



MILLTHORPE SCHOOL

Minutes of the Meeting of the Board of Governors

held in person on Thursday 8th May 2025 at 4.30pm

Present: Trevor Charlton (Vice Chair) Kavina Rothenburg (Principal)
Janet Edgar Abigail Gaines
Craig Figures James Else

In Attendance: Adam Baybutt (Assistant Principal - Deep Learning) – *item 2*
Victoria Armitage (Vice Principal - Deep Learning and Deep Experience) – *item 7.1*
Alex Collins (SBM)
Sophie Triffitt (Clerk)

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| 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 Lee Probert. In the absence of the Chair the Vice Chair chaired the meeting.</p> <p>There were no declarations of interest to note in relation to the meeting matters.</p> <p>Governors recorded congratulations to Mrs Rothenburg on her successful appointment as Principal.</p> <p>The Vice Chair noted that the governance support service would be brought in house with effect September 2025.</p> | |
| 2. | <p>Reading Update including Trust Reading Review (previously distributed)</p> <p>The Assistant Principal presented a reading review report from the Trust and tabled an update highlighting successful initiatives and next step actions.</p> <p>The Assistant Principal explained a Reading age test was undertaken in the summer term to inform interventions starting in September 2025 with a focus on those moving into Year 11. There would be intervention focus with students in receipt of Pupil Premium who were at the expected chronological reading age but behind their non-Pupil Premium peers.</p> <p>The Assistant Principal explained that Sparx Reader had replaced Accelerated Reader in KS3 and the department were reporting positively on a trial in KS4.</p> <p>The Assistant Principal recommended governors visit the library over a lunch time when they had the opportunity.</p> <p>Challenge: A governor referred to a comment in the report that a number of students were joining in Year 7 well behind the expected reading age and asked if there was a trend of which feeder primary school they were joining from. The Assistant Principal confirmed there was no one specific school.</p> <p>The Assistant Principal reported that there was a plan to retain the current Year 9 Reading Mentors for the first term next academic year whilst the new group were recruited.</p> <p>Challenge: A governor asked if there was flexibility in the intervention approach for young people in receipt of Pupil Premium at the expected reading age to ensure they were getting the most appropriate intervention for their need and not overwhelmed with interventions. The Assistant Principal explained that the intervention was being delivered by older students such as Year 9 supporting Year 7 and 8. The Principal added that Progress Leaders had comprehensive Pupil Premium trackers so they could clearly see what interventions the student was accessing and would take a view at an individual level to ensure the interventions were appropriate and they were not being overwhelmed.</p> <p>Challenge: A governor asked how intervention delivery was managed to avoid highlighting differences between Pupil Premium and non-Pupil Premium across peer groups. The Principal explained that different students are worked with through the year and reported that no concern had been raised. The Assistant</p> | |

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| | <p>Principal explained that the rationale for the reading assessment and any follow up action had been communicated to students including explanation that GCSE question wording was aimed at a reading age of 16 years. The national data from 2024 exams reported that 25% of young people sitting their GCSE had a reading age of 12.</p> <p>Challenge: A governor asked if there was a barrier with Sparx Reader in terms of access to an appropriate range of texts that would engage children and in turn generate a love of reading. The Assistant Principal explained that there had been feedback on book selection and following a meeting with Sparx they had lowered the point benchmark to record that homework was complete to try and engage students and give greater options to those that were avid readers. There was also the option to choose to read a physical book instead and any questions could be raised with class teachers.</p> <p>Challenge: A governor asked the Assistant Principal if he had concern that some students in Year 11 would leave Millthorpe without basic / functional reading skills. The Principal explained that the Assistant Principal had done 18 months of work on reading but that would unlikely be enough time to get the Year 11's at greatest risk to the level they would want but interventions had been delivered where needed. The Assistant Principal added that he was confident the students in Year 9 and below would all end Year 11 with an appropriate level of reading skills.</p> <p>Governors recorded thanks to the Assistant Principal for his hard work and update to governors.</p> <p>The Assistant Principal left the meeting at 4.50pm.</p> | |
| 3. | <p>Minutes of the 4th March 2025 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: The link governor shared the finance link governor report.</p> <p>The Vice Principal joined the meeting at 4.52pm.</p> <p>7.1 Checkpoint data (previously distributed)</p> <p>The Vice Principal presented an update on Year 11 Check Point 2 data. It was highlighted that the Year 11 cohort had no SATs data due to Covid, but the CAT papers sat on entry to Millthorpe suggested they were a high performing year group. The Check Point data reported positively and historically there had been an uplift between PPE (pre public exam) and final outcomes.</p> <p>The Vice Principal reported that the vulnerable learner's strategy was demonstrating impact, and the open bucket reported a predicted uplift from the previous year.</p> <p>The Vice Principal reported that eight of the 39 pupils on the SEND Register were not attending school, but some had sat entry level Maths.</p> <p>Some students were being entered for a Statistic GCSE which had no new content to their Maths curriculum but would be a valuable additional grade.</p> <p>The Vice Principal presented Year 10 data noting that PPEs would take place at the end of the academic year. The CAT data suggested that Year 10 were the lowest performing year group in school alongside Year 7 and there was a high number of SEND and lots of complex needs. The Principal added that Year 10 had the highest number of persistently absent students.</p> <p>The Vice Principal presented an update on the Vulnerable Learners Strategy for Pupil Premium, SEND and those identified as vulnerable being delivered by Mr Wright and reported impact such as improved attendance, relationships built with families and highlighted two anonymised examples of students who had been able to get back into school. The Principal explained that there was a sharp focus of support for these students and recorded thanks to the Vice Principal for her leadership in that area.</p> <p>The Vice Principal presented KS3 data and explained the aim to intervene with students not on track at the earliest point. The Trust Gateway Model was used to identify issues and record actions. Each teacher would analyse class data and identify students who need intervention and record what specific actions would be taken with Pupil Premium and SEND students as a priority. Staff had been given time in CPD allocation to</p> | |

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| | <p>analyse data. The process would be embedded for September and would form part of learning visits. In response to a governor the Vice Principal confirmed the process would take place three times in the year after each checkpoint to allow timely intervention but also time for the intervention to have impact.</p> <p>The Principal explained that each subject has an assessment calendar and was confident that the strengths of assessment were embedded they now need to use that and interventions to create realistic check point predictions.</p> <p>Challenge: A governor referred to the high persistent absence in Year 10 and noted that they were a cohort impacted by Covid and asked if different strategies were used to reflect cohort context. The Principal explained that barriers at an individual level had been explored and the attendance team had clear strategies with focused work. The Principal noted that CAMHS were involved with a number of Year 10 students and tuition was in place, so school do not make contact about attendance in line with CAMHS recommendations.</p> <p>Challenge: A governor asked if the Check Point Data went to faculty leaders. The Principal confirmed it did and gave the example that the English Faculty Leader analysis identified boys and Pupil Premium boys as priority groups and was reviewing the curriculum plan. The Vice Principal added that Science and Humanities have a spreadsheet of actions and tiered intervention for a staged approach.</p> <p>In response to a governor the Vice Principal confirmed that the faculty leader could use the data to identify patterns including if teachers need support.</p> <p>Governors recorded thanks to the Vice Principal for her hard work and update to governors.</p> <p>The Vice Principal left the meeting at 5.13pm.</p> | |
| 4. | <p>Principal Report / Pulse (previously distributed)</p> <p>The Principal presented the Pulse Reports and highlighted that attendance had made improvements on the same period in 2023/24, the most recent data reported an improvement of 12% on persistent absence data. Suspensions had reduced by 0.4% despite having established clear expectations, Millthorpe were one of two schools to have reduced suspensions this year. The Principal explained that staff would support all children but there was a need for systems and structures.</p> <p>The Principal reported that family tours around school had taken place WC 28th April 2025.</p> <p>Challenge: A governor asked what uptake there had been for the tours. The Principal reported that there were no attendees for the first two sessions but six people joined the tour on Friday 2nd May 2025.</p> <p>The Principal reported that the Year 9 options process was completed, the school had the Young Carers award presented WC 28th April 2025 and Class Charts reported at 97% green, the highest percentage to date.</p> <p>The Principal noted that there had been lots of events across school and she was proud of the enrichment offer for students.</p> <p>The Principal reported that the Attendance Officer had submitted their resignation due to relocating and an advert would be published. The SENCO would be going on maternity leave and there had been a conversation with the Assistant SENCO to cover the absence. The Principal noted that currently there were no teacher posts to fill but the deadline for resignation had not passed.</p> <p>Challenge: A governor asked for further information on the monitoring of Chromebook use. The Principal explained that there was a review to check how students use Chromebooks to find best practice to maximise learning potential and support staff sample marking.</p> | |
| 5. | <p>Moving to Millthorpe</p> <p>The Principal reported on the Year 6 moving to Millthorpe transition events including an evening where the children took part in PE events and staff delivered an update for families. Another event was scheduled for WC 19th May 2025. This provided two opportunities for students to be on site and make friends before transition day.</p> <p>A governor suggested a parent session a few weeks after they have started in Year 7. The Principal</p> | |

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| | <p>confirmed that was offered last academic year and would be included in the calendar for 2025/26.</p> <p>The Principal reported that she had visited Dringhouses Primary School to meet Year 6 students and would visit Knavesmire and Scarcroft Primary schools.</p> | |
| 6. | <p>PR Strategy (previously distributed)</p> <p>The Principal explained that the plan was developed to help families feel more connected to the school and the building and build a greater home school connection. Mr Baybutt worked with two Year 7 students to create a tour of the building to support Year 6 starters and families to understand the building. Videos were being created for why staff and students enjoy being at Millthorpe and Year 7 forms were producing legacy videos.</p> <p>Challenge: A governor asked if families were comfortable with photo's / videos of their children being used. The Principal confirmed that image permissions were followed.</p> <p>Challenge: A governor asked how young people not on social media were engaged and made to feel part of the school family and suggested consideration of the role that social media needs to play in school communications when the Newsletter seemed the most effective mechanism.</p> <p>Challenge: A governor asked the Principal to consider how when image permissions were not granted that children were not made to feel excluded from school / trust life and celebrations.</p> <p>The Principal explained that when she holds Principal award events her Personal Assistant was able to manage the coordination of a range of photo opportunities but accepted there was not always that capacity.</p> <p>Challenge: A governor suggested that there could be a distinction on permissions between images shared with parent body i.e. newsletter and those for outward facing media. The Principal explained that newsletters were published on the website and were therefore a public document.</p> <p>Challenge: A governor suggested that child consent / permission for images to be shared should also be obtained. The Principal agreed to build into process that students have the choice to not be on a photo even with parent consent and would consider ways around supporting all students to feel included.</p> <p>Mr Else left the meeting at 5.43pm.</p> | |
| 7. | <p>Educational Performance Checkpoint Data and Predictions (previously distributed)</p> <p>Taken earlier in the agenda.</p> | |
| 8. | <p>Strategic Plan Reporting</p> <p>There was no update to report.</p> | |
| 9. | <p>Safeguarding</p> <p>There was no update to report.</p> | |
| 10. | <p>Finance Monitoring</p> <p>The SBM reported that the budget forecasted a reduced surplus against the budget set in May 2024. The SBM noted that the budget was being managed in a volatile financial climate and funding was unpredictable.</p> <p>The SBM reported that there was a small surplus forecast for next academic year and informed governors that there was a review of utilities across the Trust.</p> <p>Challenge: A governor asked if the budget was finalised for next academic year. The SBM confirmed it was to an extent, but they were still within the teacher resignation period.</p> <p>Finance Governor Visit Report (previously distributed)</p> <p>There were no questions on the circulated report.</p> | |
| 11. | <p>Risk Record</p> <p>There was no update to report.</p> | |

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| 12. | Governor Business <u>SEND Link Governor Report</u> (previously distributed) The SEND Link Governor noted that the Assistant SENCO and Trust Director of SEND and Safeguarding joined the meeting. The Link Governor reported that there had been good progress in reading for SEND students, some students were moved to SEND monitoring from SEND Support as their needs were covered by high quality adaptive teaching, attendance remained a concern but there were some very complex needs and the take up of extracurricular activities was good and there would be opportunities for review as part of the change in school day. Challenge: A governor asked if SENCO capacity would be impacted by the Assistant SENCO covering the SENCO maternity leave. The Principal confirmed not as the Assistant SENCO would not have teaching commitments. The Principal recorded thanks to the Link Governor for the visit and associated report. <u>Recruitment</u> Governors were reminded to utilise contacts for governor recruitment. | |
| 13. | Policies for Review There were no policies for review. | |
| 14. | MAT Business It was noted that the Trust Governance Evening was scheduled for Monday 7 th July 2025. | |
| 15. | Any Other Business Challenge: Prior to the meeting a governor had questioned how the deep structures were allocated and if there was any flexibility. Governors agreed that the deep allocations were appropriate and noted that different elements feed through / cross over and suggested that governors could share any questions with the link governor to raise in governor visits. The Principal explained that it helps the team to have one governor contact. The Principal noted that in response to the challenge around the management of the image permission that she would never want a child to not feel part of the school community and would consider ways in which to manage the process of taking photos during school events in as inclusive way as possible. | |
| 16. | Future Meetings Thursday 19 th June 2025 4.30pm | |

Meeting end time 6.05pm.

Approved at LGB on 19th June 2025.

Approval

Action Plan following the Meeting of the Local Governing Body on Tuesday 8th May 2025

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Future Agenda Items

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| June Meeting | September Meeting |
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