



MINUTES OF THE LGB CATMOSE COLLEGE MEETING

Thursday 10 December 2020, 5pm
Via Microsoft Teams

Present

David Evans, Emma Gautrey, Andrew Holt (Chair), Simon Mellors, Alex Mould, Rob Mulvey, Clive Nørgaard-Morton, Martyn Rhowbotham, Briege Slattery, Stuart Williams (Principal),

In Attendance

Alice Beckwith, Alex Emmerson, Claire Pugh, Natalie Ray and Sheryl Wilson (Clerk).

1. Welcome, introductions and apologies for absence

Apologies for absence were received and accepted from Judith Gilboy and Gary Marsh.

2. Declarations of Personal Interest and Pecuniary Interest

There were none declared.

3. Minutes of the meeting held on Thursday 8 October 2020

These were signed as a true and accurate record.

4. Matters arising from previous minutes

There were no matters arising.

5. Clerk's Business

There is currently a vacancy for a Parent Governor. An advert will be placed in the Connect newsletter.

6. Update from Resources

Natalie Ray advised that the auditors had presented the annual accounts for the year ending 31 August 2020 to Trustees. The College is set to break even. Stuart Williams and Andrew Holt congratulated the Finance team for all of their hard work with the successful audit.

7. Transformation Plan (Team Reviews)

Prior to the meeting, the Transformation Plans for each subject had been shared on the governors' portal. Stuart Williams explained that Team Leaders meet weekly with their link Vice Principal and each term Stuart Williams meets with the link Vice Principal and the Subject Team Leader to discuss the Transformation Plan.

Governors commented that they could see that there is consistency between each of the teams in the rigorous planning and that the plans are used as live documents.

8. Covid-19 Update

Stuart Williams explained that the first positive case of a student testing positive for Coronavirus was at the beginning of December and approximately 30 students were isolated as a result. The process involves a member of staff speaking with the child, who advises names of close contacts. Those identified are gathered and asked to meet in the Orangery. Mr Williams meets with the students and explains the next steps, whilst the Admin team and Client Services team contact parents to ask them to collect their child. When parents arrive, they are met by either a member of the Senior Leadership Team or Client Services. Emails are sent to parents confirming what their child must do if they have been in close contact. The next day, a follow-up message is sent detailing how the College will support students working from home. Students who are isolating have daily contact with their tutor via Microsoft Teams.

Governors acknowledged that they had received feedback from the community and the way in which Covid-19 cases had been dealt with at the College was exemplary. The live classes worked well for students and the personal touch from staff was very much welcomed by students and parents. Students have adapted to working from home and some have formed social interactions with their peers. Stuart Williams agreed that overall it had been an excellent team effort and the approach had been refined following the first positive case.

Extra-curricular activities had been running, such as sport and music ensembles. Staff also enjoyed the opportunity to get involved in a staff panto, Christmas bake-off, quiz and a wreath-making workshop. Governors commented they had been delighted to see the coverage of staff engagement in these activities on social media.

Usually, staff briefings take place twice a week with all staff in the theatre. For the present time, Stuart Williams updates staff weekly via email.

The College Act of Remembrance had taken place at the front of the building with four students playing The Last Post and a student doing a solo performance. Members of the school council were present, together with students dressed in their community group uniforms. Local residents were able to hear the Act of Remembrance from their doors and windows.

Progress evenings for Year 10 and Year 11 students had taken place virtually. Feedback from parents had been extremely positive.

Governors thanked staff for all of their hard work with the aforementioned.

9. Scorecards

Behaviour and Welfare - Alex Emmerson presented the behaviour and welfare scorecard and explained that it is in line with last year. The number of students on the stages system is equal to the same period, with exclusions also remaining the same. A new behaviour management system (CPOMS) has been introduced, which helps to log incidents. Recent incidents recorded have related to Covid-19; students not adhering to social distancing rules or using the one-way system.

Teaching and Curriculum - Alice Beckwith advised that the teaching observations from term two had started in earnest, whilst term one focuses on coaching observations for new staff. Subject reviews had also taken place in English, focussing on Key Stage 3 and Psychology A level.

Question: Does the bar chart indicate that the Year 11 observations average at 2.5?

Alice Beckwith advised that as there had only been 22 observations recorded across all year groups, this was not representative of the quality of teaching across Year 11, as the numbers were minimal.

Student Outcomes - Claire Pugh commented and discussed the following scorecards:

- Year 8 Checkpoint – Students are showing a positive trend and teachers are addressing and adapting the curriculum where there are any gaps.
- Year 10 Checkpoint 1 – During lockdown, the curriculum was adjusted for this year group, as in March they started their option choices. The year group is doing well.
- Year 11 Checkpoint 1 – the data indicates that there is impressive clear intervention, and the year group is in line with where they should be. The students feel well supported for their mock exams.
- Attendance – this is currently at 96%. The College is tenacious in following up any attendance issues and ensures that the right support is in place for students and their families.

10. Equality Information and Objectives

Alice Beckwith introduced the three-page document on equality and diversity objectives, which is a statutory expectation for schools to publish on their website. Prior to the document being written, a number of students were asked to contribute their thoughts and views, which helped to shape the objectives. Staff were also consulted. The three main objectives are as follows:

Objective 1

To monitor and analyse student achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for students.

Objective 2

To ensure that by September 2021 all College publications including material shared via social media represents all students including those from BAME groups.

Objective 3

To improve the education of equality through the PHSE aspect of tutorial, to achieve this, we will:

- Have reviewed the tutorial lessons that cover equality issues and ensured that resources are up-to-date, (by the end of term 5 2021).
- Create a tutorial steering group (students) so that their input helps shape the sessions.
- Organise staff CPD on equality issues so that they teach the topic openly and confidently, (term 3 2021).

Alice Beckwith advised that objective 3 is driven by students and the aim is to improve the quality of the PHSE curriculum delivered in tutorial. Some students have said that some teachers find it difficult to discuss some issues. The aim is for Continued Professional Development (CPD) to be organised next term to give tutors the confidence to deliver potentially sensitive subject matter effectively.

Question: In the groups that are identified, are any from military backgrounds, as statistical data indicates that children from military backgrounds do not typically go on to higher education.

These details will be on the next Pupil Premium report. The College does have a large number of students attending from military backgrounds, and a member of the Client Services team who is ex-military supports students and their families.

Governors noted that it may be worth changing the order of the wording on the document, by moving the objectives to the beginning, and the statutory commentary further down. Overall, governors agreed that it was an excellent piece of work which read clearly and was thought provoking.

11. Safeguarding Report Following Governor Visit

The governor responsible for safeguarding visited the College on 29 September and met with the Designated Safeguarding Lead. There were no issues and the governor was complementary of the policies and procedures in place, in particular reviewing the new CPOMS system. Usually following the annual visit, a Scrutiny Panel would have been held. Unfortunately, this did not take place due to there being a second national lockdown.

Question: On the safeguarding compliance checklist, point 9 – A member of the Governing Body (usually the chair) has been nominated to be responsible for liaising with the local authority and partner agencies in the event of an allegation of abuse being made against the Principal; should this be the Chair of Trustees as opposed to the Chair of the Local Governing Body?

This will be looked into and confirmed at the next meeting.

12. College Expansion

Stuart Williams explained discussions are currently being held with the local authority to review the layout of the building in order to increase the PAN from 210 to 240. A diagram of the proposed plan was shared to governors on the screen.

Question: As the music rooms are well used, will there be enough rooms to accommodate students?

Stuart Williams acknowledged this was a good point and he would make a note.

Question: The last time the topic of growing the PAN was discussed it was not an attractive proposition, what has now changed?

Stuart Williams explained that the local authority has advised that the funding would allow for the internal space to be reconfigured.

Question: Has consideration been given to look at projections of migration of families to the area?

Stuart Williams advised that at the Schools Forum meeting, forecast statistics had been shared which indicated the College would be able to accommodate the demand.

Question: How would the spaces such as the theatre and catering facilities be increased to house the increase in number of students?

This is on the agenda and will be discussed by Trustees.

13.Policies

The following policies were ratified by governors:

- Catmose College Admissions Policy 2022
- Student Vocational Qualifications
- Examinations Policy
- Behaviour Management Policy

14.Ofsted Visit Letter from 8.10.20

The Ofsted Visit letter was shared with governors which is also on the Ofsted page.

15.Date of Next Meeting

Thursday 4 February 2021, 5pm