



## MILLTHORPE SCHOOL

### Minutes of the Meeting of the Board of Governors held via Video Conference on Tuesday 23<sup>rd</sup> February 2021 at 6pm

**Present:** Trevor Burton (Executive Headteacher) Trevor Charlton  
 Renee Rainville (Chair) Simon Bull  
 Dave Merrett Roy Moore  
 Amanda Stipetic

**In Attendance:** Gemma Greenhalgh (Head of School)  
 Alex Collins (SBM)  
 Sophie Triffitt (Clerk)

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Action |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| 1. | <p><b>Welcome &amp; Introductions, Apologies, Declaration of Interests, Any Items for AOB</b><br/>           The Chair welcomed everyone to the meeting.</p> <p>For the record of the minutes the meeting was held virtually.</p> <p>Apologies for absence were received, with consent, from Claire Smith and Tim Hooper. Fay Bound Alberti was not present at the meeting.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |        |
| 2. | <p><b>Minutes of the 12<sup>th</sup> January 2021 Meeting</b> (previously distributed)<br/>           The minutes were agreed as a true and accurate reflection of the meeting and approved.</p> <p><b>Actions</b><br/> <b>Action 1:</b> November minutes were reviewed as part of agenda setting.<br/> <b>Action 2:</b> Parent governors were notified of the delay and the electronic process closes tomorrow (24 Feb).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |        |
| 3. | <p><b>Covid Update</b> (previously distributed)</p> <p><b>Challenge:</b> A governor asked for clarification on the engagement and attendance data particularly for Pupil Premium. The Head of School explained the data and how engagement monitors if a student has logged on that day in at least one lesson and attendance monitors attendance across the five lessons per day.</p> <p><b>Challenge:</b> A governor thanked the Head of School for the helpful report and noted that they were impressed with the differentiation work for SEND children in the school.</p> <p><b>Challenge:</b> A governor asked if the Head of School was satisfied with the data. The Head of School was very pleased with the attendance and engagement. Parent feedback had been overwhelmingly positive and there had been a significant amount of positive feedback for staff. It had been a difficult transition for staff but the hard work and morale of staff had been excellent.</p> <p><b>Challenge:</b> A governor asked if there had been any modifications to the online provision following feedback. The Head of School explained that parent and staff feedback was used from the first lockdown to inform the provision for the second lockdown. The recent feedback had been overwhelmingly positive and had not highlighted any areas for significant development.</p> <p>The Head of School explained how live teaching is used across the subjects / topics.</p> <p>A governor felt that there had been a successful and well managed adoption of Google Classroom which balances level of interaction and staff workload. The Head of School noted that it had required a significant time investment to get the provision to this stage.</p> <p>The Head of School noted that a positive outcome had been the level of collaborative working.</p> <p><b>Challenge:</b> A governor questioned the case of a SEND student not being in school since last March and asked if they had done any learning in that period. The Head of School explained that there is extensive external agency involvement for this child and was confident the school had done as much as possible but for cases at this stage education is not necessarily the top priority.</p> |        |
| 4. | <p><b>Strategic Plan Reporting and Evaluation</b></p> <p><b>School Improvement Plan Review – Term 1</b> (previously distributed)<br/>           The Head of School explained that there had been leadership focus on strategic planning but capacity and opportunity for this is being impacted by operational pressures which will include testing, GCSE grading guidance and DfE reopening guidance. SLT have taken opportunities to drive strategy when possible but a key challenge is finding the time / capacity for staff consultation.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |        |

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|    | <p>Curriculum work will be in a stronger position because of how departments are collaborating to meet the needs of lockdown learning.</p> <p><b>Challenge:</b> A governor asked if the plan is being prioritised to identify areas that can be carried over. The Head of School confirmed that reviews will identify items that can be moved into the next plan and explained that some elements have been able to be progressed within lockdown.</p> <p><b>Challenge:</b> A governor asked if SLT capacity is where it should be with the appointment of the new Deputy Headteacher. The Head of School confirmed it is, the Deputy Headteacher has been a really positive appointment and the team are working positively together.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
| 5. | <p><b>Educational Performance</b></p> <p><b>Challenge:</b> A governor asked if there is a view on how the students are progressing. The Head of School reported that there have been assessed pieces of work to inform progress data and reports to parents will include if the student has completed the formal assessment, learning conduct and attendance.</p> <p><b>Challenge:</b> A governor asked if students are maintaining standards to the level that would be expected in class. The Head of School explained that it is hard to measure a comparison but teachers are seeing the quality of work through lessons and key assessment pieces. The staff governor added that the quality and quantity of work is vastly improved compared to the first lockdown and there is constant communication with pupils through the Google system so teachers can chase work. The work is not the same level as that done in the classroom but the work is of a good standard. The Head of School noted that some SEND children are producing better quality work and there may be a development of how the online system can be utilised going forward for these students.</p> <p>A parent noted that students are learning a lot of what it takes to produce work without classroom teachers pushing them and they are developing independent learning skills.</p> <p>A governor noted that the potential for the online system to support homework and out of school learning is vast.</p> <p><b>Virtual Learning and Assessment</b><br/>Addressed as part of the previous agenda items.</p>                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| 6. | <p><b>Finance and Budgeting</b></p> <p><b>Revised Budget with 2019/20 Outturn</b> (previously distributed)<br/>The SBM reported that the outturn from last year includes the ten year loan (CIF funding contribution of £120k) repayable back to government on a fixed rate. The central team had taken the decision to report this as a deduction in full from last year's outturn position.</p> <p>Despite the turbulent year there was no detrimental financial impact and the revised budget suggests this will be the same for this year. The reserve is causing no concern at this stage.</p> <p><b>Challenge:</b> A governor asked if the payments associated with the loan are coming from the operations budget but the reporting is a balance sheet decision. The SBM confirmed that it is a balance sheet decision and is included as a revenue cost rather than as a liability.</p> <p><b>Challenge:</b> A governor asked if the delayed unfilled vacant posts are still vacant. The SBM confirmed that there are no vacant teaching posts. A Deputy Headteacher was appointed and the Safeguarding Lead and Data Manager vacancies were resolved through the development of a strong safeguarding provision and with existing personnel.</p> <p><b>Challenge:</b> A governor asked if three year forecast assumptions were provided by the central team. The SBM explained that the assumptions were adjusted to take into account the government announcement of public sector pay freeze and assumed old assumptions will restart in the following financial year but there is a lot of uncertainty. When 2021/22 budget planning starts there will be further detail on assumptions.</p> <p><b>Challenge:</b> A governor asked if the £30k teacher starting salary is factored in. The SBM confirmed that the budgeting tool does assume the main scale teacher target of getting to £30k and a sufficient differential with pay points above that across the five year planning.</p> |  |
| 7. | <p><b>Special Projects</b><br/>There was no update to report.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| 8. | <p><b>Risk Record</b> (previously distributed)<br/>The SBM confirmed the boiler had been replaced.</p> <p>The electronic security system had been delayed due to Covid.</p> <p>Financial supply cost is larger than anticipated and budgeted for due to long term absence.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |

|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                            |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
|     | <p>IT connectivity across the school site is a concern but is being resolved.</p> <p><b>Challenge:</b> A governor asked if there is an IT risk of losing all information on the server / network. The SBM explained that there is a system in place for backing up data on a daily basis to a secure remote data centre. The risk of complete loss is very small and would impact the whole city on a large scale.</p> <p><b>Challenge:</b> A governor asked if there is a risk of cyber hacking. The SBM confirmed that there is a firewall in place to mitigate this risk.</p> <p><b>Challenge:</b> A governor asked if the insurance in place would cover the school for any impact of a cyber-attack. The SBM explained that the school sign up to the government run academies insurance.</p> <p><b>Action:</b> SBM to review the insurance coverage in relation to a cyber-attack.</p> <p>The Executive Headteacher agreed that there is a need to protect the network and consider what advice the School / Trust need to take around cyber security and business continuity.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>SBM</b>                 |
| 9.  | <p><b>Buildings Conditions Survey</b> (previously distributed)</p> <p>The SBM noted that despite the length of the report it did not provide a great level of depth and a lot of the observations were superficial with no consideration to the significant and structural issues.</p> <p><b>Challenge:</b> A governor asked if feedback on the quality / usefulness of the Buildings Condition Survey had been fed back to the Trust. It was agreed that the SBM and Head of School should feed back to the CFO and Trust Principal and Mr Charlton could raise the concerns at the Finance and Audit Committee.</p> <p><b>Action:</b> Feedback the concerns of the Buildings Conditions Survey to the Trust.</p> <p><b>Challenge:</b> A governor asked if the process will be repeated and if the quality of the report will impact success in applying for bids. The SBM confirmed that at this time there is no schedule for repeating the process and the report would not help to address some of the detailed issues around the site and areas that could become a liability over the medium term. The Executive Headteacher noted that the Trust School Condition Allowance is circa £400k so the reports were commissioned by the Trust to support the decision making process and it is a concern that big decisions are taken on a process and report that does not seem to be good value for money.</p> <p><b>Challenge:</b> A governor noted that the survey does not provide detail to help with prioritisation.</p> <p>It was noted that the school contribute 40% of the MAT costs but get no additional service / support.</p> <p>The SBM left the meeting at 7.30pm.</p> | <b>HoS,<br/>SM,<br/>TC</b> |
| 10. | <p><b>Governor Business</b></p> <p><b>Vice Chair</b></p> <p>There had been no expressions of interest for the Vice Chair post. The Chair suggested that new governors may be interested in taking on the role.</p> <p><b>Governor Recruitment</b></p> <p>The Chair had a meeting with a potential new governor who has skills that address gaps from the current skills audit and safeguarding experience to take on the Safeguarding role.</p> <p><b>Challenge:</b> A governor asked if the safeguarding experience is with youngsters. The Chair explained that it is primarily with adults and youths 16 to 18. There was a clear understanding of safeguarding principles and strategy and the expectation the role and training were explained. A governor was confident that many of the skills and experiences from the work in the military would be applicable in a secondary setting.</p> <p><b>Resolution:</b> Governors agreed the co-opted governor appointment.</p> <p><i>Post Meeting Note: The proposed governor was unable to accept a governor appointment due to a change in circumstances.</i></p> <p><b>Governor Training</b> (previously distributed)</p> <p>Governors noted some gaps in the training record and asked the clerk to update.</p>                                                                                                                                                                                                                                                                                                                                                                                                                     |                            |
| 11. | <p><b>Any Other Business</b></p> <p><b>Return to school</b></p> <p>The Head of School explained that the operational timetable should still work for the return to school and the main change is the wearing of masks in classrooms. There is currently some debate around a staggered return through the week. The testing implications are huge with students and staff to be tested three times on return but testing plan discussion is underway across the city.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                            |
| 12. | <p><b>Future Meetings</b></p> <p>25th March</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                            |

|                                                    |                             |
|----------------------------------------------------|-----------------------------|
| 13th May<br>15th June<br>5th July                  |                             |
| Meeting end time 7.55pm                            |                             |
| <b>Approved 25<sup>th</sup> March 2021</b>         |                             |
| _____<br><b>Ms Renee Rainville</b><br><b>Chair</b> | _____<br><b>Date Signed</b> |

**Action Plan following the Meeting of the Local Governing Body on Tuesday 23<sup>rd</sup> February 2021**

|    | <b>Action</b>                                                          | <b>Agenda</b> | <b>Person</b> | <b>Date</b> |
|----|------------------------------------------------------------------------|---------------|---------------|-------------|
| 1. | SBM to review the insurance coverage in relation to a cyber-attack.    | 8             | SBM           | Mar 2021    |
| 2. | Feedback the concerns of the Buildings Conditions Survey to the Trust. | 9             | HofS, SBM, TC | Mar 2021    |

**Future Agenda Items**

| March Meeting                                                              | May Meeting | June Meeting | July Meeting | Future Meeting                                                         |
|----------------------------------------------------------------------------|-------------|--------------|--------------|------------------------------------------------------------------------|
| GCSE Update<br>Link governor reports<br>Review of link roles<br>SEN Policy |             | Risk Record  |              | Tour of new buildings<br>Extracurricular audit and participation rates |