



Minutes of the virtual meeting of the Local Governing Body of Cottingham High School,
Thursday 17 December 2020 at 5.30pm

GOVERNORS PRESENT

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

ALSO IN ATTENDANCE:

Ms K Jordan (KJ); 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.

28.0 WELCOME AND INTRODUCTIONS

AB welcomed everyone to the meeting held on Microsoft Teams.

29.0 APOLOGIES

Mr J Dodd and Mr D Haywood.

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

30.0 DECLARATION OF INTERESTS

No declaration of interests were received.

31.0 MINUTES OF THE LAST MEETING

Resolved: The minutes of the meeting held on 22 October 2020 to be confirmed as a correct
record and signed by the Chair, AB.

32.0 MATTERS ARISING FROM THE MINUTES

**32.1 ACTION: Governors to complete the Safeguarding Learning Link module plus any
other module (minute 23).** Governors are making progress with the modules which need to
be completed by end of July 2021.

**32.2 ACTION: Governors to complete the Data Protection module on GDPR Sentry (minute
23).** Some Governors have already completed the module. JT to email individuals as a
reminder.

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

33.0 STRATEGIC HEADTEACHERS REPORT – L Wilson

The Headteachers report was issued to Governors prior to the meeting. An outline of the report is provided below.

33.1 Leadership and Management Summary

This section of the report provided a brief update on how the school is continuing to run in very difficult circumstances. COVID-19 has created challenges each day including staff absences but with great strategic leadership, the school is continuing to run efficiently and effectively.

Staff well-being is a focus for the Leadership Team with a number of initiatives continually offered and evolving over time.

CPD is also a key focus and a number of colleagues have been approved to apply for NPQML (National Professional Qualification for Middle Leadership) national course and the Headteacher is applying for the NPQEL (National Professional Qualification for Executive Leadership) course.

33.2 Quality of Education Summary

33.2.1 Curriculum

Due to student absence directly associated with COVID-19, staff have been given significant training on the use of online platforms to deliver online and virtual lessons effectively.

Although the school has been affected by student absence, Years 11, 12 and 13 have had a relatively normal curriculum since September.

Year 9 students are able to access their practical lessons to ensure they can make informed choices during the Options process.

For other year groups, the curriculum has been modified by Academy Improvement Leaders to enable delivery of content and skills effectively, despite the circumstances.

Students needing to self-isolate can access remote learning from home. Technology has been provided to students where needed. The school will continue to monitor home learning and a number of actions have been identified to ensure continued effective delivery.

33.2.2 Teaching & Learning

Negligible changes in staffing mean that quality of teaching remains good considering the circumstances. All staff have now delivered virtual lessons where a blended learning approach is used, with these becoming more commonplace as confidence grows.

A recent student and parental survey was undertaken relating to Year 8 and Year 11 students' remote learning:

Student Voice (63 responses)

I am enjoying the work at home	87% agree or strongly agree
I know where to get help if I need it	95% agree or strongly agree
My learning online has been better or much better than in March-July	92% agree/strongly agree

Parental Voice (53 responses)

The quality of the home learning provision this time is/was better than during lockdown in March-July	85% agree or strongly agree
I have felt supported by the school during this recent period of self-isolation	89% agree or strongly agree

A number of actions were identified:

- AILs and TLLs to perform more monitoring and evaluation of learning through book sampling, student voice and progress data scrutiny and to address any issues arising.
- Review delivery of online learning at school and area level and adjust where necessary.
- Deploy coaches to support staff who are in initial career phase to ensure classroom practice continues to develop.

33.2.2 Standards

Year 11 collection 1 (December 2020) headline data:

	Progress 8		Attainment 8		Basics 9-4		Basics 9-5	
	18-19	20-21	18-19	20-21	18-19	20-21	18-19	20-21
All	-0.04	-0.03	48.67	46.03	65%	71%	42%	40%
Disadvantaged	-0.86	-0.41	45.29	36.66	33%	48%	19%	24%
Other	0.17	0.12	49.55	50.06	72%	81%	48%	47%

Note: Due to 19-20 cohort not sitting external exams, 18-19 figures have been provided for comparison.

Disadvantaged update

- Year 8-11 tutor groups created again supported by D Haywood
- Rewards, sanctions and attendance monitored weekly by tutor and students
- Breakfast provided daily for DA tutor groups
- Catch up cohort created including vulnerable students
- Mentors matched with Y10/11 mentees to begin in December
- DA students targeted first on the Cottomology programme
- Catch up funding allocated to use of MyTutor for 1:1 sessions in Maths and Science
- 3:1 sessions to start for Year 11 after Christmas
- P6 sessions to begin after Christmas in preparation for PPEs before February half term
- An alternative curriculum day scheduled for Year 11

SEND update

Year Group	Cohort	2020/21 No. students		2020/21 % students		% 18/19 Nationally	
		SEN support	EHC	SEN support	EHC	SEN support	EHC
7	177	30	6	16.9	3.4	13.2	1.8
8	182	31	3	17.0	1.6	12.5	1.8
9	180	35	4	19.4	2.2	11.7	1.9
10	144	23	2	16.0	1.4	11.2	2.0
11	152	23	3	15.1	2.0	10.9	2.0
Sixth form	124	5	1	4.0	0.8	n/a	n/a
Whole School	959	147	19	13.2	1.9	11.0	1.7

Overview

- Learning Support Assistant (LSA) staff developing strong relationships with parents as key workers and isolating students
- Provision Map now includes an LSA training tracker and an option to include hours spent on interventions
- 1:1 literacy and numeracy support has now begun.
- All students now have an updated needs passport providing a one-stop-shop for SEND and medical needs.

Actions

- LSA staff to undertake 'All About Me' training to support a number of students in understanding their ASD diagnosis.
- Friendship groups remain problematic - revisit when restrictions allow.
- Mentor room currently unavailable as it is a mixed year group provision.
- Plan for an Enhanced Provision programme to include outdoor learning for a key group of students struggling with emotional and behavioural difficulties.

LAC update

Context

No. of CLA students	Attendance (Sep 20 to date)	Ave ATL score
8	97.4%	1.6 (excelling)

Overview

- Pastoral staff member with a CLA focus
- Closer relationships forged with carers and agency support
- All CLA students have been allocated their own laptop
- All have been prioritised for school provision placements during periods of lockdown
- Students contacted regularly during the periods of lockdown and remote learning to check on work and general well-being

33.2.3 Behaviour and Attitudes Summary

The process to award reward stamps had to be radically changed due to COVID-19, therefore it is not possible to have a true comparison to previous years.

Actions

- Close individual monitoring to ensure consistent delivery of stamps by all staff under the new system
- Additional training for support staff to add stamps efficiently at the end of a day/week
- Regular promotion of figures and expectation of delivery per lesson with a relaunch in January
- Promotion of rewards to students via assemblies and student briefing.
- Y11 'one stamp equals a penny off the prom' reward relaunched.

Written warnings

- Reduction in written warnings compared with last year, albeit some students have had to self-isolate
- Significant decrease in lates to lessons as a result of reduced movement around the site
- Uniform impacted due to a decrease in access to uniform support before school
- Year 7 have had a smooth transition and benefited from a Year 7 only area, resulting in reductions of getting lost and cases of bullying behaviour
- Increase in the amount of provision for all students to access external agency support
- Increase in behaviour for Year 8 potentially down to a lack of movement, group and room change meaning negative behaviour patterns continue throughout the day
- COVID-related warnings increased (bringing own mask, wearing mask inside the school building)

Actions

- Group competition for KS3 to positively influence the culture of some of the groups using reward stamps and reduction in written warnings as markers of success
- Homework intervention groups set up for identified students in Years 7-10
- Uniform store stocking common items in each year area
- Regular reminders to students and parents about spare masks

Exclusions

- 24 exclusions this year to date, 42% (10) are directly COVID-related exclusions (crossing zones, behaviour between lessons)
- COVID detrimentally impacted exclusion figures by removing internal exclusion, managed moves and reducing the capacity of isolation
- 17% of exclusions from 1 Year 10 student (excluded 4 times)
- 12.5% of exclusions from 1 Year 9 student (excluded 3 times)

Attendance

- Attendance overall very positive.
- Number of students being kept at home by parents because of COVID concerns (shielding, family member with symptoms, vulnerable relatives) has increased week on week since half term October.
- Attendance above the national average compared with last year, but a substantial amount of this time, involves students accessing learning from home (18.5% of learning has been at home) due to bubble closures and self-isolating.
- School has resisted fining and formal action against families for non-attendance due to concerns over COVID. This will be reviewed in the New Year.

Actions:

- Fixed Term Penalty notices served on 8 students (3 Year 11, 2 Year 10, 2 Year 9, 1 Year 8)
- Social Services/CAMHS involvement for a small number of PA students
- DA monitoring and parental contracts for students who are a concern to address DA attainment gap
- Remote access registers set up, monitored and absent students followed up with texts and phone calls. Continual increase in online attendance, although some variation (66-85%)
- Attendance rewards to be re-introduced in January 2021.

Personal Development Summary

- Reverse Advent Calendar
- Classroom to Care Homes
- Children in Need fundraising for MIND
- Student Leadership – Sweet Shop money raising for student wellbeing
- Plant in every classroom

33.2.4 Autumn Term Safeguarding Children Report

The ERSCP template was used to present the Safeguarding data for the Autumn term.

DSL	K Jordan
Deputy DSL	D Clement
Designated Safeguarding Governor	S Barker
Child Protection Officer	S Hill

Vulnerable Children	Children	Families
Children subject of a Child Protection plan during any part of the report period	2	2
Other children subject to Child In Need plan during any part of the report period.	15	12
Other children school logging Safeguarding concerns (include, CP, neglect, self harm)	35	35

Child Protection referrals made to ER Safeguarding Hub	2
Feedback received from Local Children's Safeguarding Team within 24 hours of receipt of written confirmation.	2

Identified Development or Urgent Action Points			
	Development or Action required	By whom	By when
1	DDSL to complete Prevent, FGM and LAC DT training	DCE	January 2021- LAC training when available
2	CPOMs training to be rolled out to all staff	DCE	January
3	All LT and governors to complete Safer Recruitment training - check current training status for governors	CtG	As needed

LW provided a very brief overview of the report where attendance, behaviour and exclusions were discussed and even though the term had been challenging, LW felt it had been fantastic.

C: (AB) The challenges are being faced by many schools nationally. Thank you for being so consistent at relaying the rules.

C: (MW) It is a fantastic achievement. I read that nationally attendance is down approximately 30% and Disadvantaged students even less.

C: (LW) Yes, our Disadvantaged attendance is slightly lower too but we are working with parents, not pursuing fixed term penalty notices which we believe would cause anxiety, however we will review this in January and the strategy moving forward. We also have staff visiting students at home.

C: (MW) It is great to have a flexible approach to this.

Q: (DE) How is the school doing budget wise?

C: (W) The budgets are well-managed. The school saved money during the lockdown period so it is being reinvested. Areas such as CCTV and a rolling programme of interactive TVs into every

classroom are being looked into. Schools are also able to reclaim additional COVID related expenses from the DfE.

Q: (AB) Are schools reclaiming expenses individually or as a Trust?

C: (LW) We have asked the Trust and are awaiting a response. We have kept a list of everything we have spent including the additional site costs and cover costs, ie. SLT hours – however we need to clarify what can be claimed.

C: (KJ) In relation to COVID related absence, AiLs re-allocate specialist teachers as supply but this isn't always the best way to cover lessons.

Q: (JM) When you look at the Rewards data, the Year 11 is much lower than other year groups. For example, 9 points on average per student per week for Year 11 in 20/21 compared to 21 per week in 19/20. Are there reasons for this?

C: (LW) Pre-COVID staff were able to go around the class and stamp planners which was much quicker and easier. As we are unable to touch student planners we are relying on staff to record rewards on SIMS. This has been made more problematic with teachers having to pack up after each lesson and move to other classrooms which could be at the other end of the site. Students cannot currently access the Rewards shop due to having to cross year bubbles which also has an impact. In January, A Kelly & D Clement will be looking at a new system. The new Year 7 students have done very well though. We will be introducing penny for the prom rewards for the Year 11 students.

C: (JL) As a Year 11 tutor, I can tell you that the students are glad to be back in school. For my form their attendance is currently 96% and they are keen and happy that lessons are back on. Their behaviour is very good and are happy to start attending the P6 lessons after Christmas even though they are not compulsory.

Q: (AB) With regards to staff well-being I know that they have been able to have a free flu jab and the offer of a number of initiatives. How are staff liking these rewards?

C: (KJ) Staff morale is as good as it can be however there is a lot of anxiety. We know this as we did a staff survey early September. There are some well-being strategies although some are not operational at the moment. Staff were complimentary regarding the COVID communication shared with them through lockdown. Staff know if they need support they can go to their Line Manager. A number of staff undertook the Adult Mental Health training during lockdown and we have a listening service on a lunchtime where staff can use the designated well-being room. We also have a mental health worker for 2 hours per week which can be accessed on a self-referral basis as we know anxiety can manifest itself in different ways. We are currently running another well-being survey to see if we are making any in-roads into their anxieties.

C: (AB) We need to be aware of the sustained efforts of staff for P6 in January and further sessions during half term.

C: (KJ) Staff want to make a difference, however we will re-look at the curriculum and have been very careful around assessments. Any extra sessions are purely on a voluntary basis.

C: (LW) We will see what the uptake is from staff but we know staff are willing to go above and beyond and are prepared to support students for their summer exams.

C: (AB) I would like to thank all staff and SLT for their continued efforts.

34.0 CATCH UP UPDATE – K Jordan

KJ stated there is national funding of £66,000 available for CHS to spend on students who need additional time and resources to catch up.

A cohort has been identified and consist of Y8-Y11 students who did not engage during lockdown/partial closure. These students may also be the most vulnerable, looked after, children in need and SEN.

Catch-up Strategies

Strand	Lead / Oversight	Year	Cost	Strategies
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1:1 and small group tuition	RST/NCA	8-11	£38,000	<ul style="list-style-type: none"> National tutoring programme My Tutor (Maths and Science) Brilliant Minds Programme Ex-students & current Sixth form
Mentoring	PBR/KJO	8-11	£1,450	<ul style="list-style-type: none"> Use of PASS 52 students matched to 26 staff Training mentors and monitoring progress
Quality first teaching	AWR/KJO	7-11	£5,000	<ul style="list-style-type: none"> Low stakes testing methods to identify knowledge gaps Formative assessment strategies shared and implemented TLLs plan adjustments to their curriculum to account for lost time Investments in technology to provide virtual teaching/blended learning approach Whole class feedback and best practice shared
Well-being interventions	AKE DCE/KJO	7-11	£150	<ul style="list-style-type: none"> Well-being survey and PASS to identify students Clear protocols for well-being support referrals Impact of support monitored
Academic interventions	RST/NCA	10-11	£7,300	<ul style="list-style-type: none"> RST interventions (P6/half term sessions/ELS/re-weighted timetable)
Raising aspiration	PBR/KJO	8-11	£2,100	<ul style="list-style-type: none"> Careers interviews Getting to know me intervention Support of Careers Leader Investigate NCOP funding - experiences
Parental Engagement	HMO LCH/KJO	7-11	£500	<ul style="list-style-type: none"> Progress meetings with parents Parental support/engagement events
Cottomology	YHO/KJO	7-11	£500	<ul style="list-style-type: none"> Subject specific literacy Reading school initiatives Tutor book boxes Small group intervention
Motivational	PBR/KJO	8-11	£5,000	<ul style="list-style-type: none"> Tangible rewards Opportunity and experience Monitor access, update and impact

KJ stated all strategies will be monitored and impact evaluated at their review stage.

35.0 GOVERNOR TRAINING AND SUPPORT

KJ raised Safeguarding training and explained that all CP and Safeguarding concerns are now logged onto CPOMS, a new system introduced recently with very good reporting functionality.

KJ asked Governors to inform V Reid (Operations Manager) of the training they have already undertaken in relation to CP and Safeguarding.

ACTION: Governors to inform V Reid of the CP and Safeguarding courses they have undertaken.

ACTION: G Governors to complete the updated Learning Link Safeguarding module (updated October 2020) ASAP (minute 35.0)

36.0 GOVERNOR LINK REPORTS

As Governor visits are unable to take place due to COVID-19 restrictions, AB suggested that the Governors email their links in the New Year to make initial contact. Any virtual meetings arranged should be recorded on the usual Governor Visit Form.

ACTION: Governors to contact their link in January via email and record the subsequent meeting details on the Governor Visit Form.

37.0 POLICIES FOR REVIEW

37.1 Admissions Policy

LW stated that the policy was taken from the Local Authority as they manage the CHS school admissions for Years 7-11.

Q: (AB) Presumably Year 6 data comes from the primary schools?

C: (LW) Yes. It is one of the routines of the Transition Team to gather student information and to put things in place.

Q: (AB) The review date states December 2027 – is that correct?

C: (LW) That should be 2021! I will ensure this is amended.

Q: (AB) You wanted to increase the Year 7 intake to 210 but this didn't happen. Is this something you still wish to do?

C: (LW) Yes. Due to the pandemic there wasn't enough time to advertise and market the school for 21/22. We need to grow due to inflation rates and budgets being reduced, but we are still in a stable position for the next two years due to smaller cohorts leaving and a larger cohort starting. IT infrastructure and equipment has improved massively with WiFi and better computers to ensure we sustain the new technology.

ACTION: LW to amend the new Admissions Policy review date to December 2021.

Resolved: The Admissions Policy was ratified with the amended review date of December 2021.

37.2 Behaviour Management Policy revision

LW stated that the temporary changes to the Behaviour Management policy were highlighted in yellow and reminded everyone that the Policy will revert back post COVID.

Resolved: The Behaviour Management Policy was ratified.

37.3 RSE & HEALTH EDUCATION POLICY

LW stated that this was to ensure the school met the statutory requirements.

Resolved: The RSE & Health Education Policy was ratified.

38.0 DATE OF NEXT MEETING

The date of the next meeting is Thursday 18 March 2021.

39.0 ANY OTHER BUSINESS

LW outlined the latest information from DfE regarding asking schools to become mass testing centres and to have a staggered start to the Spring term. LW stated that there needs to be careful consideration and time is needed to make arrangements.

AB thanked the school in particular K Jenkins for the recent donations to the food banks. LW stated that the Sixth Form students had spent all day sanitising all of the items individually.

AB expressed his wish to send out a note to all staff thanking them for their hard work and to have a safe Christmas.

ACTION: AB to send a note of thanks to all staff.

The meeting ended at 7.02pm.

40.0 ACTION POINTS

40.1 ACTION: S Barker, D Ellis, J Leeming, J Mason and M Wolverson to complete the Data Protection modules on GDPR Sentry (minute 32.2)

40.2 ACTION: Governors to inform V Reid of the CP and Safeguarding courses they have undertaken (minute 35.0).

40.3 ACTION: Governors to complete the updated Learning Link Safeguarding module (updated October 2020) ASAP (minute 35.0)

40.4 ACTION: Governors to contact their link in January via email and record the subsequent meeting details on the Governor Visit Form (minute 36.0).

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

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