



THE CONSORTIUM  
ACADEMY TRUST



Minutes of the meeting of the Local Governing Body of Cottingham High School.  
Croxby Meeting Room, Cottingham High School. Thursday 23 January 2020 at 5.30pm

## GOVERNORS PRESENT

Mr A Brattan (Chair, AB); 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), Mr M Wolverson (MW)

## ALSO IN ATTENDANCE:

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

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

## 27.0 WELCOME AND INTRODUCTIONS

AB welcomed everyone to the meeting including a special guest, Marlowe (the school dog) along  
with Claire Cassidy (Head of Year 7 & 8 and Marlowe's owner). Claire gave a brief update on  
Marlowe's progress settling into school and the students/groups he has been spending time with.  
AB thanked Claire and they left the meeting at 5.40pm.

## 28.0 APOLOGIES

Mrs S Barker.

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

## 29.0 DECLARATION OF INTERESTS

No declaration of interests were received.

## 30.0 MEMBERSHIP AND APPOINTMENTS – Mr A Brattan

AB informed the meeting that Ean Blair had resigned from both the LGB and the Trust Board. Ean  
was thanked for the time he has spent as a governor. JM agreed to be Vice Chair. AB also asked  
for JM to be the governor link for Key priority 2 – raising standards. AB to discuss this further with  
JM. AB to also establish whether the LGB requires a Governor to be a Trust link.

**Resolved:** Agreed that JM to be appointed as Vice Chair for 19/20.

**ACTION:** AB to discuss the role of Governor link for Key priority 2 with JM.

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**ACTION: AB to establish whether the LGB requires a Governor to be a Trust link.**

### 31.0 MINUTES OF THE LAST MEETING

**Resolved:** The minutes of the meeting held on 17 October 2019 to be confirmed as a correct record and signed by the Chair, AB.

### 32.0 MATTERS ARISING FROM THE MINUTES

**32.1 ACTION: JR to feedback to next LGB regarding the Disadvantaged seminar at Bishop Burton College (minute 26.1).** AB agreed for this action to be disregarded as JR has advised us that he did not attend the seminar.

**32.2 ACTION: LW to feedback any further information regarding the proposed increase in Year 7 published admission number at the next meeting (minute 26.2).** See minute 34.

### 33.0 STRATEGIC HT REPORT TO GOVERNORS – Mr L Wilson

LW thanked T Guzdek for formatting the Strategic HT Report which is 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**

#### 33.1 Overview

LW explained that he wanted to present an overview of the school and a brief synopsis of each area. He encouraged governors to contact him if they required any further information or if there were areas of the report that may be difficult to understand. He stated that there is robust monitoring and evaluation taking place and every Tuesday the Leadership Team meet to discuss all school issues, providing solutions and projecting these to staff. LW explained that it was important that strategic decisions were made as a whole and that LT were fully informed of issues and take collective responsibility of how the school is progressing. He believes the school is moving forward and that they know where they want to go. However LW wanted to make a point of the increasing proportion of students from North Hull (HU6) and according to the ONS postcode database, 98.4% of English postcodes are less deprived than HU6 whilst 15.1% of English postcodes are less deprived than HU16. The postcode gap, HU6-HU16 represents the school's performance gap.

He highlighted some areas of interest:

- Marlowe (school dog) has had a positive impact. Planning and research was very important in terms of right breed and temperament
- School buildings – boiler now fully working with hot water and heating available through the full site
- New computers for teachers
- Investment in security across the site including the new barrier camera and upgraded CCTV
- Investigating costs for maglock doors to increase security



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- New site manager involved in improving the fabric of the school
- Finances are stable

### 33.2 Quality of Education – Mr A Wardle

#### Curriculum

AW stated that the curriculum has been reviewed, which is a national focus, particularly at KS3 based on determining whole school intent. The key principle that underlines the curriculum is to ensure the school offers a full breadth of subjects at KS3 and as many as it can afford at KS4 which means students can access courses and qualifications they want to do. He explained the school was midway through the KS3 curriculum changes with a view to being more innovative but maintaining the breadth and depth of coverage looking at ensuring skills are sequenced in the right way whilst ensuring long term retention of knowledge and understanding. This has been tied into the research projects as part of teachers own CPD by looking at evidence informed techniques to promote longer term learning as well as improving memory related activities. AW stated that additional provision had been set up over the last 12 months for those students struggling with mainstream education and LT have spent time looking at a transition curriculum timetable for the first term of Year 7 looking at a 'thematic' scheme of approach with the style of learning at KS2 and the conventional learning at KS3. He also said that alternative models for Arts & Technology subjects were being investigated for Year 9 with a view to offering alternative subjects in KS4 and KS5 and increasing retention of students wishing to study those subjects. The review is expected to be completed by the end of the year with a view to starting the new KS3 curriculum from September 2020.

#### Teaching (Implementation)

AW stated that the teaching at the school is good with many colleagues delivering outstanding learning opportunities. Over 250 samples have been conducted of teaching performance via learning walks, work samples and learning drop ins as well as 900 student voice information gathered. Lessons aren't judged in the way OFSTED used to judge anymore but look at particular attributes that make up what a teacher does on a day to day basis along with subject leaders using monitoring and evaluation along with their experience to make judgements on where their colleagues are at, which has been used to produce the following table:

Focus area	Highly effective	Effective	Developing	Of developing no. <3 years qualified
Assessment, Feedback & Impact	25	23	5	2
Challenge & Differentiation	19	31	3	1
Classroom Procedure	29	22	2	1
Engagement	22	28	3	1
Planning & Knowledge	34	18	1	1
Tasks & Instruction	26	26	1	1
Wider Professional Contribution	29	19	5	1

Around 90% of students agree or strongly agree with questions relating to subjects being challenging and have high expectations of the teacher support. Particular strengths and



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consistency of performance in English and MFL where quality of teaching is generally very high. In Science, Arts, Tech and Maths there are new or relatively new subject leaders moving their subjects forward and challenging any underperformance in their subject. One of the ways to improve this is through bespoke CPD. The approach to CPD has diversified this year with everyone conducting a piece of independent research in their classroom, implementing a particular strategy and trying to embed it then measure the impact over time on a particular cohort with a view to sharing it if it is an effective strategy. There is also a customised CPD programme – 4 different categories one of which is ‘developing leadership’. A number of colleagues who are new or who are interested in moving into middle leadership are attending that particular CPD strand.

AW stated that in terms of supporting staff who are either inexperienced or not achieving as expected, there are support plans in place – currently one member is on a support plan around marking, feedback and assessment. For supporting new and inexperienced teachers there is a well embedded NQT programme. Recent NQTs also receive support through coaching as well as support from the Trust via an Academy Improvement Leader supporting teachers in their 3<sup>rd</sup> year of teaching.

### 33.3 Standards (Mrs N Carlisle)

NC outlined the context of the current Year 11 cohort with 182 students on roll with an average points score on entry of 28.9, same as national average.

Year 11 Headline Measure - All	Forecast
Progress 8	-0.17
Attainment 8	47.47
‘Strong’ Basics (9-5 Eng & Maths)	42%
‘Standard’ Basics (9-4 Eng & Maths)	63%
Ebacc entry/Achievement (9-5)	38% entered – %9-5 = 20%

- Progress 8, although still negative, is no longer significantly negative.
- Boys have narrowed the gap with their female counterparts although remain behind
- Mid ability cohort have made the least progress between data collections
- Large proportion of subjects are showing a positive subject progress indicator but not vocational subjects, however historically grades improve once coursework element is completed
- P8 score for Maths and Ebacc bucket currently in line with national average
- English and Open bucket currently have a negative P8 score
- Attainment 8 figure improving
- Current predictions for basics 5+ in line with national average – students achieving in English or Maths but not the other have been identified and subject staff are aware of where they need to direct intervention.
- Current predictions for basics 4+ are slightly lower than national average but are targeting students achieving English but not Maths and vice versa along with interventions, P6 lessons and holiday sessions which is expected to improve outcomes
- Ebacc entry above Local Authority average and is at national average. 31% students expected to gain a standard pass and 20% a strong pass comparing favourably to national averages of 24% and 17% respectively.
- All students were given a Year 11 revision pack at the beginning of the year and at Christmas another pack with individualised targets
- Meetings with Area Improvement Leaders have taken place with students of concern.



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Q: (AB) Were the Christmas packs effective?

C: (NC) The students took them seriously. We know that parents were aware of these packs during conversations with parents during the study skills day last week. We hope to see improved grades following the next set of PPEs.

C: (LW) 182 students had an individual card with details of every subject with targets of what to do to improve. This was a large amount of work and parents were very positive.

Year 11 Headline Measure - Disadvantaged	Forecast
Progress 8	-0.76
'Strong' Basics (9-5 Eng & Maths)	19%
'Standard' Basics (9-4 Eng & Maths)	51%
Internal gap	-0.58 between Dis and non-Dis
Basics gap	Standard measure gap between Dis and non-Dis is 15% big improvement on last year
Open Bucket gap	Currently where the biggest gap lies – hoping to improve following final vocational predictions

- Progress 8 score improving towards the national average – work continuing with this cohort to help improve outcomes
- A number of Disadvantaged students are very difficult to reach, do not attend school or have joined in Year 11 as an in-year transfer
- Basics strong pass currently below national average and is a focus for the English and Maths teams over the coming term
- Basics standard pass is currently 7% above national average and the strongest it has been for the last couple of years

Q: (DE) Would other schools off roll these students?

C: (NC) They are the type of students to be off rolled. Many came late into the school as in-year transfers. We have to bear in mind cohorts in our school have students in the 1.5% most Disadvantaged area as well as 15% in the least Disadvantaged. The P8 school gap is -0.78 which we believe is because of the difference in area.

C: (AB) This is a big challenge.

NC stated that whilst the DA gap is big it is better than last year's gap (-1.03). NC outlined achievement of 'other groups':

Gender	Boys currently achieving lower than girls but gap smaller than national. Performance for both slightly lower than national average
SEN – E	3 students within this cohort. National P8 is -1.09; current predictions show -1.57. One of these students is a school refuser and has not accessed education for a number of months. If this student was removed from the cohort, the P8 score for this group becomes -0.75. Further improvement expected.

### Subject Improvement/Cause for concern

NC explained that Humanities and Technology did not achieve last year and were being closely monitored this year. NC outlined the action/impact of these subjects:



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- Humanities predictions show improvement in their process scores compared to last year.
- New TLL for History allows the AIL to spend more time on Geography and both are working well together to ensure outcomes improve
- Both subjects working with other schools within the Trust
- Technology has a new member of staff and is showing a big improvement with current predictions - P8 +0.4 compared to -0.9 last year
- % students predicted to achieve 4+ in Technology has increased from 25% to 73%

### 33.4 SEND Update – Mr D Clement

DC outlined the context of SEN students on the SEN register which are just above the national figure and slightly below for students with an Education Health Care Plan (EHCP); these are students who have been identified with needs that can't be met without additional resources. The number has increased from 14 to 16 with 4 more students awaiting assessment, which would put the number to 20 (slightly above the national average). DC stated that progress being made for current Year 11 SEN students remains similar to last year:

Progress 8	-0.17
Attainment 8	47.47
'Strong' Basics (9-5 Eng & Maths)	42%
'Standard' Basics (9-4 Eng & Maths)	63%
Ebacc entry/Achievement (9-5)	38% entered – %9-5 = 20%

SEN – E (P8) – 3 students	-1.5 (national = -1.09)	
SEN – K (P8) – 18 students	-0.26 (national = -0.42)	Achieving similar to last year
Attendance	SEN E students	Below national average but are in line with last year (90.5%). Off the 16 students 9 have excellent attendance (98%+) and 2 students are in the concern category

- SEN K targeted students to receive core subject intervention, a key worker and monitored for attendance
- SEN E current predictions heavily skewed by one student who hasn't attended since Term 2 of Year 10
- Numerous packages of support have been offered including extensive outside agency support but to no avail
- All SEN E students in school are allocated full time TA support in lessons as well as extensive support plans

Q: (AB) Generally EHCP students have a teaching assistant assigned to them don't they?

C: (DC) No, the Government is against putting this in any plans due to the financial constraints it places on schools. Parents do associate that as a guarantee which can be a challenge so we prioritise which students need support in various areas. We do still have a large enough team and we are looking at employing a new member of staff.

C: (LW) Just to clarify an EHCP plan does come with a variety of different funding but not enough to pay for a full time TA (approximately £25,000 with on-costs). The highest is approx. £6,000 but



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*usually on average approximately £2,000 to £3,000 per student. This is used to support the students with their needs.*

*Q: (AB) So you have to manage the expectations of parents? Presumably they are used to more support from their primary school?*

*C: (DC) Yes. It is one of the challenges and we look at creative ways we can group our students together in lessons and also clear prioritisation of where it is needed in lessons.*

DC stated that the progress of SEN K cohort is also closely monitored. These are students who have an identified need but with no additional funding. There are currently 18 Year 11 students with a progress score of -0.24 which is well above the national average. The vast majority of their support is done via identification in the classroom with individual teacher's knowledge of their needs met with their own planning and differentiation. There will be additional support put in place, eg. Intervention, especially for English and Maths, to try and get as many as possible to achieve the 4+ grades needed to help for their next stage of education to access Level 3 qualifications, either through college or sixth form. For the 3 Year 11 EHCP students, 2 are making good progress with firm options for their college places. Statistically these students are more likely to become a NEET so it is a big ambition for the school that they achieve the best grades possible; also for their well-being securing a good place post 16. They have a lot of TA support in lessons ensuring they have the right person allocated to them, plans which are shared with staff. For current Year 7 and 8 students who have come from primary with a baseline level below expected for their age there is a catch up plan going ahead, peer led literacy support, numeracy programmes, small group workshops and one to one reading programmes.

With regard to behaviour, DC explained he is looking at a small provision within Enhanced Provision to support those students who have got additional needs and are struggling with their behaviour. This provides an alternative to isolation which can exclude them from the great body of the school as they need a different type of support to re-engage them to develop their social skills.

*Q: (AB) I noticed the report said that a high proportion of students who are in isolation are Disadvantaged or SEN?*

*C: (DC) This is a national trend, something we are aware of and working on an individual basis as some struggle to access the curriculum more so we are looking at more bespoke programmes. Part of the PD review is that we are tracking repeat offenders and looking at why this is happening and the support we can provide. Isolation has its place but it doesn't suit all.*

*Q: (DE) What is the alternative? Isolating students reduces the effect of disruption in lesson.*

*C: (JR) Isolation still remains a deterrent for the majority of students at Cottingham High School. For students who are in isolation 3 or more times this is no longer a deterrent and for Disadvantaged students, this disadvantages them even more by isolating them. We already have KS3 and KS4 enhanced provision looking at their social skills, learning behaviour, looking at reflective opportunities, mindfulness activities which also feeds into the after school detention time for our repeat offenders to try and upskill our students to take responsibility for their own behaviour and try to get them into as many lessons as possible.*

*Q: (AB) Looking at the numbers of SEN students, we are pretty close to the national average. We hear of all the work involved with these students but we receive no additional funding for the SEN K students?*

*C: (DC) Nationally, it seems a lot of these students are not receiving the support they require, leading to more permanent exclusions if they are not coping well with the mainstream setting. However we want to be inclusive as much as possible and cannot resolve all the issues.*

*Q: (JL) Is there anything being done Trust wide, using economies of scale of buying in specialists?*

*C: (LW) We are looking into this. Money is put aside for alternative provision so it would be great if we could pool these finances together and put something in place for our own alternative provision*



rather than paying thousands of pounds to a provider where students end up with no exam results. Students would still remain on our roll.

Q: (JD) So what is the sticking point on moving forward with this?

C: (LW) We are still ironing out some centralisation issues but once sorted, I have volunteered to lead on alternative provision across the Trust.

C: (DC) On the same theme for SEN there is a severe lack of provision within the East Riding, there is no in-between – it is either a fully specialised school or a mainstream school.

C: (LW) This was discussed at the East Riding Secondary Heads meeting. There is no KS2 provision at all and only short stay at the Hub. We are the 4<sup>th</sup> lowest funded authority in the country. They are building a PRU unit in Hull for challenging students at Kelvin Hall and other provisions in Hull but they have the funding to do this. I'm hoping the national funding formula will change things.

C: (AB) In terms of the overall picture with the focus behind the headlines such as Humanities, Technology and the Disadvantaged gap forecasts seems quite positive and hopefully will reflect on the outcomes.

### 33.5 Looked after Children – J Rogers

JR stated there are currently 5 looked after children. He felt he had a good relationship with the Head of virtual schools, the social team that come in and support the students along with the foster carers. The PEPs are of high quality and the school is in a good place to provide support. He felt that student progress is predominantly in line with expectations.

JR stated that the school is looking at providing some ACE training for teachers which provides support for students who have suffered trauma in their lives; helping staff think about how they communicate with students, especially the very vulnerable.

### 33.6 Behaviour and Attitude Summary– D Clement and J Rogers

#### Attendance

Attendance for Autumn term 2019-20

Year	All students	Disadvantaged	National	Nat Disadvantaged
7	95.8%	93.8%		
8	95.1%	92.9%		
9	95.6%	94.5%		
10	94.8%	92.1%		
11	94.2%	88.2%		
7-11	95.1%	92.3%	94.5%	91.9%

- Whole school target is 96.7%
- Disadvantaged target is 93.6%
- Not currently in line to reach targets due to high levels of authorised absence for sickness/flu although above national average
- Last year's attendance very good leading to a very challenging target of 96.7% for 2019/20
- Last year's Year 11 student attendance held up the figures but current Year 11 has around 9 or 10 students who are significantly Disadvantaged and some who just don't attend.
- Agencies involved trying to get them into school.
- Changes to tutor groups were made to help try and improve aspirations and motivation of students and to help with closer monitoring of attendance.
- Calls made home at 8.15am for some where parents are struggling to get their child up.



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- Mini bus used to pick up these students and bring them into school.
- JR thanked Sally Barker for being part of the fast track panels for students who have hit a threshold, had a 4 week action plan who have then failed that. Fast track panel is the final step before fixed term penalty notices.
- For 2019/20, there has been a significant increase in fixed term penalty notices.
- A number of Year 11 students recently attended a 'Run with it' session at KCOM stadium to help raise aspirations and motivation.
- Ensure consistency with holiday authorisations, followed with a telephone conversation if unauthorised and the reasons why.
- Fewer written warnings issued compared to same period last year, with less 'Defiance' and 'Homework' warnings.
- Fewer students late to school but punctuality remains a focus.

Q: (JM) Attendance of Years 10 and 11 that look marginally down and are average figures for the year, there are some groups that are significantly lower than that so those figures are buoyed by the attendance figures of the whole cohort, what intervention is there to raise the attendance for those that are significantly under?

C: (LW) We are aware that the Year 11 Disadvantaged cohort attendance is down.

C: (DC) If you look at this time last year, the attendance was fantastic and tough to beat. We are still above national average but given the nature of the local area and the number of schools that closed due to the noro virus compared to other schools, we are still much stronger. This term will be key.

### Behaviour

- Growth of KS4 enhanced provision used as a curriculum fill where necessary as well as provision for repeat isolation offenders to attempt to reduce these.
- Ensure consistency of written warnings and reward stamps every single lesson, to be continually monitored.
- Implementation of revised PD with a holistic approach after half term.
- Staff accountability of students on-called from lessons ensuring restorative practice occurs to try and reduce chance of re-occurring including student reflection.
- Great wealth of mental health support, working closely with multiple agencies.

Q: (DE) I remember not so long ago you were saying there wasn't enough mental health support. Do CAMHS still get involved?

C: (JR) Yes, for high level support but we now have a tiered approach – SMASH, PET team, child well-being mental health practitioner who refer in a slightly different way so we can access the services much quicker. We also have two trained counsellors.

C: (DC) There is still a long waiting time for CAMHS referrals – currently around 16 weeks - but is longer in other areas of the country. All the additional support allows us to bridge that gap before CAMHS get involved.

C: (JR) All services work together too so if someone is working with a student which is not appropriate, they will internally refer to the right place. This can also lead to direct CAMHS referrals which may reduce waiting times. We can also make referrals directly via their website.

C: (KJ) We also have 3 members of staff trained in mental health first aid for adolescents and one member of staff for adults.

Q: (AB) Do we still have breakfast clubs?

C: (DH) Yes, there are 4 clubs for PP tutor groups.

### 33.7 Personal Development Summary - Safeguarding – K Jordan



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KJ explained that the Safeguarding Report was presented in the usual, familiar format. One improvement made to safeguarding was ensuring staff are updated regularly in particular with specific students of concern as a minimum of once each half term. KJ stated that S Hill continues to be a consummate professional who is a fantastic asset to the school. Support staff have regular updates and are frequently reminded about protocols. Staff continue to be well trained and KJ stated the school is doing a very good job of keeping children safe.

KJ outlined the well-being opportunities being offered to students giving the example of the alternative curriculum day which focussed on healthy relationships, healthy living, pilates, yoga sessions. These opportunities will be developed further.

### **Personal Development**

KJ outlined the new section of the OFSTED framework, which is curriculum focussed, along with enrichment, enhancement and learning beyond the classroom. KJ felt that the school provides a good offer to students but there is further work needed to ensure as many students as possible take up / have access to the offer.

Year 7 have had a team building day, looking at visits to the Yorkshire Sculpture Park and to the Deep and a museum trail around Hull. Also theatre companies providing theatre experience for all Year 10 and Year 11 students. Careers information and education is also key part of personal development.

*Q: (JD) How much does it cost to take a year group out for a day to the Yorkshire Sculpture Park?*

*C: (LW) Approximately £2,000. Students would take their own packed lunch, although students eligible for free school meals would have lunch provided for them.*

*Q: (JD) How many staff are needed for this?*

*C: (LW) A minimum of 8 staff would be required.*

*C: (LW) We are continually looking at offering extra-curricular activities, for example, Duke of Edinburgh scheme, which is heavily subsidised and Disadvantaged students can access this for free. We are lucky to have staff who are prepared to give up their own time on weekends to help support these activities – thanks goes especially to D Gath, V Marshall, A Cooper and J Haiselden.*

*Q: (JL) What take up is there for Duke of Edinburgh?*

*C: (LW) There are currently 14 students.*

*C: (AB) We really appreciate the time the staff give up freely for these activities.*

### **33.8 Leadership and Management – L Wilson**

LW outlined his vision for leadership and management across the school and in the classroom. The Leadership Team know the school priorities and know what to do to support the school priorities as well as Governors. He stated he wants people to develop and is encouraging teachers to take their own lead with individual research projects. He stated the school is moving towards every teacher in school coaching at all levels, which will help to develop thinking.

### **Staffing update**

LW gave a brief staffing update. Some new staff are for the English and Maths Departments as the school has invested in reducing class sizes in Year 7 and Year 8. Some pastoral staff have also been recruited and the intention is to grow the pastoral team for next year to provide more student support.



Q: (DE) Are they all school posts or are some Trust posts?

C: (LW) They are all school posts except one for D Hilton who has been seconded to the Trust for 2 years on a part time basis (0.4).

Q: (DE) If ICT has been centralised, why did an ICT Manager need to be appointed?

C: (LW) We still need ICT based in the school to ensure all IT equipment is working.

C: (DE) I would just like to say in all the time I have been a governor this document is the best one I have ever been given. I really like the layout, the information about staffing and there is a lot less jargon.

C: (LW) You can thank my colleagues around the table who all made a contribution to it and managed to reduce it to 34 pages!

Q: (DE) I would, however, like to see staff absence levels. We have never been given this information.

C: (LW) Yes, no problem. We will provide this for the next meeting.

C: (MW) I agree with DE – the document is very good. I have found it accessible and helpful. The key things I have taken from this document is that there is an overall ethos that you seem committed to providing individual support which is co-ordinated to share information to improve student experience and education. This is commendable. I met with DC last week who epitomised the ethos, with a desire to look at individual students and to provide the best possible support you can. Another thing is that you have made leadership operational giving teachers the opportunity to do individual research.

**ACTION: LW to include staff absence information in future Strategic Reports.**

### 34.0 PUBLISHED ADMISSION NUMBERS - Mrs N Carlisle

NC provided an update following discussions at the previous LGB meeting where Governors were asked if they had any objections to increasing the PAN to 210 in Year 7. No objection was made and this change has been implemented with the LA from September 2020. Looking at the impact of staffing, due to smaller year group numbers in Years 9 and 10 there is no significant impact.

Q: (JD) Will the impact of increased numbers come in 2 years time?

C: (NC) Yes, I am currently working on the next 2 years staffing requirements.

C: (LW) Looking at the funding, we have 150 students in Year 9 and 10. When the Year 10 students leave at the end of Year 11, it's the year where the funding is lowered, ie.  $30 \times £5,000 = £150,000$  and the same for the year after so it is imperative to try and maintain current funding levels.

Q: (DE) Do you think we will fill all the places in next year's Year 7?

C: (NC) We were full this year and had a waiting list so we believe we will.

### 35.0 GOVERNOR VISITS

AB thanked the Governors for giving up their time to make visits to the school and writing good reflective, detailed reports. For areas who haven't yet had a visit, AB asked to ensure they were done this term.

The following visits have been made so far this academic year:

Date of visit	Governor	School staff	Focus of the meeting
7/11/19	Sally Barker	JR/DC	Visit PP tutor groups, attendance, behaviour, isolation review, JR & DC roles



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7/11/19	Sally Barker	KJ & S Hill	Safeguarding review with specific interest in monitoring/training, support for staff & E-safety
19/11/19	Jason Dodd	K Dimmack	Careers
12/12/19	Jason Dodd/ Mick Wolverson	LW & KJ	Well-being for staff and students
17/1/20	Mick Wolverson	DC	SEND provision

NC, JR, DC, AW and KJ left the meeting at 7.27pm.

### 36.0 GOVERNOR TRAINING AND SUPPORT

AB stated that all but one Governor had completed the mandatory two NGA Learning Link units. AB explained that the Trust expect Governors to complete two training modules per year – these can be ones that Governors have a particular interest in and Link Governors should focus on their link area. One person per Governing body is also expected to be trained in safer recruitment.

AB requested that a central record is maintained of all training undertaken by Governors.

**ACTION: JT to keep a record of all training undertaken by Governors.**

### 37.0 NEXT MEETING

The date of the next meeting will be on Thursday 7 May at 5.30pm.

### 38.0 ANY OTHER BUSINESS

DH stated that a parent had come forward at a recent parents evening interested in becoming a Governor. DH to pass details onto AB with a view to discussing the recruitment process with G Stafford and to ascertain any particular skills shortage currently required on the LGB.

**ACTION: DH to forward parent details to AB.**

**ACTION: AB to meet with G Stafford to discuss possible Governor vacancy.**

The meeting ended at 8.15pm.

### 39.0 ACTION POINTS

**39.1 AB to discuss the role of Governor link for Key priority 2 with JM (minute 30).**

**39.2 AB to establish whether the LGB requires a Governor to be a Trust link (minute 30).**

**39.3 LW to include staff absence information in future reports (minute 33.8).**

**39.4 JT to keep a record of all training undertaken by Governors (minute 36.0).**

**39.5 DH to forward parent details to AB (minute 38.0).**



Signed by the Chair:.....

25/11/20

Date:.....

**39.6 AB to meet with G Stafford to discuss possible Governor vacancy (minute 38.0).**



Signed by the Chair:.....

25/11/20

Date:.....