of a reference to the need for an assessment governor which had been identified by HK.
DECISION	The Part One Minutes – 16th November 2021 were approved subject to the inclusion of a reference to the need for an assessment governor which had been identified by HK.

AGENDA ITEM 7	MATTERS ARISING
Discussion:	<p>Governors to complete skills audit. Clerk to collate results COMPLETE</p> <p>Clerk to advertise co-opted governor vacancy through Inspiring Governance. ONGOING</p> <p>Governors to confirm they have read Keeping Children Safe in Education statutory guidance. Clerk to send form. COMPLETE</p> <p>AG to provide update on the development of her course in the spring term. AG advised that the course is based on Education Endowment Foundation research and is helping her understanding of the impact of interventions.</p> <p>Governors to complete NGA Safeguarding training by the January meeting. Governors requested clarification from trustees as to whether governors who have completed Basic Awareness training are required to complete the NGA module. ONGOING</p> <p>Governor visits for the next meeting - PPG/LAC. A virtual visit has taken place and AD to report back.</p> <p>Teaching and learning for PPG and LAC to be included on February agenda. COMPLETE</p> <p>KD to circulate Inclusion Hub audit – to be included on February agenda. COMPLETE</p> <p>JBr to review school website COMPLETE</p> <p>Autumn term Quality Assurance document to be circulated via email for approval COMPLETE</p>

AGENDA ITEM 8	VISION AND STRATEGY
Discussion	<p>School Development Plan/Strategy</p> <p>AG confirmed that the School Development Plan had been reviewed. All actions remain the same and the school is on track to achieve all of the actions by the end of the academic year.</p> <p>Vision</p>

	AG thanked JBr and SaW for their work on the vision. The wording of the vision has been shared with staff for feedback and the refined wording will be presented to governors at the February meeting.
	ACTIONS
	Wording of vision to be included on February agenda

AGENDA ITEM 9	HR/FINANCIAL PERFORMANCE
	<p>Approval of expenditure under the Scheme of Delegation</p> <p>Governors had previously approved the spend for a nursery building and governors were asked to re-confirm their approval for an Early Years building. It was confirmed that quotes have been re-submitted for an Early Years classroom.</p> <p>Governors confirmed their approval of the building of an Early Years classroom.</p> <p>There were no further items of expenditure requiring approval under the Scheme of Delegation.</p> <p>.</p>
DECISION	Governors approved the building of an Early Years classroom

AGENDA ITEM 10	EQUITY AND DIVERSITY (including wellbeing)
Discussion	<p>JB advised that the Inclusion Lab audit has been completed and the number of people who completed his was pleasing. The next step is for the Inclusion Lab to feedback an action plan based on results.</p> <p>It was requested that references to equality and diversity be amended to read equity and diversity.</p>

AGENDA ITEM 11	COMPLIANCE AND SAFEGUARDING
Discussion:	<p>Attendance</p> <p>Autuumn term attendance was 95.02% and attendance at the start of the spring term is 94.18%. There are some children who are persistently absent and staff ensure that there is lots of communication with families. In two cases, external agencies are involved. Work is taking place with some families as covid rules change so that they understand that if a child is well they should be in school.</p> <p>Q: Are the absences Covid-related? A: Covid is the general trend for absence.</p> <p>Where there are long-term absences, KD is informing SaW and he advised governors that all appropriate action is being taken.</p> <p>DN left the meeting.</p> <p>Medical Register</p> <p>Governors received an anonymised MedicalRegister for information.</p> <p>Policies for Approval</p>

The following policies were circulated in advance of the meeting for approval/rejection:

Advice has been taken from other schools and their policies used.

Q: The policy talks about debt recovery, if families are booking in advance, why is this section required?

A: AG to clarify this with the Business Manager.

It was also suggested that the expectation that parents will book a complete session should be explicit in the policy.

Governors requested that approval of the policy be deferred until the further information had been received.

Operation of Policies

Governors to receive a verbal report on operation of the First Aid Policy which is working well. Accidents are now recorded in a carbon-copy book.

Governors to provide feedback on CAT Menopause Policy

Governors considered the Menopause Policy. The implementation of the policy was favourably received.

A governor suggested that there be consideration of the wording in referring to 'women' to include transgender colleagues. It was also suggested that paragraph 5.4 be re-worded to state that where an employee may not feel comfortable talking to their line manager that an alternative contact would be made available.

Residential Visits

The following residential visits were confirmed:

Confirmation of planned residential visits (for discussion)

Y4 to Kingswood

Y5 to PGL

Y6 3 nights to the Venture Centre on the Isle of Man

Y3 – Conway Centre

Governors welcomed the fact that residential visits were now able to take place and thanked staff for organising them.

A governor commented that some parents were not happy with the Isle of Man residential. Whilst governors recognised there may be some concern about the trip, the position of the LGB was that governors support residentials and that staff have the appropriate sensitivity to respond to any parents.

Q: What happens if all pupils do not sign up?

A: In the event that this happens, support from governors will be requested, if necessary.

S175 Audit

The S175 Audit was circulated in advance of the meeting. AG confirmed that a shorter version is sent to the Safeguarding Children in Education team at the local authority so that they are aware of the provisions in place. The CEO will be reviewing the audit.

	<p>SG left the meeting.</p> <p>There are some areas pending relating to school council and governors but this is not achievable at this point. It was agreed that this would be reviewed in the summer term.</p> <p>Website Review</p> <p>JBr advised that he had reviewed the website and identified 11 actions. All actions were completed by the Business Manager within 24 hours. All policies are updated and on the website including nursery policies.</p> <p>There was a discussion about responsibility for governance pages on the school website. It was agreed that SaW would pose a question to the Trust around this so that the school’s website is not disadvantaged in terms of a lack of clarity.</p> <p>Quality Assurance</p> <p>The autumn term quality assurance document was circulated in advance of the meeting and approved by governors.</p>
	<p>ACTIONS</p> <p>AG to clarify why a debt recovery section is required in nursery admission policies.</p> <p>Governors requested that reference be made to an expectation that parents book a full session.</p> <p>Nursery policies to be included on February agenda for approval.</p> <p>SaW to contact the Trust in relation to governance elements of the school website.</p> <p>Governor involvement in school council to be included on summer term agenda.</p>

AGENDA ITEM 12	GOVERNANCE AND RISK
<p>Discussion:</p>	<p>Greener Governance</p> <p>Governors recognised the importance of their role in promoting environmental sustainability. It was agreed that the LGB would take a lead on this at the appropriate time but that at this point in the academic year there is no additional capacity. It was agreed that Greener Governance be included on the summer term agenda.</p> <p>Skills Audit</p> <p>The results of the skills audit were circulated in advance of the meeting.</p> <p>The main headlines were related to the management and analysis of data, the opportunity to gain greater responsibility in chairing meetings and references to the Headteacher’s Performance Management process.</p> <p>There were some concerns around the expectations of governors. The Trust introduced a flat model of governance. There are some advantages to the committee model in that it can spread workload and gives other governors the opportunity to chair sub-committees. The flat structure is positive in that it allows governors to have a broad view of the school. In the current model whilst there are lead governors but all governors are expected to understand all areas of governance. There are concerns that if workload is not managed it could lead to people leaving the LGB.</p>

	<p>It was agreed that the expectation of lead governor roles be further clarified so that certain aspects of governance be delegated to link governors who would then be able to report back more formally to the LGB. They could chair that aspect of the meeting and get experience of chairing.</p> <p>Assessment Link Governor</p> <p>LE and JBr were appointed as assessment link governors.</p> <p>Governor Vacancies</p> <p>There is one co-opted governor vacancy.</p> <p>The school has been pro-active in appointing parent governors including meeting with several parents who have expressed an interest in the role.</p> <p>Governor Visits</p> <p>It was confirmed that AD had completed here PPG/LAC link governor visit and her report to be circulated to governors.</p> <p>Governor Training</p> <p>Governors attended the Trust data training sessions.</p> <p>JBr has completed online safety for governors training.</p>
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AGENDA ITEM 13	ITEMS FOR NEXT MEETING
Discussion:	

AGENDA ITEM 14	DATE OF NEXT MEETING
Discussion:	Tuesday 8 th February 2022 at 6pm