



MILLTHORPE SCHOOL

**Minutes of the Meeting of the Board of Governors
held in person on Wednesday 30th November 2022 at 6pm**

Present: Gemma Greenhalgh (Headteacher) Janet Bennett
Lee Probert (Chair) Amanda Stipetic
Trevor Charlton Emma Hughes
Renee Rainville

In Attendance: Charlotte Law (Clerk)

		Action
1.	<p>Welcome, Apologies, Declaration of Interests, Any Items for AOB The Chair welcomed everyone to the meeting. Apologies were received and accepted from Alex Collins and potential new governor Helena Senior was not present. ACTION: Chair to contact Helena re governorship.</p> <p>No declarations of interest. Janet Bennett discussed a recent email about the staffing restructure and the Chair agreed to cover this in agenda item 9.</p>	Chair
2.	<p>Minutes of the 20th October 2022 meeting (previously distributed) ACTION: Clerk to amend minutes to state meeting was held in person not virtually. Subject to the above amend the minutes were agreed to be a true and accurate record of the meeting and approved.</p> <p>Action Plan Action 1: SBM to schedule a governor tour of the building / new works for September 2022 – The Headteacher said the work was structurally finished but needed décor and some final finishes. Governors were invited to come before the start of the next LGB on 12/01/23 at 5.30pm and look around the new works. Action 2: Chair and Headteacher to meet and design a Headteacher Governor Report – To be completed by the next LGB. Action 3: Headteacher to circulate the SEF – Chair had looked at this and would discuss in agenda item 3.1 Action 4: The Chair to complete the Governor Annual Statement and Impact Report - Chair and Renee had discussed and would converse with the Headteacher.</p> <p>Action: The Chair noted that Dave Merrett had resigned as governor after the last meeting and a letter of thanks was agreed to be sent from the governing board.</p>	Clerk Chair/HT Chair Chair
3.	<p>Strategic Plan Reporting and Evaluation 3.1 SEF (previously distributed) The Headteacher provided governors with an overview of the Schools Self Evaluation Form (SEF), which was completed annually and finalised at the end of the summer term. The data was not yet validated but was produced from last year’s outcomes and the Headteacher had used a different pro forma from the previous one although the data was not dissimilar. The Headteacher informed governors that this was not a direction from the Trust but there had been example model provided and that was used by the school business manager, Alex Collins, and the Headteacher to evidence and prepare for Ofsted.</p> <p>The Headteacher provided further narrative around the categories of the document which were based on the four different strands from the Ofsted framework. This had shifted considerably since the previous inspection, and the emphasis was on the quality of education and curriculum, safety and safeguarding, harmful sexual behaviours, and personal development.</p>	

Governors were informed about the three I's in Milnthorpe's curriculum and how it was constructed in a coherent and well sequenced way with progression planning taken into account. Governors were assured that the skills developed over the years had enabled a track knowledge for teachers to assess gaps in learning, build on prior learning, focus on what was called *curriculum intent* and demonstrate how, when and why the children should have this knowledge.

Curriculum implementation aims to demonstrate what was seen in the SEF and what was applied in the classroom. This should be accessible for all children, stretching the minds of the most able and there to support the less able; the headteacher spoke further about teaching, learning and pedagogy intertwined to promote clarity of children's understanding and looks at the *curriculum impact* of any given subject.

The quality of education was further discussed, and governors were made aware of the impact that some children had on the whole school outcomes and figures shown in the document. Example were drawn on four children who had sat no exams and nine out of thirteen children had had not attended. The Headteacher informed governors that she had looked at the suspensions in relation to the SEF categories and questions from governors followed.

Challenge: A governor asked if the absence of an attendance officer had affected the SEF.

Response: The Headteacher agreed that it had been a challenge for the first six to eight weeks without one in position, but the new attendance officer would start in January, and this should have a more positive impact on certain children attending school. The Headteacher made governors aware that the post was filled temporarily. It was noted that attendance was a problem across York; nationally some places had bounced back but there was a concern for schools in York and improving attendance was a focus for the whole trust.

Challenge: The Chair asked if the Headteacher was concerned about any of the 'good' judgements in the SEF.

Response: The Headteacher commented on the combination of some elements moving upwardly and some gaps in the quality of education. Most notably reading was an aspect to work on and reading strategies were in place which the new deputy headteacher had initiated. The Headteacher provided governors with an example about disciplinary literacy and the training in place for staff behind etymology and morphology; to understand where words come from and how they can be applied to specific subject areas, and how to break words down and look at the values within them.

The Headteacher noted a concern about low level students and their engagement in class and the recent challenge set for teachers to engage and expect high standards from all students. The quality of education and learning valuably was key to the school's success alongside the schools focus on the behaviour and attitudes of its students. Personal development was a fundamental focus for Ofsted and the school had spent a lot of time looking at the PSHE curriculum and introduced fortnightly sessions overseen by the senior leadership team. In the new year this would become weekly sessions to contextualise the local issues across York like knife crime and gang crime.

Challenge: A governor asked how behaviour in these sessions was monitored.

Response: The Headteacher spoke about the involvement of the senior leadership team (SLT), Heads of Year and Heads of Faculty, who were there every week and pupil engagement and behaviour had been great.

The Chair shared four observations from these discussions on the SEF. Firstly that not all the judgements led to an impact statement. Secondly, there was an overt reference to high needs and but no reference to the management of EHCP's and how the outcomes were tracked. He asked if there should be an explicit statement about the effectiveness of safeguarding arrangements. Finally, he commented that the student views tended to be focused on their enjoyment of learning rather than judgements about the impact of their learning on them. The Headteacher confirmed that this was a draft working document, and nothing had been received back from the Trust but the comments from the Chair were noted.

3.2 School Pulse

The Headteacher mentioned her concerns regarding governors' views on this document previously and

	<p>confirmed that the figures were up to date, but it was not a new document. Governors were invited to ask questions and the Chair stated that governors should view this as a snapshot rather than a judgement tool. He asked the Headteacher what the direction of travel was and the Headteacher discussed the decreased attendance and her concerns over the less able children. On a positive reflection she noted that the Year 11 results were the highest they had been for a long time with English and Maths standing out.</p> <p>The Headteacher drew governors' attention to the red data in the document and how these children's curriculum needs had been addressed.</p> <p>Question: Governors asked if there was a general offer of additional teaching time for these children.</p> <p>Response: The Headteacher provided further context surrounding these children, for those that were within the lower socio-economic background (LowSEB) learning resources and options were already in place; for example, those who had chosen trilogy science and were struggling to attend were advised to look at the double science award as the context of the curriculum was the same. Further options had been looked at where one member of staff would extract children from the red zones into smaller working groups; however, this was difficult to plan when some of their attendance was so low. Governors agreed how re-assuring it was to hear that those in the red had options available to them.</p> <p>The Headteacher continued to note that with the exception of the BRAG data there were two ambers which had changed since this was submitted; and the Chair noted the assurance and importance of interventions that were in place for all children in these categories.</p> <p>3.3 Headteacher Governor Report Proposal Deferred to the next meeting.</p>	
4.	<p>Educational Performance (Reports and Discussion) Nothing to report.</p>	
5.	<p>Exclusions Nothing to report.</p>	
6.	<p>Safeguarding The Headteacher informed governors about a member of staff who had become the designated safeguarding lead (DSL) in another's absence, and if there was a substantial issue the Headteacher would be involved.</p> <p>Safeguarding link governor, Emma Hughes, wished to look at the challenges surrounding safeguarding and how she could aid the school in planning and implementation strategies.</p> <p>There was no further update to report.</p>	
7.	<p>School Uniform Consultation (previously shared) In the absence of the SBM, the Headteacher summarised the responses from parents, the investigation into other providers and the tendering process.</p> <p>Challenge: A governor asked if this was just a Millthorpe project.</p> <p>Response: The Headteacher stated that it was part of the Department for Education's (DfE) guidance to tender and attain best value for money for households.</p> <p>The Headteacher spoke about the launch of the 'Eco Laundry' and the supply of uniform to those children who need it. The Chair asked for clarity about how the outcomes of the tender matched the DfE guidance and this should be stipulated on any further documentation.</p> <p>ACTION: SBM to include the DfE guidance on any further shared material/documentation regarding school uniform consultation.</p>	SBM

	<p>The Headteacher added that the PE kit was part of a separate process and there was an open clothing stall for PE kit, shoes, and outdoor coats for those children in need of any items.</p> <p>Challenge: A governor challenged the parent response rate of only 15% and if this concluded the thought that parents believe school uniform unessential to learning and that it should not be a required spend in the current economic crisis.</p> <p>Response: The Headteacher stated that Millthorpe had the least branded PE uniform and that any child in need was given a uniform. The Headteacher added the importance of a uniform to limit bullying and exemplars were drawn upon on the selection of an item of clothing often identifiable of a child’s social background; with a uniform there was no difference, no parallels and this was an unarguable positive.</p> <p>Question: The Chair asked governors if they were confident that there were enough supportive interventions in place for those families that could not afford a school uniform.</p> <p>Challenge: A governor asked if the Headteacher made it clear that uniform could be provided for those that are currently at school or new to start?</p> <p>Response: The Headteacher responded that the school could not help every pupil, however the ‘Eco Laundry’ was advertised to all Year 7 parents before the start of term and then opened back up to all school pupils in September.</p> <p>The Chair summarised that the uniform consultation process complied with DfE guidance, and in terms of school policy no child was excluded from learning without a correct uniform on unless it was a defiance issue. The data was based on a 15% modest sample but the re-assurance of the ‘Eco Laundry’ which was promoted actively and annually was a huge benefit to the school and its families.</p> <p>Governors thanked the SBM for this data and report.</p>	
8.	<p>Link Governor Report – SEND (previously shared) – Janet Bennett</p> <p>Janet discussed the vast majority of staff and deputy DSL who were involved in the trusts staffing restructure and appealed to governors to express concern on this as the school was already understaffed in this area and if a further loss of staff occurred this would have a negative effect on SEND children’s learning capabilities, focus and engagement.</p> <p>The Chair mentioned that the local governing board (LGB) were a subgroup of the trust, and he was not sure they should lodge a concern. He urged governors to look at the right governance route, where concerns were understood, and risks managed and not objected to.</p> <p>A governor spoke about the effect this could have on the school and spoke about supply staff and short-term contracts a financial detriment to the school. At this point the Chair stopped the conversation to reiterate to governors were not in a position to object to the re-structure. Janet discussed another LGB in the trust sending a letter from all governors and the Chair noted that this wasn’t appropriate, however, if there were concerns about the process from a governance perspective then he would agree to share these with the Chair of the Trust.</p> <p>Challenge: A governor spoke about the trust as a single employer and that it was inconsistent with how schools paid their staff and asked where the figures came from.</p> <p>Response: The Headteacher shared rationale and examples from the schools’ finances which showed a £90,000 deficit because of the government changes in pay uplift; furthermore, the fuel and heating had quadrupled since the original budget was planned. The Headteacher continued to discuss the difference in pay between teaching contracts, onsite staff and TA’s and drew parity in terms of pay, weeks worked annually, and hours worked per week. In summary the trust had looked at the roles of everyone, of those who only get paid term time, those that are pro-rated across the year and those that are on site all year. The trust had addressed the issues as a single employer and the arguments and frustrations that the support staff presented could not be compared like for like or against a teacher; consequently, each individual could present their personal case.</p> <p>Question: The Chair asked what stage the consultation period was at.</p> <p>Response: The Headteacher stated that it closed shortly and confirmed that nine staff members were</p>	

	<p>involved.</p> <p>Challenge: A governor noted that on behalf of the children in this school, the DSL and all the support staff for SEND, she wished to write personally to the trust about the effects on the community.</p> <p>Response: The Chair advised waiting until the consultation period was finished.</p> <p>Challenge: A governor asked if the school had enough TAs in place to meet the needs of the children.</p> <p>Response: The Headteacher stated that currently yes but there was always a lot of natural movement around teaching and support staff. Teaching staff have a bigger redundancy costing and support staff move position and school regularly for other benefits.</p> <p>The headteacher noted that these conversations had been raised directly from Headteachers to the trust and urged governors to not underestimate the emotional position she was in and the harm from the unions and community that surrounded this issue. She added that the rationale around the parity was fair, and governors should be mindful of this; a lot of meetings had taken place with the staff in question, and she was confident that they were being listened to throughout the process.</p> <p>The Chair added some useful comments to log from the discussions, and not to object the starting point around equity but to seek assurance in a constructive way -</p> <ol style="list-style-type: none"> 1. To seek reassurance that the consultation period had been suitable and sufficient 2. What support was there for colleagues to mitigate the effect of these potential changes 3. Was there an investment in communication for staff – notably their motivation, welfare, and morale 4. What was the recruitment plan if gaps emerged, and what was the interim plan to protect the children <p>The Chair received agreement from governors to draft a letter on the LGB’s behalf.</p> <p>A governor discussed the exceptional support staff in SEND at Millthorpe and re-iterated the strength, resilience, and comfort they provide for these children.</p> <p>Question: A governor asked who the new SEND lead and champion was for all special educational needs.</p> <p>Response: The Headteacher confirmed that the three deputy heads in school took these positions; the school still need someone to sit as SENCO and she hoped this position would be filled through an internal post.</p> <p>ACTION: The Chair asked for a broad structure from the Headteacher of the Deputy Heads and their roles to be sent to all governors.</p> <p>The Chair thanked Janet for her report.</p>	HT
9.	<p>Staffing Restructure Covered in the above agenda item.</p>	
10.	<p>Finance and Budgeting (Reports and Discussion) Nothing to report.</p>	
11.	<p>Health and Safety Nothing to report.</p>	
12.	<p>Risk Record (previously shared) A governor discussed the lightening projection and asked where the hub for the computer network was located to prevent loss of data in a potential strike. The Headteacher spoke about the next steps after the successful recruitment of a Director of Estates and would add this to their responsibilities.</p> <p>Action: Headteacher to ask the Estates Manager to review ‘yellow’ banding on lightning and decide whether this was appropriate in relation to the whole building and the location of the computer network.</p>	HT

	<p>Challenge: A governor asked about the business continuity plan for SEND teaching and support staff, and what it meant regarding additional training for staff; would pupils have to be sent home if staff were unavailable.</p> <p>Response: The Headteacher discussed the national teaching shortage, high turnover of SEND support staff and provided governors with examples of recent staff changes in this area.</p> <p>Challenge: The governor added that in her line of work they had to be more creative and sustainable to fill the gaps, and maybe the Headteacher could share this with staff to meet the obligations.</p> <p>Response: The Headteacher added that there was no business opportunity plan shared from the trust and that staff concerns had been raised. She urged governors to hold awareness of staff turnover and recognise the real shortage risk of qualified SEND and subject specialist teachers.</p> <p>ACTION: Staffing continuity to be addressed.</p> <p>The Chair discussed the risk register and how it sat structurally within the Multi Academy Trust (MAT) and governors asked the Headteacher how the issues compared. The Headteacher advised governors that this was an old document and may be in review with the MAT's plans moving forward. This piece of work from the SBM was for detail to recognise that the site was in need of a considerable amount of work. Discussions continued about the health and safety onsite, the hidden risks and the perimeter security that was imminent.</p> <p>The Chair summarised that the risk record was most useful when it contained risks that could be managed rather than hypothetical issues.</p>	HT / Chair
13.	<p>Governor Business</p> <p>13.1 Recruitment</p> <p>The Headteacher confirmed that this would be shared with families and noted that the challenge for governors was to be pro-actively recruiting all the time. Discussion continued about the trusts help with recruitment through their active channels and whether the current scheme of delegation for the LGB to have 15 members would be better suited to adapt to 10 committed members.</p> <p>The Headteacher discussed the Head of Faculty in Humanities being a potential staff governor; and asked if anyone existing governor would like to have the careers lead link role.</p> <p>ACTION: The vice chair asked the Headteacher to investigate the link governor roles and provide a summary background portfolio of the three deputy leads that could work with governors on these link roles.</p> <p>13.2 Governor Annual Statement and Impact Report</p> <p>The Chair, Headteacher and vice chair planned to arrange this, and these plans would involve all governors to incorporate their views into the report.</p>	HT
14.	<p>Special Projects</p> <p>14.1 Tour of the new areas – planned on the 12th of January at 5.30pm before the next LGB.</p>	All
15.	<p>Policies</p> <p>15.1 Careers Policy – scheduled for February</p> <p>15.2 SEND Policy – updated and would be shared in January</p> <p>ACTION: Clerk to add to January's agenda.</p>	Clerk
16.	<p>MAT Business</p> <p>Nothing to report.</p>	
17.	<p>Any Other Business</p> <p>None.</p>	
18.	<p>Future Meetings</p> <p>Thursday 12th January 2023</p>	

Wednesday 8th February 2023
 Thursday 16th March 2023
 Thursday 11th May 2023
 Tuesday 13th June 2023
 Thursday 6th July 2023

Meeting end time 7.49pm

These were approved by the Chair at the LGB meeting on 23rd February 2023.

Action Plan following the Meeting of the Local Governing Body on Wednesday 30th November 2022

	Action	Agenda	Person	Date
1.	Chair to contact Helena re governorship.	1	Chair	December 2022
2.	Clerk to amend minutes to state meeting was held in person not virtually.	2	Clerk	Completed
3.	Chair and Headteacher to meet and design a Headteacher Governor Report – To be completed by the next LGB.	2	Chair / Headteacher	December 2022 / January 2023
4.	The Chair to complete the Governor Annual Statement and Impact Report - Chair and Renee had discussed and would converse with the Headteacher.	2	Chair	December 2022 / January 2023
5.	The Chair noted that Dave Merrett had resigned as governor after the last meeting and a letter of thanks was agreed to be sent from the governing board.	2	Chair	December 2022
6.	SBM to include the DfE guidance on any further shared material/documentation regarding school uniform consultation.	7	SBM	Ongoing
7.	The Chair asked for a broad structure from the Headteacher of the Deputy Heads and their roles to be sent to all governors.	8	Headteacher	January 2023
8.	Headteacher to ask the Estates Manager to review 'yellow' banding on lightning and decide whether this was appropriate in relation to the whole building and the location of the computer network.	12	Headteacher / Estates Manager	December 2022 / January 2023
9.	Staffing continuity to be addressed.	12	Headteacher / Chair	December 2022 / January 2023
10.	The vice chair asked the Headteacher to investigate the link governor roles and provide a summary background portfolio of the three deputy leads that could work with governors on these link roles.	13	Headteacher	December 2022 / January 2023
11.	Clerk to add SEND Policy to January's agenda.	15	Clerk	December 2022

Future Agenda Items

Next Meeting	Future Meeting
<ul style="list-style-type: none">- SEND Policy	<ul style="list-style-type: none">- Careers lead will be presented in February to the governors- Careers Policy on February Agenda

APPROVED