

Cottingham High School  
and Sixth Form College



THE CONSORTIUM  
ACADEMY TRUST

Shaping Positive Futures

Minutes of the meeting of the Local Governing Body of Cottingham High School,  
Thursday 14 October 2021 at 17:30

**GOVERNORS PRESENT**

Mr A Brattan (Chair, AB), Mrs S Barker (SB), Mr J Dodd (JD); Mr J Leeming (JL), Mr J Mason (JM),  
Mr L Wilson (Headteacher, LW)

**ALSO IN ATTENDANCE:**

Mr P Brookes (PP Champion, PB), Mrs L Craxton (Clerk to LGB, LC), Mrs K Jordan (Deputy HT, KJ)

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

**14 WELCOME AND INTRODUCTIONS**

AB welcomed everyone to the meeting. AB also took the opportunity to thank D Ellis and D  
Haywood for their contributions to the Board and wished them well for the future. LW to pass on  
the sentiments to DW.

**15 APOLOGIES**

Mr M Wolverson

D Ellis

**Resolved:** That consent was given for the absence of the above-named Governors

**16 DECLARATION OF INTERESTS**

LC asked for all Governors to complete and return their data collection and pecuniary interest  
forms as soon as possible. LC to follow up with email to collect all outstanding forms

**ACTION:** LC to email all Governors who did not return their DC & PI forms at the meeting

**17 MINUTES OF THE LAST MEETING**

**Resolved:** That the minutes of the meeting held on 16 September to be confirmed as a correct  
record and signed by the Chair, AB.

**18 MATTERS ARISING FROM THE MINUTES**

**ACTION:** LC to email all Governors who did not return their DC & PI forms at the meeting. All but 2  
governors have returned their forms. LC to follow up via email

**ACTION:** All Link Governors to do an Autumn term visit and complete the Governor visit form. See minute 25

**ACTION:** LC to inform Governors when the updated Learning Link Safeguarding for Governors module is available. **Completed**

**ACTION:** AB to distribute the list of possible questions for an Ofsted visit to all Governors **Completed**

**ACTION:** LC to follow up by end of September for all outstanding Skills Audits LC to follow up with MW and resend the template to JM

**ACTION:** LC to check with D Waterson re Governor access to The National College and report back to the LGB. D Brooke (TCAT Head of ICT) to look into the errors faced when governors are logging in. LC to revert back once the issues have been fixed

**ACTION:** Governors to let T Guzdek know if they can attend the social event ASAP **Completed**

## 19 HEADTEACHER SUMMARY OF FIRST HALF TERM

LW noted that although the country has 'returned to normal' it is far from being out of the pandemic. High levels of learners are off with Covid and high levels of staff are having to stay home to look after their own children who have tested positive.

### Attendance

- Attendance remains above national and, up to 30/09, was 91.9% (national 86.3%)
- DA attendance up to 30/09 was 89.5%
- All Covid-related absence now marked as illness
- A general sickness bug and seasonal colds and flu have also had a negative impact
- 52 working days have been lost already
- £14 000 out of £20 000 of the supply budget has already been spent
- Recently it has been difficult to secure cover as all agencies are fully booked
- Year 11 remain a worry with 10 learners already self-isolating. Close contacts of the 10 are tested daily

*C: (JL) Hull Fair has not helped with positive cases, we are hopeful half-term will break the cycle*

### Attitudes to Learning

- The recent reward trip to Flamingo Land, to acknowledge the excellent attitudes of over 400 learners, was a huge success
- Summer School has helped the Yr7s settle
- Small number of students continue to fail to live up to expectations and face a number of sanctions and time in isolation. Alternative Provision is being looked into although the financial implications will be the deciding factor in most cases

*C: (LW) On the whole, learners are happy to be back in school and are enjoying the freedom of being able to move around but a very small minority have not settled as well as expected. Teaching staff are happy to be in their own rooms once more and, although it's great to be back, it is far from normal*



*C: (KJ) The Year 6 Open Evening was a huge success*

### Safeguarding

- Learners subject to a CP Plan – 5
- Learners subject to a Child in Need plan – 7
- Learners logging other safeguarding concerns – 96
- CP referrals made to ER Safeguarding Hub – 2
- 8 Operation Encompass alerts received
- 2 Early Help Consults with ER
- 6 learners currently LAC with 6 PEPs in place

### Student Well-Being

- Safeguarding & Positive Mental Health themed assemblies have taken place
- Weekly counselling sessions have started with the TCAT Counsellor
- 15 students from different year groups have started on the SMASH programme
- First well-being survey of the year undertaken
- Alternative Curriculum Day on 15/10 to focus on wellbeing with 5 activities per year group
- Covid vaccinations to take place on 19 & 23 November for all learners 12 and over. LA Vaccination Team to run the programme
- CHS has received harmful letters from anti-vaxxers and concerned parents. At some stage, the LGB may need to get involved but for now all such correspondence is being ignored

*Q: (JD) Have we got the results of the student well-being survey?*

*LW: No, not yet. Once we do have them we will need to work on ways to implement the strategies needed without impacting on their well-being in the long term*

*Q: (JL) Are Yr11 anxious about missing time?*

*LW: A little but we have a contingency plan in place if the rate of infection continues to rise*

*Q: (AB) Are the weekly sessions with the TCAT Counsellor enough?*

*LW: No, we are advertising for external support for an additional day a week*

*C: (KJ) We also receive support from the LA and we hold safeguarding assemblies that focus on peer on peer abuse and health and well-being. Year 7s have a focus on health with Years 10 and 11 being advised through RSHE lessons*

*C: (LW) We'd like a full time counsellor or school nurse but we need to increase our learner numbers to be able to afford the costs*

*Q: (JD) Does the size of the school not justify needing a full time nurse?*

*LW: There is no real figure attached but the budget for the next 3 years is tight. We've met with the Marketing team and we are formulating a plan to attract more learners to the school and increasing the size of the 6<sup>th</sup> Form. In the event of no increase, after 3 years the budget will be healthier*

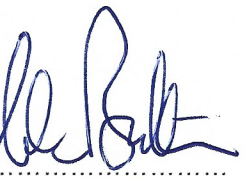
*C: (JD) Marketing the school is very important and with all the housing developments going up in the area, that could potentially increase intake significantly*

*C: (LW) It's the children and staff who sell the school*

### Staff Well-Being Group

Some of the initiatives set up include:

- A dedicated staff well-being room
- A well-being helpline
- High quality CPDL opportunities available
- Adult Mental Health First Aid training
- Well-being garden



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- Free flu jabs to all staff
- Secret buddy weeks
- Weekly well-being/relaxation sessions
- Well-being weeks
- Christmas staff 'do' being worked on with well-being sessions through the October training day

*Q: (JD) How many staff are AMHFA trained?*

*LW: At the moment we have 9 and we encourage them to continue to move up to level 2 and 3 courses if they wish to do so*

*C: (AB) There is a lot of work going on with well-being and that can only be good*

*C: (KJ) You can never do enough*

## 20 REVIEW CATCH-UP FUNDING PLAN

- Funding was used in various ways including PASS surveys, academic mentors, small group tuition, 1-1 tuition and interventions
- Yr11 – 100% of the identified cohort received at least 1 intervention
- 92% improved on their P8 score
- 82% improved their average grade
- 84% improved their ATL
- 37 students received tuition from My Tutor
- Student voice shows the interventions were successful
- Yrs. 7 to 10 – 55% of the cohort received at least 1 intervention
- The Brilliant Club is working well
- 2 Yipiyaps are in place for the year, 4 days per week

*C: (LW) Catch-up is not something that is going to go away, it will still be needed 2 years down the line. Lockdown has been an 18 month upheaval for learners and this is a long term process*

*C: (KJ) We identified cohorts, mainly PP and SEND, last year had the greatest need and learned what works and what doesn't. We are hoping for an underspend this year to be able to free up funds*

*Q: (JD) Can unspent funding be carried forward?*


*KJ: We hope so, yes. It's called Recovery Funding now and comes through as a grant based on PP numbers. We can also apply for additional funding*

*C: (LW) My Tutor has sent young people in and they seem to be able to connect more with the learners*

*C: (KJ) 70% has been funded from the school recovery grant*

*C: (JL) Year 11s last full year in school was Year 8. Urgent work needs to be done*

*C: (JD) You have the professional instinct, you know what needs to be done and you clearly identified areas of spending*

  
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## 21 REVIEW IMPACT OF PUPIL PREMIUM STRATEGY 2020 – 2021

PB gave an overview of the 2020 – 2021 PP Strategy

Quality first teaching	
Impact	Lessons Learned
<ul style="list-style-type: none"> <li>P8 for DA students is in line with national data (2019) - 0.24 (-0.45 in 2019)</li> <li>42% of DA students have a positive progress score by the end of KS4</li> </ul>	<ul style="list-style-type: none"> <li>Continue to ensure disadvantaged students are a focus whole school and that supporting them is at the forefront of all school activities.</li> <li>Increase focus on academic support of the disadvantaged cohort</li> </ul>
Targeted academic support	
Impact	Lessons Learned
<ul style="list-style-type: none"> <li>My tutor 3:1 delivered for English Language, Maths and Science. DA student's achievement improved in all three subjects</li> <li>90% of DA students attend extra-curricular interventions such as P6 closing the DA P8 gap</li> <li>Cottomology delivered to Y11 as part of P6. Y8 catch-up targeted from June. 100% of DA students involved, developed their reading age as a result of this intervention. 91% of students now recognised what etymology was and 87% of students said they would use the strategies learned in the future.</li> <li>Additional English resit classes provided for Y11 catch-up cohort</li> <li>Y11 revision materials provided to all DA students for use during tutor time contributing to improved outcomes for the DA cohort.</li> <li>P6 and catch-up tutoring is accurately targeted so that P8 is above that for DA nationally.</li> <li>P8 for DA -0.45 nationally in 2021 it was -0.24 at CHS</li> </ul>	<ul style="list-style-type: none"> <li>Covid 19 limited opportunities for students to access targeted academic support for periods of the year</li> <li>Ensuring students have access to ICT provisions at home must continue in order to close the 'digital divide'.</li> </ul>
Wider Strategies	
Impact	Lessons Learned
<ul style="list-style-type: none"> <li>All students participate in at least one extra-curricular enrichment activity</li> <li>90% of DA students attend extra-curricular interventions such as P6, half term study sessions, revision study workshops etc</li> <li>Reading week takes place each half term and student voice reports that all students experience literacy focus in every subject. The Y10 DA form logged more minutes than any other Y10 form.</li> <li>A review of work set and how it is set for students in isolation was undertaken - 90% of isolating students engage with online learning whilst in isolation limiting time for lost learning.</li> <li>Mentored Y11 catch-up students have a 7% better rate</li> </ul>	<ul style="list-style-type: none"> <li>Continue to provide a broad offer for all students and expand extra-curricular clubs to provide an even more exciting offer for young people across the school.</li> <li>Remove barriers to DA cohort that prevent some from regularly engaging in extra-curricular activities</li> <li>Provide a DA form group in Y7, identifying a cohort prior to them starting school</li> <li>Provide targeted support to the DA form groups focusing in on Careers, Aspirations and intervention in core subjects across all year groups, not just KS4.</li> <li>Impact of COVID on attendance has been significant, need to re-assess the different</li> </ul>



of attendance and engagement online than non-mentored catch-up students • In the winter lockdown online attendance of the Y10 mentor cohort rose 48% and the Y11 mentor cohort by 52%. Attendance of cohort increased in all but 1 week. • All Y11 DA students and all Y8/9 DA Tutor Group students accessed careers interviews	barriers posed by the pandemic in order to recover the very positive picture prior to COVID • Mentoring can have a significant impact on students' engagement in our setting. These relationships are a vital tool in moving students forward.
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*Q: (JD) This is very well laid out and clear. What is the expected timescale to see improvements and positive impact?*

*LW: We believe we have a better chance of closing the gap than elsewhere as the strategies we use are the best for our school*

*C: (SB) Impact is not always measurable. Impact on self-esteem, dreams and ambition is what it's also worth doing it for*

*C: (KJ) I agree. There is no point doing something if you can't see it's working in one way or another.*

*We measure P8 twice a year and we can see if the gaps are closing. If there is no impact we stop doing it and try something else*

*C: (PB) We have tried to change the idea that DA focus is all Year 11. For the first time we are focusing on Year 7 and upwards*

*C: (KJ) We opened summer school to our primary partners and had 63 children attending. 25 of those are now in the DA tutor group*

## 22 RATIFY PUPIL PREMIUM STRATEGY 2021 – 2022

Summary Information for PP Strategy 2021/2022			
Academic year	2021/22	Number of students	974
PP funding allocation this academic year	£214 875	No. of students eligible for PP	269 (27.62%)
Recovery premium funding allocation this academic year	£34 075	Total PP budget	£248 950

**Planned spending this academic year:**

- Quality First Teaching - budgeted cost: £40 000
- Targeted Academic Support – budgeted cost: £80 000
- Wider Strategies – budgeted cost: £94 875

*Q: (SB) Have all the tutor group teachers volunteered?*

*PB: They all had to apply and be interviewed before being placed. The AILs are also on hand to support*

*Q: (SB) Is there support for the staff?*

*PB: I support, as do the Heads of Year, SLT and the LSAs*

*Q: (JD) You mentioned earlier learners buying a book. Why not just take out of the library?*

*PB: In a lot of cases, that book may be the only book the PP learners have ever owned and hopefully the love of reading will filter down to any younger siblings*

*C: (KJ) High percentage of PP children don't have a book at home. The audiobooks books also help them to absorb the words and understand the vocabulary*

*Q: (SB) I think this is a very modern approach and a great way to get them interested in reading.*

*Are we targeting a specific age group?*

*PB: We are targeting all age groups*

*C: (SB) The PP provision at this school is excellent, a lot of work goes in to them*



*C: LW They are also not singled out. Most of the other children have no idea who is DA and who isn't*

*Q: (JD) Have you accessed places like Raywell?*

*PB: Not yet. Two staff members are scout leaders so we can definitely follow that up*

*C: (SB) The Monday Club is an excellent idea. It exposes them to something they may never have access to under other circumstances. Credit to Dave Haywood, he started it and it's filtered out*

*C: (PB) We've pushed them to aspire*

**Resolved:** The Pupil Premium Plan for 2021 – 2022 was approved and is now to be published on the website

## 23a SELF EVALUATION UPDATE

The process started in May 2021 with all departments asked to evaluate their own. From those SEFs, the overall SEF was put together

- **The overall judgement is 2**
- Not being able to judge on the last 2 years has impacted on the overall judgement for this year. DA did not perform as well as expected in 2019 but some are now above others
- **Quality of Education judged as 2.** CHS continually drive to improve. Teacher development groups and collaborative coaching in place to ensure effective CPDL
- Need to address the DA gap in attainment identified
- **Behaviour & Attitudes judged as 2.** There is a calm atmosphere throughout the school and positive discipline works well
- **Sixth Form judged as 1.** 6<sup>th</sup> Form attendance is 97% and pastoral care, curriculum & careers guidance is outstanding
- **Personal Development judged as 1.** School wide attendance is high and the learners feel safe and supported in school
- 0% NEETS upon leaving Yr11 & 6<sup>th</sup> Form
- All Yr10 & Yr12 have access to work experience
- Development of PSHE & RSE underway
- **Leadership & Management judged as 2.** All well-being suggestions have been implemented. Staff well-being is at the heart of decision making

Finalisation of this draft SEF :

LW & KJ to meet with D Waterson & S Young next term to apply the finishing touches. Once done, it will be sent to the LGB for feedback. LW will condense the final version into a one page 'crib sheet' for the LGB

**ACTION:** LW to circulate full SEF to LGB once finalised for feedback

**ACTION:** LW to send condensed version SEF to LGB


*C: (LW) We are working on improving Alternative Provision and hope to be able to bring it to a conclusion for the final SEF*

*C: (AB) I'm surprised we knock ourselves down on Behaviour and Attitudes, it's such a small cohort causing disruption*

*C: (JM) I believe you are doing the best you can, it's the minority causing disruption, not the school*

*C: (KJ) With regards to RSE – it is a specialised area of teaching that we are developing and delivering through other subjects too*

*C: (AB) This is a great document, thank you*

  
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## 23b SCHOOL DEVELOPMENT PLAN – Key focus areas

**Curriculum Intent** - Embed across the school a shared understanding and ownership of whole school and subject-specific curriculum intent which is ambitious, aspirational, inclusive, appropriately challenging for all and which provokes curiosity

**Curriculum Implementation** - Implement whole school and subject specific curriculum intent through carefully planned and sequenced schemes of learning, quality first teaching and an exciting personal development and extra-curricular enrichment and enhancement offer

**Curriculum Access**- Ensure access to the curriculum for all students through carefully planned and structured interventions across and beyond the taught curriculum

**Curriculum Impact** - Ensure that the curriculum leads to learning, impacts on all students' knowledge acquisition, understanding and mastery of skills so that progress is positive and outcomes for all students are above national averages.

*C: (KJ) Work has been done on the ADP during the summer term. Most areas are linked to the SEF and it's been built around the education inspection framework. A lot of momentum was lost during lockdown when the focus had to be on getting learners to engage with online learning*

## 24 GOVERNOR TRAINING AND SUPPORT

### LGB MEMBERSHIP

Prior to the meeting, SB announced her decision to step down from the Board at the end of the Autumn term due to rising work commitments. A ballot is underway to elect 2 new parent governors and SB will be available to hand over to her replacement. SB also happy to continue to participate in various school events going forward as and when available  
Once the parent ballot has closed, the LGB will look into recruiting a Trust Appointed Governor from the remainder of the candidates

**Resolved:** JD agreed to continue as Careers Link and JM to be Curriculum Lead  
The Exclusion Committee is made up as follows: SB, AB, JD & JM

## 25 GOVERNOR VISITS TO SCHOOL

SB to complete the form from a recent SG visit, JD to conduct Link visit on 04 November, JM & AB to arrange visit before the Christmas break

**ACTION:** SB to complete Governor Link visit form and forward to LC for filing

**ACTION:** JM & AB to organise link visits before the Christmas break

## 26 DATE OF NEXT MEETING

Thursday 09 December 2021, 17:30

## 27 ANY OTHER BUSINESS

None



**28 ACTION POINTS**

**28a ACTION:** LC to email all Governors who did not return their DC & PI forms at the meeting (minute 16)

**28b ACTION:** D Brooke (TCAT Head of ICT) to look into the errors faced when governors are logging into The National College. LC to revert back once the issues have been fixed (minute 18)

**28c ACTION:** LW to circulate full SEF to LGB once finalised for feedback (minute 23)

**28d ACTION:** LW to send condensed version SEF to LGB (minute 23)

**28e ACTION:** SB to complete Governor Link visit form and forward to LC for filing (minute 25)

**28f ACTION:** JM & AB to organise link visits before the Christmas break (minute 25)

The meeting ended at 20:15

  
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