



**Minutes of the meeting of the Local Governing Body of Cottingham High School
Wednesday 11 February 2026, 17:30**

GOVERNORS PRESENT

Mr G Paddison (Chair, GP), Mr R Ferguson (RF), Mr J Kerby (Headteacher, JK), Mr J Mason (JM),
Mr J Pinchin (JP)

ALSO IN ATTENDANCE:

Mr P Brookes (Area Improvement Leader, PB), Mrs L Craxton (Clerk to LGB, LC), Mr R Hill
(Assistant Headteacher, RH), Mrs V White (Deputy Headteacher, VW), Mr M Wort (Assistant
Headteacher, MW)

31 WELCOME AND INTRODUCTIONS

GP welcomed everyone to the meeting and explained the meeting would solely focus on
presentations and all other governance matters would be carried over to the March meeting

32 APOLOGIES

Apologies had been received from C Hocking and A Minhas

During the meeting, apologies were received from L Rodgers who was unforeseeably delayed

Resolved: That consent be given for the absence of the above-named governors

33 DECLARATIONS OF INTEREST

All previously declared with the exception of RF. See minute 42

34 MINUTES OF THE LAST MEETING (09 December 2025)

The minutes of the meeting held on 09 December 2025 were declared a true record and are to be
signed by the Chair, GP

35 MATTERS ARISING

All carried over to the March meeting (see minute 42)

36 INDEPENDENT LEARNING STRATEGY AND PARENT FEEDBACK

PB presented an overview of the independent learning strategy implemented since September. The strategy's significant change involved transitioning to digital homework, with each department required to set a minimum of one electronic homework per month. PB highlighted the successful integration of digital platforms and the positive feedback received from parents and students.

A milestone was celebrated when the school collectively answered over a million questions by October half-term, which was marked with an event for students. A questionnaire, sent to parents, received over 100 responses from approximately 800 distributed, indicating a high level of engagement. The feedback was overwhelmingly positive, with parents recognising improvements in independent learning and organisational skills.

PB addressed concerns about the variety and relevance of tasks set, ensuring departments use different methods, including quizzes, videos, and links. The strategy also includes opening additional rooms for students to complete their independent learning, responding to feedback about the need for more accessible spaces.

PB emphasised the importance of addressing any negative feedback directly with parents, fostering positive interactions.

PB also discussed student feedback, which mirrored parental responses, indicating increased completion rates and recognition of the benefits of online learning. He outlined recommendations for strengthening self-organisation through training and interventions, particularly for students with greater needs.

The discussion then shifted to parent engagement and communication, recognising the need for improvement. It was suggested that a questionnaire could be sent out at the end of each term to gather feedback and increase interaction with parents. This would be more effective than newsletters, which were deemed less engaging. The idea was to ask specific questions about school activities to keep parents informed and involved. There was consensus on the importance of improving communication with parents to better showcase the school's achievements and activities. The notion of driving different areas of the school through termly reviews was considered, with the aim of making the annual review more comprehensive and specific.

Q: (GP) How does the student response to independent learning compare to other Trust schools?

VW: I don't have the info to hand but I'll find out for you

Q: (GP) What happens to those who don't complete at least 75% of their homework?

PB: The platform filters their first attempt and their best attempt. There are the odd one or two who don't achieve but the majority do. For those struggling, we contact home and factor in time for them to be able to revisit and complete it

C: (GP) It's great to see the positives, well done!

Q: (GP) How do you plan to 'police' AI?

PB: We currently don't do that

Q: (GP) How would you know they have used it?

MW: We have had conversations with them in the classroom and we would compare work. We know what they are capable of and if we suspected they had used AI we would chat to the parents too

Q: (GP) How is AI built in positively?

PB: Software can look at gaps in knowledge in quizzes and generate another quiz based on those gaps

C: (VW) Our DSL has also done an assembly on the safe use of AI

C: (JM) There is no access to AI in exams, the students need to take ownership

C: (PB) A lot of parents comment that their children are just getting on with their homework now

Q: (RF) What are the next steps for parent feedback? How often will you survey them?

PB: We will review it after one full year and will conduct annual surveys, which could become more frequent, but will also be checking in with them at parents' evening

C: (GP) It might be a good idea to send termly surveys to parents, keep in regular contact and get their regular feedback

C: (PB) We could potentially drive different areas of the school termly

ACTION: VW to liaise with Trust Headteachers to compare independent learning buy-in from students. VW to feedback to the LGB

PB left the meeting at 18:14

37 BASICS PICTURE AND NEXT STEPS

The meeting proceeded with a presentation on the basics match up, focusing on student performance in English and maths. The basics match-up is a strategic approach to prioritising support for students based on their performance in these subjects. Students are ranked based on their distance from grade boundaries, with different levels of support tailored to their needs. The presentation covered the autumn picture, the response to it, and the targeted actions for Year 11 leading into the summer. The process involves ranking students into scored groups, with detailed analysis to provide bespoke support. The aim is to improve predictions and outcomes by addressing specific needs and ensuring students are supported to achieve their potential.

The data set for Year 11 includes 154 students, with various combinations of scores in English and maths. The goal is to move as many students as possible towards higher performance levels. Strategies include targeted questioning, in-class support, bespoke interventions, and class setting reviews. The autumn picture showed a drop in performance, prompting a call to action to improve results. Measures taken include question level analysis, parent meetings, wrap meetings, focused teaching and learning scrutiny, morning sessions, and additional support during PE and PD sessions. Period six interventions and Easter revision plans are also in place to boost student performance.

The average improvement among foundation tier students was noted, with significant gains in marks leading to grade improvements. The importance of targeted interventions and quick turnover of results was emphasised to ensure timely support for students. Strategies include regular sharp starts, individualised mark goals, and tailored intervention groups. The aim is to maintain high standards in regular lessons to reduce the need for period six interventions. The discussion highlighted the importance of confidence and tailored support for students nearing grade boundaries.

The potential for expanding the basics match up approach to other subjects was discussed. The focus on English and maths is due to their critical importance for college entry and future opportunities. However, there is interest in applying similar strategies to science and other subjects to enhance overall student performance. The process involves significant work but is

seen as beneficial for providing tailored support across a wider range of subjects. The importance of understanding student needs and providing effective interventions was reiterated.

The meeting addressed quality assurance and teaching evaluations, focusing on the use of Learner Insights to monitor and evaluate teaching effectiveness. The discussion highlighted the importance of ensuring quality first teaching and the role of evaluations in identifying areas for improvement. Evaluations are logged and analysed to ensure consistent delivery and to provide targeted support where needed. The use of filters to drill down into specific teaching aspects was discussed, along with the role of directors in supporting subject leaders.

Q: (JM) Do we have any results of the previous window from results to targeted interventions?

JK: We should have all that data soon. Intervention group will start after half term. We will have to tailor them as some want to stay on in them due to a lack of confidence rather than anything else

Q: (GP) Do you offer them that option?

MW: We address that in other ways as when the groups get too large they become generic

C: (VW) Some students will be invited in with their parents and we look over the papers together

Q: (GP) Is this not done across other areas?

MW: This is the basics roll-out. Science will be added next

C: (MB) All subjects matter but on entry to college they need English and maths. We want to make sure they spend some of their time re-doing them to get the required grades

RH and MW left the meeting at 18:47

38 IDSR AND INSPECTION PREPARATION

The IDSR provides a key document for leaders to understand and use to enhance school performance across all key stages. The process involves triangulating data from various sources to paint a comprehensive picture of school performance. The importance of understanding trends and using data to inform strategic decisions was emphasised. The discussion highlighted the need for continuous improvement and the alignment of school initiatives with inspection criteria.

The inspection process involves recording and triangulating data from various sources, including disadvantaged students, SEND, and children in care. The inspectors will visit lessons, speak to students, and compare information from different sources to ensure the evidence supports the school's rigour and ambition over time

Performance Analysis

The discussion transitioned to the school's performance analysis, focusing on trends from 2022, 2023, and 2024. The outcomes for students have been broadly average, with some indicators above average but generally close to the national average. The aim is for students to leave with accelerated results above average, given their starting point. The analysis highlighted a widening gap in English and maths for disadvantaged students up to 2024, with some contextual narrowing based on last year's data. The dashboard report will be used to open the initial line of inquiry, focusing on the need to improve assessment use, evidence of knowledge transference, and presentation standards

Period Six and Targeted Support

While uptake has been limited, the strategy involves targeting specific students for additional support. The goal is to ensure dedicated hours are used effectively to provide the best outcomes. There is ongoing discussion on the most impactful use of this time, whether through one-to-one support or other methods

Careers Presentation and Industry Engagement

The meeting touched on the upcoming careers presentation and recent careers events. Despite limited external engagement, there were successful activities, such as a DT department visit to a construction site. The focus is on enhancing staff energy and trying new approaches to engage students. There was also a discussion on the governor's involvement in industry days and mock interviews, with an emphasis on utilising volunteering days effectively

Q: (JM) Are the presentations a result of feedback or are they valuable in their own right? Are they improving progress?

C: (JK) We need to ensure students demonstrate pride and rigour in their own work. Work becomes the vehicle for us to see their metacognitive load from what they are picking up from the teacher

C: (JP) They are also used to clarify where the students are in their work

C: (MB) Some books show the children are not really working hard, this will help them strive

Q: (GP) How is period 6 going?

VW: We haven't had a great uptake this year but we are working to make sure it is the right provision for students and staff

39 POLICY REVIEW

39a RSHE Policy

The RSHE Policy was tabled for approval

Resolved: The RSHE Policy was approved

40 DATE OF NEXT MEETING

Thursday 26 March 2026, 17:30. Pre-meet from 16:30

41 ANY OTHER URGENT BUSINESS

41.1 Steve Shaw Feedback

The report was well-received for its format and depth, highlighting areas for improvement. There was a discussion on SEND numbers and the impact of recent industrial action, with an emphasis on moving forward positively. CHS is working strategically to address the issues raised, with a focus on increasing the speed of change and ensuring beneficial outcomes for students. The importance of root cause analysis was mentioned, with the suggestion to document actions taken to address past issues

CHS has responded by increasing leadership capacity, focusing on presentation standards, and launching departmental development plans. There is an emphasis on independent learning and rigorous work scrutiny to ensure stretch and challenge. The school is also conducting CPD around live marking and feedback to enhance independent thinking. A new value system is being voted on by staff, aiming to drive improvements in line with the school's strategic plans

42 ACTION POINTS

42a ACTION: LC to forward data collection and pecuniary interest forms to RF for electronic completion (**minute 35**)

42b ACTION: AM and RF to calendar in a link visit as soon as possible (**minute 35**)

42c ACTION: QA and HMI reports to be summarised and bullet pointed with top 5 actions (**minute 35**)

42d ACTION: Careers section to be added to the next Headteacher's Report (**minute 35**)

42e ACTION: JOB to deliver bespoke Power Bi training for all Chairs, Vice-Chairs and Attendance and Behaviour links, date TBC (**minute 35**)

42f ACTION: AM to complete safeguarding training prior to the next meeting (**minute 35**)

42g ACTION: CH and RF to complete suspensions and exclusions training as soon as possible and all governors to complete their GDPR training prior to the February meeting (**minute 35**)

42h ACTION: VW to liaise with Trust Headteachers to compare independent learning buy-in from students. VW to feedback to the LGB (**minute 36**)

The meeting closed at 19:25

Signed by the Chair:..........

Date:.....27/03/2026.....