

Academy	The Mill Primary
Chair of Governors	David Nixon
Date	12 th October 2021

Governance at The Mill Academy within TKAT

The Mill Academy is part of TKAT, a Multi-academy Trust. The Trust is a charity and its board of trustees must ensure that it complies with its charitable objects which relate to the provision of education in its schools. As such it is the Trust board which is accountable for the performance of the Academies in the Trust, and in turn, it is held to account by the Department for Education. The Trust has chosen to appoint committees for each of its academies and these are known as a local governing bodies (LGBs). The LGB's responsibilities are set out in a document known as the Scheme of Delegation which is available on TKAT's and Academy's website.

Vision

The LGB is responsible for ensuring that the Academy's long-term vision reflects the needs of its community beyond current postholders and in line with TKAT's vision and values.

The Local Governing Body is committed to realising the vision that The Mill Primary Academy will become an outstanding provider of education.

Organisation of LGB

The Mill Primary Academy's LGB has 9 Governors, consisting of 2 parents, 2 Staff (excluding Headteacher), 4 appointed, and the Headteacher.

There are currently no vacancies

The Link Governors are:

- Safeguarding/Looked after Children – David Nixon
- Disadvantaged – Chris Webb
- Health and Safety – Tracy Jangum
- SEND – David Nixon
- Creativity and Inclusion – Imran Jehangir
- Ambition Tutor Plan – Chris Webb

The LGB has the following Committee Structure

- Full Governing Body
- Quality & Standards committee
- Resources committee

Impact of Covid on the work of the LGB

LGB meetings continued throughout lockdown, but were all held online. In future we intend to hold most of the LGB and one of the committee meetings online, but the first LGM meeting will be face-to-face and we will also re-instate our annual two governor visit days. These will involve governors

coming into school and will provide the opportunity for link governors to meet with the appropriate members of staff. In the past year much of this was done via the LGB meeting, but direct contact was kept with the Family Liaison Officer (for safeguarding) and the SENDCo.

Represent the Academy's local community and stakeholders by ensuring that the Academy's policies and practice meet the community's needs.

The very first LGB meeting in lock down focused particularly on the school's risk assessment and this has continued during the past school year. Input and feedback from parents on the governing body about this and other issues – e.g. remote learning – has been particularly valuable.

At the first meeting of the new school year we discussed the results of a parent survey that asked questions about internet access and the number of devices in the household to enable children's access to online learning. When the lockdown started in January 2021, governors asked what the school was doing to support those children not in school who did not have internet access and what was being done to provide equipment to some of them.

Governors have challenged the Head Teacher about the level of contact with pupils who were not in school, with the aim of ensuring that staff were in contact with all pupils. A particular emphasis was on what processes were in place to ensure that all "vulnerable" children were being kept safe.

Support Directors of Education to improve Academy outcomes

Governors started the year with the expectation that Ofsted would visit the school and therefore placed a fair amount of concentration on the implementation of the new curriculum and how it would improve pupil achievement.

Another focus was how the school would support the children in catching up on work missed in the previous year. This was raised at the LGB meeting in January 2021, and as part of their two weekly "catch up" meetings, the Chair raised this issue with the Head Teacher on several occasions. The Chair was particularly interested in how government "catch up" funds were/were going to be used to support the children.

Pupil performance data was given to governors following tests in March 2021, which was disappointing. Governors therefore requested that data following tests in July be shared with them at the first meeting in the new school year. This would show what progress had been made and whether the positive statements previously made by the Head Teacher about expected progress over those months would prove to be correct.

Whilst the Resources Committee – which looks at the school finances – did not meet, on two occasions during the year the Committee chair met online with the Business Manager and Head Teacher to review progress against the budget. He reported to governors that, whilst there were clear challenges, he believed that the school would keep within in budget for the year. NB At the first meeting of the new school year the Business Manager reported that a small surplus would have been recorded but, because work programmed for the Summer holiday did not take place, a much larger surplus resulted.

Following the receipt of the Ofsted report, governors challenged the Head Teacher at the final LGB meeting about how she was going to address the issues raised by the inspectors.

Support the Senior Leadership Team to ensure staffing is efficient and effective

Given the monitoring of the school's budget mentioned above, it was deemed practical to appoint an Assistant Head Teacher from within the existing staff without significantly impacting the future finances. This appointment should improve the efficiency of some of the management processes. There was also governor involvement in the recruitment process for this position.

The Chair of Governors has met with the Director of Education on several occasions during the year and been able to provide input for use in the Head Teacher's performance management.

Equality Diversity and Inclusion

The area that we have selected is:

"Boards and Leaders should be signing off "action plans" and curriculum, only when those proposing them can demonstrate why they are likely to benefit all. Boards and Leaders must be proactive and preventative. They need to use research and data (including lived experience) to drive action plans and use interventions".

At the last two LGB meetings we had presentations from subject leads for Science and Spanish and took the opportunity to challenge them about the reasoning that led to the choice of the curriculum and how they believed it would "benefit all".

In the coming year we will have further presentations from other subject leads and will investigate some of the actions plans.

Other areas of Impact

Despite Covid 19 restrictions, an Ofsted inspection of the school took place in May 2021. The governing body was represented at the inspection by the Chair of Governors. He was able to give support to the school view on one particular area of questioning by the lead inspector and to respond to questions he received about the governing body. The retention of the school's "Good" rating was warmly welcomed by governors.

LGB Priorities for 2021-22

Following the Ofsted report in May 2021, governors will be monitoring the further development of the curriculum to ensure that pupils are learning "important knowledge in enough depth" and that this is in line with requirements of the National Curriculum.

Governors will continue to challenge leadership to ensure that they are implementing the Equality, Diversity and Inclusion statement. In particular, we will be monitoring the impact of the Ambition Tutor programme to ensure that it is having significant impact on the performance of the children involved.

We will continue to monitor the level of achievement of all pupils to ensure that catch up funding is used effectively and that the children are brought back to the level they might have been expected to reach without the problems of lockdown.