



Minutes of the virtual meeting of the Local Governing Body of Cottingham High School,
Thursday 20 May 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 – joined at 6.55pm); Mr J Leeming (JL); Mr J Mason (JM – joined at 5.55pm); 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.

53.0 WELCOME AND INTRODUCTIONS

AB welcomed everyone to the meeting held on Microsoft Teams.

54.0 APOLOGIES

Full attendance.

55.0 DECLARATION OF INTERESTS

No declaration of interests were received.

56.0 MINUTES OF THE LAST MEETING

Resolved: The minutes of the meeting held on 18 March 2021 to be confirmed as a correct record and signed by the Chair, AB.

57.0 MATTERS ARISING FROM THE MINUTES

57.1 ACTION: Link governors to carry out a summer term physical or virtual visit (minute 48.0)
Governors were reminded that there is one more visit to arrange via T Guzdek.

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

57.3 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). Done. JM is due to be renewed and has been provided with the link to complete the course.

58.0 STRATEGIC HEADTEACHER'S REPORT – L Wilson

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

58.1 Leadership & Management

LW stated that the full opening of the school had gone as well as can be expected. The health and safety measures put in place contributed to having no partial closures of any of the 'bubbles,' benefiting students and staff adapting to a return to normal.

LW outlined the process for the collection of evidence for the Teacher assessed grades (TAGs). He explained that students have had their education disrupted for almost a year and only returned to school on 8 March 2021. Assessments were being completed based on the elements taught. Grades have to be rank ordered and compared to the previous 3-year trend which could negatively affect departments that have made significant improvements but stated that the grades given will look at all the evidence and will be marked and assessed with integrity.

The whole process has been very exhausting for students and staff alike.

LW expressed his concerns for the Year 10 students who have also been affected by the pandemic. The school does not know what the exams for 2022 will look like.

C: (JL) It has been really tough, adding an extra 12 hours per week work for teachers as well as Area Improvement Leaders (AiLs) who have been collating and managing the grades as well as continuing to teach Y7-Y10 classes too.

C: (LW) Due to the positive past performance of the school, this will hopefully benefit the students as the exam boards are looking for TAGs to be in line with the last 3 years results.

Q: (JD) I watched the recent webinar about the exam grades and it suggests that under current circumstances, students could do better. What's your view on this?

C: (LW) All I can say is that the grades will be moderated and checked against the evidence provided and will be as accurate as possible. We hope that all schools across the country will do the same otherwise the grades will be inflated. There are some students though especially the Disadvantaged that have really struggled and have not had the support at home.

C: (SB) As a Year 11 parent, I hope the grades realistically reflect the effort put in. This process, however, may benefit some students who really struggle sitting exams. Support from teachers has been very good and there has been no more pressure than a normal Year 11 year.

Q: (LW) The results will be issued in August and we hope they will be comparable to previous years.

Two teaching appointments were made to start in September, along with an LSA post to start in May. 3 support staff vacancies will be advertised shortly.

58.2 Quality of Education Summary

Face to face education has been in place since 8 March 2021 but still with the constraints to teaching and learning that were in place prior to the last lockdown with students having lessons in 'bubbles'.

LW stated that the number of exclusions were quite high, some of which were due to the internal exclusions to consortium schools not being possible, due to COVID restrictions. Isolation rooming has changed so that Y7-Y9 are in the same room which has freed up staff to cover isolation at break and lunch. This also meant SLT and the pastoral team are more pro-active going into lessons etc.

It has now been agreed that managed moves can now take place with Hessle High and Wolfraton as an alternative to being excluded.

LW stated that staff are using planners once again which will ensure the rewards system is used to reward good behaviour and will also be used to record written warnings.

Behaviour and Attitudes Summary Reward Stamps

| | 2019/20 Year Av | 2020/21 (HT1) | 2020/21 (HT2) | 2020/21 (HT5 so far) |
|--------------------|--------------------|------------------|------------------|-------------------------|
| Year 7 | 37 | 16.6 | 11.0 | 16.8 |
| Year 8 | 38 | 14.5 | 7.5 | 18.8 |
| Year 9 | 33 | 15.0 | 8.9 | 17.9 |
| Year 10 | 23 | 15.0 | 8.3 | 12.7 |
| Year 11 | 21 | 11.4 | 4.3 | 7.7 |
| Grand Total | 30 | 14.6 | 8.1 | 15.1 |

Overview

- Stamps not awarded during school closures greatly impacting HT2 2020/21
- Separate weekly rewards provided for student engagement during lockdowns
- Change to an electronic delivery system has impacted the availability for staff to award stamps compared with last year
- Weekly voucher reward for one student from each year group to raise profile of positive aspect has seen an improvement this half term in KS3 year groups

Sanctions

Written Warnings

Summer 1 (week 25-29)

| Row Labels | Sum of PD Behaviour (B) | Sum of PD Equipment (E) | Sum of PD Homework (H) | Sum of PD Late (L) | Sum of PD Mobile Phone (M) | Sum of PD Out of Lesson Behaviour (OLB) | Sum of PD Uniform (U) | Sum of PD AtL (A) | Sum of Total Warnings | Av per student per week |
|--------------|-------------------------|-------------------------|------------------------|--------------------|----------------------------|-----------------------------------------|-----------------------|-------------------|-----------------------|-------------------------|
| Y7 | 166 | 11 | 139 | 24 | 8 | 13 | 1 | 22 | 384 | 0.54 |
| Y8 | 476 | 22 | 124 | 31 | 10 | 18 | 10 | 44 | 743 | 1.00 |
| Y9 | 232 | 16 | 174 | 53 | 18 | 25 | 12 | 40 | 574 | 0.80 |
| Y10 | 148 | 27 | 89 | 86 | 22 | 20 | 23 | 31 | 454 | 0.77 |
| Y11 | 78 | 11 | 39 | 57 | 26 | 26 | 27 | 5 | 308 | 0.51 |
| Total | 1100 | 87 | 565 | 251 | 84 | 102 | 73 | 142 | 2463 (2155) | 0.74 (0.79) |

Overview

- Difficult to compare summative data because of length of time students have not been in school, HT2 was heavily impacted by the sending home of Year groups.
- Lates to lesson continue to be low because of reduced movement around the site.
- Increase in the amount of provision for all students to access external agency support.
- COVID-related warnings are relatively low considering mask-wearing is now compulsory.
- Overall reduction of written warnings compared with same periods in 17/18 and 18/19.
- Behaviour warnings in Year 8 still too high.

Exclusions

| | Number of students excluded | | | Incidents of exclusion | | | COVID-related | SEN K | | Pupil Premium | |
|--------------|-----------------------------|-----------|-----------|------------------------|-----------|-----------|---------------|-----------|-----------|---------------|-----------|
| | 18/19 | 19/20 | 20/21 | 18/19 | 19/20 | 20/21 | 20/21 | 19/20 | 20/21 | 19/20 | 20/21 |
| Y7 | 4 | 3 | 7 | 13 | 5 | 8 | 3 | 2 | 4 | 1 | 4 |
| Y8 | 4 | 9 | 3 | 5 | 9 | 4 | 2 | 4 | 3 | 7 | 3 |
| Y9 | 2 | 0 | 8 | 4 | 0 | 10 | 1 | 0 | 4 | 0 | 8 |
| Y10 | 8 | 6 | 9 | 9 | 10 | 14 | 8 | 3 | 2 | 5 | 3 |
| Y11 | 0 | 7 | 10 | 0 | 8 | 14 | 4 | 2 | 7 | 3 | 5 |
| Total | 18 | 25 | 37 | 31 | 32 | 50 | 18 | 11 | 20 | 16 | 23 |

Overview:

- 50 exclusions this year to date, 36% (18) are directly COVID-related exclusions (crossing zones, behaviour between lessons).
- Temporary managed moves and internal exclusions cannot be used as a serious sanction due to COVID further increasing exclusions this year.
- 6 exclusions in Y9 linked to one incident (60% of exclusion in Y9) for students encouraging another to fight.
- One Year 10 student excluded 5 times (total of 22 sessions- 35%).
- Two Year 10 students excluded for 10 sessions each (32%) for on-line safety breaches.
- 5 Year 11 exclusions (12 sessions or 20%) have been because of damage to school property.
- 30% of exclusions in Year 9 from one student (excluded 3 times).

LW stated that behaviour across the school is not at the level that SLT want it be due to loss of structure from the lockdown. LW said that once the TAGs are submitted, priorities will be re-established.

Q: (SB) Are we on with the lack of attention to uniform? It seems to have declined.

C: (LW) Students are still attending in PE kit on the days they are timetabled to do PE, however we are reminding parents about uniform expectations via email. We are being told that some have struggled to purchase new uniform as it hasn't been available.

C: (JL) We have also had students sit in the classroom with their jackets on due to the windows being open constantly for ventilation purposes. Therefore it is difficult to see what uniform they are wearing. From September, staff will be ready to focus on this.

Q: (JD) As managed moves can take place again, what is the flow from them to us?

C: (LW) We have taken in a Year 7 student and a Year 10 student. Sometimes only a move to a different school is needed – it can be a shock. Occasionally the move has been put in place as a result of a one-off incident.

Q: (JD) Looking at the data provided, it looks as though Year 8 has the most behaviours. Why do we think this is happening, are they pushing the boundaries?

C: (LW) We are aware of this and are working on it. As teachers are still travelling to each lesson rather than being based in their own classroom, the Year 8 designated area is in the furthest part of the school so it takes teachers longer to reach lessons.

Q: (JD) Do they have enough of a break?

C: (LW) The Year 8 have the biggest play area of the school and break time is now 20 minutes (instead of 15 minutes long). A rewards trip has been organised for July which is based on reaching 450 reward stamps with 95%+ attendance. We are hoping this will help motivate and reduce written warnings.

Q: (AB) Are the Year 11 & Year 13 proms taking place?

C: (LW) Yes, the Year 11 prom will be in July at Lazaats and Year 13 will be at the Mercure. A full refund will be issued if they cannot go ahead.

C: (AB) Overall, the behaviour has been good. The issues of lockdown, virtual teaching, TAGs has been a massive challenge for staff and they are doing a great job.

C: (LW) We are trying to work on issues now rather than starting afresh in September. All of us have to manage student behaviour.

C: (AB) As Governors, we can offer you our support such as being involved with Disciplinary meetings etc.

C: (JM) We need to put all this into perspective. These have been exceptional times and the students will bounce back and behaviour will improve.

A discussion took place regarding the issues of students not wearing bike helmets once they have left the school site. The school is aware of the issue and is addressing it. Ultimately students will be banned from using their bikes if they refuse to wear helmets.

LW explained that the Leadership Team met on a Saturday morning for a visioning morning and debated on a number of areas. Notes from the meeting will be shared to gather views allowing a set of actions to be drawn up to address the following areas:

1. What areas of COVID 19 working practices will remain? What hasn't been done since the first lockdown and haven't missed? What will September look like?
2. Where do we feel we are in terms of an Ofsted judgement?
3. Where do we see Cottingham High School and Sixth Form College in five years' time?

Q: (AB) Will the Governors see a copy of the minutes of this meeting?

C: (LW) We will be issuing them to staff first to feed in their ideas. We will also collate the student and staff survey results which will then form part of the report. Once this has been done, a full report will be issued to Governors and discussed in more detail.

ACTION: LW to issue copy of full report to Governors when available, for discussion.

SEN May 21

| Year Group | No. in Cohort | In School SEN: 2020/21 (SEN support/EHC) | (%) School 20/21 (SEN support/EHC) | (%) National 18/19 (SEN support/EHC) |
|--------------|---------------|------------------------------------------------|---------------------------------------|-----------------------------------------|
| 7 | 179 | (31/6) = | 14.7 (16.9/3.4) | 14.0 (13.2/1.8) |
| 8 | 180 | (33/5) ↑ | 18.7 (17.0/2.8) | 14.3 (12.5/1.8) |
| 9 | 180 | (32/4) = | 21.6 (19.4/2.2) | 13.6 (11.7/1.9) |
| 10 | 145 | (23/3) ↑ | 17.3 (16.0/2.1) | 13.2 (11.2/2.0) |
| 11 | 151 | (23/2) ↓ | 17.1 (15.1/2.0) | 12.9 (10.9/2.0) |
| 7-11 | 835 | (142/20) | 19.4 (17.0/2.4) | 12.7 (11.0/1.7) |
| Sixth | 123 | (7/1) | 6.5 (5.6/0.8) | |
| Whole School | 958 | (149/21) ↑ | 17.5 (13.2/1.9) | 12.7 (11.0/1.7) |

↓↑ show the trend in terms of number of students with an EHC per year group compared to the last report.

Provision

The goals of the SEND team in 2020/21 are as follows:

- Enhance the progress of SEND learners in order to reduce the progress gap between SEND students and other students
- Instil excellent behaviours for learning in all SEND

Q: (AB) I can see that the numbers of SEN students particularly those with an EHCP are increasing, well above national average. With this comes the need to provide significant additional resources - are you receiving the relevant funding?

C: (LW) We have a large SEN team most of which is currently paid for out of school funds. In a recent Heads meeting it was discussed that the growth of EHCP students' numbers in the East Riding is the 4th or 5th higher than anywhere else in the country and yet the high needs funding at the Local Authority is overspent. They are looking at reducing the number of students who have an EHCP but still provide the support they need.

58.3 Standards

Work continues with the Catch-Up Cohort with many now having received at least one intervention. Every Y11 in the cohort has been offered at least 2 interventions and this coverage is being directed across the year groups:

- My Tutor continues with three to one groups of students accessing this on 3 different nights.
- The YIPIYAP (Young Inspiring People Inspiring Young Aspiring People) placement has now been secured, for the next academic year to work with the catch-up students across year groups, likely to be in KS3, in Maths and Science.
- Y11 P6 sessions in the run up to their final assessment pieces.
- Easter Learning – good attendance of the students who were invited to these sessions with 60% of Catch Up students who were invited attending. A pizza lunch was provided for those who attended and rewarded students with Amazon vouchers if staff nominated them as having been especially engaged during these sessions.
- Year 11 parents asked to send personal cards to their children which they receive at the celebratory lunch. This is aimed at encouraging and supporting the students through the last few weeks of Y11.
- The assessment process has been devised in order to ensure students are assessed in an accurate manner and that the school is following an ethical and moral compass, whilst supporting students to achieve the best possible outcomes in as none threatening, none stressful way as is feasible.
- Current data collection shows DA at 4+ is predicted to be 51% and at 5+ 22%, compared to all students at 70% 4+ and 42% 5+, this is comparable to previous years.
- Year 11 evidence to be collected by 28th May when students leave. Opportunities will be available for students who have gaps in their evidence portfolio to come back after half term for two weeks to complete work needed, ensuring that no student is disadvantaged.

The Teacher Assessed Grades (TAGs) policy is now in place and on the website for parental information. Further information and guidance is being sent out to parents and students including the process for appeals (once this has been finalised by the JCQ). The process has been more difficult this year than last but is a robust process with multiple layers of quality assurance.

58.4 Pupil Premium Strategy Report May 2021

Mentoring

- Mentoring of the Y10/11 cohort has continued back into school.
- PASS (Pupil Attitude to School and Self) survey 2 scheduled for all Y11 mentees before they leave and with Y10 mentees shortly after half term.
- PASS survey for all Disadvantaged students is scheduled for the final half term. This will inform the Y8 Disadvantaged form group for next year.

- Longer term Disadvantaged form group strategy is currently being written in collaboration with DH. This will be implemented in academic year 2021/22
- Y8/9 Disadvantaged students are commencing on a 'reverse career path' project alongside Mrs Dimmack and external support from a career advisor.
- Y8/9 Disadvantaged forms will experience a cultural and physical immersion day in July 2021.

58.5 Safeguarding

It was explained that the Trust undertook a Safeguarding Audit on 4 May 2021. LW stated that staff and students were approached by the Trust team and asked questions.

The report stated that learners unanimously said they felt safe in school and articulated the reasons they felt safe such as gates, duty staff, fences and camera. Reference was also made to the COVID safety measures. The report also stated that all members of the school community felt the COVID arrangements had been well planned.

It is understood that staff and students are feeling the impact of the pandemic and Leadership are trying to find a balance between welcoming students and staff back and looking to re-establish routines and high expectations.

Q: (MW) Were students chosen at random?

C: (LW) Yes it was fairly spontaneous and designed to reflect an OFSTED visit.

59.0 GOVERNOR VISITS

Governors were reminded to organise a visit, in person or virtual, via T Guzdek for the summer term.

ACTION: Governor links to arrange a visit for the summer term via T Guzdek.

60.0 GOVERNOR TRAINING & SUPPORT

AB clarified the requirement for a minimum of two Governors to complete the ERSCP Safer recruitment training course. This information is also recorded on the termly Safeguarding Children report. AB added that the Trust may be offering some training in the future.

AB outlined the OFSTED training that is due to take place at Wolfreton school on Wednesday 15 September 6pm - 8pm. AB, JD, DE and SB have confirmed their attendance.

61.0 DATE OF NEXT MEETING

Dates of LGB meetings for 21/22 will be issued in due course.

62.0 ANY OTHER BUSINESS

None

The meeting ended at 7.20pm.

63.0 ACTION POINTS

63.1 ACTION: LW to issue copy of full report to Governors when available, for discussion (minute 58.2).

63.2 ACTION: Governor links to arrange a visit for the summer term via T Guzdek (minute 59.0).


16/9/21