



Minutes of the meeting of the Local Governing Body of Cottingham High School.
Croxby Meeting Room, Cottingham High School. Thursday 24 January 2019 at 5.30pm

GOVERNORS PRESENT

Mr A Brattan (AB); Mrs S Barker (SB); Mr J Dodd (JD); Mr D Ellis (DE); Mr D Haywood (DH); Mr J Leeming (JL); Mr J Mason (JM); Mr S Trays (ST); Mr L Wilson (Headteacher, LW)

ALSO IN ATTENDANCE:

Ms K Jordan (Deputy Head, KJ); Miss J Tuffs (Clerk to LGB); Mr A Wardle (Assistant Head, AW)

27.0 DECLARATION OF INTERESTS

None.

28.0 APOLOGIES

Mr E Blair; Mr M Garnett

Resolved: That consent was given to the absence of the above governors.

Throughout these minutes a question is indicated by Q followed by the initials of the questioner and a comment is marked by C.

29.0 MEMBERSHIPS AND APPOINTMENTS

Resolved: AB confirmed that SB will be the Governor link for SEND for 2018/19.


30.0 MINUTES OF THE LAST MEETING

Resolved: That the minutes of the meeting held on 11 October 2018 to be confirmed as a correct record and signed by the Chair, AB.

31.0 MATTERS ARISING FROM THE MINUTES

31.1 ACTION: To appoint a Governor with responsibility for SEND at the next meeting (minute 14). Minute 29.

31.2 ACTION: LW to add a reference sheet at the back of the SDP to explain the acronyms (minute 20). TG to make some further additions to the list of abbreviations (Appendix 2 of the SPD) and re-issue to Governors within the next week (minute 20).

Signed by the Chair: 
Date: 11/01/2019

31.3 ACTION: JT to email the learning link to all Governors (minute 22). Emailed link on 6 November 2018, will send out a further email with a reminder that any certificates for completed modules should be emailed to JT.

31.4 JT to issue details of ERPLG courses to Governors (minute 22). Completed.

31.5 JT to email the Leadership Team roles and responsibilities to Governors (minute 24). Completed.

32.0 HEADTEACHERS REPORT

32.1 FLOODLIGHT REPORT – A Wardle

AW explained that the Floodlight report had been written on the back of a Trust visit with the main focus examining how effective is the teaching, learning and assessment of Disadvantaged students in narrowing the attainment gap to the non-Disadvantaged students with equivalent starting points.

The report reviewed the following questions:

- How effectively is the Disadvantaged First policy embedded in classroom practice across the school?
- How equivalent is the work produced by Disadvantaged students to non-Disadvantaged students with the same starting points?
- Are the most able Disadvantaged students receiving challenging and engaging lessons?
- How effectively are all students (including Disadvantaged) able to identify how they are progressing and what they need to do to progress further?
- Where is there highly effective provision/strategy for Disadvantaged students that helps accelerate/support progress?

Report Findings

How effectively is the Disadvantaged First policy embedded in classroom practice across the school?

- It is understood, widely known and implemented in classrooms
- Progress plans used effectively
- In a minority of learning walks it was found that the Disadvantaged First policy wasn't applied
- Particularly evident in English which corresponds to where students are making best progress. English leader has been asked to support colleagues in other schools within the Trust to help support and develop good practice
- It was felt progress plans could be more of a living document and annotation could be used to facilitate this
- AiLs to revisit progress plans with their teams
- AiLs to revisit colleagues w/c 28th January where Policy implementation concerns was raised

How equivalent is the work produced by Disadvantaged students to non-Disadvantaged students with the same starting points?

- Good work observed in English, MFL and Art
- Variation of both the quality and presentation of work was found in books sampled from some colleagues in Science and Humanities; particularly in Years 7 and 8
- In Expressive Arts and PE the impact of Disadvantaged students' progress is negligible and quality of work in these areas was consistent
- Work to do with some students to improve their attitude to learning
- AiLs have met with individual members of staff and this will be fed back to AW in link meetings

Are the most able Disadvantaged students receiving challenging and engaging lessons?

- Students report that they are challenged across the curriculum
- Lessons were seen where these more able students were being stretched alongside similar attaining peers
- It was evident in progress plans there were a range of grouping strategies being planned to ensure they benefit from higher level discussion
- During student voice high ability Disadvantaged students were more positive about the quality of teaching they received compared to their middle and lower ability peers
- Data currently held on students in particular Year 11 suggests this practice in the classroom is not consistently resulting in progress at equivalent rates to their peers
- AiLs to review data to inform the delivery of interventions identified in meetings held with PG and KJ to push them towards their targets

How effectively are all students (including Disadvantaged) able to identify how they are progressing and what they need to do to progress further?

- This can vary by department and classroom teacher
- In the strongest lessons, students use the quality feedback and their responses to show their understanding of how they are progressing
- Good examples were seen of this in English, MFL, Art and a Science lesson
- Some lessons lacked clarity of direction
- Concerns have been raised with relevant AiLs and colleagues are being monitored
- Concerns over marking and feedback in Maths were addressed immediately by the AiL

Where is there highly effective provision/strategy for Disadvantaged students that helps accelerate/support progress?

- RE – grouping of students for discussion ensuring Disadvantaged students converse with their peers and promote quality work
- English – from all monitoring demonstrated clearest implementation of the first policy and high expectations were acknowledged and mirrored by students
- MFL – challenging tasks in lessons were evident for all students with feedback in books being constructive with short and long term ability related strategies

Q: (AB) *Is the reason why the gap has increased due to the non-Disadvantaged doing well compared to the Disadvantaged?*

C: (AW) *Yes, there was improved performance which widened the gap.*

Q: (AB) *Didn't the interventions work?*

C: (LW) *The Disadvantaged results were at national average. If they hadn't had all of the interventions they may not have achieved at national. Non-Disadvantaged progress is above national average but not significantly above. Unfortunately the gap is huge nationally but we are continuing to push and monitoring is robust. We would like Disadvantaged students to make the same progress as non-Disadvantaged students but nationally, analysis shows that it is going to take a very long time for the gap to close.*

Q: (JD) *There will be peaks and troughs though, dependent upon the differences in cohorts?*

C: (LW) *Absolutely. The work going in for Disadvantaged students is phenomenal, as described in the Disadvantaged First policy. We are trying to break down some barriers, for example for the first time we put on a crèche for parents wishing to attend the Year 9 option evening. Attendance was 75% non-Disadvantaged and 48% Disadvantaged.*

Q: (AB) *Was the Director of Education impressed with what she saw during the Self – Supported Review?*

C: (AW) *Yes she was and gave us some ideas about how to organise progress plans and evidence more effectively. It was very positive and testament to the high profile we have with those students.*

C: (AB) *We realise so much effort has gone into Disadvantaged students, as we do have a relatively high percentage (27%). It is a good school for Disadvantaged students to come to.*

32.2 SAFEGUARDING – K Jordan

The East Riding Safeguarding in Education report had been issued prior to the meeting.

KJ explained that there are currently 18 students undergoing mental health assessments which is of concern. There is a Trust mental health worker coming in one day per week seeing around 4 or 5 students and the others are trying to engage in external agencies. However it is a growing issue with the number of students struggling with well-being, emotional and mental health issues. KJ stated that there are also a growing number of domestic abuse incidences, reported by the Police.

A new protocol has been put in place to manage inappropriate internet searches carried out on the school site. A report, received daily, provides details of the student and the search category such as pornography, self-harm, bullying. There are also instant alerts of any students searching for information relating to suicide. KJ explained that the report is really useful as it allows the school to track which lessons it took place and if not appropriate, to have a discussion with the student.

With regards to CP, there are currently 2 students on a CP plan, which is very low.

Q: (AB) *At the last meeting the possibility of the Trust employing an Educational Psychologist was discussed. Has this progressed?*

C: (LW) *Yes, I have costed it and have taken it back to the Partner Primary School Heads meeting. For a day and a half it will cost £11,800. Due to financial cuts, we have a thin pastoral team which is a concern as two of the Heads of Year are supporting two year groups so they have little time to help support students with mental health issues. With the growth of the school we need to be able to put some additional support in to help students with these needs and we are investigating various avenues in order to do this. We can't afford a full-time position at this time.*

C: (SB) *It is quite specialist dealing with mental health in children. Pastoral care has its place but unless the staff has had the specialist training they are unlikely to have the expertise to deal with a child that is suicidal or who have significant mental health issues. You would also be putting the staff in a vulnerable position expecting that of them.*

C: (KJ) *We talk about mental health being a concern with students because of the new exam specifications at GCSE and the stress but actually the report doesn't show this as no-one in Year 11 has been referred. The highest number is in Year 7 and we are only a term in.*

C: (JD) We discussed this at the last meeting about trying to build in resilience before students get to the serious stage. Is there some form of intervention students can get in the classroom to help them?

C: (ST) The issue involves social media and their world now is so different.

C: (DH) The students in my form who have altercations with other students are contactable 24/7, they don't get any mental respite which can be very draining for those students involved.

C: (JM) Social media has a lot to answer to. The networks are not doing enough to help support these vulnerable children.

Q: (DE) Do you think the increase in the number of reports are because there are more of them or because they are more in tune with their mental health?

C: (KJ) It is probably a mixture and even though we have financial constraints, we need to find a way of funding to help.

Q: (AB) What's happening with the psychologist then?

C: (LW) We have a mental health worker coming in one day per week but our partner primary schools need the same support so the Trust is looking at appointing someone to help with this issue. With the financial cuts made in our school, we feel we need to appoint to support this growing problem.

C: (SB) On a positive note, I have been involved professionally with the school and all the staff involved have been incredibly responsive so although you may be short-staffed, good work is being done.

C: (LW) You're right there is tremendous work being done across the school but this is an area of development which we need to address over the next two years.

C: (JL) It seems to me as though this should be a SDP priority for next year. Discussions need to take place as other staff across the school may have the specialist skills.

Q: (AB) This is an on-going action. Can we be updated at the next meeting with the current status. In terms of the safeguarding document, are we, as Governors, doing everything we need to do?

C: (ST) In terms of statutory governance, we visited the school and went through the whole report, training records, single central record following the ER Safeguarding Board so in terms of the mandatory requirements, we have covered all those.

ACTION: LW to update the LGB with plans on how the school is going to provide additional support for students with mental health issues at the next meeting.

33.0 SCHOOL DEVELOPMENT PLAN – L Wilson

LW outlined the 5 key priorities on the SDP:

- Close or eliminate achievement gaps between key groups of students
- Raise standards through effective teaching, learning and assessment
- Ensure that students' attendance, behaviour and attitude to learning and towards others are exemplary
- Deliver outstanding outcomes in the Sixth Form
- Establish CHS as a community hub

LW explained that the current Progress 8 figure of -0.03 is not as strong as he would like but is similar to the same point last year. LW felt this was due to staff being cautious in their predictions. Another data collection will take place after the second set of PPEs which should give a clearer picture.

KJ stated that for the 2018 GCSE results, the school was ranked 5th in the East Riding for Progress 8.

LW also stated that the basics measure is again similar to the same point in time last year (Standard 70%, Strong pass 43%) and is hoping to match last year's results. Work is taking place with identified students to help them make as much progress as possible.

Q: (AB) Are we in a position where we can be shown the data in tabular format. In previous meetings we have been able to see headline figures and comparisons with last year and against targets?

C: (LW) The data we have put into the SDP is the data we have analysed in meetings with SLT so the data we are working off is in the Plan. However I can send you out a tracking document comparing previous year's data, along with targets.

C: (AB) Yes, we would like you to do this. It will be very useful.

Q: (ST) With regard to student voice, how representative is that because one or two of the measures rely on student voice feedback so is it all students and how does it work?

C: (KJ) We have two different surveys. AW is Teaching, Learning and Assessment so he asks questions of students about that and PG would be asking questions about behaviour and safety of students. The plan is to use our student council to do that which is a representative cohort.

Q: (ST) What is the percentage of students completing a survey?

C: (AW) It depends upon what is being asked. I would try and take at least 6 or 7 students from each year group within each ability band with a proportion of Disadvantaged students so it is a balanced representation to get quality data.

Q: (AB) Looking at the closing achievement gaps priority there is a lot of good messages in there about Lexonik, and attendance at P6 however the KS3 tracking system seems to be an issue?

C: (AW) We have devised a new system as we have moved away from Duddle which we felt wasn't giving us meaningful data so we went back to the drawing board and decided to design our own version. We have now done a first data collection which has thrown up a few anomalies so we are working with some subjects to amend their progress steps and we will continue to work on this. We have revisited faculty areas and collectively decided what good progress looks like but then converting that into a number is quite difficult. We are now happy that the system is working and will be taking a second review point in the near future. What we are able to do quite quickly is look at how students can compare with their peers.

C: (LW) We are collaborating with the schools within the Trust to ensure the KS3 systems are the best they can be and to ensure the students of all abilities are being challenged.

C: (JD) It would be good to streamline systems.

Q: (DE) What do you think has helped to improve attendance?

C: (LW) We have a very good Attendance Officer who tracks attendance very well, including a specific focus on the Disadvantaged students. We are well on track to meet the overall attendance target for both All and Disadvantaged students, with Year 11 being particularly strong. This implies that they are engaged with the school and what we are doing and enjoy being at school. We hope this will reflect in their final outcomes. If you look at exclusions our total exclusions for the first half term was 5 days compared to the previous year of 35 days. We are using other strategies to keep them in school rather than sending them home. Exclusions did increase in the second term but 14 days of those was down to one individual student.

Q: (AB) So if we are not excluding them, where are they going – are they going to Shackleton?

C: (LW) Yes sometimes it is Shackleton but it could also be within other schools in the Trust. We are doing our very best to work with the student to modify their behaviour rather than exclude them. The Assistant Head responsible for Behaviour and Attendance is doing a great job on this.

Q: (SB) He is keen on having attendance meetings with Parents where clear consequences are given and 4 week targets are agreed. The school is providing a lot of support to try and get the students into school. The meetings are very powerful and are working really well.

Q: (DE) In the anti-bullying section it shows red but I couldn't see anything why that is the case?

C: (KJ) Red sometimes indicates that we haven't got to that point as yet because this is the first review and the SDP is for a year so there will be some red on there but it doesn't necessarily alert us to a problem. We have done some anti-bullying surveys at the 6 week sign-off point when bullying incidents have been investigated and if it is felt it is actually bullying behaviour, the anti-bullying

coordinator will revisit the victim and the perpetrator after week 1, week 3 and week 6. Once the incident has been dealt it will be signed off. A survey will then be done and so far there is 100% satisfaction rate on how it has been dealt with in a timely manner.

Looking at key priority 4, LW stated that CHS 2018 Sixth Form results were in the top 15% in the Country. Disadvantaged students did well but the cohort was very small.

Q: (ST) Is that success reflective on the decisions that the Year 11 students are making now or are they still continuing to make different decisions?

C: (KJ) It is too early to say. Currently the students who are 100% certain they are returning into Sixth form is a higher proportion that it was this time last year but some don't decide until quite late.

C: (JM) The level of support in Sixth Form is very high compared to other Post 16 providers.

C: (DE) The Sixth Form Leads have taken a different approach this year creating more social events for the sixth formers such as comedy night and meals out.

Q: (AB) So the target is 55% of Year 11 students to return into Sixth Form?

C: (KJ) Yes and it is a very challenging target.

AB discussed key priority 5 regarding establishing CHS as a community hub. Positive work has been done with the school reaching out into the community compared to previous years. There have been a number of events where students have represented the school such as Halloween, Memorial service, Cottingham Christmas concert with more plans to engage students with activities in the local area.

Q: (JL) For those students doing over and above, do they receive a letter of thanks from the Chair of Governors?

C: (AB) I did personally thank the two head girls at the memorial service. I am happy to write a letter of thanks to those in the school band who played outdoors at the Cottingham Christmas Market – it was a long cold day for them but they were excellent.

ACTION: LW to issue the LGB with a Y11 Data Overview document before 15 February 2019.

ACTION: LW to provide list of student names to AB to write a letter of thanks.

34.0 TRUST UPDATE

An update on the Trust was shared.

- First Trust Conference was held on Monday 7 January 2019 with over 450 teachers attending
- Series of workshops and training events were held for support staff
- Working with Winifred Holtby to convert the academy status from Associate to full member
- In discussion with a number of primary schools
- A new Academy Business Manager has been appointed and will start in February 2019
- Received DfE funding to run a project aimed at improving outcomes for Disadvantaged learners
- Application to SALIX (an energy efficiency programme) has been approved which will replace lighting at Holderness Academy
- Now have over 160 'followers' on Twitter

35.0 GOVERNOR TRAINING AND SUPPORT

AB reiterated the need for Governors to complete one module per term on the NGA learning link website.

AB also asked for the skills audit to be completed as per JT's email on 6 November. One skills audit had been received from JD. JT to re-issue them to Governors via email.

ACTION: JT to re-send Governors the Skills audit to be completed and returned via email ASAP.

36.0 GOVERNOR VISITS TO SCHOOL

The following Governor visits were made to the school during the Autumn term:

- 26 November 2018 – Key priority 1 visit - JD/EB met Paul Grimes & Nicki Carlisle
- 27 November 2018 – Key priority 5 visit - AB met LW
- 6 December 2018 – Key priority 3 visit – ST/ST
- 7 December 2018 – Key priority 4 visit – DE met with Paul White

ST stated that during his visit in December he did a full tour of the school and all the staff involved were well prepared.

As a new Governor JD felt his visit helped him to interpret the document in terms of where to focus and for future visits. The mission was very clear in what the school wants to achieve. JD stated that he would be happy to be involved with the drafting of the next SDP if required, which LW accepted.

ACTION: LW to invite JD to a future meeting to discuss 2019-20 SDP.

37.0 NEXT MEETING

The next meeting will be held on Thursday 9 May at 5.30pm.

38.0 ANY OTHER BUSINESS

38.1 STAFF BOOKLETS

JT issued a copy of a staff photo booklet to the Governors, as previously requested.

The meeting ended at 7.25pm.

39.0 ACTION POINTS

39.1 ACTION: TG to make some further additions to the list of abbreviations (Appendix 2 of the SPD) and issued to Governors within the next week (minute 20).

39.2 ACTION: JT to re-send the NGA link with a reminder that any certificates for completed modules should be emailed to JT (minute 22).

39.3 ACTION: LW to update the LGB with plans on how the school is going to provide additional support for students with mental health issues at the next meeting (minute 32.2).

39.4 ACTION: LW to issue the LGB with a Y11 Data Overview document within the next two weeks (minute 33).

39.5 ACTION: LW to provide list of student names to AB to write a letter of thanks (minute 33).

39.6 ACTION: JT to re-send Governors the Skills audit to be completed and returned via email (minute 35).

39.7 ACTION: LW to invite JD to a future meeting to discuss 2019-20 SDP (minute 36).

Signed by the Chair: 
Date: 4/6/19

