



Minutes of the meeting of the Local Governing Body of Cottingham High School
Thursday 21 November 2024 at 17:30

GOVERNORS PRESENT

Mr V Tennison (Chair, VT), Mr J Mason (JM), Mr S Howe (SH), Mr J Kerby (Headteacher, JK), Mr C Murdock (CM), Mr J Pinchin (JP), Mrs L Rodgers (LR), Mr C Wright (CW)

ALSO IN ATTENDANCE:

Mr B Aird (Assistant HT, BA), Mr M Brown (Executive Director of Education, MB), Mr D Clement (Assistant HT, DC), Mrs L Craxton (Clerk to LGB, LC), Mrs A Etheridge (Assistant HT, AE), Mrs J Haiselden (SENDCo, JH), Mrs C Nicholls (Deputy HT, CN)

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

14 WELCOME AND INTRODUCTIONS

VT welcomed all to the meeting and explained the rationale for filling the Chair vacancy with a non-elected Chair

VT also chairs the Winifred Holtby Academy LGB and brings with him a wealth of experience. As no-one on the CHS LGB wished to be considered for the Chair role during the September meeting, the Trust Director of Governance filled the position with an existing Chair

15 APOLOGIES

Apologies had been received and accepted from Miss S Etherington and Mrs C Cassidy. It was noted SE has now stepped down from the LGB

All present passed on their thanks to SE for her valuable input on the board and wished her well for the future

16 DECLARATIONS OF INTEREST

All declared and recorded

17 LGB MEMBERSHIP

All outstanding link positions from the September meeting have now been filled as follows:

Chair 2024/2025: V Tennison

Attendance & Behaviour: C Wright
Sixth Form: R Ferguson
Careers: V Tennison
Quality of Teaching and Learning: J Pinchin

18 MINUTES OF THE LAST MEETING (Thursday 26 September 2024)

Resolved: After an incorrect name spelling was noted and changed, the minutes of the meeting held on 26 September were confirmed as a correct record and are to be signed by the Chair, JM

19 MATTERS ARISING

ACTION: LC to contact governors via email with regards to the above unfilled link positions **See minute 17**

ACTION: CN to formulate a safeguarding handbook for governors based on the staff handbook model **No longer needed. To be removed from the minutes**

ACTION: A revisit of student and staff wellbeing to be discussed at the November meeting **See minutes 21 and 22**

20 SEND REPORT

- 210 SEND students on roll, 26 with an EHCP
- The Haven launched. This provides a central, safe space and has been well received
- Boxall profiling training has been completed
- Interventions include Fresh Start Phonics, Legotherapy and ELSA

Q: (LR) A lot of your interventions and impact columns are empty, can you give us a bit more information?

JH: Fresh Start is new and early results show some have done really well but need reading help. 4 students are being helped with handwriting and 1-1's have been held with R Hill and adapted to need. Legotherapy helps with social and emotional needs and helps them work together as a team. The package we have to help with anxiety is a fantastic resource

Q: (VT) How do you measure progress?

JH: We look at, among other things, reading age as that determines progress

C: (CM) The criteria has dropped from 85 to 75 – that's a huge drop

C: (JH) Exam practice cut off is 85 and below. ART is 75 but we still look at those higher up

Q: (CW) Do you communicate the success home?

JH: Absolutely, it's great to share their success

Q: (JH) How are you working with Oakfield?

JH: We are looking at the AQA unit awards and step-up. ART data will identify who needs to be in the intervention groups

Q: (VT) Do the SEND resources meet the need?

JH: It is a challenge, we have a lot more EHCPs in place but we do our absolute best. We are currently reviewing the funding model

JH left the meeting at 17:56

21 HEADTEACHER'S REPORT

- CHS continues on an upward journey in terms of standards, systems and expectations
- Eisenhower Matrix used to better address areas for improvement
- Student voice conducted and weekly 'At Risk' meetings now take place based on feedback
- Reputational risk remains a concern due to false information circulated by the media. Steps taken to correct this include a proactive presence on social media, parental engagement surveys, leadership drop in and weekly communication to parents
- Behaviour and relationships QA feedback notes CHS has appropriate mechanisms are in place for students to both access and request support, students feel safe and have good relationships with staff
- Whole school curriculum now mapped across all subjects
- Recruitment for an Attendance Manager to start in January 2025

Q: (VT) How do you know leaders are committed?

JK: Through targeted questions, meetings with SLT, holding those difficult conversations and a QA of where our new SLT think we are

Q: (VT) You mentioned the Eisenhower Matrix?

JK: I look to see what the urgent matters are and there are a lot of them. That is the biggest challenge for me

Q: (VT) What about your leadership marketing strategy?

JK: We have close links with the Trust Head of Marketing and Communications and have formulated documents outlining the standards for the school. We are also conducting more parent voice than ever before

Q: (VT) How do you support staff wellbeing?

JK: Among other things we limit after school meetings as much as we can

Q: (VT) Is there a Trust wide offer?

JK: Yes. Staff are signposted through the Operations Manager to People Services for additional support

Q: (RF) Was there a good response to the staff survey?

JK: Fresh data will be available on that soon

C: (JOB) We have also scheduled Edurio to conduct a whole Trust survey for April/May 2025

C: (JM) The local school community hold CHS in the highest regards

C: (CW) Journalists did not help the situation with current issues – they are not interested in the good we do

Q: (CM) Is the staff absence in Maths a worry to the programme in place?

JK: No, I am confident it will stand the test of time

22 EVALUATION AGAINST OFSTED CRITERIA – EXCEPTIONS REPORT

- Leaders continue to assess the school as 'Good'
- Key areas of strength include an ambitious curriculum and high expectations for behaviour and conduct
- Areas for development include improving attendance and adapting the curriculum to meet SEND
- Overall quality of education remains good
- Small minority of challenging behaviours still seen
- Personal development is strong however opportunities for more diverse extra-curricular activities have been identified

C: (JM) It would be good to know what subjects are causing concern. We can't track progress if we don't know

C: (JK) Maths is the biggest concern and the open buckets need particular attention but that can be cohort specific

Q: (JM) How soon after PPE would interventions start?

JK: Year 11 PPE closed today and interventions are already underway

Q: (SH) The new Behaviour and Attitude Policy – is it in place?

JK: Yes. We need to work on the small behaviours and their impact in the classrooms

Q: (JP) Are the systems working properly?

JK: Yes. Arbor communicates with parents, the expectations are very clear

C: (AE) There is also a homework club that runs each week. Attendance is voluntary for some and compulsory for others

Q: (JP) Is the balance right between sanction and reward?

AE: That is an area for improvement and we are working on that now. We are also raising the profile of rewards

C: (JK) The positive points far outweigh the negative

Q: (VT) What does outstanding look like?

CN: It has a vision and we have one. Our key areas of focus are underpinned by our strategies

Q: (VT) Is the vision to take the school to the top in the next 5 years?

CN: Yes – it's all research led

C: (VT) It's good that we are all on the journey together

23 PUPIL PREMIUM STRATEGY

Detail	Data
Cottingham High School and Sixth Form	
Number of pupils in the academy	871
Proportion (%) of pupil premium eligible pupils	197
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-27
Date this statement was published	December 2024
Date on which it will be reviewed	July 2027
Statement authorised by	Jay Kerby
Pupil premium lead	Charlotte Nicholls
Governor / Trustee lead	Craig Murdock

Detail	Amount
Pupil premium funding allocation this academic year	£238,000
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A

5 challenges have been identified

- PP students make less progress than non-PP
- Lower literacy levels
- Lower numeracy levels
- Lower attendance and punctuality
- Lower engagement with homework

Intended outcomes include, but are not limited to

- Development of high quality teaching and learning
- Strong, defined pastoral systems

- An embedded literacy strategy
- An increase in literacy and numeracy performance
- All classroom teachers being aware of PP students in their classroom

This academic year (brief)

- Steplab investment
- Staffing remission time on timetable for observation
- DA students targeted for Period 6 intervention
- Reading Polus intervention
- Online catch-up support including Educake, Seneca and Active Learn
- Support with equipment and uniform costs
- Allocation of pastoral staff to DA
- Embedding of good practice in working together

Previous academic year review (brief)

- EBacc difference narrowed
- P8 data has improved and A8 scores restored to 2021-2022 levels

Resolved: The Pupil Premium Strategy was approved in theory. JK to add budgets to final document

24 SEF (SELF EVALUATION FORM) SUMMARY

Overall Effectiveness	Quality of Education	Behaviour and Attitudes	Personal Development	Leadership and Management	Post 16
Good	Good	Good	Good	Good	

Whole school development priorities are:

Priority 1

Improve student outcomes and reduce achievement gaps across all key stages with systematic, data driven intervention & support

Priority 2

Improve the clarity, consistency and effectiveness of the school Behaviour for Learning policy

Priority 3

Increase the consistency and effectiveness of teaching and learning, underpinned by an instructional framework

Priority 4

Embed a knowledge engaged curriculum model that meets the needs of students in academic, personal, social and moral contexts

- Strong focus on data driven interventions
- Common set of values and a shared vision embedded
- Support for vulnerable families a particular strength
- Importance of reading highlighted throughout the school
- Robust assessment in place

C: (JK) Wider discussions with school staff feed the SEF which in turn feeds the SDP (School Development Plan)

Signed by the Chair: 

Date: 13/02/2015

Q: (VT) How is the SDP used? How often is it reviewed?

JK: Every decision we make feeds into the wider remit of the SDP and it reviewed weekly, bi-weekly, monthly, there's no standard review period, SLT review it often

Q: (CW) What is the immediate barrier to outstanding?

JK: The buy-in from all staff with regards to SDP actions. We have to be patient, it will take time to embed

C: (CN) The things we are implementing are to improve consistency

C: (CM) This school is on an upward trajectory, it's much improved

C: (VT) For the record, I'd like to state that you have the full backing of this LGB and we will support you every step of the way

25 ATTENDANCE AND BEHAVIOUR REPORT

Attendance

- Attendance currently 93.5%. the Trust target is 94%
- Year 13 highest at 97%, Year 11 lowest at 90.8%
- Boys and girls fairly even on 93.5% and 93.45 respectively
- PP 89.4%, SEND 90.4%
- 41% of students on 100% attendance
- Persistent Absence at 16%

Behaviour

- 99.5 days lost to suspensions (52.5 same period last year)
- Boys make up 70 days lost, girls 29.5 (PP 58 and SEND 36)
- 0 permanent exclusions
- Interventions include Tigers Trust, MABLE and Changemakers

Q: (CW) Has the vacancy for the Attendance Officer impacted in any way? Pastoral and Student Services have picked things up but there is no consistency

BA: We have reviewed processes and will be advertising for a new Attendance Manager in January. Holes were found and by the time the new AM starts we will be on a much stronger footing

C: (JK) There is no one size fits all approach to attendance. Different people bring different outlooks

C: (BA) Relationships with our hard to reach families are much better

C: (JP) Daily conversations regarding attendance are also held and it goes into the HT briefing each week as well as being a topic in assembly. We are also pushing those in the high 90%, we are not just focusing on the low attenders

C: (CW) Pastoral staff work hard on attendance. An hour each day is spent following up on absentees

Q: (VT) How is the policy effective if it is failing the most vulnerable? SEND attendance is 90.4% against whole school attendance of 93.5%

DC: It's knowing where they are, looking at them as individuals and engaging the parents. We have large demographic gaps

C: (SH) It's important to note that although DA and SEND attendance is below non-DA and non-SEND, they are still above the national average

C: (CW) Historically, a lack of intervention support has impacted. Reading Plus is addressing this and will close the gap. There is a clear vision and a clear strategy now

C: (BA) We have become critical friends

C: (AE) We don't sit on our laurels, we want to be better than national. Some students have made great improvements

26 SAFEGUARDING REPORT

- 3 students on a Child in Need plan
- 36 causes for concern logged
- 0 students on a Child Protection plan
- 'Speak Out, Stay Safe' strategy launched
- Positive feedback received from audit

Q: (VT) What is the Safeguarding Lab?

CN: The DSL, Claire Cassidy, has a 'wing' of the school and it contains the wellbeing support dogs, Marlowe and Sherlock, it has an office for external visitors to meet and a kitchenette for the most vulnerable

Q: (VT) Are the actions from the audit being tracked?

CN: Staff training has been given regarding low level concerns and they now know how to report them. The visitors Policy will be live from January 2025. I also track the actions. Claire and I meet weekly and she is supported by DC and myself

Q: (VT) I visited to look at the SCR and although not 100% accurate on the governor tab, overall it's very good. How do we check governors, does the Operations Manager have enough resources to keep it up to date as a live document?

CN: I'll look into that and let you know

C: (VT) Contractor information is robust and systems are in place when they are on site

C: (CW) Safeguarding is at the heart of everything we do and the vast majority of staff feel supported when reporting concerns

C: (VT) At the recent awards evening, parents commented on how safe their children feel and how well supported they are with SEND

ACTION: Safeguarding report, next steps and actions to be discussed at the next meeting

ACTION: SG report to include comparisons to previous years and state year groups, gender and key groups

27 COMPLAINTS SUMMARY

6 complaints were received in HT1. 5 were resolved at level 1 and 1 at level 3

C: (JK) The tracker enables us to identify patterns and themes and SLT follow up on them all

28 GOVERNANCE UPDATES

28a Governor Link Visits

LR conducted a SEND visit on 11 November 2024. Notes include

- The use of a SEND audit tool to help evaluate SEND support in the classroom
- SENDCo holds weekly meetings with HT/DHT and is supported by an AHT

No issues were raised

ACTION: Link governors to book in their next visit before the end of term

28b Governor Training

With the exception of RF & LR, all governors have completed their safeguarding training. RF to complete before the end of the term

ACTION: RF to register on Governor Hub and RF and LR to complete mandatory training by 20 December 2024

29 POLICY REVIEW

29a CEIAG Policy

The CEIAG Policy was tabled for approval

Resolved: The CEIAG Policy was approved

30 DATE OF NEXT MEETING

Thursday 13 February 2025, 17:30. Pre-meet from 16:30

31 ANY OTHER URGENT BUSINESS

None

32 ACTION POINTS


32a ACTION: Safeguarding report, next steps and actions to be discussed at the next meeting **(minute 26)**

32b ACTION: SG report to include comparisons to previous years and state year groups, gender and key groups **(minute 26)**

32c ACTION: Link governors to book in their next visit before the end of term **(minute 28)**

32d ACTION: RF to register on Governor Hub and RF and LR to complete mandatory training by 20 December 2024 **(minute 28)**

Part A closed at 19:13


13/02/2025