



Minutes of the meeting of the Local Governing Body of Cottingham High School.
Croxby Meeting Room, Cottingham High School. Thursday 17 October 2019 at 5.30pm

GOVERNORS PRESENT

Mr A Brattan (Chair, AB); Mrs S Barker (SB); Mr E Blair (EB); Mr J Dodd (JD); Mr D Ellis (DE); Mr D Haywood (DH); Mr J Leeming (JL); Mr J Mason (JM); Mr L Wilson (Headteacher, LW)

ALSO IN ATTENDANCE:

Mrs N Carlisle (Assistant Head, NC); Mr D Clement (Assistant Head, DC); Mrs K Dimmack (Careers, KD); Ms K Jordan (Deputy Head, KJ); Mr J Rogers (Assistant Head, JR); Miss J Tuffs (Clerk to LGB); Mr A Wardle (Assistant Head, AW), Mr M Wolverson (Guest, MW)

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

10.0 WELCOME AND INTRODUCTIONS

AB welcomed everyone to the meeting including Mick Wolverson who will be joining the Local Governing Body.

11.0 APOLOGIES

None.

12.0 DECLARATION OF INTERESTS

No declaration of interests were received.

13.0 PRESENTATION FROM CAREERS LEADER – Mrs K Dimmack

KD began her presentation by explaining that every school has an obligation to attain the 8 Gatsby Benchmarks for Careers Education by the end of 2020. The Benchmarks are:

Benchmark	Description
1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers
2. Learning from career and labour market information	Every pupil and their parents should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed advisor to make best use of available information
3. Addressing the needs of each pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the

- 1 -

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Date: 23.11/20.....

	needs of each pupil. A school's career programme should embed equality and diversity considerations throughout
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths
5. Encounters with employers and employees	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes
6. Experiences of workplaces	Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of careers opportunities, and expand their networks
7. Encounters with further and higher education	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace
8. Personal guidance	Every pupil should have opportunities for guidance interviews with a careers advisor, who could be internal or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs

To assist with this goal the school is one of 26 Careers Hub schools within the Humber, Hull, East Riding and North Lincolnshire area which provides funding and support. The plan is to continue working with them to help create a careers culture with partnership schools and the Trust.

KD outlined why a focus in Careers Education is important:

- To raise aspirations and increase social mobility for the most Disadvantaged
- To exceed the expectation of the Gatsby Benchmarks
- To improve links with all stakeholders; students, staff, parents, the local community, training providers and further/higher education.

KD explained that as CHS is a hub school, a compass tool has to be used which links into the MIS software and allows the tracking and targeting of students to identify gaps ensuring all students are catered for.

To ensure the Benchmarks are achieved, KD presented a graph on the progress made so far and outlined the following areas of work against the relevant benchmark:

- **Benchmark 2.** Work with staff to develop schemes of work making references to careers within lessons
- **Benchmark 3.** PSHCEE, Alternative Curriculum Days (ACD), careers activities aiming to challenge stereotypical thinking and raise aspiration. Continue to track intended and final destinations of Year 11 and Year 13 students
- **Benchmark 4.** Use Log on Move on, online software platform, which is a joint initiative from Hull and East Riding Local Authority. Students can use to make online applications to post 16 providers but can also be used by teachers for ACD days. Continue to work with

STEM ambassadors on drop down day projects helping with employability skills, team building and communication

- **Benchmark 5.** Trips, Year 11 careers day, employer/employee database developed, apprenticeship pathways event, skills Humber event, NHS health expo
- **Benchmark 6.** Reintroduction of Year 10 work experience and visits to workplaces for some students
- **Benchmark 7.** Continue to work with Hull University outreach programme (NCOP). Now under new management and are changing the ways that funding is applied
- **Benchmark 8.** Year 9 one to one careers interview takes place during options process and most Year 11 students offered careers interview

ACTION PLAN

KD outlined three areas for improvement for each of the next two years to create a Career Development Plan of aims and objectives. The aim of which is to raise aspirations and to facilitate social mobility through a structured and stable careers programme. The objectives are:

Year 1

- Identify 3 areas for improvement and work with colleagues in partner schools to share best practice
- To achieve 100% completion in all 8 of the Gatsby Benchmarks

Year 2

- Identify a further three areas for improvement and again work with colleagues in partner schools
- To exceed expectations in terms of the Gatsby Benchmarks

KD described the impact of careers education on teaching and learning and student outcomes:

- Careers education and encounters with employers can impact positively on students' attitudes, aspirations and attainment
- A recent survey (May 2019) has found that 'Teenagers taught about the world of work were more motivated to get higher GCSE results'
- Those pupils who had careers sessions with employers and had seen the direct implications of their exams, were slightly more likely to exceed predicted GCSE grades
- Those with low prior attainment were particularly likely to be motivated with a 9% increase in their revision hours
- Training and support for teachers will lead to improvements in embedding 'Careers in the classroom' which enables students to see how the subjects they are taught in school are relevant in later life
- The employability passport will help KS4 students focus on their skills and record their achievements in order to create better CV's and personal statements
- The employability passport will also give those who are less likely to achieve high GCSE results a chance to demonstrate skills other than academic achievements
- Challenge the limited aspirations of the most Disadvantaged

KD outlined the areas to address:

- To get a careers ambassador in each subject area to look at schemes of work, known employers etc
- Feedback from all stakeholders, students, staff parents, visitors/post 16 providers to measure impact

- Work with the Trust to ensure consistency and standardisation of interpretation of benchmarks

KD stated that the next ACD day is 5 March 2020 and asked for help in supporting mock interviews, working with small groups filling in CVs and help with Year 10 enterprise activities. As part of the Year 7 activities on ACD day, a number of past students have stated they are happy to work with students.

Q (AB) Have we approached Parents and asked if they are able and interested to support us?

C: (KD) Yes, I have sent an email out but have had very little response. Some parents did come in on the last careers day. Those that came into the Restart Heart Day, agreed to come again in the future.

C: (SB) Please invite us to this. I am certainly happy to help.

Q: (AB) Is there an expectation for a Careers Governor?

C: (KD) Yes, and there are some guidelines for Governors about what is expected.

AB thanked KD for her presentation.

KD left the meeting at 6.51pm.

14.0 MEMBERSHIP AND APPOINTMENTS – Mr A Brattan

The following memberships were agreed:

Chair	Mr A Brattan
Vice chair	To be confirmed
Disadvantaged Link	Mr D Ellis
Safeguarding Link	Mrs S Barker
SEND Link	Mr M Wolverson (once appointed)
Careers Link	Mr J Dodd (agreed at last meeting)

15.0 MINUTES OF THE LAST MEETING

Resolved: The minutes of the meeting held on 11 September 2019 to be confirmed as a correct record and signed by the Chair, AB.

16.0 MATTERS ARISING FROM THE MINUTES

16.1 ACTION: JR to feedback to the next LGB regarding the Disadvantaged seminar at Bishop Burton College (minute 5.2). To be discussed at the next meeting.

16.2 ACTION: JT to send out email with reminder on how to log on to the Learning Link and details of the two modules to be completed ASAP (minute 5.3). Completed.

16.3 ACTION: AB to send out letter of thanks to Co-op manager (minute 5.5). Completed.

16.4 ACTION: K Dimmack to present at the next LGB (minute 7.5). Completed.

17.0 STRATEGIC HT REPORT TO GOVERNORS – Mr L Wilson

LW described the new style Strategic HT report which is now divided into the new OFSTED inspection framework, as follows:

- **Quality of Education** – Curriculum, SEN update, Looked after children update
- **Behaviour and Attitudes** – Attendance report, Behaviour report
- **Personal Development** – Safeguarding Children report, Academy weekly tracker
- **Leadership and Management**

LW stated that at the beginning of the report there is a glossary of terms and then leads onto the Overall Effectiveness which has a school and community context. The document describes the culture of the school, giving a flavour of what has been done this half term outside of the curriculum along with the quality of education and the curriculum.

C: (KJ) The new framework focusses on what we teach, why we teach and to consider the wider curriculum offer. This is a big piece of work to do to completely review our offer – starting with curriculum intent. We will update you through the year on our progress. It is important as Governors you understand why we have set up the curriculum in the way we have to meet the needs of the students and not forcing students down certain pathways. We will advise and cajole but if they choose a different pathway we let them do that. Governance of the school and leadership is about every person in the school, including teaching and non-teaching staff, to lead every area of work and Governors to help lead the school and keep us to account. This document is good preparation for our OFSTED visit so we are well versed.

Q: (AB) It is written as though it is addressing OFSTED. Will the words change from meeting to meeting?

C: (LW) This is the first draft. The narrative will be what we discuss in the meeting. The data will change along with possible focus areas and more successful areas.

Q: (AB) Is this being interpreted the same way in the other schools across the Trust and therefore being standardised for all Governors?

C: (LW) Yes, all of the Trust schools will now present the Strategy Headteachers report in this way.

Q: (DE) Do you think we should include the SEF rating on the Strategy Report?

C: (LW) They want you to provide documentation on how you judge your school and therefore want to see a reflection of what they see. We must be careful not to undersell but an accurate picture of where we are at. If we have issues, we can identify these and actions to improve. By January it will be a more polished document. Standards and data not the sole thing that OFSTED want. They will want to see what is happening in the classrooms, books etc. The curriculum, behaviour, standards and attendance sections are all linked in. In the Safeguarding section, it is the same Safeguarding report produced by the Local Authority.

Q: (JD) The SDP is a separate document, should it be merged into the Strategic termly report?

C: (LW) We will see it as one document.

Q: (DE) Don't you have to publish the SDP plan?

C: (LW) Yes.

C: (JD) It does read a lot easier than other documents that have been shared in the past. Are you making comparisons to other schools?

C: (LW) Yes.

C: (SB) The attendance sections seem rather intense?

C: (LW) We will be providing more context with the data for the next meeting along with a summary.


23/1/20

18.0 PUPIL PREMIUM STRATEGY REVIEW 2018/19 AND AGREE PLAN FOR 2019/20 – Mr J Rogers

PP review 2018/19
Total spend £189,161

JR outlined the areas of expenditure from the 2018/19 PP plan:

QUALITY TEACHING FOR ALL

- Improve the outcomes of Disadvantaged students in Maths. **Cost - £30,000.**

TARGETED SUPPORT

- Improved KS3 literacy & numeracy. **Cost - £60,000.**
- Increase Pastoral support and raise Attitude to Learning of Year 11 Disadvantaged students. **Cost £10,000.**

OTHER APPROACHES

- Raise aspirations of Disadvantaged High Starters. **Cost - £17,000.**
- Develop Parental engagement. **Cost £10,000.**
- Increase attendance of Disadvantaged students and reduce numbers of those deemed to be persistent absentees. **Cost: £2,000.**
- Reduce the number of Disadvantaged students who receive fixed term exclusions. No cost stated.

JR explained that following the review of 2018/19 PP plan, the actions/strategies for 2019/20 plan have been agreed. Disadvantaged outcomes were not as expected so barriers to future attainment have been identified to address in 2019/20.

PP plan for 2019/20
Total budget £194,400 (216 students)

The following are the desired outcomes identified for the 2019/20 PP plan:

- Improve literacy and numeracy skills for Disadvantaged students.
- Improve the progress of Disadvantaged students at Key stage 4 to close the gap with non-Disadvantaged students.
- Current Disadvantaged students to improve strongly so progress from starting point is in line with other Disadvantaged students nationally.
- Strategic use of both Pastoral and Teaching interventions to raise aspirations of those students from a Disadvantaged background.
- Aim for Attitude to Learning of Disadvantaged students to be the same as non-Disadvantaged students.
- Increase attendance of Disadvantaged students, especially those classified as persistent absentee (PA).
- School to meet target for Disadvantaged student attendance of 93.5%.

JR outlined the areas of expenditure from the 2019/20 PP plan:

QUALITY OF TEACHING FOR ALL/DIMINISHING THE DIFFERENCE – Total cost - £30,000.

- Improve the outcomes of Disadvantaged students in Maths.
Actions/approaches included:
 - Tutor time intervention with PP champions (Years 8-11)

- 6 -

Signed by the Chair: 

Date: 23/1/20

- Targeted Disadvantaged students attending half term sessions
- Disadvantaged students attending compulsory P6 sessions
- ELS linked to Passport to the Prom (PTTP)
- Peer mentoring programme

TARGETED SUPPORT - Total cost £75,400.

- Improved KS3 literacy & numeracy.
Actions/approaches included:
 - Wave 2 interventions including tutor time intervention and small group additional literacy and numeracy
- Increase Pastoral support and raise Attitude to Learning of Year 11 Disadvantaged students.
Actions/approaches included:
 - Support Year 11 and their families on a daily basis to raise AtL and aspirations
 - Bespoke intervention and mentoring programmes for Year 11 students

OTHER APPROACHES – Total cost £89,000.

- Raise aspirations of Disadvantaged High Starters.
Actions/approaches included:
 - Targeted events and workshops based on raising aspirations both now and Post 16
 - Monitoring and evaluation of progress of high starters students at each data collection
 - Provide cultural experience across all year groups
- Develop Parental engagement.
Actions/approaches included:
 - Parental engagement strategies for Disadvantaged families
- Increase attendance of Disadvantaged students and reduce numbers of those deemed to be persistent absentees.
Actions/approaches included:
 - Early interventions for targeted students
 - Fortnightly attendance meetings
 - Strategic use of staff to improve parental engagement
 - Use of school minibus to provide transport where necessary
- Reduce the number of Disadvantaged students who receive fixed term exclusions.
Actions/approaches included:
 - Use of internal behaviour provision
 - SMASH
 - Pastoral support/staffing
 - Fortnightly behaviour meetings
 - Parental engagement
 - Managed move provision

JR explained that the targeted support comprised of literacy/numeracy/one to one mentoring/Lexoniks (sound training) to small groups of people to improve vocabulary and comprehension. On average 6 sessions of training provides a 24 month gain in student reading age. JR stated that 4 people in school deliver this programme and a review is being undertaken to see if the improvements can be sustained although he stated, the programme is not suitable for all students.

C: (SB) The gains for Lexoniks are really good. Can it be delivered to all students?

C: (KJ) Students have to meet a certain criteria first and we try and reach as many students as we can.

Q: (DE) We have talked about the reasons why the Disadvantaged outcomes were down. Are there any major changes to try and improve future outcomes?

C: (LW) If we took 3 students out of our figures the Disadvantaged Progress 8 would be at national average. However we want our students to achieve above national average. The biggest change to our strategy is starting lower down the school. Both the Trust and Governors came in to see the work involved with our Disadvantaged students, but outcomes were not where we wanted them to be. The general consensus is by Year 11 it is too late.

C: (NC) We feel what we are doing is right but we need time to embed and hopefully see the impact in future outcomes.

C: (JR) Part of the review undertaken with the 11 Haywood tutor group showed that there were improvements in AtL, attendance, relationships with staff and lower exclusions which ultimately helped to support the students, but unfortunately did not show in outcomes.

Q: (SB) Do we think it will work mirroring what DH did?

C: (LW) Each Leadership Team member have a year group each to focus on. At the moment it is a little bit early to know whether it is working but we are feeling positive. The work we are seeing can only bode well for the future.

C: (DH) KD's work will be good as part of the problem has been students having limited aspirations.

C: (LW) One of the Work Experience leaders will be looking at obtaining work places for Disadvantaged students to help them get motivated.

C: (JD) Students definitely need help with careers advice, apprenticeships etc.

Q: (AB) Is there any feedback on parental engagement with Disadvantaged students?

C: (JR) We are above national but we will keep parental engagement as a key focus.

Q: (JL) Are the budget costs monitored at Trust level and do they look at value for money?

C: (LW) They will look at the document and will be scrutinised in terms of area of development for the school and will expect actions based on the little impact on outcomes this year.

C: (JR) The proportions of money being spent on interventions have changed from 2018/19 to 2019/20 and adjusted to target more of the successful initiatives. We will also maintain an intervention tracker.

Q: (JM) Have you considered being Year 11 curriculum orientated targeting students at a specific time of the year, possibly near exam time?

C: (NC) We do target in curriculum time. We discuss subject areas who do well with Disadvantaged students and share this with other curricular areas.

C: (JR) We are taking 15 boys to the KC stadium in January for a Raising Aspirations Day. We have also had a guest speaker for our Year 11 celebration evening, interventions for English and Maths during tutor time and Year 12 mentors going into tutor time for Maths and Science.

C: (NC) In the KS3 raising achievements meeting the idea was brought up to ask Sixth formers to commit to do an hour a week community service which could mean going into lessons to help provide support, do a lunchtime club or mentoring.

C: (SB) That's a great idea, good for the CV and University personal statements.

19.0 ACADEMY DEVELOPMENT PLAN – Mr L Wilson

LW stated that as the results were discussed in depth at the last meeting, the ADP for 2018/19 has been signed off with Progress check 3 being rag rated.

LW explained the Key priorities and focus areas proposed for the 2019/2020 ADP as follows:

- Close or eliminate achievement gaps between key groups of students (especially Disadvantaged) across all years
- Raise standards through effective teaching, learning and assessment
- Ensure that students' attendance, behaviour and attitude to and behaviour for learning are exemplary
- Undertake a curriculum review to ensure that all students at CHS are accessing a broad, balanced, rich, appropriate and ambitious curriculum
- Consistently promote the well-being of staff and students and the spiritual, moral, social and cultural development of all our students, preparing them for future success in education, employment or training

NC described Key priority 1 (Closing the gaps) in more detail explaining that the key groups were mainly Disadvantaged and SEND students. Desired outcomes include:

- All students to achieve a positive Progress 8
- All ability bands overall Progress 8 to be positive with a specific focus on boys
- Disadvantaged students to attend P6 and holiday sessions and 90% learning opportunities
- All subjects aim to have a positive subject progress indicator (SPI)
- Progress leaders to have more time to track progress
- Y10 mentors working with Y7
- Work with subjects for identification of underachievers
- Asking Y11 students to complete extra hours as part of prom eligibility

AW expanded on the Key priority 2 (raising standards):

- Main focus is to continue to improve on teaching, metacognition and memories
- Improve assessment for learning
- Identified collaborative learning
- New staff to LT roles
- Professional development group of individuals meeting every term sharing good practice
- Try to build capacity with new staff to profession
- Developing coaches discussing with the Trust the first 3 years of their career to develop their practice
- Quality of teaching judgements made by leaders but also external outcomes
- Continue to embed research into classroom practice
- Regular monitor and evaluation

Q: (AB) *There is a quality of teaching section in the Strategy Report?*

C: (AW) *Yes. The numbers will be updated before the next meeting with new staff changes although figures look very positive.*


C: (SB) *The support for NQTs sound good and supportive. When they finish their NQT period it's great that you are creating a culture of a safe place to ask for support.*

C: (LW) *It is important we understand that years 3 and 4 are the most likely time for teachers to leave the profession. This is because there is full support for years 1 and 2.*

C: (AB) *I feel like we are in a good position with our staff at present.*

JR outlined areas of focus for Key priority 3 (attendance/behaviour):

- Build on culture of raising aspirations
- Improving attitude to learning (AtL)


23/1/20

- Using data effectively to monitor
- Expectation of an average AtL of 2, below that receives intervention
- Rewards trip AtL average 2 or above, 96% attendance, fewer than 50 written warnings
- Celebration events to give positive reinforcement for good behaviour

DC described the clear attendance strategy continuing to be above national average with a target of 96% for all and 93.5% for Disadvantaged. He stated that the school has the lowest persistent absence numbers across the Authority and is well below national average with Disadvantaged PA target of 7.7% which is very challenging.

C: (JG) Our Disadvantaged PA figure last year was 12.1% compared to a national average of 27.7%.

C: (DC) It is a challenge to maintain that improvement. All students PA was 13.6% which was 9.2% below national. The school is bucking the trend.

Q: (AB) Why do you think that is?

C: (LW) The students are engaged, we have an excellent Attendance Officer chasing students up, students are enjoying lessons. We had 3 people from the Trust visit us last Monday; they visited 19 lessons. The students are proud of the school and themselves and relationships across the school are very strong.

C: (KJ) We also reward students with good attendance.

C: (JR) We are aware of a small number of repeat offenders in isolation who are predominantly Disadvantaged. We are trying to find alternative solutions for these students looking at community service, changes to isolation, restorative practice, rehabilitation etc but it is very difficult.

Q: (DE) May be different options for different students?

C: (JR) The PD policy doesn't suit all individuals.

Q: (DH) Sometimes isolation can be difficult but you also have to consider all of the other students in the classroom as it affects their learning.

C: (LW) We want to improve the school with strong but positive discipline. Most students punished taken out of the classroom are Disadvantaged but we need to close the gap.

C: (DE) Isolation serves a purpose but we need to find the right impact for the right students and create the culture we are trying to achieve.

KJ outlined the Key priority 4 (curriculum review) main points:

- Curriculum working group revisiting curriculum intent
- Area leaders looking at subject areas
- Reviewing curriculum model for KS3 and KS4 including hours given to different subjects
- Possible accreditation at different levels
- Looking at Arts provision
- Time allowed on January training day for areas to look at curriculum
- Use schemes of learning to reinforce cross curricular learning
- Curriculum mapping
- Final model to be confirmed by LT by January 2020

KJ stated that the new OFSTED framework suits our curriculum model and all students will have access to extra-curricular opportunities each year, a minimum of 2 per year to be funded by the school. The academy improvement partner, D Gath, gives up his personal time for Duke of Edinburgh, World Challenge and other outdoor activities.

LW outlined the Key priority 5 (well-being) main points:

- Anti-bullying coordinator
- ACD day on 18 October focussed on well-being which included yoga, marshall arts, therapeutic arts, creating writing, sculpture making, singing, sex education focus on healthy relationships, emotional aspects of wellbeing and emphasis on learning and fun creative revision strategies
- Very strong student council involving fund raising for charities, rainbow colours for sponsored walk
- LGBT assembly programme including diversity and British values
- Becoming an early adopter of the Statutory Guidance Relationships Education, Relationships and Sex Education – becoming statutory in all schools by September 2020
- CHS well-being group looking at a comprehensive list of suggestions to make a difference
- Create a CHS well-being charter

C: (AB) *This is a good working document and nicely reflects the new OFSTED framework. Thank you.*

Resolved: The School Development Plan for 2019/20 was approved.

20.0 PUBLISHED ADMISSION NUMBERS - Mrs N Carlisle

NC provided a paper to the Board on the proposal to increase Year 7 published admission number to 210 to retain the same amount of students coming into the school that are leaving. The reason for this is to help the school grow and confirm finances for the school. Governors were asked to consider whether the school should investigate the possibilities of doing this.

C: (JR) *We were oversubscribed this year with another 20 on the waiting list so feasibly we could have taken 200 students.*

Q: (NC) *In the paper there are some questions and things to consider. Are the Governors happy to explore this possibility at this time?*

C: (DE) *It would be good to investigate primary school numbers to ensure it isn't a blip. Obviously we would want to avoid any future teacher redundancies.*

C: (JD) *If you look at the local area, there is more new housing so time wise, it is probably a good time to consider this. From a building point of view, are we confident we have the space and capacity?*

C: (JR) *The net capacity in the school is 1,344 students so we do have the physical space.*

C: (JL) *210 is a big consideration with impact on results/outcomes and class sizes.*

C: (LW) *For schools who have to accommodate unfunded teacher pay rise of 2.75% that are full are having to save money to accommodate inflation. We need to raise numbers to increase funding, ideally we need a 5 year growth plan.*

C: (AB) *I remember a couple of years ago we discussed capping the admission numbers and gave reasons such as class sizes.*

C: (JR) *The reduction was needed because of the smaller number of students coming from primary schools. We would also like to reduce the published admission number in Year 11 from 187 to 180 as we are leaving ourselves open for in year admissions. In the last few weeks we have had to take in 3 students who have been permanently excluded from other schools. This can lead to some really negative outcomes.*

Resolved: Governors agreed to reduce the published admission number of Year 11 to 180 with immediate effect.

Resolved: Governors agreed for the school to continue investigating the possibility of increasing the published admission number for Year 7 to 210.

ACTION: LW to feedback any further information regarding the proposed increase in Year 7 Published Admission number at the next meeting.

NC, JR, DC, AW and KJ left the meeting at 7.57pm.

21.0 TRUST TERMLY UPDATE

The Trust update is now shared electronically and was sent out to Governors with the papers.

22.0 GOVERNOR TRAINING AND SUPPORT

AB stated that there was only one outstanding mandatory unit to be completed by one Governor and this would be done very shortly.

This year's requirements for training will be communicated following the LGB Chairs' meeting on 23 October 2019.

23.0 GOVERNOR VISITS TO SCHOOL

AB visited the school on 19 July 2019 and met with LW to discuss areas within Key priority 5 of the Development Plan. A visit report was shared at the meeting.

24.0 GOVERNOR LINKS

AB issued a document on the Governor links and ADP key priorities and Governors were asked which area they wanted to be linked to. The following links were subsequently agreed:

Governor(s)	Link SLT member	ADP key priorities
Dan Ellis	Nicki Carlisle	1. Close or eliminate achievement gaps between key groups of students (especially Disadvantaged) across all years
Ean Blair	Alastair Wardle	2. Raise standards through effective teaching, learning and assessment
Sally Barker	Jonathan Rogers/David Clement	3. Ensure that students' attendance, behaviour and attitude to and behaviour for learning are exemplary
Jerry Mason	Kate Jordan/Alastair Wardle	4. Undertake a curriculum review to ensure that all students at CHS are accessing a broad, balanced, rich appropriate and ambitious curriculum
Jason Dodd/ Mick Wolverson	Loz Wilson/Kate Jordan	5. Consistently promote the wellbeing of staff and students and the spiritual, moral, social and cultural developments of all our students preparing them for future success in education, employment or training.

JL left the meeting at 8.01pm.

Exclusion committee governors were confirmed as: Alan Brattan, Sally Barker, Jason Dodd and Jerry Mason.

25.0 NEXT MEETING

The date of the next meeting will be on 23 January 2020 at 5.30pm.

The meeting ended at 8.25pm.

26.0 ACTION POINTS

26.1 ACTION: JR to feedback to the next LGB regarding the Disadvantaged seminar at Bishop Burton College (minute 16.1).

26.2 ACTION: LW to feedback any further information regarding the proposed increase in Year 7 Published Admission number at the next meeting (minute 20).

