



Minutes of the meeting of the Local Governing Body of Cottingham High School.  
Croxby Meeting Room, Cottingham High School. Thursday 9 May 2019 at 5.30pm

## GOVERNORS PRESENT

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

## ALSO IN ATTENDANCE:

Mrs N Carlisle (Assistant Head, NC); Ms K Jordan (Deputy Head, KJ); Mr J Rogers (Assistant Head, JR); Miss J Tuffs (Clerk to LGB); Mr A Wardle (Assistant Head, AW)

## 40.0 WELCOME AND INTRODUCTIONS

AB welcomed everyone to the meeting. He also expressed his sadness that this would be Simon Trays' last meeting. He thanked Simon for his many years' service on the Board. ST was presented with a card and gift from the Governors.

## 41.0 DECLARATION OF INTERESTS

None.

## 42.0 APOLOGIES

Mr E Blair.

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

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

## 43.0 MINUTES OF THE LAST MEETING

**Resolved:** That the minutes of the meeting held on 24 January 2019 to be confirmed as a correct record and signed by the Chair, AB.

## 44.0 MATTERS ARISING FROM THE MINUTES

**44.1 ACTION:** TG to make some further additions to the list of abbreviations (Appendix 2 of the SDP and issues to Governors within the next week (minute 20). Completed.

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

- 1 -

Signed by the Chair: 

Date: 11/9/19

- 44.3 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).** LW stated he had requested a price for increasing the SMASH (Social, mediation and Self Help) provision and he would try and find the funds to proceed with this. He then explained about a new Local Authority service called TalkHealth whereby students can text regarding health and well-being. It is being staffed 9am-5pm Monday to Friday but may revise times to be more flexible. The service is being funded by the NHS and is hoped to be launched in September. There is also going to be a Level 4 trained counsellor in school on a Tuesday to provide a listening service for students feeling anxious.
- 44.4 ACTION: LW to issue the LGB with a Year 11 Data Overview document within the next two weeks (minute 33).** It was stated that a document updated with the latest data had been issued in the papers for this meeting and will be discussed in minute 45.1.
- 44.5 ACTION: LW to provide list of student names to AB to write a letter of thanks (minute 33).** Completed. AB confirmed he had sent letters to all students involved.
- 44.6 ACTION: JT to re-send Governors the skills audit to be completed and returned via email (minute 35).** JT stated this had been done although there were still a couple outstanding.
- 44.7 ACTION: LW to invite JD to a future meeting to discuss 2019-20 SDP (minute 36).** A meeting will be arranged closer to the end of term.

#### **45.0 HEADTEACHER REPORT – L Wilson**

LW began by raising the question about KS4 targets as stated in the SDP. He explained that they were set based on unvalidated data. Validated data comes into the school much later and it was felt that it was appropriate to amend the targets to be more meaningful and achievable. The Progress 8 target is currently +0.3. LW stated that everyone will continue to work as hard as possible but felt the target was too high and should be revised.

NC pointed out that the target was set from the original data and an increase of +0.02 felt challenging, however once the validated data was released this meant that the target of +0.3 was actually an increase of +0.08. To give the same increase, a more realistic target would be +0.24.

LW said it was important to consider the starting point of each cohort and base the targets on intelligent data. Also for Disadvantaged students, the school had recently received Disadvantaged 2018 national data which shows Basics 4+ being 45% and 5+ 25%. The school target of 60% for a good pass for Disadvantaged students was felt to be unachievable.

*C: (DE) Generally we have set quite ambitious targets to try and push the school.*

*LW: If you are setting targets that are never going to be achieved, it can be quite de-motivating. An amended target for DA students Basics 4+ of 45% and 5+ 25% would be much more realistic. We will be in the same position next year so we need to look at defining the progress and setting targets at least national or above.*

**Resolved:** The Governors confirmed the targets could be adjusted with more consideration taken when setting next year's targets.

**ACTION: LW to amend the Disadvantaged cohort Basics targets to 4+ 45% and 5+ 25% and Progress 8 to +0.24 on the SDP.**



#### 45.1 ACHIEVEMENT (Year 11) – N Carlisle

- Progress 8 currently predicted to be -0.03 for All and -0.70 for Disadvantaged
- Attainment 8 is 48.78 for All and 38.06 for Disadvantaged
- Basics 4+ is 67% for All and 41% for Disadvantaged
- Basics 5+ is 42% for All and 22% for Disadvantaged
- Last year's predictions very similar to this year but outcomes were better than forecast.
- On target to beat target of 5% reduction in gap between Disadvantaged and Others for Basics 4+ measure
- Subject analysis showed 88% of subjects have predicted to exceed their FFT50 target of 80%
- Subject analysis showed 65% of subjects have predicted to exceed their FFT20 target of 60%
- With current predictions of Basics 4+ and 5+ for Disadvantaged students being 41% and 22% , only one more student is needed to meet national level for both measures.

NC asked the Governors to keep an open mind about Progress 8 as the calculations are based on last year's national data. With regards to the Disadvantaged predictions with the cohort being 27, each student is worth 3.8% and can therefore skew the figures. 3 of these students are making a massive negative impact to the Progress 8 figure. 1 student has significant mental health issues with a progress 8 score of -3.2 who has an adapted timetable and support with mental health. Another student was accepted on a managed move with a score of -3.94 and a further student who went on a managed move returning after 2 months with a broken leg with a score of -2.73.

NC outlined the strategies that have recently been put in place:

- AiLS (Area Improvement Leaders) have identified students who can make a difference to the P8 score and have had LT mentors assigned to help them keep motivated
- Students at risk of severe anxiety are benefiting from support from the counsellor
- English and Maths working closely with borderline students
- Third block of P6 sessions really well attended
- Year 11 timetable to be collapsed when exams begin so students can access revision sessions, revision breakfasts and study blocks
- Intensive mentoring and progress meetings with the KS4 Progress Leader
- English and maths intervention during tutor time
- After school sessions run by sixth formers
- A number of students with low progress but high attitude are being targeted with support and guidance on revision techniques

Q: (DE) Are there are only 6 students entered for Computing?

NC: Yes. Computing is a difficult subject. It is not ICT and not a vocational subject.

Q: (AB) Are you getting parental buy-in from Disadvantaged students?

NC: The buy-in will always be lower but there were lots of sessions run during Easter and Disadvantaged students did attend in line with other students.

C: (SB) I like the idea of using sixth formers for Year 11 revision. This will be really useful on their CV as mentors.

C: (DH) All the sixth formers volunteered.

Q: (AB) In terms of an overview, are we in the same position as last year in terms of predictions?

NC: Yes, very similar to last year.

C: (DE) The provision of P6 and breakfast revision sessions is really good.

  
11/9/19

*AW: As part of the Disadvantaged tutor group initiative, it has encouraged students to come in early, have breakfast, do science revision and engage with the teacher. The session may only be 15-20 minutes but can be really productive.*

## **45.2 QUALITY OF TEACHING – A Wardle**

### **Monitoring & Evaluation**

AW explained that metacognition is an umbrella term used to describe a selection of approaches to pedagogy that evidence suggests lead to measurable improvements in progress in young people.

Metacognition briefly comprises:

- The cycle of students planning, monitoring and evaluating performance on tasks
- Students understanding ways in which they learn best, implementing them and then reflecting on whether they have been effective.

There was a floodlight activity around metacognition before Easter which demonstrated to have a really effective impact on those who are less able to self-reflect. Floodlight was an opportunity for every member of staff to invite their line manager to see them delivering metacognition strategies. As each faculty is different, different approaches have been developed to implementing metacognition.

Evidence collected:

- 35 learning walks
- Samples of books from 17 classes in faculties where colleagues shared their implementation and the impact on student work
- Student voice carried out with students on their awareness of metacognitive strategies being used in their lessons

In the strongest lessons seen by AW with AILS (Area Improvement Leaders), the following strategies were seen:

- Explicit modelling of how to handle problems in Maths
- Students referring to strategies that they have learned in Humanities to help structure answers to extended response questions
- Effective modelling by a colleague in MFL supported students in a weaker languages class
- Another colleague in MFL supported students in reviewing and evaluating preparation techniques for their assessment which has been seen consistently in MFL
- A colleague in PE demonstrated the use of modelling through questioning, a recognised approach in practical subjects to promote metacognitive thinking
- English staff have embedded the use of activating prior knowledge and planning grids to help students collate information and reduce cognitive load
- In Science post assessment reflection was seen, along with use of explicit modelling of problem solving, practical techniques
- Student voice showed that use of metacognitive strategies is widespread



## Quality of Teaching

AW explained that overall quality of teaching is reviewed termly and leaders have reviewed the evidence from their monitoring and evaluation over the 2 terms to this point.

	% Highly Effective	% Effective	% Developing	Of developing no. who are <3 years qualified
Assessment, Feedback & Impact	33	59	8	0
Challenge & Differentiation	25	67	8	1
Classroom Procedure	41	53	6	1
Engagement	32	64	4	0
Planning & Knowledge	53	43	4	2
Tasks & Instruction	41	55	4	1
Wider Professional Contribution	42	42	16	4

Actions taken:

- Coaching for NQTs and RQTs targeted to turn colleagues with developing areas of practice into effective areas of practice
- AIL for Humanities to use constructive peer observation for a colleague to widen their skillset
- AILs for Maths and English collaborate to review good practice in English that can be applied in Maths

### Other T&L matters

20 colleagues meet termly in "teachmeet" sessions to share best practice.

14 staff shared metacognitive practice with colleagues in a recent "open door" week.

All teaching colleagues are about to complete their CPD research project.

Q: (AB) Does this research apply to every teacher?

AW: Yes, CPD time is allocated for teachers to research. This could relate to academic impact, attitude to learning and behaviour that leads to long term progress.

Q: (AB) Is every teacher doing something subtly different?

AW: Yes, it will evolve over time. Within each faculty area they identify the key drivers for that faculty for a more joined up approach.

Q: (JD) Are you trying to collate best practice and put it in a condensed version?

AW: Yes, we will be putting strategies in once the review and impact has been measured.

Q: (JD) What does challenge and differentiation mean?

AW: Are we stretching the most able in each class? How are we adjusting the delivery of the content to meet the most able, lower and everyone in between? Are we realistically setting work for them to achieve their target based on their KS2 starting point? Progress plans are used documenting the strategies used and how effective they are being used in the classroom.

C: (DH) The introduction of metacognition and the impact on students is phenomenal. Students say they don't know how to revise. Year 8 and 9 can now actually tell you which strategy is best for them for revision. I feel the foundations have been laid.

Q: (AB) Is metacognition used across the Trust?

AW: Yes, this has been headed by the Director of Education.

C: (LW) The term metacognition boils down to how do we learn best, why did it go well and repeat it.

Q: (JM) Is there a one fit all strategy?

*AW: This was raised at the first meeting. Different approaches are used for different faculties.*

### **45.3 ATTENDANCE & BEHAVIOUR – J Rogers**

#### **Reward Stamps**

- Students have received, on average, less reward stamps than last year
- This has been addressed in staff briefings and a reward stamp scrutiny will take place in the summer

#### **Written Warnings**

- On average the same number of written warnings compared to last year
- Year 9 remain consistently higher than others
- Year 11 consistently lower
- Year 7 data fluctuates throughout the year but is now lower than earlier in the year
- Very high number of Year 7 incidents relating to a very small number of students earlier in the year. Intervention has taken place and this has improved
- Students more prepared for learning with fewer written warnings given for equipment and homework
- Reduction in number of written warnings given for out of lesson behaviour.
- Year 8 and 10 have the least written warnings for homework per student

#### **Attitude to Learning**

- Attitude to learning has improved in all year groups other than Year 11, remaining static. Through data analysis, key students are highlighted and prioritised for immediate intervention
- Early intervention and parental contact for those who are identified as below expectations
- Departmental based actions such as report, parental contact and curriculum intervention for those students who are a concern
- Recognition from the Headteacher for students with exceptional attitude to learning
- Long term rewards for excellent attitude to learning include eligibility for the end of year rewards trip

#### **Further information**

- Positive Discipline embedded now and into its third year. Staff standards and expectations of behaviour are clear and more consistent
- Introduced a clearer, quicker procedure if a student forgets their planner. This results in immediate written warnings and potential sanctions for repeat offenders
- New enhanced provision for approximately 6 students, to help support their needs better rather than being in mainstream lessons full time. Cohort continually being reviewed
- Isolation continues to be used effectively and remains a serious sanction
- Two Year 7 students permanently excluded due to them causing significant disruption in lessons and around the school site. Both students now at Ashwell PRU – a non-mainstream provision for complex social and emotional needs
- A further Year 7 student spending time at the ER hub and one day at school. The main body of Year 7 are doing what is expected consistently.
- Managed moves have been put in place across the Trust for students who fail to modify poor behaviour



- Team Building Day was arranged for Year 7 to improve the cohesiveness of the cohort – very positive feedback was received from the leader.

Q: (AB) Is there a third Year 7 student at risk of permanent exclusion?

JR: Yes, the student exhibits some extreme behaviour but we are trying to support the student as much as possible.

Q: (ST) Does the Year 7 number of exclusions match the national trend?

LW: Across the Authority, 20% of the exclusions are from Year 7.

Q: (JM) Regarding the students who were permanently excluded, had they demonstrated that pattern at primary school?

JR: It is difficult to say as we weren't given that information. We will ensure this year we will work with all of the Hull feeder schools as well as the East Riding schools.

C: (LW) This year the Year 6 students will be coming in for a full induction week on the penultimate week of term which will give us an opportunity to plan before September.

C: (SB) It is very evident we need to be more pro-active. Information isn't always received.

C: (LW) JR is going to take control and work with the transition team ensuring the right questions are asked and are done consistently. We will try and cover all the bases.

C: (MG) Some students may fall through the net as sometimes their appeals are successful and a different school place is offered much later in the year.

Q: (DE) With regards to the managed moves within the Trust, what is the criteria and is it working?

JR: We work really closely with the other schools. There are short stays and sometimes 6 weeks. These are a deterrent, however if they fail it could lead to permanent exclusion.

## Attendance

- Overall figure is 95.9%, on track to beat the target of 95.7%
- Disadvantaged attendance figure remains at target 93.5%
- 3 year improving trend for Disadvantaged attendance although Year 10 remains a concern
- Use of countdown tracker allows pastoral staff to identify short term targets for students attendance
- Pastoral staff to work in collaboration with key stage leaders to identify a targeted group of 6 Disadvantaged student from Year 7 and 5 from Year 10 to work closely with the family and offer support and rewards for attendance improvement

## 45.4 SAFEGUARDING – K Jordan

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

KJ outlined the key points of the report:

- 4 domestic abuse reports
- 2 mental health referrals
- 11 students attending SMASH
- 7 mental health referrals
- 2 children in need (new admissions)

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

C: (DH) As a teacher it really helps to receive information during the staff briefing.

KJ stated that regular safeguarding updates are shared with staff to ensure they are aware of which students are vulnerable or at risk which helps teachers to take lesson content into consideration.

KJ explained that the school is alerted to domestic abuse incidents that the Police have attended through the Operation Encompass initiative but they can be up to a week after the incident had occurred due to their high workload.

#### 46.0 TRUST MONITORING REPORT – L Wilson

LW stated that a supported self-review was conducted by the Trust Director of Education and the Chief Academy Improvement Partner on 3 April 2019. The review was to look at the Disadvantaged first strategy ensuring consistency of application. LW stated it also provided a further opportunity to observe lessons, speak with leaders and assess impact of the strategy since the first visit. The report was shared with Governors and staff. LW felt it was a very positive report and suggestions on how to improve had been discussed at SLT.

AW, JG and NC left the meeting at 7.05pm.

#### 47.0 SCHOOL DOG – K Jordan

Governors were provided links and information from Molescroft Primary school about the positive impact and benefits of having a school dog.

KJ explained that it had been a year since a talk had begun about a school dog. KJ had visited schools who had dogs (Molescroft Primary school and Huntingdon school in York), both of which are outstanding schools. KJ was able to talk face to face about practicalities. School staff were canvassed and only 5 had a few concerns. It had been established that there is no current law or legislation regarding a school dog.

KJ had collated the research findings and presented to the Leadership Team.

*Q: (DE) It sounds like a fantastic idea. What about liability if the dog bit someone?*

*KJ: We would have to take out pet insurance and third party liability insurance, undertake a risk assessment and a Local Authority risk assessment.*

*Q: (JD) What is the cost of a dog?*

*KJ: The dog isn't owned by the school. It is owned by a member of non-teaching staff in the school. They are responsible for buying the puppy, responsible for feeding it, paying for vets etc.*

*Q: (SB) What kind of role would it have in the school?*

*KJ: The dog would have a programme of contact, eg. the dog may be taken into a class that can be quite difficult. Case studies show an increase in attendance for school refusers. The biggest benefit is well-being for students and staff.*

*Q: (JD) So the school has to provide insurance etc. Does it also have to pay for the upkeep?*

*KJ: No, it is a member of staff's dog, they would be liable.*

*C: (JL) I think it is a great idea but a friend works for the Dogs Trust and they have issues about the dog's well-being.*

*C: (JM) My biggest concern is, is the dog going to be happy in this environment? It could be intimidating for the dog. Getting a puppy, there is no guarantee how it is going to grow up.*

*C: (KJ) The selection of breed is very important. It would be a Labrador or spaniel.*

*Q: (JD) In terms of research, have schools seen improved behaviour?*

*C: (LW) Yes, Swansea University have done research on dogs in school.*

*C: (KJ) Risk assessments will be done which are incredibly detailed. We are considering all the options, liaising with parents to ensure we avoid student allergies and those who are afraid of dogs. However we feel there are more positive than negative aspects.*

*Q: (AB) Would it always be on a lead?*

*KJ: Yes, but that would be part of the risk assessment.*



**Resolved:** Unanimous decision to approve a school dog.

*Q: (AB) What happens next?*

*LW: The school will action having a school dog. All Health & Safety and Risk assessments will be in place and procedures and guidelines will be followed. We will feedback progress at the next meeting.*

#### **48.0 TRUST UPDATE**

It is very important that every Governor is aware of developments within the Trust and the impact of being within the Trust.

- The application from the Trust to bring Winifred Holtby Academy into the Trust as full members has been approved
- St Anne's School and Sixth Form College has received confirmation that work will begin on the building of their new school which will be built on the site of the old Hessle Lower School
- The Central Service team continues to expand and over recent months several key appointments have been made
- The Trust is currently in the middle of a restructuring programme that will see the full centralisation of the Finance Team and the creation of an in-house HR Team. Both these teams will be based at the Trust offices at Cottingham High School with effect from 1 September 2019. The HR team will be complemented by a senior Pensions Clerk who will be responsible for pensions across the Trust thereby removing this task from individual academies
- TCAT is now eligible for capital funding under the Schools Condition Allowance as a result of having 5 or more schools. This funding must be used by the Trust to maintain and improve the estate

#### **49.0 GOVERNOR TRAINING AND SUPPORT**

DE stated that information had been passed on regarding a Disadvantaged seminar at Bishop Burton College. LW stated that JR would attend and will feedback at the next meeting.

AB reiterated the need for Governors to complete one module per term on the NGA learning link website. He explained that the Trust were trying to get standardisation on Governor training and has now stated that all Governors must complete the Safeguarding learning link and the Attainment and Progress module before the end of July. JT to send out the link again to all Governors with a reminder of the modules that need to be completed.

It was confirmed that DE would be the PP Governor and that the Trust is formalising the responsibilities for all link governors. It is expected that the Links visit school at least once per term.

AB stated that he recently listened to ~~watched~~ a DfE webinar about improving career advice in secondary schools. This will use "Gatsby benchmarks" issued by the DfE to set standards for the schools. A nominated careers leader in schools is now mandatory and there will be an expectation that Link Careers Governors are created by 2020.

AB again thanked Simon for his contributions over the years as a Governor and stated that consideration needed to be made in terms of the vacancy this will leave and who will fill it. SB

stated that she believes it should be someone who can represent Disadvantaged students. AB stated he would discuss the vacancy and the process with GS.

**ACTION: JR to feedback regarding the Disadvantaged seminar at Bishop Burton College.**

**ACTION: JT to send out a reminder on how to log on to the Learning Link and details of the two modules to be completed by end of July.**

**ACTION: AB to liaise with Gilly Stafford regarding the vacancy on the LGB.**

## **50.0 GOVERNOR VISITS TO SCHOOL**

AB thanked the Governors for their time visiting the school and urged other Governors who hadn't visited to try and do so before the end of term. Governors School Visits reports were issued at the meeting outlining the key points of the following made during the Spring term:

- 1 March 2019 – JD met with DH re SDP key priority 1
- 25 April 2019 – AB met with LW re SDP key priority 5
- 26 April 2019 – DE met with Head of Sixth to SDP key priority 4

JD described his visit to the DH's tutor group. He felt that the students were mentally and nutritionally prepared to maximise the impact of interventions noting that the Cottingham Co-op store provide the food & drink free of charge. It was agreed that AB should send a letter of thanks to Co-op. JD stated that it would be beneficial if the school provided support for these students who are moving onto to the vocational route with practical help and direction.

**ACTION: AB to send letter of thanks to Co-op manager.**

## **51.0 NEXT MEETING**

The date of the next meeting will be confirmed shortly.

## **52.0 ANY OTHER BUSINESS**

None.

The meeting ended at 8.00pm.

## **53.0 ACTION POINTS**

**53.1 ACTION: LW to amend the Disadvantaged cohort Basics targets to 4+ 45% and 5+ 25% and Progress 8 to +0.24 on the SDP (minute 45.0).**

**53.2 ACTION: JR to feedback regarding the Disadvantaged seminar at Bishop Burton College (minute 49.0).** ✓

**53.3 ACTION: JT to send out a reminder on how to log on to the Learning Link and details of the two modules to be completed by end of July (minute 49.0).**

**53.4 ACTION: AB to liaise with Gilly Stafford regarding the vacancy on the LGB (minute 49.0).**

**53.5 ACTION: AB to send letter of thanks to Co-op manager (minute 50.0).**