



Minutes of the virtual meeting of the Local Governing Body of Cottingham High School,  
Thursday 18 March 2021 at 5.30pm

#### **GOVERNORS PRESENT**

Mr A Brattan (Chair, 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 L Wilson (Headteacher, LW), Mr M Wolverson (MW –  
joined at 6.05pm)

#### **ALSO IN ATTENDANCE:**

Miss J Tuffs (Clerk to LGB, JT)

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

#### **40.0 WELCOME AND INTRODUCTIONS**

AB welcomed everyone to the meeting held on Microsoft Teams.

#### **41.0 APOLOGIES**

Full attendance.

#### **42.0 DECLARATION OF INTERESTS**

No declaration of interests were received.

#### **43.0 MINUTES OF THE LAST MEETING**

**Resolved:** The minutes of the meeting held on 17 December 2020 to be confirmed as a correct  
record and signed by the Chair, AB.

#### **44.0 MATTERS ARISING FROM THE MINUTES**

**44.1 ACTION:** S Barker, D Ellis, J Leeming, J Mason and M Wolverson to complete the Data  
Protection modules on GDPR Sentry (minute 32.2). Discussed in Governor training and  
support - see minute 49.0.

**44.2 ACTION:** Governors to inform V Reid of the CP and Safeguarding courses they have  
undertaken (minute 35.0). Discussed in Governor training and support - see minute 49.0.

**44.3 ACTION:** Governors to complete the updated Learning Link Safeguarding module (updated  
October 2020) ASAP (minute 35.0) Discussed in Governor training and support - see minute  
49.0.

- 1 -

Signed by the Chair:.....

Date:..... 20/3/21.....



**44.4 ACTION: Governors to contact their link in January via email and record the subsequent meeting details on the Governor Visit Form (minute 36.0).** 7 visits took place this term. More details under Governor visits – see minute 48.0.

**44.5 ACTION: LW to amend the new Admissions Policy review date to December 2021 (minute 37.0).** Completed.

**44.6 ACTION: AB to send a note of thanks to all staff (minute 39.0).** Completed.

#### **45.0 GOVERNOR TERM – A Brattan**

AB confirmed he had renewed his Governor term and was happy to continue as Chair.

#### **46.0 STRATEGIC HEADTEACHER'S REPORT – L Wilson**

The Headteacher's report was issued to Governors prior to the meeting.

##### **46.1 Leadership & Management**

LW explained that the school re-opened after Christmas on 5 January and then closed a day later following the Government's lockdown announcement. Students, with the exception of key worker and vulnerable students, have been learning remotely until their return to a full opening of the school on Monday 8 March.

LW's report outlined the many preparations and work that took place to ensure the school was safe, following all the Government guidance available.

Teaching and learning, along with behaviour expectations, had been made clear to students, staff and parents which will be revisited throughout the rest of the term.

LW gave a special mention to the Site Manager (M Bullivant) and HLTA (V Marshall) for their superb organisation and implementation of the Lateral Flow Testing.

A number of staff appointments had been made and a small number of teaching vacancies were reported.

##### **46.2 Quality of Education Summary**

LW explained that due to the year bubbles, not all subjects were being taught in their usual classrooms so a few adjustments have had to be made, specifically in the practical subjects such as Technology, Chemistry and Art. However, LW stated that the school had still maintained the breadth of the curriculum across all year groups.

LW stated that staff have developed their skillsets to enable the delivery of a remote curriculum via Microsoft Teams. Remote learning engagement was judged to be high across all years in comparison to the national and local figures (60%)/ (75%), with the percentage of students not engaging at all at around 3%. The use of live lessons ensured regular check-ins and a number of other approaches ensured continued engagement.

LW outlined a follow up survey to parents/carers regarding the remote learning programme which showed how much happier the students were and how more accessible the remote learning was with a number of families being provided with a DfE laptop.



106 responses were received and the results were:

- 90% felt that their child was coping with the style and quantity of work being set
- 89% were happy or very happy with the communication around remote learning provision
- 94% were happy or very happy with the remote learning provision itself
- 89% felt that their child was receiving meaningful and ambitious assignments each day in their subjects
- 95% of issues were resolved in a timely manner – be that IT or curriculum based.

Over time, both parents and students had reported some issues with the prolonged requirement to be on screens at home, and this was verified in a timely survey by 59% of Year 11 who had reported some anxieties over sustained attendance at live lessons.

LW described the introduction of CHS Unplugged which successfully enabled areas to give KS3 students 2 hours of enrichment activities each week, that were not screen-led, and a push with KS4 to provide more independent, self-directed activities. This saw a reduction in the proportion of students expressing concern about the amount of screen time they were subject to from 70% to 27%. (survey of 44).

#### **46.3 Return to Normality**

LW stated that despite the high levels of engagement with the online learning offer, there was still a concentrated nucleus of students that did not engage, and support was needed to those who have lost learning experiences. Alongside catch-up approaches that may target individuals, area leads will review the curriculum that has/has not been delivered, and teachers will use their knowledge of the attendance and engagement of students to plan to address these losses.

The return of students had been very good. Teaching remains in bubbles with staff travelling between classrooms, rather than students. Masks are being worn in lessons as per the latest guidance, however updated DfE advice is awaited after Easter.

#### **46.4 Progress of Groups**

LW stated that the catch-up cohorts identified at the return to school in September included Disadvantaged, SEND, vulnerable students as well as those who didn't engage during the first lockdown. A catch-up plan was then formulated and subsequently adapted. Attendance and engagement of all groups were closely monitored and tracked.

LW explained that the gaps between Disadvantaged and non-Disadvantaged is too large and remains a focus for the school. Using the £66,000 PP funding, strategies such as My Tutor 3:1 tuition, Brilliant Minds and mentoring are being used to address the gaps, to be run during the summer term.

An initial mentoring programme was set up consisting of the following sessions:

1. Getting to know you – online survey
2. Discussion of the results of getting to know you survey
3. PASS Survey completed
4. Discussion and tasks on identified areas on the PASS survey
5. PASS survey retaken
6. Discussion and tasks on identified new areas on the PASS survey



Mentors were then matched with mentees based on similar backgrounds, personalities and interests. Mentors were also provided with a profile from the survey, PD data and the PASS survey data.

Using £22,000 of catch up funding, an academic mentor in Maths has been secured to work in small groups of 3 or 4 students, however it was felt the funding was insufficient to address the gaps left by Covid. LW stated he hoped catch up funding would be available again next year to support the students.

#### 46.5 Health and Well-being of learners

LW outlined the following tracking that had been undertaken:

- Tutor calls – recommended fortnightly – and responses tracked for all teachers to access
- Weekly tutor meetings every Friday between tutor and tutees (delivering wellbeing materials, reminders about wellbeing support available and contact details provided)
- Vulnerable students identified at the start of lockdown and tracked with twice weekly phone calls by the pastoral and SEN teams to check wellbeing and progress with virtual learning
- Vulnerable students offered a place in school to support wellbeing and progress, alongside key worker students
- Wellbeing contact maintained with parents as well as with students (HoY, AHT level)
- Incidents and interventions recorded on CPOMS so a chronological record is kept and progress of intervention and wellbeing can be tracked

**Vulnerable student tracking**

Year Group	Tracked at home				Accessed the onsite provision			
	Vulnerable	SEND	CLA/PP+	Total	Vulnerable	SEND	CLA/PP+	Total
7	19	7	0	25	8	7	1	13
8	33	6	1	37	14	8	1	15
9	21	9	1	29	6	5	1	12
10	21	5	1	24	7	5	1	11
11	26	1	1	26	6	3	0	6

\*Some students may fall into more than one category

\*\*Onsite numbers do not include key worker students

#### Intervention

- Home visits conducted to connect with non-engagers and deliver laptops or work resources
- Unplugged activities for KS3 to reduce screen time and provide enrichment activities to support wellbeing and increase motivation
- Non-screen lessons at KS4 with creative tasks
- Screen-break times built into lessons
- Study packs sent home for SEN students struggling with the pace and delivery of online learning and after support from key staff
- Revision/study packs sent home (Y11) to support learning
- Remote revision morning (Y11) - Preferred learning styles explored and strategies for coping with revision



- Wellbeing channel (containing range of resources and contacts) set up in the Unplugged folder on Teams for KS3 - 346 students have accessed the Team with the wellbeing resources being viewed 43 times
- Wellbeing channel (containing range of resources and contacts) set up on Teams for KS4
- TCAT Wellbeing counsellors offering remote sessions to students
- KS4 students coming into school to access remote counselling
- New referrals made during lockdown to support services, to commence once students return

## Impact

The student survey results showed:

- 83% of students reported they agree or strongly agree to being generally currently happy
- 92% of students feel they have someone they can speak to about their worries (parent, friend, teacher being the top three)
- 28% of students still feel worried about returning to school
- The main sources of worry were having fallen behind and Covid 19

### 46.6 Return Plan for Students

- Wellbeing Survey 2 administered prior to return to school (26/2/21) to identify potential issues and students needing additional support
- Selected students invited in for reorientation session (KS4 on Wed 3 March)
- SEN students invited in with parent to receive support with testing process (Fri 4 March)
- Final tutor call to those students who have previously demonstrated concern, to support their transition
- Head of Year to be on hand to greet students during the testing process to conduct wellbeing checks and assess readiness to start school
- Attendance calls to historic poor attenders and students who previously had opted to shield due to family vulnerabilities
- Increased emphasis on re-establishing routines through the weekly tutor session on the run up to the return
- Restock of vital equipment, uniform and planners to support students upon their return removing barriers to learning
- Two hours of tutor intervention on the first morning back - focus on wellbeing, routines, rewards and looking at the positives
- 'Mapping' tests scheduled to identify specific support needed for Y11 students
- Regular communications with students and parents about what to expect upon their return
- Regular communications with Year 11 students (and Year 10 English Language students) about changes to the assessment process and what it means
- Increased wellbeing counselling capacity:
  - Tues – School Nurse
  - Wed - TCAT Counsellor KS3
  - Thurs - TCAT Counsellor KS4 and SMASH group
  - Friday – ER Wellbeing Service

  
20/5/21



#### 46.7 Staff well-being during lockdown

- Identification of staff with ongoing EHWP needs- allocation of individuals to provide regular check-ins during lockdown
- Updates re individuals at Leadership Team (LT) meetings
- AILs weekly check-ins with their teams- inform LT of any concerns
- Lunchtime listening facility available
- EHWP available for referrals via Operations Manager
- Weekly updates to staff, with wellbeing reminders
- Weekly T&L updates to share good practice
- Staff Wellbeing Week - activities shared on TEAMS- book club, audible, cultural opportunities, music, film and TV, walks, recipes, wellbeing support resources, fitness
- Socially distanced quiz relaunched- follow-up survey
- Personalised cards from LT to all staff
- Unplugged sessions
- H&S survey re working from home
- Cakes and homemade sausage rolls in staffroom for staff working in school
- Wellbeing survey upon full re-opening to inform our action plan for the remainder of the year

#### 47.0 Catch-up update

In addition to the other catch-up strategies stated above, Cottomology will be relaunched as an afterschool intervention with KS4 students; the catch-up cohort itself will be reviewed and amended based upon lockdown attendance and engagement data, informed also by the professional predictions and attitude to learning judgements currently being submitted by staff. A small cohort of Y9 students are continuing their work with The Brilliant Club and the government has announced a new £700 million education recovery package. This includes the following:

- More money for schools – £6,000 for the average primary school and £22,000 for the average secondary – which could be used for summer schools, but could also be used on evidence-based approaches for supporting the most disadvantaged pupils from September.
- An expansion of the National Tutoring Programme and the 16-19 Tuition Fund.
- £200 million for secondary schools to “deliver face-to-face summer schools” – with a suggestion that these could target incoming Year 7 pupils.
- Online resources, provided by Oak National Academy, which could be used over the summer term and through the summer holiday.

Q: (DE) What is a PASS survey?

C: (LW) It is a questionnaire that asks students about their attitudes towards themselves and school. It is used by many schools and grades responses between 1%-100%. The mentors meet their mentees twice per week and the hope is that the PASS survey has improved following the mentoring to show it has a positive impact.

C: (AB) I think the school has been incredible in delivering the online lessons and how the teachers have adapted to a different way of teaching.

C: (LW) We introduced CHS Unplugged as we were aware of the impact of prolonged screen time. We wrote to parents and the students were able to participate in activities not screen-led such as walking, baking etc. The teachers have been willing, flexible and adaptable. Every teacher in the country needs to be praised for the efforts they have put in during the lockdown periods.



C: (AB) I completely agree. I am more than happy to send out another thank you to everyone – it deserves recognition. I'm sure everyone is looking forward to some normality.

C: (JL) The key is keeping them on the syllabus, they needed structure. Some things have worked better online, homework can be set online and students could do after school revision remotely. Parents' evenings were particularly successful.

C: (JD) I attended an online parents' evening and thought it worked well for both parents and teachers. For parents with childcare issues, it could lead to improved parental engagement.

C: (MW) There has been a lot of negativity about schools in the media but it sounds as though there has been some positive aspects which has transferred into different ways of learning.

C: (LW) At SLT we have been considering aspects that we should keep and what has moved teaching forward as it has showed us other ways to teach. We are looking at a possible hybrid version for the Sixth Form parents' evening so that no one has to travel between schools. Attendance at parents' evenings has definitely improved engagement from Disadvantaged families compared to previous years. We are also considering allowing students to keep the DfE laptops which could be used if homework is set online via Teams and possibly used by parents for parents' evenings. The benefit with online parents evening appointments is that they were set to 5 minute slots so it allowed more parents to meet with teachers.

C: (JD) It was mentioned at the end of our appointment if we needed any further support, that we could email the teachers, which was very important.

C: (SB) I did run out of time with my appointments but was good to hear I could email teachers if I had any further questions.

Q: (AB) What are your thoughts about teacher assessments for Year 11 given the disruption to students, do you feel there is enough evidence?

C: (LW) There are only a few weeks before the grade deadline. We aim to collect 10 pieces of evidence and choose the best 5. This could be homework, online work, mini assessments, use of papers that are to be released after Easter for schools to use. We trust our teachers to make professional judgements and then there will be a 2-week window to moderate the results. Fair and genuine grades will be submitted. The final deadline is 18 June. There are still many reasons why Year 11 should work hard and put the effort in before the deadline.

Q: (SB) How do you feel the Year 11 students are emotionally? It has been tough for them and lots of uncertainty.

Q: (LW) Well-being has been a top priority for us. Since 8 March we have put in place what we could to address every single issue. There has been lots of negatives but also some positives, for example communities have been brought together and more quality family time.

C: (JL) It is about getting the balance right as it is still a very important year for Year 11 and 13 students. There is still quite a bit to do but we need to look after their welfare too. The vast majority want to work hard and try and do as much as they can and do well – they want to be treated as a normal Year 11 cohort.

C: (JM) I had my link meeting with A Wardle and we discussed remote learning and possible changes to the school day with opportunities for extra-curricular activities. We also discussed monitoring and evaluation procedures. However, I am worried about current Year 10 and 12 students. We don't know how exam boards will change their processes for next year.

C: (LW) ASCL are doing a survey to understand the long-term impact and the required catch up funding to address this, schools having to fill the gaps, especially for the Disadvantaged students. They are suggesting a 5-10 year Education Recovery Plan.

#### 48.0 GOVERNOR VISITS

Governor visits took place during the Spring term, 6 virtual, 1 in person. Reports were emailed before the meeting and brief discussions took place regarding individual meetings.

#### 28 January 2021 – Whole school update

Governors: AB, Staff: L Wilson (HT)

Purpose of the meeting: Update on current status – students in school, virtual teaching and preparation for full return to school.



**24 February 2021 – Careers**

Governors: JD, Staff: K Dimmock

Purpose of the meeting: How careers information has been shared during last 12 months.

**25 February 2021 – Safeguarding**

Governors: SB, Staff: K Jordan (DHT)

Purpose of the meeting: An overview of the last 12 months, positive, learning, future plans.

**1 March 2021 – Pupil Premium**

Governors: DE, Staff: N Carlisle (AHT), A Kelly (AHT) & D Clement (AHT)

Purpose of the meeting: Narrowing the gap between Disadvantaged & Non-Disadvantaged students

**4 March 2021 – Staff & Student wellbeing**

Governors: JD & MW, Staff: K Jordan (DHT)

Purpose of the meeting: Consistently promote the wellbeing of staff and students and the spiritual, moral, social and cultural developments of all our students preparing them for future success in education, employment or training.

**16 March 2021 – SEND meeting**

Governor: MW, Staff: D Clement (AHT), J Haselden (SENCO).

Purpose of the meeting: To discuss how students were supported during lockdown and arrangements for returning to school.

**18 March 2021 – Teaching & Learning**

Governor: JM, Staff: A Wardle (AHT)

Purpose of the meeting: Raise standards and address disadvantage through effective teaching, learning, assessment and opportunities

**ACTION: Link governors to carry out a summer term physical or virtual visit.**

**49.0 GOVERNOR TRAINING & SUPPORT**

JT clarified the training that Governors had been asked to do, as follows:

**NGA learning link**

- All Governors to complete the updated KCSiE Safeguarding training (updated Sept 2020) called "Safeguarding: A Governor's Role" even if it had been undertaken in the previous academic year.
- 1 other module within the learning link library to be completed by July 2021

**GDPR sentry**

- 2 modules specifically for Governors relating to GDPR.

KJ had previously requested copies of the completed ERSCP Safeguarding in Education course (completed every 3 years). This training is initiated by HR. Copies to be emailed to V Reid, Operations Manager for her records.

AB clarified the requirement for a minimum of two Governors to complete the ERSCP Safer recruitment training course.

JT reminded Governors of the upcoming ER 'Becoming an Evidence Informed Governor' training course taking place on 24 March. Any requests to attend should be emailed to JT.



**ACTION: D Ellis and D Haywood to complete the NGA module: "Safeguarding: A Governors Role" ASAP.**

**ACTION: Governors to email copy of the completed ER Safeguarding in Education course to V Reid (to be taken every 3 years).**

#### **50.0 DATE OF NEXT MEETING**

The date of the next meeting is Thursday 20 May 2021.

#### **51.0 ANY OTHER BUSINESS**

AB gave his thanks to LW and all CHS staff for their tremendous efforts over the past few months.

The meeting ended at 7.15pm.

#### **52.0 ACTION POINTS**

**52.1 ACTION: Link governors to carry out a summer term physical or virtual visit (minute 48.0)**

**52.2 ACTION: D Ellis and D Haywood to complete the NGA module: "Safeguarding: A Governors Role" ASAP (minute 49.0)**

**52.3 ACTION: Governors to email copy of the completed ER Safeguarding in Education course to V Reid (to be taken every 3 years) (minute 49.0).**