



MILLTHORPE SCHOOL

Minutes of the Meeting of the Board of Governors held in person on Tuesday 4th March 2025 at 4.30pm

Present: Lee Probert (Chair) Kavina Rothenburg (Acting Principal)
Trevor Charlton (Vice Chair) Abigail Gaines
Janet Edgar

In Attendance: Sophie Cole (Designated Safeguarding Lead) – *item 3*
Victoria Armitage (Vice Principal) – *item 4*
Alex Collins (SBM)
Sophie Triffitt (Clerk)

		Action
1.	<p>Welcome, Apologies, Declaration of Interests, Any Items for AOB</p> <p>The Chair welcomed everyone to the meeting.</p> <p>Apologies were received and accepted for James Else and Craig Figures.</p> <p>There were no declarations of interest to note in relation to the meeting matters.</p>	
2.	<p>Minutes of the 10th December 2024 meeting (previously distributed)</p> <p>Resolution: The minutes were agreed as a true and accurate record of the meeting and were approved.</p> <p>Actions / Matters Arising</p> <p>Action 1: Deep Model presentation was shared with governors.</p> <p>Action 2: Janet Edgar had undertaken two visits and circulated reports.</p>	
3.	<p>Young Carers Award – Sophie Cole, Designated Safeguarding Lead</p> <p>The Designated Safeguarding Lead (DSL) presented an update on the Young Carers Award noting that the school secured Bronze Award in 2018 and Silver Award in 2019. Those awards were now expired, and the DSL was collating evidence to apply for the new updated Young Carers in Schools Award by May 2025.</p> <p>The DSL presented an update on the current offer across three categories: raising awareness, identification and support.</p> <p>The DSL informed governors that the work for young carers at Millthorpe was identified locally as a flagship school and were asked to support other schools in the city.</p> <p>A governor asked how many young carers there were. The DSL confirmed there were 15 identified across all year groups but expected there were more. The year group of the young person would inform the support offer such as enhanced transition for Year 11 to college and for Year 7 from Year 6.</p> <p>The DSL shared the Young Carers Covenant that the school would be signing up to and noted that a Young Carers Policy was being developed across the Trust with support from the Director of SEND and Safeguarding.</p> <p>In response to a governor the DSL explained that the next level of award was Young Carers in School Plus which included having more evidence base from outside the school (parents, pupils and other professionals). The plan was to achieve and embed the Young Carers Award and then the intention would be to apply for Young Carers in School Plus in the future</p> <p>Challenge: A governor asked if there were any temporary young carers and if so, how they were identified and supported. The DSL explained that there was flexibility in the system and confirmed there was currently one temporary young carer who was identified and joined the Young Carers Group who meet fortnightly and was provided with tailored support alongside their Education Health Care Plan.</p> <p>The Principal added that not all 15 young carers would join the fortnightly club but the ones who do have a real sense of belonging in that group.</p> <p>Challenge: A governor noted that one of the aims presented was to lift young carers out of poverty and</p>	

	<p>asked what the school's role was in that. The DSL explained that there was support for uniform and equipment, college visits and building future aspirations. Identification for Early Help assessment was also beneficial. The DSL explained that every young person was treated as an individual for what support they might need.</p> <p>Governors recorded thanks to the DSL for the update and noted that it was a positive reminder about the inclusive nature of the school.</p> <p>Sophie Cole left the meeting at 4.48pm.</p>	
4.	<p>Educational Performance – Victoria Armitage, Vice Principal</p> <p>Victoria Armitage joined the meeting at 4.50pm.</p> <p><u>Year 11 PPE Outcomes</u></p> <p>The Vice Principal presented the 2025 targets and year group context (majority male year group (57%), highest Pupil Premium group in school, lowest SEN).</p> <p>The Vice Principal presented the Checkpoint 1 data including the +0.12 Progress 8.</p> <p>On entry this was a higher performing year group but was based on internal data (CATs) as this cohort had no KS2 data.</p> <p>The Vice Principal explained that analysis of the Checkpoint 2 data was due on 7th March 2025 but all subjects, except one were predicting a positive P8.</p> <p>Actions to maximise outcomes included:</p> <ul style="list-style-type: none"> - BRAGs with a focus on pupil groups (PP and SEND) and high prior attainers. - Meetings with PP and SEND students following Checkpoint 2 to review the data and ensure support was in place. - Walking talking mocks to model and scaffold exam approach. This was positively received by students. - Increased numbers accessing the tutoring offer. - Targeted intervention. - Afternoon tea event for students and families which received very positive feedback. <p>The Vice Principal explained that there had been a considered approach to mock papers / questions.</p> <p>The Vice Principal presented the Pupil Premium data which reported growth on the same period the previous year.</p> <p>The Vice Principal reported the current Checkpoint 2 headline predictions:</p> <p>Progress 8: +0.17</p> <p>A8: 5-</p> <p>4+ basics: 75%</p> <p>5+ basics: 54%</p> <p>The Vice Principal explained that Faculty Leader meetings took place WC 24th February 2025 to ensure effective use of data. Each department was reviewing PPE papers, and each student would get a question level analysis and next steps, and these would be shared at parents evening. Faculties were also completing next step action plans for underperforming students.</p> <p>Vulnerable groups have high priority and meetings were taking place 5th March 2025.</p> <p>The Principal noted that everyone was working very hard and was confident the students were getting a very good deal and recorded thanks to staff. The Principal added that given that staff were doing everything they could there was a mindful approach to ensure not all conversations were focused on GCSE's and that they get the balance right for students. Wellbeing was a priority, and key students were identified for check-in and there were plans for students that may need support through exams.</p> <p>The Vice Principal reported that the first draft of the exam timetable had been issued to staff and the aim was to issue timetables to families by 7th March 2025.</p>	

	<p>The Vice Principal explained that there was no study leave through the exam period and they had developed a class timetable around the exam timetable.</p> <p>The Principal reported that the Associate Assistant Principals were feeding into the offer and were doing a great job with their projects.</p> <p>The Chair noted that the improvement in predictions was encouraging.</p> <p>The Principal noted that there was work to do on challenge and ensuring high prior attainers maximise potential.</p> <p>Governors recorded thanks to the Vice Principal for the update.</p> <p>Victoria Armitage left the meeting at 5.10pm.</p>	
5.	<p>Principal Report / Pulse (previously distributed)</p> <p>The Principal provided an update on key items of note since the December 2024 meeting:</p> <ul style="list-style-type: none"> - Two students had been permanently excluded for a one-off serious breach. The Principal recorded thanks to governors on the panel for the robust review process but ultimate support of the decision. Both students were now placed in other schools. - Some students had witnessed a traumatising incident on Tadcaster Road and the Principal and SBM quickly attended to support students. External agency support had been accessed and they spent time with students who needed it and support was ongoing. Feedback from families was that they appreciated the support and communications, but some students were still struggling. - The decision was taken to suspend a teacher, the Principal explained that the process was ongoing and could not discuss details. The Principal noted concern that the teachers name had been made public in the local Press because of a parent petition but did understand that the intention was to help the teacher. The Principal noted that staff had stepped in to ensure cover in the department. - Attendance was reporting up by 0.57%. - Suspensions were ten up on the same period the previous year, but the building was very calm and purposeful. - Progress Leaders had been in post from January 2025 and were doing excellent work. - The Year 9 options process was under way and the progress evening and options evening were run on the same date with appointments for core and EBacc subjects and all subjects were in attendance to sell their subjects. Feedback from families was very positive. The process included a one-to-one meeting with every Year 9 before submitting option forms. There had also been a dedicated full week of assemblies where Subject Leaders had the opportunity to talk about their subjects to ensure students were informed about their choices. In one to one's all students said they felt safe in the building and had a trusted adult. - Trust Headteacher's had undertaken their visit to school and were walked round by groups of Year 11 students. Feedback included that students were happy, behaviour had improved, school was calmer, there were more routines to help, SLT were more visible, students felt safer on corridors and all four groups spoke positively on movement time. One student commented that everyone cares and helps was there if needed. All students said they wanted improvements in the canteen. <p><u>Pulse</u></p> <p>The Principal reported that some year groups had more suspensions and internal exclusions but was confident in interventions.</p> <p><u>School Day</u></p> <p>The Principal explained that the aim of the change was to ensure students got a healthy diet of enrichment and there was a good offer for staff.</p> <p>Consultation:</p> <ul style="list-style-type: none"> - Staff feedback was generally positive, the two items of feedback were that 8.30am could be too 	

	<p>early if needing to drop off a child and they wanted the day to start with form time.</p> <ul style="list-style-type: none"> - Students had lots of brilliant ideas which informed the plan, and they also wanted form time at the start of the day. Students who had to get buses had concerns about being late for lessons. - Families had the opportunity to attend four in person meetings or provide feedback over e mail. 15 families attended across the four meetings and feedback included that 8.30am start was too early and there was concern around the early finish and the potential of more time home alone and screen time. There were also concerns that the lunch break was too short, but it was explained that the move would be from 35 to 30 minutes but with half the number of students. <p>The Principal noted that the Frequently Asked Questions document was updated as questions arose.</p> <p>The two main concerns were addressed by moving the schedule by ten minutes and having form time at the start of the day. School would start at 8.40am and finish at 2.45pm (30 minutes earlier than the current day) and every teacher would run enrichment as part of directed time.</p> <p>The finalised plan would be delivered to students on 5th March 2025 and a letter issued to parents the same day.</p> <p>A student FAQ has been developed to support students in managing the change and in response to a Year 9 students' suggestion there would be a practice run for two weeks before the summer break so students can end the year confident in the structure and reduce anxiety of returning to school.</p> <p>The Principal explained that there would need to be a focus on Years 7 and 8 to build a culture that they do attend the enrichment and student uptake would be tracked.</p> <p>A governor asked how much enrichment a teacher would do as part of directed time. The Principal confirmed that it would be 35 enrichment sessions across the year.</p> <p>Challenge: A governor noted that the monitoring of attendance and encouragement to attend sessions of those students who don't engage was important. The Principal agreed and explained that attendance would be registered, and attendance could be shared through class charts. There would be work on presenting the expectation of attendance to students.</p> <p>The Principal noted that she hoped parents and students could see that there had been genuine consultation and that the plan was adapted based on feedback.</p> <p>The Principal reported that the Year 7 and Year 8 parent evenings had taken place, and parents were hugely supportive and positive about the school.</p>	
6.	<p>Strategic Plan Reporting</p> <p><u>Attendance Link Governor Report (previously distributed)</u></p> <p>The link governor reported on a meeting with Mr Beever, Vice Principal, who shared the systems used to track students which included a significant level of detail. As part of new systems students were communicated to with what they need to do to improve their attendance and students were assigned to a teacher for individualised conversations.</p> <p>CYC attendance network meetings have a strategy to assign students into categories and identify targeted interventions.</p> <p>The meeting also included a focus on persistent absence, communication to parents and the punctuality drive.</p> <p>The work on attendance was significant and there was one full time member of staff providing excellent attendance support. The link governor noted that this presented a potential business continuity risk.</p> <p>The link governor recorded thanks to the Vice Principal for their time and the update.</p> <p><u>Attendance Deep Dive (previously distributed)</u></p> <p>The Principal highlighted the city attendance data.</p> <p>The Principal noted that the amount of work invested into attendance was significant and when a member</p>	

	<p>of staff returns from maternity leave, they would bring additional high-quality capacity.</p> <p>Challenge: A governor noted that Year 9 had made good progress but challenged that the Years 7 and 8 attendance data needed to improve. The Principal explained that Year 10 had the highest SEND and persistent absence and that students who don't attend at all have a significant statistical impact. Year 8 was the most complex year group which was mirrored across the city. There was challenge with a particular group of Year 8 girls and the return of some students from Inspire had not gone well despite support plans for reintegration.</p> <p>A governor noted that it was helpful to see weekly attendance data.</p>	
7.	<p>Safeguarding</p> <p>There was no update to report.</p>	
8.	<p>Finance Monitoring</p> <p>The SBM reported that he would meet with the link governor on 27th March 2025 for budget monitoring.</p> <p>The SBM explained that the Trust had asked the school to consider the budget position and areas of challenge / deficit with the aim to end the year as close to projections as possible. Some changes were put in place, some plans postponed and opportunities maximised around staffing vacancies.</p> <p>The SBM reported that currently the financial position was not on track to meet the original end of year projection but had taken steps to get close to that position.</p> <p>Action: Link governor to share any items of note after the finance review meeting.</p>	TC
9.	<p>Risk Record</p> <p>There was no update to report.</p>	
10.	<p>Governor Business</p> <p><u>SEND Link Governor Report</u> (previously distributed)</p> <p>The link governor explained that the focus of the meeting was an introduction, a second meeting was planned for 2nd May 2025. The link governor highlighted the high levels of SEND support in the school (higher than local and national average). The Assistant SENCO was in place and there was good support in the Trust. The SEND network event went well and received positive feedback, and the school were awarded with ADHD friendly school status.</p> <p>The link governor noted that SEND should form part of all link governor area discussions.</p> <p>The SBM noted that the disconnect with SEND families which was commented on in the Ofsted report was no longer a concern and families were engaged and supportive of the school's offer.</p> <p>Abigail Gaines left the meeting at 5.57pm.</p> <p><u>Training</u> (previously distributed)</p> <p>Governors noted the CYC training schedule, and the Chair asked governors to ensure essential training was up to date.</p> <p><u>Recruitment</u></p> <p>The Chair noted the two governor vacancies and governors discussed if they wanted to proactively recruit.</p> <p>It was agreed to try and recruit a governor with a finance / professional services background to support succession planning.</p>	
11.	<p>Policies for Review</p> <p>There were no policies for review.</p>	
12.	<p>MAT Business</p> <p><u>Sexual Harassment Prevention Duty Briefing Notes for LGBs</u> (previously distributed)</p> <p>Shared for information. The SBM explained that the focus was on a pre-emptive considered approach.</p>	

13.	Any Other Business There were no items for AOB.	
14.	Future Meetings Thursday 8 th May 2025 4.30pm Thursday 19 th June 2025 4.30pm	

Meeting end time 6.06pm.

Approved at LGB on 8th May 2025.

Approval

Action Plan following the Meeting of the Local Governing Body on Tuesday 4th March 2025

	Action	Agenda	Person	Date
1.	Link governor to share any items of note after the finance review meeting.	8	Trevor Charlton	Apr 2025

Future Agenda Items

May Meeting	June Meeting
Reading – Mr Baybutt & Trust Review	