



Cottingham High School  
and Sixth Form College



Minutes of the virtual meeting of the Local Governing Body of Cottingham High School,  
Microsoft Teams, Thursday 22 October 2020 at 5.30pm

## GOVERNORS PRESENT

Mr A Brattan (Chair, AB); Mr J Dodd (JD); Mr D Ellis (DE); Mr J Leeming (JL); Mr J Mason (JM); Mr L Wilson (Headteacher, LW), Mr M Wolverson (MW)

## 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.

## 13.0 WELCOME AND INTRODUCTIONS

AB welcomed everyone to the meeting held on Microsoft Teams.

## 14.0 APOLOGIES

Mrs S Barker and Mr D Haywood.

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

## 15.0 DECLARATION OF INTERESTS

No declaration of interests were received.

## 16.0 MINUTES OF THE LAST MEETING

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

## 17.0 MATTERS ARISING FROM THE MINUTES

LW gave a brief update regarding the positive coronavirus case identified in the school and after lengthy discussions with Public Health England, the decision was made for Year 7 students to self-isolate for 14 days from today (22 October). Students should return on Wednesday 4 November. No other cases had arisen during the first half term.

**17.1 ACTION:** LW to include staff absence information in future reports (minute 6.1). Basic figures were provided in the HT report to Governors. See minute 18.0.

**17.2 ACTION: LW to share Sixth Form LGB report with Governors when completed (minute 7.0).**

AB attended the Sixth Form LGB two weeks previous where the Head of Sixth had presented very positive results data. 5 students got into medical school, 3 into Cambridge with 69% students successful in obtaining a University place and 19% gaining apprenticeships. LW reminded the Governors that the results were centre assessed grades and although were very good they should not be used to compare against future years results.

**17.3 ACTION: AB to issue a letter of thanks to all staff for their hard work (minute 8.0).** A letter was written and shared to all staff via LW.

**17.4 ACTION: JT to issue log in details for GDPR sentry and a reminder on how to log onto the NGA Learning Link (minute 9.0).** All Governors have now activated their account. Governors were reminded to complete both the training modules as well as two NGA Learning link modules, of their choice, to be completed during this academic year.

**18.0 HEADTEACHER SUMMARY OF FIRST HALF TERM – L Wilson**

The HT report covered the following areas:

- Learner and staff well-being
- Safeguarding
- Attendance
- Concerns/barriers

**Learner and staff well-being**

The report described the new measures and routines that have been implemented. A number of areas were identified that may impact on staff and student well-being along with various support mechanisms that had been put in place for both staff and students.

**Safeguarding**

Governors were provided with current number of student referrals to Safeguarding, well-being internal support and well-being external support.

**Attendance**

An update on number of staff currently affected by COVID in terms of symptoms or within household was provided.

**Concerns/barriers**

The report contained a number of barriers/concerns that have become apparent during the first half term including:

- Awareness of potential positive cases within the school community and the impact this would have on learning
- Attitudes and behaviours within the community around COVID may be detrimental to and undermine the systems and bubbles in school
- Supervision of on call and isolation for an additional 100 periods per week is detracting from staff undertaking their normal role and responsibilities
- Students and teachers not having clear guidance for next year's exams causing insecurity. Too many uncertainties.
- Significant increase in costs due to COVID such as supply costs, additional cleaning costs, PPE equipment, portaloo's etc.

LW invited questions.

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Signed by the Chair: .....

Date: 17/11/21

Q: (AB) The report states the number of referrals for external support with CWP as an example. What does it stand for?

C: (LW) Child Welfare referrals to ERYC for any concerns.

C: (JD) I liked the format of the report.

Q: (MW) I agree; the format was easy to read. I would also like to mention the Look North visit to the school which focussed on student welfare. Do we now have chickens?

C: (LW) Yes. We got them in September and they are kept within the D&T area with students building the hutch.

Q: (MW) The main focus for the interview by Look North was on student welfare. How did you feel about it?

C: (LW) We were pleased as they promised it would be about support available to students.

C: (JL) I think it was very positive for the school.

Q: (AB) What prompted them to come in?

C: (LW) We believe it was due to community recognising the work we are doing around wellbeing and someone must have informed the media.

Q: (JD) You mentioned in your report about staff supervising additional isolation periods – is this putting a strain on staff?

C: (LW) We are bringing in a new system when we return after half term which will free up the staff for 3 to 4 lessons a week, who have been covering isolation. We will wait and see how it works however it is important that the PD system is still effective. Praise to the LT and pastoral staff for the work they have put in alongside staff running detentions. We also need to bear in mind that we have limited access to alternative strategies for dealing with behaviour and working with other schools therefore fixed term exclusions are our main response to incidents so the number of these will rise compared to previous years. However, the school hasn't slipped back at all. There are a few students not doing what we want, but we are picking these up.

Q: (DE) With regard to the additional costs relating to COVID. Is there any additional funding that can be accessed and do you have any budget issues?

C: (LW) The supply budget has been hit quite hard already when historically during the first half term very little supply is used. We will definitely overspend this budget. There are other unplanned costs such as the portaloos where the contract has had to be signed up until July.

Q: (DE) Could you access reserves?

C: (LW) The Trust now maintains the reserves and we have asked for support for the additional costs of sanitisers etc. However, we are responsible for managing our own budgets.

Q: (MW) Is there a risk assessment for the use of supply staff and guidance on how this should be managed?

C: (LW) We try and use the same supply staff if at all possible and the risk assessments are shared with the supply agencies so they follow the same rules/protocols as our own staff. However, supply staff do go into other schools too – we cannot avoid this.

Q: (AB) Every school in the Trust will be in the same financial situation facing the same additional costs presumably?

C: (LW) We are all responsible for our own school budgets but it is likely that some budgets will have an overspend at the end of the financial year.

C: (JL) The Government want to keep schools open but no funding has yet to be allocated for the associated additional costs of doing this.

## 19.0 REVIEW IMPACT OF PUPIL PREMIUM STRATEGY 2019/20 – L Wilson

The Pupil Premium strategy review was shared prior to the meeting. LW stated although the Disadvantaged progress figure had improved and the gap between Disadvantaged and non-Disadvantaged students had reduced, the strategy will carry forward into 2020-21.

**2019/20 Total spend: £189,161.**

**Number of eligible pupils: 220**



Quality of teaching for all	Action/Approaches	Cost
<i>Desired outcome:</i> Increase the progress of Disadvantaged students in core subjects by the end of Key stage 4	<ul style="list-style-type: none"> <li>Tutor time intervention (Y8-Y11)</li> <li>Targeted Disadvantaged students attend half term sessions and compulsory P6 sessions</li> <li>ELS linked to PTTP</li> </ul>	£30,000
Targeted support	Action/Approaches	Cost
<i>Desired outcome:</i> Key stage 3 literacy Key stage 3 numeracy	<ul style="list-style-type: none"> <li>Wave 2 interventions including tutor time intervention and small group additional literacy and numeracy</li> <li>Use of Year 10 peer mentors for intervention</li> </ul>	£60,000
To increase pastoral support and raise 'Attitude to learning' of Disadvantaged students in Year 11	<ul style="list-style-type: none"> <li>To support Year 11 and their families on a daily basis to raise AtL and aspirations</li> <li>Bespoke intervention and mentoring programmes for Year 11 students</li> </ul>	£10,000

Other	Action/Approaches	Cost
Raise the aspirations of Disadvantaged 'high starters'	<ul style="list-style-type: none"> <li>Targeted events and workshops based on raising aspirations both now and post 16</li> <li>Monitoring/evaluation of progress of high starters at each data collection</li> </ul>	£17,000
Develop parental engagement	<ul style="list-style-type: none"> <li>Parental engagement strategies for Disadvantaged families</li> </ul>	£10,000
Increase attendance of Disadvantaged students and reduce numbers of persistent absentees	<ul style="list-style-type: none"> <li>Early interventions for targeted students</li> <li>Fortnightly attendance meetings</li> <li>Strategic use of staff to improve parental engagement</li> <li>Use of school minibuses to provide transport where necessary</li> </ul>	£2,000
Reduce the number of Disadvantaged students who receive fixed term exclusions	<ul style="list-style-type: none"> <li>Use of internal behaviour provision</li> <li>SMASH</li> <li>Pastoral support/staffing</li> <li>Fortnightly behaviour meetings</li> <li>Parental engagement</li> <li>Managed move provision</li> </ul>	

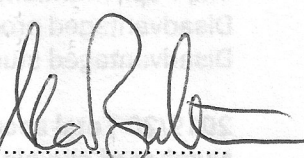
## 20.0 PUPIL PREMIUM PLAN 2020/21 – L Wilson

Summary Information for PP Strategy 2020/21			
Academic year	2020/21	Total PP budget	£194,400
Number of students	962	No. of students eligible for PP	225 (23.4%)

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Signed by the Chair: .....

Date: .....

  
 17/1/21



Quality of teaching for all/diminishing the difference	Action/Approaches	Staff Lead	Cost
<p><i>Desired outcome:</i> Increase the progress of Disadvantaged students in core subjects by the end of Key stage 4 to close the gap with non-Disadvantaged students</p>	<ul style="list-style-type: none"> <li>• Tutor time intervention (Y8-Y11)</li> <li>• Targeted Disadvantaged students attend half term sessions and compulsory P6 sessions</li> <li>• ELS linked to PTPP</li> <li>• Student attitudes to school and self-survey</li> <li>• Small group tuition including MyTutor, tutor time and NTP</li> <li>• Homework support for identified Disadvantaged students</li> <li>• Provision of revision materials and ICT access for Disadvantaged Y11 students</li> </ul>	<ul style="list-style-type: none"> <li>• NCA</li> <li>• HWE/SBA</li> <li>• PBR</li> <li>• RST</li> </ul>	£38,000

Targeted support	Action/Approaches	Staff Lead	Cost
<p><i>Desired outcome:</i> Key stage 3 literacy Key stage 3 numeracy</p>	<ul style="list-style-type: none"> <li>• Wave 2 interventions including tutor time intervention and small group additional literacy and numeracy</li> <li>• Use of Year 10 peer mentors for intervention (when safe to do so)</li> <li>• Use of literacy engagement project run by KCOM</li> <li>• Increased emphasis on 'reading for enjoyment' for all of KS3</li> </ul>	<ul style="list-style-type: none"> <li>• KS3 prog leader</li> <li>• YHO</li> </ul>	£72,400
<p>To increase pastoral support and raise 'Attitude to learning of Year 11 Disadvantaged students'</p>	<ul style="list-style-type: none"> <li>• To support Year 11 and their families on a daily basis to raise AtL and aspirations</li> <li>• Bespoke intervention and mentoring programmes for Year 11 students</li> </ul>	<ul style="list-style-type: none"> <li>• RST</li> <li>• AILs</li> <li>• SLT</li> <li>• Prog leaders</li> <li>• PBR</li> </ul>	

Other	Action/Approaches	Staff Lead	Cost
<p><i>Desired outcome:</i> Raise the aspirations of Disadvantaged 'high starters'</p>	<ul style="list-style-type: none"> <li>• Targeted events and workshops based on raising aspirations both now and post 16</li> <li>• Monitoring/evaluation of progress of high starters at each data collection</li> <li>• Providing cultural experience across all year groups</li> <li>• Enrolment onto the Scholars programme</li> </ul>	<ul style="list-style-type: none"> <li>• RST</li> <li>• KJO/AKE/DCE</li> <li>• KDI</li> <li>• HMO/LCH</li> </ul>	£86,000

Develop parental engagement	<ul style="list-style-type: none"> <li>• Parental engagement strategies for Disadvantaged families</li> <li>• PP tutors to support and develop a working relationship with home</li> <li>• Disadvantaged First strategy to call and make contact first</li> </ul>	<ul style="list-style-type: none"> <li>• Prog leaders</li> </ul>	
Increase attendance of Disadvantaged students and reduce numbers of persistent absentees	<ul style="list-style-type: none"> <li>• Early interventions for targeted students</li> <li>• Fortnightly attendance meetings</li> <li>• Strategic use of staff to improve parental engagement</li> <li>• Progress lead to identify barriers and support students and families with individual action plans</li> <li>• Bespoke timetables to support engagement of students</li> </ul>	<ul style="list-style-type: none"> <li>• AKE</li> <li>• DCE</li> <li>• Pastoral team</li> <li>• Att officer</li> </ul>	
Reduce the number of Disadvantaged students who receive fixed term exclusions	<ul style="list-style-type: none"> <li>• Use of internal behaviour provision</li> <li>• Prioritise PP students for the different wellbeing services and interventions</li> <li>• Pastoral support</li> <li>• Fortnightly behaviour meetings</li> <li>• Parental engagement</li> <li>• Managed move provision</li> </ul>	<ul style="list-style-type: none"> <li>• AKE/ DCE</li> <li>• SLT/ AIL</li> <li>• Pastoral team</li> <li>• Gov body</li> </ul>	

Q: (AB) In the report it mentions the term 'Cottimology'. What does it mean?

C: (LW) It is Etymology, history of words, and it is our take on that. It was our Literacy Coordinator's idea (Y Holmes).

C: (MW) I like the term. It is something that staff and students can buy into.

Q: (AB) Reading through the strategy it states staff being available for Period 6, half terms etc?

C: (LW) We are hoping to still be able to offer these additional learning opportunities after Christmas.

Q: (JD) In terms of parental engagement, given the current situation this is going to be very difficult?

C: (LW) Yes, very. We wanted to try and improve engagement with parents doing events etc having face to face relationships. However, we are looking at alternatives as they current cannot come into school. We are also participating in the Brilliant Club programme where PhD students mentor Disadvantaged high achieving students online.

Q: (MW) Are they ex CHS students?

C: (LW) We don't pick them, they are linked to us. It is aimed at raising aspirations.

**Resolved:** The Governing Body unanimously ratified the 2020/21 Pupil Premium strategy.



## 21.0 REVIEW OF CATCH UP FUNDING PLAN – L Wilson

### School overview

Learners on roll	962
Proportion of Disadvantaged pupils	23%
Proportion of SEND learners	16%
Total catch up premium allocated	£66,000
Catch up Premium Lead	KJO/NCA
Strategy published date	October 2020

The Catch up Premium Strategy statement was issued to Governors prior to the meeting and questions were invited.

Q: (AB) The report mentions Investments in technology. Does this include laptops?

C: (LW) Laptops can only be used if we go into lockdown again. 92 arrive tomorrow. They are available for students who cannot currently access online learning. We have already invested money into web cams for teachers to be able to deliver online lessons. A Wardle has been into all the Year 7 rooms to ensure all have a webcam.

C: (JL) We talk about blended learning, video content and being online etc. However, I worry about Year 7 being ready to work online although it will only be for 2 days as they return on Wednesday. There were concerns about lessons being online but there is now a Trust Blended Learning Policy. It is slightly more problematic when there is a partial lockdown when some students are in the classroom and others are at home. However, we have had to do that recently for Sixth Form.

Q: (DE) Looking at raising aspirations and well-being sections, how are you going to monitor if it is going to be effective?

C: (LW) We are doing a PASS survey which provides information from the students about attitudes to school, themselves and their aspirations.

Q: (JD) It states £6,000 has been allocated for rewards. Can you predict the number of students that will benefit from this as it is important to reach enough students?

C: (LW) I have asked D Haywood/P Brookes to look at individual backgrounds, incentive/rewards, revising and P6 in terms of what we can offer and who can deliver that support.

## 22.0 ACADEMY DEVELOPMENT PLAN AND SELF EVALUATION UPDATE – L Wilson

LW stated that section 3 of the 19/20 Academy Development Plan has been left in red due to lockdown. He also stated that the outcomes were centre assessed grades rather than external outcomes and therefore would not be referenced by any external bodies in future years for comparisons.

### School Development Plan – 2020/21

Aim: To be the secondary school of choice for the Cottingham community		
Key priorities	Focus area	Outcomes
1. Consistently promote the wellbeing of staff and the wellbeing and spiritual, moral, social and cultural development of students, preparing them	1.1 Support staff and students in a full return to school 1.2 Implement and monitor a staff wellbeing charter 1.3 Pupils understand how to keep themselves healthy and feel safe 1.4 Develop pupils' understanding of the fundamental British values	<ul style="list-style-type: none"> <li>• Staff/student voice indicate well-being concerns are being addressed</li> <li>• 95% parents agree that their child feels safe at school</li> <li>• Student voice indicates students feel safe and happy at school, they understand how to keep themselves emotionally and physically healthy and can implement British values</li> <li>• An effective programme of tutoring, assemblies, PSHCEE and ACDS</li> </ul>

for future success in education, employment or training. (KJO)	1.5 Develop pupils' age-appropriate understanding of healthy relationships 1.6 Embed careers education across the curriculum 1.7 Develop an extra-curricular entitlement to all students	delivering on all aspects of wellbeing and personal development • CHS is meeting new statutory guidance on RSHE • Gatsby benchmarks are achieved • All students participate in at least one extra-curricular activity
2. Close or eliminate achievement gaps between key groups of students across all years (NCA/DCE/AKE)	2.1 Ensure an effective Disadvantaged first strategy is impacting positively towards closing the achievement gap 2.2 Accelerate the progress made by all key groups of students 2.3 Ensure students who are not making expected progress are swiftly identified and provided with effective targeted intervention	• P8 for DA students is in line with similar cohorts nationally • DA students make progress towards closing the gap with non-DA students • P8 for SEND students is in line with similar cohorts nationally • Trend is stable for progress of CLA, CIN, CPP and other vulnerable students • Boys make progress above 0 and are closing the gap with girls • All ability bands perform above national average
3. Raise standards and address Disadvantage through effective teaching, learning assessment and opportunity (AWR/PWH)	3.1 Curriculum design is used to combat Disadvantage, facilitating literacy, numeracy and vocabulary 3.2 Sustain improvements in quality of teaching, learning and assessment 3.3 Improve management of assessment across all key stages 3.4 Focus early training on low-stakes formative assessment to identify gaps in K,S,U arising from school closure 3.5 Enrichment curriculum for all 3.6 Deliver outstanding outcomes in the Sixth form	• P8 positive overall • Basics standard is 70% and good is 42%. • All subjects demonstrate positive SPI • All teaching is judged at least effective, including RQTs • DA first strategy is evident in all classrooms • All teachers to articulate our curriculum intent • All PoS in all subjects show clear progression from KS2 to KS5 • Positive VA/ALPS T score of 3 or higher and no subjects 7-9

Q: (AB) I've noticed you have reduced the number of key priorities from 5 in 2019/20 to 3 for 2020/21 – the students' attendance, behaviour priority and the curriculum review are no longer priorities for the school?

C: (LW) Student attendance, behaviour and AtL remains a priority for the school but we are now embedding it in every day school life. We felt that it was appropriate to carry over 3 priorities from last year which are staff/student wellbeing, closing Disadvantaged gaps and to raise standards, reflecting last year's focus. This year has proved very difficult for staff and students and it is important to focus on this area. The other two areas still need a focus as the Disadvantaged first strategy is not as consistent as it should be and the gap between PP and non-PP is still too big.

Q: (JL) Priorities 2 and 3 overlap. Could it be an issue if it is open to scrutiny?

C: (LW) We did have this conversation however we felt priority 2 wasn't just about Disadvantaged students in includes many other sub groups. However, as the Disadvantaged gap is still too big, it was felt it needed to be a separate priority.



Q: (JM) With regards to focus area 1.6 regarding embedding careers education across the curriculum, do we need a Careers Officer, especially for Year 11 students, to help them raise their aspirations, especially for the Disadvantaged students?

C: (LW) It could cost around £6,000 per year if the schools within the Trust shared one. We are looking into this as an option, however students do have the opportunity for this type of support and mock interviews during ACD days.

C: (JD) K Dimmack is doing excellent work on this. I'm assuming any external visitors are currently not able to come into school at this time.

AB thanked LW for the ADP and allocated the Governors to the key priorities, as follows:

Key priority	Allocated Governor
1. Staff/student wellbeing	JD/MW
2. Close/eliminate achievement gaps	DE
3. Raise standards through effective teaching	JM

### 23.0 GOVERNOR TRAINING – A Brattan

Governors were reminded to complete two modules over the coming year on the NGA learning link. One of the modules should be the updated Safeguarding module. Completed certificates to be emailed to the Clerk.

**ACTION: Governors to complete the Safeguarding Learning Link module plus any other module.**

The GDPR sentry Governor module is now available for Governors to complete as soon as possible. Any queries with log in details etc should be referred to JT.

**ACTION: Governors to complete the Data Protection module on GDPR SENTRY.**

### 24.0 GOVERNOR VISITS TO SCHOOL

Following a query from JD with regard to how are Governors able to link up with their allocated staff in school due to no physical visits taking place at the moment, LW suggested that Governors email the member(s) of staff in school and arrange a mutually convenient time to either discuss over the telephone or arrange a virtual meeting.

Virtual visits should still be recorded on the Governor visit form.

C: (JD) Our aim is to provide support, even if it is just a ten minute chat.

### 25.0 DATE OF NEXT MEETING

The date of the next meeting is Thursday 17 December 2020.

### 26.0 ANY OTHER BUSINESS

AB asked LW if there had been any key staff changes. LW stated that the LT roles and responsibilities document had been emailed to Governors and then outlined a small number of changes to staff roles.

JT reminded the Governors to return the completed Pecuniary interest form and data collection sheets as soon as possible and thanked those that had already done this.

JT read out a statement from the Trust regarding the Partnership Agreement which details the services and levels of support all the academies receive as a member of TCAT and confirmed that a copy of the agreement will be sent out with the minutes.

LW asked if the agreement could be shared to all staff too. JT to clarify this with G Stafford.

**ACTION: JT to ask G Stafford if the Partnership Agreement could be shared with staff as well as Governors.**

AB thanked all the staff for their continued hard work during this difficult time.

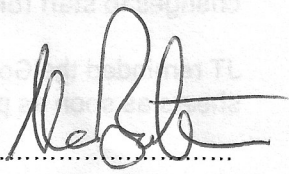
The meeting ended at 7.05pm.

## 27.0 ACTION POINTS

**27.1 ACTION: Governors to complete the Safeguarding Learning Link module plus any other module (minute 23).**

**27.2 ACTION: Governors to complete the Data Protection module on GDPR Sentry (minute 23).**

**27.3 ACTION: JT to ask G Stafford if the Partnership Agreement could be shared with staff as well as Governors (minute 26.0).**

Signed by the Chair: 

Date: 17/11/20