



MILLTHORPE SCHOOL

**Minutes of the Meeting of the Board of Governors
held in person on Thursday 2nd May 2024 at 4.30pm**

Present: Gemma Greenhalgh (Headteacher) Paul Edwards
Lee Probert (Chair) Trevor Charlton
Emma Hughes

In Attendance: Alex Collins (SBM)
Karina Rothenburg (DHT – Teaching & Learning)
Sophie Triffitt (Clerk)

| | | Action |
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| 1. | <p>Welcome, Apologies, Declaration of Interests, Any Items for AOB The Chair welcomed everyone to the meeting and introductions were made. Apologies were received and accepted for Janet Edgar. There were no declarations of interest.</p> | |
| 2. | <p>Curriculum Deep Dive Update – K Rothenburg The Deputy Headteacher presented an update on the internal subject deep dive process and the recent Ofsted inspection. The Deputy Headteacher explained that the deep dive process for Ofsted followed the below structure:</p> <ul style="list-style-type: none"> - 45 minutes to one hour curriculum discission. - Learning walk. - Book review with focus on cohorts such as Pupil Premium. - Student voice. - Subject teacher meeting without leaders. <p>Leaders in every subject had been prepared for the Ofsted process through the internal deep dives which mirrors the Ofsted subject review. The initial process was run with support of the Director of School Improvement to ensure alignment with the Trust approach and every subject had a deep dive in the spring term so had the opportunity to practice the process before the Ofsted call. Staff had also been provided with guidance to support them in communicating their subject story effectively.</p> <p>Ofsted undertook five deep dives in the following subjects:</p> <ul style="list-style-type: none"> - Drama, who received exceptional feedback. - Science, who have a strong curriculum offer and the subject leader performed very well following practice discussions. - Languages, who received strong feedback for all elements. - History, who received strong feedback for all elements. - Design Technology, selected as a department with capacity for development. <p>The Deputy Headteacher informed governors that staff felt confident in the discussions due to the support and development that had been delivered and the commitment of subject leaders and staff to hone their skills.</p> <p>The Deputy Headteacher shared the Ofsted report feedback focused on teaching and learning noting that the feedback reflected the work done on increasing the level of challenge in learning.</p> <p>The Deputy Headteacher explained that the internal process supports professional development for staff and any concerns identified in teaching are shared with subject leaders.</p> <p>The Deputy Headteacher summarised the next steps for quality of education:</p> <ul style="list-style-type: none"> - Deep dive plans to continue to develop staff. - Book reviews / sample marking review to inform plans for September. - Learning walks for all teachers. | |

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| | <ul style="list-style-type: none"> - MAT CPD offer. - 2024/25 will have a significant focus on developing assessment across the school. <p>The Headteacher added that the focus of the subject reviews was to have a consistent process for continuous improvement of the curriculum.</p> <p>Challenge: A governor asked if leaders had the opportunity to work with their peers at York High School. The Deputy Headteacher explained that there was a process for the Headteacher’s to peer review and it has been feedback to the Trust that an equivalent process for other leaders would be helpful. The Deputy Headteacher and Ms Jackson have made contact with their equivalents at York High School to start some peer work.</p> <p>Challenge: A governor asked how the process of Trust wide subject reviews aligned with the school level process. The Deputy Headteacher explained that both processes are aligned and complement each other to support the work for continuous scrutiny and development of the curriculum for the benefit of the children.</p> <p>The Headteacher recorded pride in the whole staff body who had been focused and driven to continue improvements since the Ofsted visit.</p> <p>A governor noted that it was positive to see strategies, such as the reading strategy, that had been presented to governors reported positively in the Ofsted report.</p> | |
| 3. | <p>Minutes of the 5th March 2024 meeting (previously distributed) Resolution: The minutes were agreed as a true and accurate record of the meeting and were approved.</p> <p>Actions / Matters Arising Action 1: The SBM confirmed that the parent governor vacancy would be communicated to parents on Friday 3rd May 2024. The Headteacher explained that the staff vacancy communicated to staff had no responses, the vacancy would be recirculated to staff on Thursday 3rd May 2024 and an opportunity for interested staff to meet with governors offered.</p> | |
| 4. | <p>Ofsted Update (previously distributed) The Chair noted that he attended the verbal feedback session with the inspector which was very positive and demonstrated an understanding of the strengths and development areas of the school and felt the report represented well the concerns within the community. The verbal feedback was very positive about multi agency working and the school’s role in these discussions and processes.</p> <p>The Headteacher explained that there was a lead inspector, three other inspectors who were all Headteachers and a regional lead for quality assurance. The process included a deep interrogation of the SEND provision. The verbal feedback throughout the process was hugely positive, fair and accurate.</p> <p>The Deputy Headteacher noted that there was challenge on the draft report that there was no mention of staff wellbeing, which had been a focus of all staff discussions and came out strong in the verbal feedback.</p> <p>Action: Headteacher to share the slides used in the staff Ofsted feedback.</p> | HT |
| 5. | <p>Headteacher Report / Pulse (previously distributed) Challenge: A governor asked how attendance compared to the previous year. The Headteacher reported that attendance at the end of last academic year was 88.98%. Overall attendance remained in line with the previous year against a national decline in attendance. The persistent absence data had improved, particularly for the disadvantaged cohort but the SEND data was significantly impacted by Year 9.</p> <p>Challenge: A governor noted the Year 9 girls’ attendance as a cohort of concern. The Headteacher explained that girls presented the greatest challenge in the Year 9 and SEMH (social emotional mental health) cohorts.</p> <p>Challenge: A governor noted the DfE focus on attendance and asked if they provided any best practice strategies. The Headteacher confirmed not, and there was mixed messaging on the impact of fining.</p> <p>Challenge: A governor asked if a pilot to support transition from Year 8 to Year 9 could support improved attendance into Year 9. The Headteacher explained that despite a natural decline in attendance as young people move up through secondary school Year 9 was not normally a year group of specific concern. This</p> | |

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| | <p>Year 9 cohort were a cohort with specific need.</p> <p>Challenge: A governor suggested informing parents of the impact of certain absences such as young people being less likely to return to school after two weeks of anxiety related absence.</p> <p>The Headteacher highlighted the small drop off for Year 11 attendance but noted SEND attendance was up by 3% and PA was reporting 3% better than the same period the previous year.</p> <p>Action: Headteacher to provide yearly attendance data at the next meeting.</p> | HT |
| 6. | <p>Educational Performance</p> <p>Checkpoint Data (previously distributed)</p> <p>The Headteacher presented the checkpoint data report noting that the data supported a link between attendance and progress and there was a narrowing of the gap for Pupil Premium and SEND cohorts.</p> <p>The Deputy Headteacher informed governors that the Trust appointed a Director of English to work across the Trust and made changes to English marking which has resulted in discrepancies between check point one and two and had an impact on the confidence in predictions. The Deputy Headteacher expected outcomes to be between current and previous predictions and noted that a number of interventions were being delivered.</p> <p>The Headteacher reported that the open bucket data was reporting an improved position and positively impacted the Progress 8.</p> <p>Challenge: A governor asked if it was usual for Ofsted to not deep dive both English and Maths. The Headteacher confirmed that it was unusual, but the subject decision was directed by data and the initial discussion with inspectors. The impact on SEND and Pupil Premium in both English and Maths was discussed in detail in the pre meeting so that may have covered those subjects in enough detail. There was some direction in subject choices when discussing subjects of strength and those with capacity to develop.</p> <p>In response to a governor the Headteacher confirmed the number in brackets was checkpoint one data.</p> <p>The Headteacher talked governors through the subject level data noting:</p> <ul style="list-style-type: none"> - Maths and English were predicting good 4+ outcomes but were working on maximising those that get the attainment in both to improve the basics outcomes. - Caveat on History predicting +1.49 when they have historically had negative progress outcomes. - Sports studies had previously been negative but now predicting +0.40 - Engineering was up to 79% from 52% at checkpoint one – if delivered that would be an impressive outcome. - The Head and second of DT had done significant work on the design technology offer. - Ethics was a cause for concern and had been impacted by staff leadership absence. <p>Challenge: A governor noted that English was not performing as strongly as Maths in Year 11, but in Year 10 the performance in English was stronger and asked if that was due to the nature of the cohort / particular strength of the students. The Headteacher explained that progress and attainment was usually higher in English than Maths, this was also the case at checkpoint one but data had been impacted by the moderating down of checkpoint two data.</p> <p>The Headteacher highlighted the gender gap with girls under performing boys in a boy heavy cohort which was a flip of the usual trend of girls performing more strongly. There were more issues with girls anxiety and stress post covid. A governor noted a general disengagement from education for the female cohort. The Headteacher noted that the Year 9 girls behaviour issues were not reflected in other year groups and explained that there was a link between girls attendance and outcomes with some girls with high target grades that were not attending and getting zero data.</p> <p>Challenge: A governor asked if the Art Pupil Premium cohort were impacted by a lack of access to materials. The Headteacher confirmed that materials were provided by the school but noted that attendance in Art had an impact on the practical element.</p> <p>The Headteacher noted that the Pupil Premium cohort presented greater concern than the SEND cohort in</p> | |

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| | <p>terms of the data gap. There was a small cohort which had a greater statistically impact on the data and staff were working with every Pupil Premium student on interventions.</p> <p>Challenge: A governor asked if the Year 11 Pupil Premium numbers were similar to the previous year. The Headteacher explained that the cohort size was similar but were slightly less able in terms of starting points. Year 11 had the second lowest profile of all five years. Year 7 had the lowest profile and Year 8 the highest. The Headteacher noted that the Year 7 cohort were highly impacted by Covid (they were in Year 3 and Year 4). The Headteacher noted the number of challenges from Covid still to feed through and that Year 7 have specific needs including issues with fighting in the community but there was no trend in terms of feeder school.</p> <p>The Headteacher noted caution on the reliability of the Year 10 data and explained plans to develop assessment and teaching and modelling to assessment criteria through rigour of assessment material, developing tight consistent practice of moderation and making a holistic judgement informed by mock exams. Marking grids were being developed to support staff assessment at KS3. The Headteacher assured governors that the work at Millthorpe would be complementary to the work across the Trust.</p> <p>Challenge: A governor asked how the approach of maximising assessment marks would be balanced against inspirational and sequenced subject learning. The Headteacher explained that there had been significant work on curriculum around knowledge and understanding and felt there was scope to have more flair and excitement in subjects and recognised the need to maintain engagement whilst supporting an explicit understanding of how young people can improve and enhance their answers in tests.</p> <p>Challenge: A governor asked if there were cover plans for Mr Beever. The Headteacher explained that there was no additional capacity and leadership colleagues would provide any required cover.</p> | |
| 7. | <p>Strategic Plan Reporting There was no update to report.</p> | |
| 8. | <p>Safeguarding There was no update to report.</p> <p>Challenge: A governor noted the reduction in the number of young people on a Child in Need Plan and asked if that was a result of them coming off the plan or leaving the school. The Headteacher explained that the thresholds for a Child Protection Plan had been lowered so there were more young people on early help. The Child in Need numbers can fluctuate with one moving school and some movement on and off that level of support.</p> | |
| 9. | <p>Finance Monitoring The SBM explained that the budget was being prepared and a new forecasting system was being implemented.</p> <p>Action: A governor asked the SBM to circulate the budget plan when available.</p> | SBM |
| 10. | <p>Risk Record There was no update to report.</p> | |
| 11. | <p>Governor Business There were no items for discussion.</p> | |
| 12. | <p>Policies for Review There were no policies for review.</p> | |
| 13. | <p>MAT Business Challenge: A governor asked for an update on the School Kitchen. The Headteacher explained that she had shared thoughts and concerns on the proposal including safeguarding, community, cars, canteen and potential workload impact. School Kitchen have recognised the points raised and were open to discussion if planning was granted. The final decision would be at Trust Board level.</p> | |
| 14. | <p>Any Other Business Challenge: A governor asked for an update on lockdown policy, procedure and practice. The SBM</p> | |

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| | confirmed that the policy was finalised in the autumn term. The protocol was run for a partial lockdown due to unauthorised people being on site. A full practice, with notice to parents and children, was run and some learnings identified around drill protocol and the siren. A governor suggested investigating investment in a loudspeaker system. | |
| 15. | Future Meetings Monday 1st July 2024 - 4.30pm Action: Clerk to reschedule the 1 st July meeting. | |

Meeting end time 6.30pm.

Approved at LGB on 20th June 2024.

Approval

Action Plan following the Meeting of the Local Governing Body on Thursday 2nd May 2024

| | Action | Agenda | Person | Date |
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| 1. | Run parent / staff governor election process in January 2024. <i>05.03.24: The Chair asked for the staff vacancy to go out immediately and for the parent vacancy no later than WC 8th April 2024.</i> <i>02:05:24: Parent governor vacancy to be communicated to parents on Friday 3rd May 2024.</i> <i>Staff governor vacancy to be recirculated to staff on Thursday 3rd May 2024 and an opportunity for interested staff to meet with governors.</i> | 2 (12.12.23) | Headteacher | WC 8 th April 2024 |
| 2. | Share slides from the staff Ofsted feedback. | 4 | Headteacher | May 2024 |
| 3. | Provide yearly attendance data at the next meeting. | 5 | Headteacher | June 2024 |
| 4. | Circulate the budget plan when available. | 9 | SBM | May 2024 |
| 5. | Reschedule the 1 st July meeting. | 15 | Clerk | May 2024 |

Future Agenda Items

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| Next Meeting | Future Meeting |
| Yearly attendance data | |