



MILLTHORPE SCHOOL

Minutes of the Meeting of the Board of Governors held in person on Tuesday 24th October 2023 at 4.30pm

Present: Gemma Greenhalgh (Headteacher) Emma Hughes
Lee Probert (Chair) Trevor Charlton
Janet Edgar

In Attendance: Alex Collins (SBM) [until 6pm]
Merry Norman (SENDCo) [until 6pm]
Victoria Armitage (Deputy Headteacher) [until 6pm]
Rob Beever (Deputy Headteacher) [until 4:57pm]
Sophie Cole (Designated Safeguarding Lead) [until 6pm]
Hannah Boyd (Assistant Headteacher) [until 6pm]
Sophie Triffitt (Clerk)

		Action
1.	<p>Welcome, Apologies, Declaration of Interests, Any Items for AOB The Chair welcomed everyone to the meeting and introductions were made. There were no apologies. There were no declarations of interest. Governors were provided with Business Interest Forms to complete.</p>	
2.	<p>Chair / Vice Chair Resolution: Lee Probert was agreed as Chair subject to Trust Board approval. Resolution: Trevor Charlton was agreed as Vice Chair subject to Trust Board approval.</p>	
3.	<p>Minutes of the 21st June 2023 meeting (previously distributed) Resolution: The minutes were agreed as a true and accurate record of the meeting and were approved. Actions / Matters Arising Action 1: The SBM confirmed the action was complete and the first lock down drill was planned for next half term. Action 2: The Headteacher had circulated the presentation. Action 3: The Headteacher suggested the Curriculum Mapping and Progress Teaching update be provided at the December meeting. Action 4: It was confirmed that Mr Baybutt had undertaken an audit on accessibility of online homework and two students were waiting for devices. Action 5: The Governance Service agreement was confirmed. Action 6: Emma Hughes to provide Prevent training certificate to the clerk. Action 7: The clerk confirmed Renee Rainville's resignation was processed.</p>	
4.	<p>Headteacher Report / Pulse (previously distributed) The Headteacher explained that the agenda item would be addressed as part of the Strategic Plan update and if there were any questions on the Pulse these could be raised as part of agenda item 6.</p>	
5.	<p>Educational Performance GCSE Outcomes / Targets / Curriculum Mapping The Headteacher explained that the agenda items would be addressed as part of the Strategic Plan update.</p>	
6.	<p>Strategic Plan Reporting Rob Beever - Deputy Headteacher - Behaviour and Attendance The Deputy Headteacher shared the behaviour YTD analysis compared against the same period in 2022 and reported an improving trend on the number of suspensions (68 - 2022 / 41 - 2023). As expected with the rise in behaviour expectations the suspensions peaked but once the culture was established this was reducing and was delivering a calmer school with purposeful learning. The Deputy Headteacher emphasised that</p>	

there had and will not be a reduction in standards to reduce the number of suspensions but consistency, a well-staffed pastoral team and simple system has delivered lower numbers.

The Deputy Headteacher highlighted the significant movement with the high need year group (current Year 9) and explained that the current mixed teacher / non-teacher Head of Year model will be reviewed.

The team had identified challenge from the inclusion area with the removal of Connect and work is being done to support that transition.

The Deputy Headteacher explained the quality assurance cycle across the year including B&A impact report, information sharing and strategy meetings, B&A toolkit and Inspire cohort 2.

The Deputy Headteacher explained the Inspire provision and how it was differentiated for KS3 and KS4.

The Deputy Headteacher shared the attendance YTD analysis against the same period in 2022 noting the 91.80% attendance this year compared to 90.24% previous year noting that there was lots of work to improve attendance and the school was well supported by the Trust.

Challenge: A governor asked if there was an improving trend across all year groups. The Deputy Headteacher confirmed that it was improving across all years but there was more compliance around behaviour and attendance in the lower years. Adjustment for Year 11 was trickier due to culture and habits being more entrenched and they have historically been a challenging cohort and the SEND cohort had been identified as a group of need. The Headteacher noted that there had been an uplift in attendance over the last few weeks against the usual trend at this time of year (week 7 / 8).

The Deputy Headteacher explained the categorisation / tiered approach that has been implemented to address attendance concerns dependent on the level of need with an aligned approach with the SENDCO to ensure the school is doing everything it can to address the reason for absence and barriers to attendance.

Challenge: A governor asked if there was a focus on addressing attendance early. The Deputy Headteacher explained that there was an attendance drive early in the term with the use of terminology such as 'streaks' to encourage unbroken weeks and shared language used across school. There was early identification at the start of term and 800+ 100% attendance certificates were issued. Other rewards-based incentives are being investigated.

Challenge: A governor noted the expectation that as work is done, they would expect to see the number of young people in the higher need categories to reduce. The Deputy Headteacher agreed that would be the aim adding that the national attendance context and research suggests that the social contract of attendance at school has disappeared, and that culture needs rebuilding.

Challenge: A governor asked if there had been a rise in notices sent to parents. The Deputy Headteacher reported that circa 200 notices were sent as part of the procedures including early concern letters and there were a high number of young people triggering attendance panels so SLT will be supporting those panels.

Challenge: A governor asked if a student reports to a member of staff on the day they return to school from an absence. The Deputy Headteacher explained that the form tutor structure and staff capacity would not support that approach, but tutors have the data and slips are provided which engineer a conversation with targeted students. The Headteacher made governors aware that staffing capacity for attendance was being reviewed. **A governor suggested targeting certain categories of students for first day back contact.**

Mr Beaver left the meeting at 4.57pm.

Hannah Boyd - Assistant Head. Update on personal development, culture curriculum, form time.

The Assistant Headteacher explained that there are weekly discreet lessons for Personal Development through a spiral curriculum that is fit for purpose and connected to the Culture Curriculum. This is delivered in form time and assemblies and is planned, tracked and interlinked with the culture curriculum and school motto. Focus for this term was health and wellbeing including stress management, strong emotions and British Values. There is space within the curriculum to respond to context and address issues as they are identified through the year through for example CPOMS data for harmful sexual behaviour informed focus

for assemblies, an external speaker for Year 9 and staff training.

Links with primary schools and the KS2 curriculum are being developed to build on as children arrive in Year 7 and building again into KS4.

A bank of key questions has been developed around health and wellbeing for each year group:

- Year 7 - expressing and managing emotions.
- Year 8 - coping strategies.
- Year 9 - risky situations.
- Year 10 - stress management and misconceptions.
- Year 11 - lifestyle and media versus reality.

The Assistant Headteacher explained that the Careers programme runs through Year 7 to Year 11 including a trading games Year 8 event, Year 9 options, employability and careers fair for all year groups and post 16 providers brought into school. The work experience programme is also being reviewed for this academic year.

Next steps include increasing wider take up of the extracurricular opportunities particularly with the disadvantaged cohort.

The Assistant Headteacher explained that an on a page document has been shared with staff for form time and have moved to one 30-minute session at the beginning of the day. This has positively impacted behaviour, readiness to learn, attendance, punctuality and culture in school. The start of the day is purposeful and focused and provides an opportunity for a check in with students. The form time structure includes a ready to learn session then moves into the retrieval element of the timetable (resources created by Heads of Faculty) and Reading and Maths sessions. The tutor can pick the articles appropriate for them from the platform and all resources are provided for staff which supports consistency.

The Assistant Head explained the Culture Curriculum, which is built around the three R's and school motto, as context relevant teaching aimed at Millthorpe students to support routines, expectations and building positive habits. Examples of topics covered include exploring diversity in more detail and talking about language and inclusive culture. All resources are created for staff as it can be challenging content to deliver so crib sheets and notes are provided to support delivery.

Challenge: A governor asked how it was received by students. The Assistant Headteacher explained that there had been practice sessions with the Year 7's before it was launched in September and feedback was that they enjoyed the social aspect of the old form time, but student voice has been that they like the structure, consistency and know what to expect. Student leader and Form Rep feedback was that they like the opportunity to discuss opinions. The Headteacher reported that the form time sets the children up positively for the school day.

Challenge: A governor supported the move from behaviour to culture and asked where the opportunity was for children to build relationships with form tutors and how leaders ensure that happens. The Headteacher confirmed that element of form time is still there in the first ten minutes which mirrors the old practice of meet and greet, welcome and checking they are ready and then moves into the curriculum element. The Assistant Head added that the session provides an opportunity for students to share information about themselves in the discussions and form tutors use the reading slots with non-fiction text and elements of debate and sharing opinions which fosters relationships. Student Leaders are also helping write one of the sessions. The Headteacher invited governors to visit at form time to see how it works in practice.

A governor asked if the assemblies are delivered in year groups. The Assistant Head confirmed they are delivered in year groups due to Health and Safety and capacity.

In response to a governor the Assistant Head confirmed the form teachers stay with their forms as they move up through school.

Sophie Cole – DSL - Safeguarding and contextual safeguarding update (tabled)

The DSL reported the school context:

- 1 student is on Child Protection assessment.
- 15 students are on Child in Need Plans.
- 17 students are at early help stage (five up on last half term and nine of which are run by the school as lead professional).
- 1 student is Looked After.
- 16 students are care experienced.
- 14 referrals were made to the Multi Agency Safeguarding Hub since the last governor meeting. Six were made this half term (one higher than last half term) with concerns around online safety, harmful sexual behaviour and an increase in concerns about home and parenting issues.
- Year 9 and Year 10 have the highest numbers (Year 9 - 7 on plans and 6 care experience / Year 10 - 9 on plans and 3 care experienced).

The DSL explained that the data informs training for the pastoral teams.

The DSL confirmed that all staff had completed the annual safeguarding training and a Keeping Children Safe in Education quiz as part of CPD. Safeguarding and SEND CPD is delivered every half term.

The DSL noted the key change in KCSiE was filtering and monitoring of computer systems. There were 22 alerts last half term and 21 this half term. The highest number related to sales of weapons but the school were working with Talk Straight to understand what students are doing to prompt those websites as it could be through games. The sites are blocked so can't be accessed but where there is an alert of that nature staff intervene and contact home. Computer safety lessons are part of the curriculum offer and all staff are aware of the responsibility of monitoring.

The DSL made governors aware of local area context and the deaths of young people in the local community that impacted a number of students.

Staff training and assemblies are being delivered on drug use and exploitation as a result of local context.

Harmful sexual behaviour has been a key focus with 26 reported events last half term and 24 this half term. The DSL confirmed there was no concern with the events but was reassured students were reporting so action can be taken to address.

The school Police Liaison was planning to attend school once a month and offered support around assemblies, group work, 1-1 work and sharing information of pupils known to community policing which the DSL was reassured that there were low levels of Millthorpe students.

As Senior Mental Health Lead the DSL was developing a whole school strategy and has developed QR codes for easy access to a library of resources for parents, students and staff. A staged Social Emotional and Mental Health pathway was also being developed.

Challenge: A governor asked if all year groups have access to school counselling. The DSL explained that all year groups have access to the school Counsellor who works two days per week and can self-refer from Year 8. There has been an increase with students with neuro diversity accessing the service.

A governor asked if the SEMH strategy was ready to be shared. The DSL explained that the universal offer was ready, but the group work element was still being finalised and needed to ensure capacity and training was in place. The hope was for it to be launched by Christmas. The Chair recommended research by Dr Lucy Foulkes on the medicalisation of normal emotions.

The Headteacher thanked the DSL for the brilliant work on the Padlet QR launch and made governors aware that it had supported York High School in a recent moment of crisis in their school community.

Merry Norman - Assistant Head - SEND Update (tabled)

The Assistant Headteacher shared the quality assurance outcomes and confirmed that the second round was taking place that week (WC 23rd October 2023).

The Assistant Headteacher reported that the SEN Register was one of the highest, in percentage terms, of schools in York. There are 25 Education Health Care Plans with two more having just come through. Communication and interaction was the highest area of need and SEND support was being provided to 203 young people.

The Assistant Headteacher had updated the link governor on the SEN QA which was coordinated by the Trust SEN Lead. Students were visited in lessons with their passports to see how they were being used in the classroom. There were lots of positive findings as detailed in the document and evidence of training strategies having an impact was seen. The 'even better if' suggestions were also detailed in the report.

An area of focus for SEND was improving communication with all stakeholders including parents and a termly open event to engage with parents was being investigated.

Victoria Armitage - Deputy Head - Update on results review and targets (tabled)

The Deputy Headteacher presented the data reporting:

- -0.1 Progress 8
- 70% 4+ English and Maths
- 49% 5+ English and Maths (above national)

There has been a drive on aspirations and high expectations and improving SEN and Pupil Premium outcomes.

The Deputy Headteacher shared targets for 2024:

- +0.25 Progress 8
- 60% 5+ English and Maths
- 80% 4+ English and Maths
- Attainment 8 50+
- Continue to close the gap for SEND and disadvantaged.

Challenge: A governor questioned the 'close the gap' target and questioned if there should be a definable target. The Deputy Headteacher explained that the Trust were working with Progress Teaching to define a target for the small number (33) of students in Year 11 and set as if they are non-disadvantaged and ideally in line with national. Some of the disadvantaged students don't have KS2 data to inform progress teaching predictions so they are also working on targets for those with no previous stage data.

Challenge: A governor asked if there was a cross over of students in both Pupil Premium and SEND. The Deputy Headteacher confirmed that some of the 33 Pupil Premium students will also be SEND.

Challenge: A governor asked if the 5+ and 4+ targets were achievable. The Deputy Headteacher and Headteacher explained that the targets were aspirational and informed by the year-on-year increase and cohort higher starting point. The Headteacher explained the historic element of change in staffing and previous colleague's data sharing impacting the overall data view. The Deputy Headteacher felt that the outcomes were at the higher end of what was achievable but with the BRAG process embedded for English and Maths and being rolled out more widely expected that to positively impact the Progress 8 outcomes.

Challenge: A governor asked if there was national data on disadvantaged. The Headteacher confirmed it was not yet released but anticipated being below national.

The Deputy Headteacher shared how Millthorpe outcomes compared to local data and highlighted that Millthorpe was one of two schools whose basics outcomes increased from 2019 data and Attainment 8 was in line with the York average.

The Deputy Headteacher shared key actions from the SIP:

- Quality first teaching.
- Interventions. Form time and after school intervention prioritised for disadvantaged and groups of students with similar gaps utilising faculty leaders who are not form tutors. Attendance at interventions has been consistently above 95% with some of the most vulnerable students attending regularly when there was an open-door policy.

	<ul style="list-style-type: none"> - Attendance. Looking at barriers at individual level and identified key students for relationship building and generating conversation slips. - Post Pre-Public Exam strategy. - KS3 curriculum and assessment overview and development of MAT framework. <p>The Headteacher emphasised that there was a relentless focus on improving outcomes.</p> <p>The Headteacher explained that pre Covid the school had no challenge around students not sitting GCSEs, but the context of that challenge has changed significantly post Covid. There was lots of intervention with students in school but there was challenge around how to support children not coming in. The attainment held up because of interventions but there was work to do on the open bucket outcomes. The priority was delivering high quality first teaching from Year 7. The Headteacher felt in a stronger position from the start of this year and staff voice had been positive.</p> <p>The Chair thanked staff for attending and presenting their area updates.</p> <p>Staff were asked to share the presentations with the Clerk.</p> <p>Staff left the meeting at 6pm.</p> <p>SEF (previously distributed) The Headteacher highlighted the uplifts from previous results.</p> <p>Challenge: A governor asked if the suspension rate was high compared to national. The Headteacher confirmed not. A governor suggested the need to be consistent and clear in how suspension rates compared to national are represented.</p> <p>Action: Headteacher to review with Mr Beever how the suspension data is presented.</p> <p>The Headteacher noted the strong parent voice and the improving trend of the staff voice and offered to share the presentation and comments with governors.</p> <p>Challenge: A governor asked if there were any surprises from the staff voice. The Headteacher confirmed not. There were some lovely positive comments about the direction of the school and some conflict with class sample marking. Comments and suggestions were reasonable, and no comments caused concern or frustration.</p> <p>The Headteacher noted that she felt supported by the strong leadership team across the board.</p> <p>Challenge: A governor asked if the staff survey was replicated across the MAT schools for benchmarked data. The Headteacher explained that previously they had been done at the same time and comparison data provided but that has so far not been the case this year.</p> <p>The Headteacher made governors aware that the Trust were developing a wellbeing strategy and invited governor involvement in staff voice / wellbeing.</p> <p>School Improvement Plan Action: Headteacher to share the link to the Google Document.</p>	<p>HT</p> <p>HT</p>
7.	<p>Safeguarding Addressed as part of the strategic plan report.</p>	
8.	<p>Finance Monitoring There was no finance monitoring to report.</p>	
9.	<p>Risk Record There was no Risk Record to report.</p>	
10.	<p>Governor Business Recruitment Governors were in agreement with a proposal for Paul Edwards to be put forward as a governor for Trust</p>	

Board approval.

The Chair informed governors that the Governance Service had provided details of a potential governor that he would make contact with.

The Headteacher reported that the process for staff and parent governor elections would be managed in line with Trust policy.

Training (previously distributed)

Governors were provided with the required training list and the Governance Service termly training opportunities.

Governor Link Roles (previously distributed)

Resolution: Link governor roles were agreed:

Staff Lead	Area of Responsibility	Governor Link
Rob Beever	Child Protection / Safeguarding Behaviour & Attitudes Attendance Personal Development Careers / Aspirations	Janet Edgar
Victoria Armitage	Special Educational Needs & Disabilities Pupil Premium Standards	Emma Hughes
Kavina Rothenburg	Teaching and Learning Curriculum Development	Lee Probert
Alex Collins	Finance	Trevor Charlton

Link Visit Reports

Emma Hughes had a link visit with Merry Norman and a visit report would be circulated.

11. Special Projects

There were no items to discuss.

It was agreed that Special Projects was no longer required as a standing agenda item.

12. Policies for Review

Resolution: Governors ratified the approval of the Reading Policy that was previously approved by e mail.

Resolution: Governors ratified the approval of the Homework Policy that was previously approved by e mail.

13. MAT Business

Scheme of Delegation

The Chair requested that governors be involved in senior appointment recruitment where possible in line with the Scheme of Delegation. The Headteacher agreed to invite governors to senior leader recruitment.

14. Any Other Business

The Chair asked for governors to be made aware of dates for school events where it would be appropriate / useful for governors to attend.

Action: The Headteacher to share the school calendar with governors and ask her PA to share any key dates with governors.

The Headteacher reported that the open evening was very successful and generated positive feedback. A governor noted that the event was very busy and asked the Headteacher to consider ways to manage the event for such high numbers.

HT

Future Meetings

Tuesday 12th December 2023 - 4.30pm

Tuesday 5th March 2024 - 4.30pm
 Thursday 2nd May 2024 - 4.30pm
 Monday 1st July 2024 - 4.30pm

Meeting end time 6.30pm.

Action Plan following the Meeting of the Local Governing Body on Tuesday 24th October 2023

	Action	Agenda	Person	Date
1.	Headteacher to review with Mr Beever how the suspension data is presented in the SEF.	6	Headteacher	Nov 2023
2.	Share the link to the SIP Google Document.	6	Headteacher	Complete
3.	Share the school calendar with governors and ask her PA to share any key dates with governors.	14	Headteacher	Complete

Future Agenda Items

Next Meeting	Future Meeting
Curriculum Mapping and Progress Teaching	

Approved at LGB on 12th December 2023.

Approval

APPROVED