



# Windmill Hill School

Head of School: Michelle Brett

Acting Deputy Headteacher: Kerry Stenhouse

**Windmill Hill School**  
**A meeting of the Local Governing Board**  
**Tuesday 23<sup>rd</sup> January 2024 - 4.40pm**

**Final Minutes**

Governor	Designation	Present	Apologies✓ Absent x
Vacant	Chair		
Vacant	Vice-Chair		
Anisah Akhtar (AA)	Governor		x
Penny Kelly (PK)	Governor		✓
Vacant	Parent Governor		
Theo Emeji (TE)	Parent Governor	✓	
Edit Bugar (EBu)	Staff Governor	✓	
Endurance Edwin-Ebiegbe (EEE)	Staff Governor	✓	
<b>Also in attendance</b>			
Michelle Brett (ML)	Head of School	✓	
Kevin Latham (KL)	CEO	✓	
Syeda Begum (SB)	Clerk	✓	
Jeannette Payne (JP)	Chair of Trustees	✓	
Ian McAllister (IM)	Trustee	✓	

**Governor challenge**

Date	Item	I/D/R	Action
28/2024	<b>Welcome and Apologies</b> EE received apologies from PK.  <b>Governor resignation – SJ &amp; MAS</b>		
29/2024	<b>Quorum</b> – meeting was quorate.		
30/2024	<b>Declaration of actual or potential conflict of interest arising from this agenda</b> – none.		
31/2024	<b>Notification of AOB</b> – 1 item to be discussed under AOB.		
32/2024	<b>Minutes of the meeting held on 14.11.2023</b> circulated for approval – <b>Approved by Governors.</b>	D	
33/2024	<b>Headteacher Update:</b>  KL reported that there had been a good start to the 2024 spring teaching term. It was quite a tricky start for staff due to the new curriculum. Our pupils are better engaged in learning. We're seeing impact of dysregulation. There has been a huge improvement in engagement with our students. There will be whole school training tomorrow (24/1/24). Since December	I	

we have had 1 teacher vacancy. IM commented that from a governance perspective, teachers with teaching qualifications obtained from abroad should be recorded on the single central record. The Chair & Governor in charge of safeguarding is responsible for checking this. Recruitment – there has been a number of positions filled: 3 TAs have been appointed, 1 of which has now become a teacher. 2 learning mentors & 1 pastoral system lead has been appointed. We also have some teaching vacancies.

The question that Governors need to always be asking, and this is a big responsibility on the Governors is, are the children at WHS safe? The young people are not being harmed, but we just need to tighten some processes, which will be the focus of our staff training.

KL spoke about intent, impact, implications, what the next steps are and the key priorities. There are 4 key areas of priorities: learning & teaching, professional leadership, effective governance. We have some areas where things are going really well in the school. Our pupils are successful, confident, responsible young people. However, we have a lot of complex learners, many who have attention autism. We have individuals with specific learning objectives, and we need to make sure we've got very clear plans for our very able pupils. Hopefully all of this should be in place by April. We can be an absolutely outstanding school, but one inadequate grading can take it down. We've got staff who are very committed. We have evidence to support or effective teaching & learning. The key criteria is evidence of the quality of education being delivered. The evidence in class is very clear.

**EB – some classes within the school have a wide variety of needs.**

KL spoke about accreditation route, which he felt was very much a tick box exercise/ approach to learning. Is it useful for our complex learners? We have done lots of work around the curriculum. We have got really motivated teaching staff who have the desire to do the very best for our students. Some of our staff have really stepped up to the role. We need to make sure we get this right. Our number one priority is to make a difference every single day to all of our students' lives. Every single one of us has got a big drive to do that. We've identified support needs for our teachers, and that is very important to us. We are seeing this in practice with our ECTs (Early Career Teachers), we provide mentoring.

Individual & personal development – the idea is that if your personal development is right, you can get behaviour & attitude right as well. We don't have a coherent curriculum in place. We've got evidence of things that are 'good'. Our PSHE curriculum gives a set of curriculum/ framework, it is a sliding scale of progression, we can see clearly where we are going. We just need to get the plan done. Personal development isn't just about teaching, student voice is very important, and we're seeing that in our engagement with pupils.

Leadership management, safeguarding, finances, staff culture – we've got a focus of where we are heading.

**IM asked what are the 3 key priorities to take our school forward? And is it consistent with the Trusts' values?** What are the long-term plans? Our local leadership & middle managerial roles have been filled.

	<p>Health &amp; Safety element - we are compliant. In terms of strong governance, we are in the red as we have vacant Chair &amp; Vice Chair positions. Hopefully we can get these 2 positions filled soon. Safeguarding training is a statutory requirement that Governors are not fulfilling. The Prevent duty has been updated since December. KL took the opportunity to remind Governors to complete their training &amp; to take the quiz as well. The major reason why Governors leave the board is because they realise that the role isn't suited for them.</p> <p>We have got money to spend on outreach work.</p> <p>The evidence will be going to Ofsted. It's our self-evaluation. By September 2024 we will have 125 students on roll. We won't have any year 12 &amp; year 13 students, that is the local authority's decision, we don't necessarily agree on that.</p> <p>47% of our children receive (FSM) free school meals. There may be some families who haven't yet applied for FSM. Many of our pupils come from socio-economically deprived backgrounds. We have young people who are looked after, care leavers, who have personal educational plans. All of our pupils have primary needs, such as ASD, speech &amp; language needs, some have medical health care plans.</p> <p>KL reported that he had a meeting this afternoon, and the leaders were challenged. We talked about appraisals, attendance, health &amp; safety – KL will share this with everybody. We need to think about wellbeing of staff, how are we best able to support our staff?</p>		
34/2024	<p><b>KPI Report – Reporting on all KPI's (30 min) <i>Report by exception.</i></b></p> <ul style="list-style-type: none"> <li>• <b><u>Excellence in Learning &amp; Teaching</u></b> <ol style="list-style-type: none"> <li>1. Students are successful learners</li> <li>2. Students are confident individuals</li> <li>3. Students are responsible citizens</li> </ol> </li> </ul> <p><b><u>Inspiring, Engaging &amp; Professional Leadership</u></b></p> <ol style="list-style-type: none"> <li>4. Safeguarding culture in place throughout the Trust</li> <li>5. All staff are supported in their roles</li> <li>6. The Trust finances are managed to support the education of pupil and students</li> </ol> <p><b>WHS Accounts</b>  <a href="https://app.governorhub.com/g/windmillhillschool/docs/65a7ca9af6b8449c6ca3df96">https://app.governorhub.com/g/windmillhillschool/docs/65a7ca9af6b8449c6ca3df96</a></p> <ol style="list-style-type: none"> <li>7. Schools/College are managed effectively to ensure meet needs of the pupils and students</li> <li>8. Trust culture supports staff wellbeing</li> </ol> <p><b><u>Strong &amp; Effective Governance</u></b></p> <ol style="list-style-type: none"> <li>9. Trust compliance sits at 95%</li> <li>11. There is strong governance throughout the Trust</li> </ol> <p><b><u>Positive Impact &amp; Influence Locally, Regionally &amp; Nationally</u></b></p>		

	<p>12. The Trust activity sees partnerships that are mutually beneficial and impact on outcomes</p> <p>13. The Trust has a positive reputation and influence at a local, regional and national level with a positive impact for the system and/or the Trust.</p>		
35/2024	<p><b>Policies:</b></p> <p><b>Action: Policy still awaiting Governor approval</b> – Please “Mark as Signed” to confirm your approval via GovernorHub.</p> <p><a href="https://app.governorhub.com/g/windmillhillschool/docs/6509b931d0e057ddcaff6dfa">https://app.governorhub.com/g/windmillhillschool/docs/6509b931d0e057ddcaff6dfa</a></p> <ul style="list-style-type: none"> <li>WHS CP &amp; Safeguarding Policy Sept 23 – July 24</li> </ul>	I/D/R	
36/2024	<p><b>Safeguarding Training:</b></p> <p>KL asked SB to send two dates for training for Governors to select their preferred date. Ideally should be on a Tuesday from 4.30pm onwards, it will be face to face (with the option of joining remotely if a Governor isn’t able to attend in person). KL will follow up with a phone call to all Governors to remind them to sign up for the training date.</p>		SB/ KL
37/2024	<p><b>Governance BP Update:</b></p> <ul style="list-style-type: none"> <li><b>Parent Governor Recruitment</b> – Circulated recruitment pack to the parent body closing date 31<sup>st</sup> January 24.</li> <li><b>Governor Recruitment</b> – Advert out with “Governors for Schools” &amp; MyNewTerm</li> <li><b>Prevent Duty Dec 2023 Update</b> – Governors responsibilities &amp; Training to be completed</li> <li><b>Mandatory Governor Forms and Training</b> – SB to find out from EE who has completed these, KL to chase up with phone call.</li> </ul>	I	SB/ KL
38/2024	<b>AOB</b> – Refer to below confidential item.	I	
39/2024	<b>Meeting Impact</b> – TE commented that this was a constructive & productive meeting.		
40/2024	<b>Matters Arising from meeting 14.11.2023</b> – no matters arising from previous minutes.		
41/2024	<b>Date of next meeting</b> – 5 <sup>th</sup> March 2024 at 4.30pm		
42/2024	<b>Confidential Item: See confidential minutes.</b>	I	

Meeting concluded at 6pm.