



Minutes of the meeting of the Local Governing Body of Cottingham High School.  
Croxby Meeting Room, Cottingham High School. Thursday 11 October 2018 at 5.30pm

## 10.0 GOVERNORS PRESENT

Mr A Brattan (Chair, AB); Mrs S Barker (SB); Mr E Blair (Trustee, EB); Mr J Dodd (JD); Mr M Garnett (MG); Mr D Haywood (DH); Mr J Mason (JM); Mr S Trays (ST); Mr L Wilson (Headteacher, LW)

## ALSO IN ATTENDANCE:

Mrs N Carlisle (Assistant Head, NC); Mr P Grimes (Assistant Head, PG); Ms K Jordan (Deputy Head, KJ); Miss R Leeming (RL); Miss J Tuffs (Clerk to LGB); Mr A Wardle (Assistant Head, AW)

## 11.0 DECLARATION OF INTERESTS

None.

## 12.0 APOLOGIES

Mr D Ellis, Mr J Leeming.

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

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

## 13.0 PRESENTATION – PUPIL PREMIUM CHAMPIONS

### 13.1 Roseanne Leeming

RL is one of four pupil premium champions appointed for 2018/19 to help reduce the outcome gap between Disadvantaged and non-Disadvantaged students. RL explained that for current Year 7 the attainment gap already existed and that a third of current Year 7 are Disadvantaged.

The following strategies have been implemented:

- Early intervention for literacy and numeracy
- RL to run Maths intervention with two Disadvantaged cohorts identified using KS2 SAT scores
  - (1) low ability (<98) supported by an LSA
  - (2) high ability (110+ ) supported by a high starter mentor/buddy from Year 10

Impact of interventions will be measured in the following ways:

- A test at the beginning and end of the intervention
- Conduct a survey to measure enjoyment and confidence in Maths

**Other Strategies:**

- Year 8 workshops on how to approach problem solving
- Use Primary school relationships to ascertain what strategies are used for Disadvantaged students and target them when they come in for Year 5 and transitional events
- Hold a KS2 Maths parental event during transition week which will include helpful hints and tips to support their child at home in Year 7

*Q: (ST) Has the percentage of Disadvantaged students increased?*

*PG: Yes, it has increased around 7% for current Year 7 but this changes from year to year. We believe parents are more aware of benefits so more have claimed free school meals.*

*Q: (JM) When are you delivering the intervention sessions?*

*RL: It will take place for Year 7 during tutor time and during lesson time for Year 8.*

RL left the meeting at 5.50pm.

**13.2 David Haywood**

- DH is the form tutor for the Year 11 Disadvantaged cohort.
- Students are in form from 8.10am onwards each day and are provided breakfast. DH works with them to ensure any conflict is removed at the start of the day so they are ready to learn from Period 1.
- Latest research shows pupils from a more advantaged background are twice as likely to go to University and DH has a desire to redress the balance.
- Reasons why some of the Disadvantaged students were going to isolation last year was shared and DH believed through understanding and staff awareness, the number of detentions will be massively reduced.
- Four weeks in and analysis of isolation statistics, achievement points, written warnings and attitude to learning all show there has been a dramatic improvement.
- Disadvantaged students are from different areas and of differing abilities.

*C: (SB) I visited DH's tutor group and was concerned that a target group had been created and what it would look like to other students. Students from other tutor groups did not appear to be aware that a Disadvantaged form group had been identified for additional support.*

*PG: We had an opportunity to mix up tutor groups when two Year 11 tutors left so it wasn't obvious to students.*

*Q: (JM) Are there any others in the year group that want to be in 11 Haywood? There could be others who are just as needy.*

*DH: It would be amazing to be able to provide this for everybody if we had the funding.*

*Q: (SB) Are you considering expanding it for other year groups in the future? Do you have enough Mr Haywood's to facilitate this?*

*PG: We will monitor the impact throughout the year.*

*Q: (AB) Is it sustainable?*

*DH: I felt overloaded at the beginning but things are starting to settle down.*

*Q: (ST) Do you have enough resources?*

*LW: We will invest and do what we need to do. I am looking into the Magic Breakfast organisation but we have Mellors on-site which we need to consider.*

EB: Well done David – this seems fantastic.

LW: The key thing is taking the time to care and to listen – that's the difference.

C: (ST) David will need supporting in this role.

SB: During my visit I am confident that SLT are aware and monitoring his well-being and dealing with it.

AB: It sounds tremendous. I hope it can be sustained. Thank you David for your efforts.

#### 14.0 MEMBERSHIP AND APPOINTMENTS

The membership of the LGB was noted as follows.

Chair of the LGB	Alan Brattan
Parent Governor	Sally Barker
Parent Governor	Jason Dodd
Staff Governor	David Haywood
Staff Governor	John Leeming
Co-opted Governor	Dan Ellis
Co-opted Governor	Ean Blair
Co-opted Governor	Matt Garnett
Co-opted Governor	Jeremy Mason
Co-opted Governor	Simon Trays
Headteacher	Loz Wilson

- AB was confirmed as Chair for 2018/19 academic year
- EB was appointed Vice Chair for 2018/19 academic year
- No governor was appointed with responsibility for DSEN – to appoint at next meeting.
- ST will continue as Governor with responsibility for Safeguarding with SB shadowing to take over in 2019/20.
- It was noted that all non-staff governors may be called upon to consider cases of attendance and learner exclusion.
- AB confirmed the core team of the Exclusion committee being ST (Chair), AB and SB.

**ACTION: To appoint a Governor with responsibility for DSEN at the next meeting.**

#### 15.0 MINUTES OF THE LAST MEETING (5 July 2018)

**Resolved:** That the minutes of the meeting held on 5 July 2018 be confirmed as a correct record and signed by the Chair, AB.

#### 16.0 MATTERS ARISING FROM THE MINUTES (5 July 2018)

- 16.1 ACTION: AB to approach CEO to discuss the need for a technology infrastructure improvement and how the LGB can help facilitate this (minute 52.0).** A £25,000 investment has already begun in ICT and it was hoped that this funding can be available in future years.
- 16.2 ACTION: JT to issue the Maths Peer Review action plan with the minutes (minute 52.0).** Completed.
- 16.3 ACTION: All Governors to complete at least one unit on the Learning Link by the next meeting (minute 50.0).** Not actioned. JT to email out link again to all governors.



**16.4 ACTION: AB to arrange a meeting with the HT in September to discuss Governor vacancies (minute 60.0). Completed.**

**16.5 ACTION: An on-going programme of Governor termly visits to school to be co-ordinated by the Head's PA (minute 60.0).** The governor matrix is to be discussed later in minute 23.0.

**16.6 ACTION: JT to liaise with KJ to prepare results data for governors prior to results being made public (minute 61.0). Completed.**

#### **17.0 MINUTES OF RESULTS MEETING (13 September 2018).**

**Resolved:** That the minutes of the meeting held on 13 September 2018 be confirmed as a correct record and signed by the Chair, AB.

#### **18.0 MATTERS ARISING FROM THE MINUTES (13 September 2018)**

**18.1 ACTION: LW to produce a crib sheet for Governors to help promote the school (minute 4.2).** LW awaiting marketing literature following a meeting and will action this by the end of next week.

#### **19.0 HEADTEACHERS REPORT – L Wilson**

##### **19.1 ACHIEVEMENT – N Carlisle**

NC gave a brief overview of the first data collection for Year 11.

- Attainment 8 currently predicted 48.76 and in line with last year's outcomes
- Attainment 8 for Disadvantaged students forecasted to improve by 0.85 to 38.16
- Progress 8 of -0.05 currently predicted although it is in line with the same point last year
- Basics are in line and improving 4+ 73% and 5+ 47%
- Disadvantaged 4+ Basics up 8% compared to this time last year
- Over 90% of subjects are hitting their 4+ FFT50 targets and 75% hitting their 5+ FFT50 targets although this is lower for Disadvantaged students
- Still in line to hit school target of 80% FFT50 and 60% FFT20
- Negative headlines for Technology are due to it being a brand new course with no grade boundaries or exemplar materials therefore ability to accurately predict is quite difficult

Actions to be taken:

- On-going monitoring of predictions to ensure in-year data is robust.
- A gender gap has been identified with boys not progressing as well as girls across all P8 components. Area Improvement Leaders have been alerted to ensure there is a targeted focus for boys in P6 sessions
- English and Maths continue to work together to target correct students for Basics match up.
- English to do some intervention with 11 Haywood and Maths intervention 1 day per week
- Y12 mentoring 'buddy' up system for targeted Year 11 students in Maths and Science

*Q: (AB) How many students is the Technology course attracting?*

*NC: There are 20 students studying it but it is quite a tough course.*

Q: (ST) It sounds as if interventions are starting earlier in the school year compared to previous years?

NC: We start it at the end of Year 10 now with PPEs, parent appointments and addressing individual issues in the Raising Standards team.

Q: (ST) For the Year 12 mentoring, do you give mentors guidance and is it structured?

NC: We do provide materials for them, however the students themselves are guiding them as they identify key areas they need help on.

Q: (JD) Can this system help boys with regard to their attitude?

NC: Other Year 11 students are asking if they can be mentored but currently there is only the capacity to deal with a limited number of students.

Q: (AB) Looking at the data and similar performance to last year, Disadvantaged are clearly a challenge?

LW: The Disadvantaged gap is not just in our school, it is across the country and our outcomes were in line with national. However our gap has got larger due to our non-Disadvantaged students performing a lot better. We want the Disadvantaged students to progress as well as the non-Disadvantaged students.

NC: Year 11 have made a good start and are buying into everything we are doing.

## 19.2 QUALITY OF TEACHING – A Wardle

AW outlined the Teaching, Learning & Assessment 2018-19 objectives from the School Development Plan (numbering below refers to the SDP priorities):

- 2.1 Accelerate academic progress by embedding appropriate challenge for all, providing opportunities for collaboration and facilitating cognitive awareness of students through regular appropriate use of metacognitive and self-regulatory practice across the curriculum and key stages
- 2.2 Improvement in our management of assessment across all key stages so that it is precise in all subjects and is sufficiently diagnostic to allow meaningful intervention and therapy
- 2.3 Facilitate sustained improvements in the quality of Teaching, Learning & Assessment through research-led personalised professional inquiries

AW explained that the school has embedded differentiation and challenge but now would like students to become effective learners using metacognitive and self-regulatory practice.

In relation to KS3 assessment, Doodle was used to track against 'I can' statements but a new system is now being trialled ensuring what is done in the classroom is assessed effectively and interventions can be identified early.

To meet the above objectives, teachers will deliver effective lessons that will help all students to progress by:

- Being appropriately challenging, interesting and engaging
- Having consistently high expectations of all students
- Ensuring they understand what they are doing and why
- Ensuring they can articulate how their different learning needs are being catered for
- Using sound knowledge of students to make sure questioning is targeted
- Beginning with a 'do now' task to quickly engage students
- Utilising well planned groupings that facilitate regular well-structured collaborative learning

- Modelling metacognitive strategies that allow students to develop independent learning skills

AW described the professional development available to teachers and want them to become autonomous reflective practitioners who:

- Undertake professional research to improve outcomes/progress for students but also reduce workload
- Can access non-judgemental coaching programme
- Will have time to prepare for new strategies so that they are used promptly via CPD and professional learning

Evaluations about the teaching, learning and assessment to be made based on a variety of evidence including:

- Student progress and outcomes data
- Learning walks by TLLs/AiLs
- Lesson observation
- Work sampling
- Student voice

AW explained that there is no formal judgement of lesson observations, however where lessons are observed, the following skills will be evaluated:

- Planning and knowledge
- Engagement
- Challenge and differentiation
- Assessment, feedback and impact
- Classroom procedure

AW showed and described the monitoring and evaluation summary map which is currently an in-house initiative.

*Q: (AB) Have you shared this with the Trust?*

*AW: The schools stay independent and have their own procedures and coaching programmes but we all have disciplined enquiries and we can learn from each other.*

*Q: (ST) Looking at the model and self-development, is it possible to coast as a teacher and do enough just to get by?*

*AW: The key lies with Area Improvement leaders and if they have cause for concern.*

*Q: (EB) If you have an effective classroom teacher, they may not want to move into management and prefer to stay and just teach.*

*AW: That is absolutely fine and we would want them to be lead coaches although this isn't compulsory.*

*LW: There is nowhere to hide in education. There is a lot of accountability so it is difficult to coast. However, if you move onto upper pay scale, you are expected to deliver whole school training.*



### 19.3 ATTENDANCE AND BEHAVIOUR – P Grimes

#### 19.3.1 Attendance

PG summarised the attendance report distributed before the meeting:

- Years 7-11 finished at 95.5% for 2017-18 (highest over last 3 years)
- Marginal gender gap of 0.1% with males attending more than the females
- Disadvantaged attendance ended at 93.0% and improved by 0.7% on previous year
- PA figure 16.5% (an improvement of 8.1% from the previous year)

Aims for 2018-19:

- To improve attendance in Year 8 to 95.5%
- To reduce Disadvantaged PA students in Year 8 by 7%
- To improve attendance of Disadvantaged students in Year 11

#### 19.3.2 Behaviour

- The fixed term exclusions (FTE) for 2017-18 were significantly less than 2016-17
- Year 9 had the most days of FTEs
- Two students who significantly contributed to the exclusion data have now moved onto other schools
- Number of pupils excluded and the number of incidents recorded are at their lowest over a 3 year period.
- The number of days the Disadvantaged students spent excluded reduced by nearly 50% from 2016-17 but it is still a focus for the school.
- There were 14 incidents in 2017-18 compared to 54 in 2015-16 and 26 in 2016-17.

In relation to the Positive Discipline system (PD), the data showed a spike in on calls (removing students from lessons) in Summer 1 last year however this is expected when using isolation as an alternative to fixed term exclusions and keeping the students in school.

PD can also include discipline for homework, uniform, equipment, lates and attitude to learning.

*Q: (JD) How much discretion do teachers use for Disadvantaged students?*

*PG: We are working with the form tutors ensuring they are set up for the day and using their professional judgements. There is also a discreet pastoral brief every Monday morning to inform staff of any background stories that may help them to understand an individual's behaviour.*

*Q: (EB) To address a student not having suitable equipment for class could there be a stock for student use?*

*PG: We tend to do that already but we want students to be independent.*

*SB: It is the balance between encouraging them to be independent but having the equipment they need.*

*AW: They can use their reward stamps to buy equipment from the rewards shop if required.*

*Q: (ST) Regarding exclusions, is it an advantage to have managed moves?*

*PG: We have explored this in the Trust and they are working well. Some students have a short sharp two weeks and others have successful long term placements.*

**19.4 SAFEGUARDING (K Jordan)**

KJ explained that the Safeguarding document is now in a slightly different format from the East Riding Safeguarding Children Board. So far this year, the following cases have been reported:

Children subject of a Child Protection Plan	3
Other children subject to Child in Need Plan	5
Other children school logging Safeguarding concerns (includes CP, neglect, self-harm)	12
Number of referrals made to EHASH for advice	5

KJ stated that the pastoral briefings have become embedded in the school which outlines the stories behind the students. Any adult in the school with regular contact with these students are made aware of their background. As a body of staff, the school is much more aware of individual needs with CP updates every half term, the next being on training day, Friday 26 October.

Referrals to CAMHS are resulting in a 10 month delay so the Trust have appointed a Mental Health worker, who will be in school one day per week. However it was thought that more is needed to be done to counsel these students.

LW stated that at a recent Secondary Heads meeting, the delay with CAMHS was raised so he met with Primary Heads to discuss and the biggest issue is identifying incoming students who require support. LW has been tasked with costing an educational psychologist on a weekly basis and a counselling service for students. Nationally there has been a 26% increase referral to CAMHS.

*Q: (AB) Are other schools in the Trust having the same issues?*

*LW: Yes and I have spoken to the CEO. We are being pro-active and trying to move things forward.*

*Q: (ST) As part of Operation Encompass, you should receive police reports about any domestic abuse incidents by the next school day.*

*LW: There is a delay receiving this information due to the volume of work.*

**20.0 SCHOOL DEVELOPMENT PLAN – L Wilson**

LW outlined the Key Priorities for 2018-19:

1. Close achievement gaps between key groups of students (especially Disadvantaged) across all years
2. Raise standards through effective teaching, learning and assessment
3. Ensure that students' attendance, behaviour and attitude to learning and towards others are exemplary
4. Deliver outstanding outcomes in the Sixth Form
5. Establish CHS as a community hub

LW explained that he had looked at the strengths from last year and written strategies within the SDP and a clear plan for 2018/19. This will be updated during the year.

*Q: (AB) Is it more about embedding rather than developing?*

*LW: We are talking about the culture of expectation behaviour, attitude to learning, standards, attendance at P6. The culture is the hardest thing to change and we still have work to do. As the School Development Plan has a lot of acronyms in it, I will put a guide at the back to explain what they all mean.*

**ACTION: LW to add a reference sheet at the back of the SDP to explain the acronyms.**



## 21.0 TRUST TERMLY UPDATE

- Howden School joined the Trust 1 September and Holderness 1 October. This takes the number of learners to over 6200
- 3 schools have become Associate Members: St Anne's School, Swinemoor Primary and Winifred Holtby
- J Simpson is the newly appointed Director of HR
- P Morris has worked with external consultants to identify capital projects
- Looking to provide a Trust wide solution to IT
- DM visited every academy on the training day in September
- First Trust wide conference for teaching staff will be held in January 2019
- 23 colleagues attended a GDPR training session
- The second cohort of staff have started their Teaching and Learning Leaders course.

NC, PG and AW left the meeting at 7.50pm.

## 22.0 GOVERNOR TRAINING AND SUPPORT

AB reminded Governors of the virtual learning available to all Governors through the NGA learning link and requested that the link to this was emailed out again. Governors can access courses run by the East Riding of Yorkshire Council (ERPLG). JT to issue details of these courses to Governors.

**ACTION: JT to email the learning link to all Governors.**

**ACTION: JT to issue details of ERPLG courses to Governors.**

DH left the meeting at 7.55pm.

## 23.0 GOVERNOR VISITS TO SCHOOL

SB attended an event on 25 September aimed at parents and students of Year 11 to assist in the preparation of Year 11 and exams.

SB also visited the school on 27 September to spend time with 11 Haywood and to understand the purpose of this initiative.

AB thanked her for taking the time to visit and for the subsequent visit report forms.

The Governor links matrix was discussed and considered.



Governor allocations with SLT links for 2018/19 were agreed as follows:

Governor(s)	Link SLT member	SDP Key Priorities
Ean Blair/Jason Dodd	Paul Grimes/Nicki Carlisle	1. Close or eliminate achievement gaps between key groups of students (especially Disadvantaged) across all years
Jerry Mason/Matt Garnett	Alastair Wardle	2. Raise standards through effective teaching, learning and assessment
Simon Trays/Sally Barker	Paul Grimes Kate Jordan Jonathan Rogers	3. Ensure that students' behaviour and their attitude to learning and towards others is exemplary
Dan Ellis	Paul White	4. Deliver outstanding outcomes in the Sixth Form
Alan Brattan	Loz Wilson/Kate Jordan	5. Ensure that CHS is well placed to be the secondary school and sixth form college of choice for the Cottingham community

School trips approval: Alan Brattan

Exclusion committee: Alan Brattan/Simon Trays/Sally Barker

Safeguarding: Simon Trays/Sally Barker

LW informed Governors that he had asked HR to process an enhanced DBS for all Governors. This would then give the Governors the freedom to walk around the school and to work independently. A blue lanyard with Governor could then be issued, if not, it would be a red lanyard.

Governors were reminded that visits should be organised through the Head's PA.

## 24.0 ANY OTHER BUSINESS

AB requested that the leadership team roles and responsibilities document is shared with Governors. JT to issue it with the minutes.

**ACTION: JT to email the Leadership team roles and responsibilities to Governors.**

## 25.0 NEXT MEETING

The next meeting will be held on Thursday 24 January 2019 at 5.30pm.

The meeting ended at 8.10pm.

## 26.0 ACTION POINTS


**26.1 ACTION: To appoint a Governor with responsibility for DSEN at the next meeting (minute 14.0).**

**26.2 ACTION: LW to add a reference sheet at the back of the SDP to explain the acronyms (minute 20.0).**

**26.3 ACTION: JT to email the learning link to all Governors (minute 22.0).**

26.4 ACTION: JT to issue details of ERPLG courses to Governors (minute 22.0).

26.5 ACTION: JT to email the Leadership team roles and responsibilities to Governors (minute 24.0).

Signed by the Chair:   
Date: 26.10.19



