



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

<b>Date</b>	<b>Tuesday 10th May 2022 at 6pm</b>
<b>Venue:</b>	<b>At Mill View Primary</b>

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

*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. Apologies were received fro AD.

<b>AGENDA ITEM 2</b>	<b>DECLARATION OF PERSONAL &amp; PECUNIARY/BUSINESS INTEREST (Statutory)</b>
<b>Discussion:</b>	There were no conflicts of interest with any of the agenda items. No new interests were declared.

<b>AGENDA ITEM 3</b>	<b>PART ONE MINUTES OF MEETING – March 2022</b>
<b>Discussion:</b>	The Part One minutes of Meeting 6 – March 2022 were circulated in advance of the meeting and approved by governors.
<b>Papers</b>	<b>RESOLVED: That the Part One Minutes – March 2022 be accepted as a true and accurate record. All agreed.</b>

<b>AGENDA ITEM 4</b>	<b>MATTERS ARISING</b>
<b>Discussion:</b>	Clerk to advertise co-opted governor vacancy through Inspiring Governance and to review candidates. COMPLETE

	<p>CEO Record of Visit on Curriculum to be included on next agenda. COMPLETE</p> <p>JBr to complete link GDPR governor visit – to take place in Septmeber. ONGOING</p> <p>JB to complete safeguarding governor visit. ONGOING</p> <p>DT to circulate list of potential new governors to SaW and KD COMPLETE</p> <p>SEND link governor report to be included on agenda for next meeting. – DN provided a verbal update. COMPLETE</p>
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<b>AGENDA ITEM 5</b>	<b>CHAIR'S ACTION</b>
	The Chair had not taken any urgent decisions on behalf of the LGB.

<b>AGENDA ITEM 6</b>	<b>PRINCIPAL'S ACTION</b>
	The Principal had not taken any urgent actions on behalf of the LGB.

<b>AGENDA ITEM 7</b>	<b>VISION AND STRATEGY</b>
	<p><b>School Development Plan</b></p> <p>KD advised that she had met with the CEO to discuss the self-evaluation form and KD to circulate his report for the next meeting.</p> <p><b>Quality of Education</b></p> <p>The priority to deliver a high-quality education is going well. There are new tracking and intervention systems to identify children that may require further intervention and this is working very well. AG has taken the lead on working with teachers who are responsible for identifying what plans are in place for children and if they require any additional support or training.</p> <p>Writing is a focus for the catch-up curriculum and additional funding has been used to target writing and the writing of disadvantaged children in particular. Whilst there is still a gap this is narrowing slightly.</p> <p>Work has taken place in the curriculum over the last three years and different staff have taken on responsibility for some of the key tasks in curriculum development. The overview of the curriculum and key themes has been published on the website.</p> <p>Middle and senior leaders have been working on monitoring and targets for their subjects with staff at Bexton and KD retains a strategic overview.</p> <p><b>Behaviour and Attitudes</b></p> <p>The development of play times has been a real success. There are still areas to improve but children have a wide range of activities at play time including construction and sandpit areas, obstacle courses and other equipment. The children's sense of responsibility for the equipment is very positive.</p> <p>Work needs to take place on persistent absenteeism and those children whose attendance is not where it should be. KD has met with other headteachers who are also reporting more instances of persistent absenteeism but some of the data at MVP is lower than for other schools.</p> <p>Further curriculum work is taking place on supporting mental and physical well-being. There is a curriculum in place which is going well but is not, at this stage, finished. Two staff will be completing their mental-health first aider course and the learning mentor is completing</p>

	<p>qualifications as a mental health leader. Another member of staff will undertake art therapy training.</p> <p>It was noted that the nursery is not fully completed and is an unfinished item on the action plan. This will be completed by the end of the year.</p> <p>Governors recognised that from a strategic point of view the nursery action has been completed.</p> <p>There are currently 19 children in the nursery and the majority of them will be coming to MVP next year. It is already clear that the transition to Reception will be much smoother.</p> <p>SaW noted he had visited the nursery three times and there had been a very positive response from parents.</p> <p><b>Q: How many will be leaving the nursery in September and how many more places are there?</b></p> <p>A: KD to find out. There are 20-23 on roll for September.</p> <p>It has been difficult to market the nursery because of the delay in the grounds work but it will be necessary to increase numbers. KD and AG have discussed how this can be achieved so that the nursery is sustainable. It was confirmed that the nursery is staffed and resourced as needed.</p> <p><b>Q: What was the break-even number?</b></p> <p>A: Double the places that are currently filled. Currently 50 sessions are full and 80 sessions need to be full. The astroturf will be completed in a couple of weeks after which point an open morning will be held.</p>
<p><b>ACTIONS</b></p> <p><b>KD to circulate CEO report</b></p>	

<b>AGENDA ITEM 8</b>	<b>EDUCATIONAL PERFORMANCE</b>
<b>Discussion</b>	<p><b>Admissions</b></p> <p>Since the last meeting two children have left the school in Y2 and Y5. The children have moved due to parental work commitments. There are now spaces in Y4 and Y5.</p> <p><b>Spring Term Outcomes</b></p> <p>The spring term outcomes report was circulated in advance of the meeting. AG and LE had met prior to the meeting to discuss data and LE provided governors with a verbal update.</p> <p>The KS2 maths data and progress is very positive. There is effective use of team teaching in KS2 – a Y6 teacher has taught English to the Y5 and Y6 children and SG has taught maths to the children. This is positive in that it helps prepare children for high school where they will have different teachers for different subjects.</p> <p>The attainment gap has narrowed and the Y3 cohort are now catching up to other years.</p> <p>LE compared the data from the end of the 2020/21 year with the current spring term data and all KS2 children are already at the point, or above, where children were at the end of the last academic year. In KS1 most of the children are below. It was acknowledged that the comparisons were for two different points in the year but there was a discussion about the difference in data from KS1 and KS2 including the transition from the Early Years to how assessment of younger children takes place.</p> <p>Y2 children have been particularly impacted by Covid and that cohort also has a range of pupils with complex needs and have also been impacted by a number of illnesses including Covid and</p>

	<p>Chicken Pox. Progress tends to improve as they move up the school. This is not because the teaching is better higher up the school but the cumulative effect of interventions has an impact. Staffing has also changed in that class to ensure the children have consistency and this is having a positive effect.</p> <p>Y3 boys' attainment is higher than national in maths and broadly in line in writing. The LGB key report summary is a combination of teacher assessments and Star test results which is a more reliable overview of the data than star tests alone.</p> <p>The data highlighted that the gap between disadvantaged and non-disadvantaged pupils from the end of the summer has narrowed. This is within a national context where the gap has widened and so this is a very positive picture.</p> <p>The number of children with Special Educational Needs (SEND) has increased as have the number of children on first concerns. Staff are working to support these children and to move them onto the SEND Register if necessary.</p> <p><b>Q: What are the next steps and are there any particular areas of focus?</b>  A: Writing has been the subject most affected by Covid and it is also the area which disadvantaged children find the most challenging. Most of the catch-up premium has been used to address this and there has been some progress but it will take some time to see this reflected in the data. Writing will continue to be a focus for some time. Maths and reading have been focus areas and the next steps are to embed practice so that children can make accelerated progress. The data does show that gaps are widening for some disadvantaged groups and that is because the improvements to the curriculum mean that all children's progress is accelerating.</p> <p>Governors recognised that whilst the discussions are around narrowing gaps this means asking children who find it difficult to make progress to progress faster than children who find it easier.</p> <p>Governors thanked LE for her update.</p> <p><b>Teaching and Learning Update</b></p> <p>The Learning Mentor will be in attendance at the next LGB meeting to provide governors with an update on inclusion and mental health.</p>
	<p><b>ACTIONS</b></p> <p><b>Learning Mentor in attendance at June meeting to provide an update on inclusion and mental health.</b></p>

AGENDA ITEM 9	SCHOOL IMPROVEMENT
	<p><b>Curriculum Update</b></p> <p>The CEO Record of Visit was circulated in advance of the meeting. Governors noted the contents were very positive and the feedback was constructive. At the meeting there were discussions about the work that has taken place including the re-writing of the curriculum and assessment policies, year group overviews, how subjects in the curriculum link and the writing of long-term progression maps. In addition, a new British values curriculum has been written. All of the actions arising from the meeting have been completed and details of the curriculum are published on the school website.</p> <p>Q: Does the report say that in the CEO's opinion, the school would be judged to be Outstanding following an inspection?  A: This is a shared judgment as when looking at the inspection framework, the school is better than Good in a lot of areas. It is difficult to determine how Ofsted would judge the school as only one in four Outstanding schools are maintaining their standing. When looking at the evidence</p>

	<p>and documentation it is indicating that the school is Outstanding but there is no national data that backs this up.</p> <p>Governors recognised that if, based on internal assessments, school leaders believe that the school is Outstanding then it is important to put forward that as the prognosis against which Ofsted will evaluate the school as inspectors could be as critical of under assessment as over inflation.</p> <p><b>Q: What does Quality of Education mean?</b></p> <p>A: It relates to the intent, implementation and impact of the curriculum. Currently there is no national evidence of the impact of the curriculum that is being taught. Inspectors will not look at internal data. It is not possible to get an overall Outstanding grade if Quality of Education is not Outstanding.</p>
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<b>AGENDA ITEM 10</b>	<b>HR/FINANCIAL PERFORMANCE</b>
	<p><b>Approval of expenditure under the Scheme of Delegation</b></p> <p>There were no items requiring approval under the Scheme of Delegation.</p> <p><b>Central Services Charge</b></p> <p>The proposal for the central services charge were circulated in advance of the meeting. Governors were of the view that morally it was right not to 'tax' schools with the most disadvantaged pupils and agreed with the proposal in principle but requested further information about the details including if MVP would pay the extra £600, how the trust will use the money as the trust gets bigger and how the proposal would impact on other schools.</p>

<b>AGENDA ITEM 12</b>	<b>COMPLIANCE AND SAFEGUARDING</b>
<b>Discussion:</b>	<p><b>Policies</b></p> <p>HR policies were circulated in advance of the meeting. There was one suggestion in relation to the wording in the Recruitment and Selection policy around 'appropriate advertisements' and ensuring that adverts are placed in a reasonable number of places so that people from any background are able to apply. DT to share comments with the trust.</p> <p><b>Attendance</b></p> <p>The attendance report was circulated in advance of the meeting.</p> <p>Attendance from September to Autumn B was 95%, this had dropped to 93.8% in Spring A and 93.6% in Spring B. Spring absences were higher because one class had been affected by bouts of Covid, chicken pox and a sickness bug. AG will analyse attendance data each half term but if there are any children of concern, their information is reviewed daily. Any child with attendance below 95% is monitored.</p> <p>In the last analysis, 69 children were removed from the monitoring list as it was clear their absences were due to Covid. If attendance drops below 90% without adequate medical evidence, families will be contacted by letter which is then followed up with a letter requesting a meeting in school. Nine families received this letter in spring and the attendance for all children has subsequently improved.</p> <p>Five children have SEND or other complex issues and external agencies are consulted. There have been improvements in the attendance.</p>

	<p><b>Q: Why was there a dip at the end of the spring term?</b> A: Spring was very different as there were children absent who are never normally off school.</p> <p><b>Q: Are there many parents taking holidays?</b> A: There have been more unauthorised absence which has been challenging. The school is taking a reasonably hard line on this in comparison with other schools.</p> <p><b>Pupil Numbers</b></p> <p>Governors received an update on pupil numbers. There are 209 children with two children due to leave the school. There are 19 children in nursery.</p> <p><b>Health and Safety Link Governor Visit</b></p> <p>The health and safety audit will take place in July. LE agreed to complete a formal governor visit by the end of June.</p>
	<p><b>ACTION</b></p> <p><b>DT to share comments on Recruitment and Selection policy with the Trust.</b></p> <p><b>LE to complete health and safety governor visit</b></p>

<b>AGENDA ITEM 13</b>	<b>GOVERNANCE AND RISK</b>
<b>Discussion:</b>	<p><b>Governor Vacancies</b></p> <p>It was confirmed that SG was stepping down from his role as staff governor. DN will be leaving at the end of the school year or when a replacement governor is found. Governors formally thanked both SG and DN for the significant contributions they had made to the LGB.</p> <p>An advertisement has been placed on Inspiring Governance and three potential candidates were identified. One has declined and, at the time of the meeting, there had been no response from the other applicants. There are currently three co-opted governors, two staff governors, four parent governors and one Principal. The challenge in terms of LGB membership going forward arises because the terms of office for a number of governors will expire at around the same time. Governors were asked to consider co-opting HK and JB so that they would then get a new term of office from 1<sup>st</sup> September.</p> <p>There were no objections to the proposal although governors were aware of the need to have further external objective thought from a governor not already connected with the school.</p> <p>The Trust Board have indicated that it would be acceptable to co-opt one parent governor but if the LGB proposes to co-opt more than one parent governor then approval from the trust board should be sought. It was agreed that DT would present the proposal to trustees for their consideration.</p> <p>Governors were also asked to consider any contacts they may have who may be interested in becoming a governor.</p> <p>It was confirmed that nominations for staff governor have been sought and the closing date is 19<sup>th</sup> May 2022.</p> <p><b>Q: How local would a governor have to be?</b> A: This would depend on how meetings are to run. In order to diversify governance it may be necessary to extend the 'reach'. If a new governor is willing to travel then to the school for meetings then their location would not be an issue.</p>

## **Link Governors**

The future changes to the LGB membership means that there will be vacancies for SEND, Assessment and health and safety link governors in addition to the current vacancy for a training governor.

JBr agreed to become data and assessment governor and this was approved by the LGB.

LT has an educational background and has agreed to take on the role of SEND governor. This was approved by the LGB. LT and DN to carry out a handover.

Governors were asked to advise DT if they were willing to become health and safety governor.

There were discussions about the role of staff governor so that they have more responsibility outside of their professional roles. It was suggested that the new staff governor may like to consider the role of training governor.

## **Governor Visits**

### **SEND Link Governor Visit**

DN provided governors with a verbal update following her SEND link governor visit.

The focus of the meeting which took place in February was on pupil progress as this was an area that had been highlighted during the discussions on data analysis. During her visit, DN discussed assessment and tracking, how data was analysed and how the data informs actions.

It was recognised that it was easy to over-interpret data with small number. Children with SEND have a range of different diagnoses and levels of support and interventions. There were some children working at urgent intervention over some time but that is because small steps of progress are difficult to identify. To address this, the school has invested in B Squared as it allows for tracking and evidencing those small steps of progress. It is important that parents are not always told that their children is 'working below' when they are making progress and so the new system will allow the children's success to be celebrated. DN advised that the support of the trust is valued.

DN asked if there were areas of the school where gaps were narrowing and what facilitated this. Gaps are narrowing in Y2 and maths and literacy interventions are having an impact and are designed to underpin the learning taking place in classrooms.

An area to consider for the future SEND governor is whether interventions can be sustained without catch-up funding.

Time is always a challenge. There are four children with EHCPs with one pending. The paperwork is significant as is the need to liaise with other agencies but it is positive that there are narrowing gaps in areas and children are making progress.

### **School Vision**

It was agreed that governors would agree a date for governors to visit during the school day which would include a strategic focus relation to the vision.

### **LGB Meeting Dates**

The meeting dates for 2022/23 were approved by governors. The pros and cons of in person or virtual meetings were discussed and it was agreed that the first meeting of the new academic year would be face-to-face and meetings would then alternate between face-to-face and virtual unless the agenda benefits a face to face meeting.

	It was agreed that the June meeting would be in person.
	<b>JBr was appointed data and assessment governor</b> <b>LT was appointed SEND governor</b> <b>LGB meeting dates for 2022/23 were approved</b>
	<b>ACTIONS</b> <b>LT and DN to meet to discuss SEND governor role</b> <b>To agree a date for governors to visit school to look at an aspect of school vision</b>

<b>AGENDA ITEM</b>	<b>DATE OF NEXT MEETING</b>
<b>14</b>	
<b>Discussion:</b>	Tuesday 7 <sup>th</sup> June 2022 at 6pm

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