



MINUTES OF THE LGB CATMOSE COLLEGE MEETING

Thursday 4 February 2021, 5pm
Microsoft Teams

Present

David Evans, Emma Gautrey, Judith Gilboy, Andrew Holt (Chair), Gary Marsh, Simon Mellors, Alex Mould, Clive Nørgaard-Morton, Martyn Rhowbotham, Briege Slattery, Stuart Williams (Principal).

In Attendance

Julian Barwell, 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 Rob Mulvey.

Andrew Holt advised that one application for a parent governor had been received and the letter of application had been shared prior to the meeting. Governors unanimously agreed that Julian Barwell should be appointed to the Local Governing Body with effect from Thursday 4 February 2021. Following this discussion, Julian was invited to join the Teams meeting.

2. Declarations of Personal Interest and Pecuniary Interest

Stuart Williams advised that agenda item 12 was to discuss the GCSE 2021 centre assessed grades and some parent governors would have a conflict.

3. Minutes of the meeting held on Thursday 10 December 2020

The minutes were signed to be a true and accurate record.

4. Matters arising from previous minutes

There were no matters arising.

5. Chair's Business

Andrew Holt reported that when he visited the College recently, he was incredibly impressed with the professional testing site that had been put in place to test for coronavirus. During a recent meeting, Andrew Holt had also had sight of the new CPOMS system which staff use to record behavioural incidents. He explained this was also very impressive. Governors commented that it would be useful to see the CPOMS system in action at the next face-to-face governors' meeting.

6. Clerk's Business

Sheryl Wilson advised that Trustees had ratified two documents in December. One being the Code of Conduct for governors and trustees and the other a role description of a governor. The latter is used to assist with recruiting for the position which sets out

the time and commitment involved, together with expectations and requirements. Governors agreed that the documents are useful for existing governors and trustees and those new to role.

7. Update from Resources

Natalie Ray reported that during the recent Resources meeting, the College expansion project was discussed and that a response had been sent to Casterton's College consultation to expand.

The Federation is currently recruiting for Teachers in Sport, English and Science, together with internal positions of Assistant Team Leaders in Humanities and English and a secondment to the Client Services team.

The HR Manager had completed a significant piece of work on contracts for new starters, and these were signed off by the Resources committee.

8. Covid-19 Update

Stuart Williams advised that during this third national lockdown, the College has more than three times the national average of students attending on-site. The College identified students of critical workers and other invited students needing to attend at the start of the academic year, following the first lockdown. Teachers are teaching part of the week in College and some of the week working from home.

Students and parents have been given the opportunity to complete a survey based on their experience of remote learning during lockdown. An analysis of the surveys had been shared with governors prior to the meeting. Overall, the responses are incredibly positive, many had commented that the challenge is about right, and there is a good balance between work on Show My Homework and live lessons. Where any concerns were identified, further analysis will be completed.

The College has worked hard in ensuring that students who have experienced IT issues have been addressed promptly. Likewise, useful and timely communication in keeping parents informed as to what is happening has also been strong. The feedback from the surveys indicate that staff respond to queries in a timely and helpful manner.

Governors commented that from the point of view of a parent, the remote learning has been superb and parents feel more connected due to the interactive communication. It is also commendable that large numbers of students are engaging with completing work, and within that figure 15% of students are attending College.

The College has also continued with their usual quality assurance. The senior leadership team have joined live lessons, learning walks have been completed and student council meetings have been conducted. Year 11 students have continued to meet via Teams with Mr Williams on a one-to-one basis to discuss their plans following GCSEs. Tracking and follow-up is done with students who aren't engaging with the work. Tutorial takes place daily on Teams and during that time, a register is taken. Governors commented that the data and communication is superb and the College should be congratulated on their efforts.

Question: Is the College tracking the emotional needs of teachers and students in terms of support being offered?

Stuart Williams advised that the senior leadership team are in regular communication with staff who are required to shield. Everyone is mindful of one another's welfare, although everyone is very tired as the workload is immense. Staff are also conscious that when students do return to College, they will have been resting. Staff attendance is very high and staff have been exceptional. In some cases, the College has offered external counselling.

Question: What is the percentage of positive lateral flow tests for students and teachers? and, is there a problem with students needing to isolate?

Stuart Williams advised that in the first week of testing there were two positive cases and at that point, identified close contacts were able to have a 7-day consecutive test. The government has now advised this is not an option, although the College has applied to be a pilot school for consecutive testing. The testing site has added to the Covid-19 safety procedures already in place, such as, the one-way system, student bubbles, the wearing of face coverings during social times and the regular sanitising of hands. The College is a safe environment.

Question: How do you reward staff for being exceptional?

Stuart Williams commented that he handwrites personal letters to members of staff to thank them for exceptional work. The Federation also offers a 2% pay award for staff who have reached the top of their salary scale and have completed a successful personal review. Staff have also had the opportunity of getting involved in bake off competitions, quizzes, a dress down day at the end of term, and a Christmas wreath making session.

Governors commented that it is important to recognise staff when they go the extra mile.

9. Covid-19 Catch up Premium Plan

Claire Pugh presented the Covid-19 catch up premium plan and highlighted areas to use the available funds. Examples included: -

- Year 10 individual tutoring for students who have a gap in their learning.
- The Accelerated Reader programme – purchase of reader pens to access the curriculum.
- Purchasing of chrome books.
- Mental health and wellbeing – more capacity required in Client Services.
- IT access for staff - ensuring that they have the appropriate equipment.
- Continued Professional Development.

Question: What can the College do to support students who are suffering from severe anxiety?

Claire Pugh advised that a Relate counsellor attends College to offer one-to-one support with students and a member of the Client Services team also offers cognitive behaviour support and liaises with families as soon as a concern is identified.

Question: Who is supporting the funding of the Relate counsellor?

A bid was written through Resilient Rutland and is therefore not funded by the College.

10. Scorecards

Behaviour and Welfare

Alex Emmerson presented the behaviour and welfare scorecard, and reported that the patterns being seen were similar to the first term. There had been one permanent exclusion. The CPOMS system has made it easier for staff to record and monitor any behavioural concerns.

Governors commented that when they are asked to convene a governors' hearing panel for a permanent exclusion, they are extremely appreciative of the work that the College has done. The bundles are comprehensive and clearly outline the support that has been offered to the students.

Question: When reviewing the Year 7 and Year 9 scorecards there seems to be 35% difference, is this Covid related?

The scorecards that had been shared with governors relate to the Year 9 key assessment report and the Year 7 checkpoint. Checkpoints are basic assessments and often a larger variation is found between students, whereas, a key assessment report is substantive which is likely to give clear information on GCSE outcomes. Year 7 did not sit SATS and their experience of Year 6 at primary was more variable. Therefore, the College is using a difficult set of data, however, it is anticipated that this will settle during the academic year.

English Review

Alice Beckwith advised that she would normally have presented a scorecard on the quality assurance of teaching, however, lesson observations for teachers have currently been postponed. As previously minuted, the senior leadership team are dropping into live lessons for quality assurance purposes.

The English review had concluded that in KS4 everything was in a good place and at KS3 the schemes of work had been adapted. The curriculum should offer spiral learning and the layering of knowledge. There are currently 14 English teachers with a number of teachers working part time, therefore some students have two English teachers. The review identified the need for paired schemes of learning. The Accelerated Reading programme was also reviewed; in some classroom's teachers were not directing students to their appropriate reading level and challenge. This has now been addressed and the library is well stocked.

Question: Are all students involved in the Accelerated Reading programme?

This is for students in years 7 and 8. Dependent on funding and outcomes, this may extend to Year 9 students, although most schools do not go beyond that.

Governors concluded that the English review was an excellent piece of work which looked at the schemes of work and sequencing, and was also objective about the impact of the Accelerated Reading programme. Parents had also appreciated the suggested reading lists for students that were communicated at Christmas time.

Student Outcomes

Claire Pugh presented the scorecard on student outcomes. An extensive piece of work on target setting for Year 7 has been carried out as this year group did not start the College with any baseline data.

Attendance scorecard – The College attendance figure is currently at 96.22%, compared with the national average of 72%, which is due to Covid related issues.

Governors commented that students with K codes or those that have an EHCP are also above average for attendance. Claire Pugh advised this was due to good routines being established during the first lockdown and have since been maintained.

Question: It is noticeable that the behaviour ratings are excellent, however there is a slight difference for students accessing free school meals. Are there policies to support students who have challenging backgrounds?

Stuart Williams advised that there is and this is a substantive conversation in its own right, a five-minute response would not give the subject matter justice. It was suggested that this could be an agenda item at a future scrutiny panel.

11. College Expansion

Stuart Williams advised that the College is working with the local authority on some preliminary plans to extend the College. A significant change requested had been submitted to the Education and Skills Funding Agency (ESFA) and the legal agreement between the College and local authority should be available for Trustees to review by 25 March.

12. Exam Consultation 2021

A letter which Stuart Williams had written to parents and students regarding the exam consultation was shared with governors. Grades this year will be determined by centre assessed grades and should be in line with what students would have got had they sat the exam. The intent is to use a mixture of assessments already completed and assessments that will be completed when Year 11 students return to College. It is anticipated that this will include some lower stake assessments such as checkpoints, and then in May/June a more substantial exam equivalent to a mock exam.

Governors agreed that a sub-committee could be formed who would be able to approve a policy on how to manage centre assessed grades and an appeals process, following the results of the national consultation and in line with government guidance.

The sub-committee members will be:

- Andrew Holt
- Judith Gilboy
- Martyn Rhowbotham
- Clive Nørgaard-Morton
- Alex Mould
- Gary Marsh

13.A.O.B

Andrew Holt referred to the January edition of the Safeguarding Newsletter and encouraged all governors to read it, which included an article on parent conflict.

Date of Next Meeting

Thursday 25 March 2021, 5pm