



MINUTES OF THE LGB CATMOSE COLLEGE MEETING

Thursday 20 May 2021, 5pm
Catmose College

Present

Julian Barwell, Emma Gautrey, Judith Gilboy, Andrew Holt (Chair), Gary Marsh, Clive Norgaard Morton, Simon Mellors, Alex Mould, Martyn Rhowbotham, Briege Slattery, Stuart Williams (Principal).

In Attendance

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

1. Welcome, introductions and apologies for absence

Andrew Holt welcomed everyone to the meeting. Apologies for absence were accepted and received from David Evans.

Rob Mulvey was not present at the meeting.

2. Declarations of Personal Interest and Pecuniary Interest

There were none declared.

3. Minutes of the meeting held on Thursday 25 March 2021

These were signed as a true and accurate record.

4. Matters arising from previous minutes

There were no matters arising.

5. Update from Resources

Natalie Ray reported that there are currently some support staff vacancies, together with an advert for ATL for Computer Science is due to close shortly.

The Electives booklet has been launched with 22 new offers including an external Elective programme. The College is financially supporting the Elective programme as part of the recovery plan for the new academic year.

6. Covid-19 Update

Stuart Williams advised that following government guidance, face coverings are no longer needing to be worn in College.

Question: Are there some students who prefer to continue to wear face coverings?

The majority of students have removed their face coverings.

Question: Has Covid impacted on the transition arrangements for this year?

A transition day is planned for Tuesday 6 July and the College has opted to be involved in a summer activity week, the week commencing Monday 23 August. The intent is to offer an Elective style week, with some core lessons. This will be an opportunity for the new intake to get to know one another. Staff have volunteered to be involved and this is funded by the government.

Stuart Williams advised that Team Leaders have reported that most students have not fallen behind during lockdown. The concern lies around personal social development; focus will therefore be placed on the Electives programme and trips and visits. More evaluative work will be done around this and academic progress during the summer term which will inform next year's plans.

Catch-up Covid Premium Plan

Claire Pugh presented the report on how the catch-up funding grant will be allocated for students requiring intervention or tutoring as a result of potentially falling behind during the pandemic.

Question: Does the funding for tutoring come from the Department for Education?

Stuart Williams explained that the national funding was allocated to tutoring companies who agreed a lower rate, which was difficult for schools to navigate. The College has not been able to secure tutors when needed and therefore decided to use existing staff to assist with the tutoring. In the new academic year, the intent is to advertise for English and maths tutors.

Governors approved the catch-up premium plan.

7. Scorecards

Behaviour and Welfare

Alex Emmerson presented the Behaviour and Welfare Scorecard for term 4. The vast majority of students are not receiving CPOMS entries. There has been an increase in the number of fixed term exclusions with two permanent exclusions in this academic year to date.

Question: Are the excluded students featuring in serious incident cases?

Stuart Williams confirmed this is the case, the majority of the school is calm and purposeful other than a small minority of students. The local authority has been supportive and have acted where necessary. The decision to permanently exclude a student is only made as a last resort.

Question: What happens to students who have been permanently excluded?

In some cases, another school place is found by the local authority or, tutoring is arranged at home. If a second school place proves to be unsuccessful a place at a special school is considered. This provision is more expensive and the funding comes out of higher needs funding, which subsequently impacts on schools' budgets.

Governors agreed that staff do not join the teaching profession to be verbally abused and the Trust and the Local Governing Bodies of the Federation must ensure that staff feel supported.

Question: In regards to students with ADHD, is there a sense of proportion to students with emotional and social needs?

Stuart Williams commented that students with ADHD rarely have extreme behaviour issues, there are often other factors involved.

Student Outcomes

The Year 9 checkpoint scorecard shows that students are inline with their minimum targets. English is slightly below, however, the Accelerated Reader programme and tutoring is in place to support students.

Attendance

The attendance figure for Term 4 is 96% which includes X codes, (this is a Covid related code). The national average is currently 87%.

Question: Were housepoints awarded during lockdown?

Yes, they were and the recovery plan will feature awarding commendations and housepoints to students.

Teaching and Curriculum

Alice Beckwith reported that 35% of lessons were graded as outstanding, with 55% good. All teachers will be observed at least once in the year, usually two observations are done, however, due to lockdown this has been reduced to one. In term 6 there will be a KS3 maths review.

Question: Is there any difference with observations of teachers who are assigned to the Designated Special Provision?

There are a small number of teachers assigned to the DSP; these are included in the above observation figures.

Stuart Williams advised that consideration is being given to appointing another special needs teacher. Discussions are taking place with the local authority regarding the DSP provision and the number of students the College is able to admit.

8. Modern Foreign Languages Review (Transition)

Alex Emmerson presented a paper on how students have historically chosen a language and the proposal moving forward. Previously students in Year 6 have been asked to choose a language before they join the College. In terms 1 and 2, students learn French alongside their chosen language with the aim of choosing one to begin at the beginning of term 3 and continue through to Year 11. The downside to this is that potentially students exclude a language before having had a chance to experience it.

During lockdown, students studying Spanish and French were working on a three-week rotation of the two languages so as not to break bubbles. Students studying German stopped learning French as all agreed to continue with German. This method was

chosen so that students would ultimately be able to choose their preferred language. The decision to rotate every three weeks was made so as not to leave too long between learning each language.

The proposal moving forward is that students study French, German and Spanish for one term each in Year 7 (terms 1,2, and 3). With their teacher, students will be able to make an informed choice on the language they would like to continue with from term 4.

Question: Is there potential for students to learn Mandarin or Chinese?

This is difficult to learn and not currently an option.

Question: Are there many children in Year 7 who have not started to learn a language at primary school?

The difficulty that primary schools have is that they do not have a specialist language teacher, or, a specialist teacher goes into school for one term only.

9. Sexual Harassment Review

Alex Emmerson presented a review on sexual harassment. She had attended a webinar covering the legal aspects and parents and students had been communicated with. The review considered what happens if a student makes an allegation.

The review concluded the following:

- Promotion of 'The Investigation Process' and timelines so that all stakeholders' expectations are managed.
- Introduction of a 'Statement of Outcome' once the investigation has been completed and conclusions have been drawn.
- A group of Year 11 students will be supported by staff to review and help create resources that are current and suit the target audience more closely.
- A group of Year 10 students will put together a filmed and edited assembly on the topic of sexual harassment and violence.
- To create an annual PSHE working party that would scrutinise the tutorial resources.

Stuart Williams concluded that it is essential that everyone works together on this issue. Alex Emmerson had done an awareness day which included what constitutes sexual violence and using the correct terminology. The student voice is also heard through the PSHE programme. Governors commented that the PSHE curriculum is critical to this work, although acknowledged that this can be difficult for staff to teach.

10. Mental Health Review

Alex Emmerson explained that a mental health review had been done on addressing emotional wellbeing and mental health issues. The review recognises that all aspects of the College community can impact on students' learning and mental health and that they are inextricably linked. The tutorial programme and the Elective programme explore links between physical and mental wellbeing and students have the opportunity of discussing mental health in relation to social media, relationships and substance abuse. The College is also supported by external agencies such as Resilient

Rutland, CAMHS, Early Help and the mental health support team whereby a counsellor visits the College and meets with students on a one-to-one basis.

Question: What type of mental health issues are students experiencing?

Some students are anxious about returning to College following lockdown, whilst others self-harm and a few have clinical depression.

Question: How many students would benefit from one-to-one therapy sessions that are currently not able to access this provision?

Alex Emmerson advised that up to 4 days a week could be filled with appointments if this were possible.

Question: Is the College confident there is a good triage system?

The safeguarding team meet twice week and there is a termly safeguarding meeting with the Principal and key staff.

Governors commented that it is positive that students can access help, whereas years ago students felt as though they needed to hide from mental health issues.

Stuart Williams commented that there is not a quick solution, usually issues have built up over a period of time and the College has limited capacity with limited rooms available for private counsellors to access.

Question: Has the College promoted a mental health week?

In previous years the College has held a positive mental week with engaging activities for students. Unfortunately, with lockdown this has not happened this year.

Question: Is the tutorial programme successful in discussing mental health?

Staff have received training and there are mental health first aiders, the Senior Teaching Assistants also work with the Teaching Assistants. It is also recognised that staff in schools are not medical professionals, but they are able to signpost students for support with external agencies.

11. College Expansion

Stuart Williams advised that the plan is for Trustees to meet in term 6 to look to sign off the grant agreement between the local authority and the College. The first phase of the project will be to refurbish the building that was occupied by Brightways.

Question: How will this affect the catering provision?

Stuart Williams commented that there is currently the restaurant, orangery and refectory and part of the external Brightways building may be able to be used for an eating area.

Question: Will the car park be an issue?

Planning will be a consideration; however, it may be possible to re-allocate some of the bays that Brightways occupied.

12. Centre Assessed Grades

Feedback from students is that the assessments have been challenging but fair. Following the half term break, the data will be quality assured, moderated and uploaded to the exam boards.

Question: Are students being given the flexibility with their timetable to concentrate on their exams?

Yes, teachers are using their judgement and have asked students to study for what they need to.

Question: What is happening with BTEC courses?

Stuart Williams confirmed the vocational courses booklet for centre assessed grades had been shared with parents, students and governors.

Question: Do you get a sense of where students are at compared with the cohort two years ago?

Stuart Williams confirmed that the results will be similar but it was difficult to comment on where students' knowledge or skills will be. Schools nationally have taken a different approach on centre assessed grades. The College's aim is to give students grades that are fair and able to set them up for their next steps.

Question: Is the Fischer Family Trust (FFT) indicating that the grades are optimistically honest?

Yes, the data shows an interactive scatter chart which charts each student's results.

13. Policies

The below policies were ratified by the governing board:

- Examinations Policy
- Home College Agreement

14. A.O.B

Question: Is information cascaded to students about apprenticeships?

Yes, there is a College newsletter and this is discussed with Year 11 students when they have their careers meeting.

15. Date of Next Meeting

Thursday 1 July 2021, 5pm