



## MINUTES OF THE LGB CATMOSE COLLEGE MEETING

Thursday 14 October 2021, 4pm  
The Gallery

### 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

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

#### 1. Election of Chair and Vice Chair

Following an email sent to governors in which expressions of interest were invited for the positions of Chair and Vice Chair, Andrew Holt was nominated as Chair and Emma Gautrey was nominated as Vice Chair. These appointments were unanimously approved by those present.

#### 2. Welcome, introductions and apologies for absence

Andrew Holt welcomed everyone to the meeting.

#### 3. Declarations of Personal Interest and Pecuniary Interest

There were none declared.

#### 4. Minutes of the meeting held on Thursday 1 July 2021

These were signed as a true and accurate record.

#### 5. Matters arising from previous minutes

There were no matters arising.

#### 6. Clerk's Business

Judith Gilboy has advised that she would like to step down in her role as a governor at the end of the academic year. As Judith is the governor responsible for safeguarding at the College, she will complete a handover with Emma Gautrey.

With effect from 11 October 2021, Judith has resigned from her positions of Trustee and member of the Resources committee. Judith was appointed to the Trust by the Catmose College Local Governing Body. Clive Norgaard Morton was nominated to take on this position, this was unanimously approved by all present.

## 7. Maths Review

This has been postponed to the next meeting.

## 8. Update on return to College

Stuart Williams reported that the return to College had gone well. Since September there had been a number of Covid-19 cases, however good ventilation and hygiene is the key to mitigating risk. Face coverings are being worn in communal areas and this is reviewed on a week by week basis. Remote learning remains in place with some lessons online and there is a link on the website to the Covid management strategy.

**Question: How are students if they get Covid?**

The symptoms vary between students.

**Question: Is there much negative parental attitude towards Covid and the vaccinations for students?**

There is some, but it is limited and the College is not involved in the debate about immunisations for children aged 12-15. Parents are directed to the Immunisations team with any query.

Alterations to the building previously occupied by Brightways will start on 1 November. The Trust had signed off the significant change form and this will be submitted to the ESFA.

Trips and visits have now started again with more being UK based as opposed to abroad. 100 Year 9 students have signed up for the bronze Duke of Edinburgh's Award and DofE leads have been appointed to support this work.

Refurbishment work has been completed with carpets being laid in some areas on the first floor. The Astro pitch has been re-laid which will just be used by the College.

**Question: Will there be a covered area in between the existing and new building?**

The intent is not to have a cover.

**Question: Is there space to put solar panels on the roof?**

This has not yet been discussed, however, this would depend on cost.

## 9. Update from Resources

Natalie Ray reported that there is a surplus for in-year of £447,822 and for the year to date the year end out turn is £1,380,722 (pre-audit). Trustees had discussed recruitment across the Federation and changes to the Academy Trust Handbook. Financially the Federation is in a good place and is looking forward to the College expansion.

## 10. Recovery Plan

Stuart Williams and the Senior Leadership Team presented the Recovery Plan for 2021/2022 to governors.

This year the document has been entitled 'Recovery Plan' and not the 'Transformation Plan' to reflect the position in getting back to 'normal'. It is not to suggest that Covid prevented the College from continuing to deliver high quality education, it is more to acknowledge that the impact of lockdowns, removal of public exams and disruption to normal routines had an impact on students. The aim is to resume all areas of the broad curriculum and offer good quality support so that students can re-establish positive learning routines and develop interpersonal skills and relationships that may have been affected by the imposed restrictions.

Recommendations for this year are as follows:

#### Leadership and management

- Centralise CPD for College and Harington to regularly make effective use of Wednesday afternoons. There is some choice but focus around key priorities of pastoral, welfare and teaching.
- Specialist on-line training via NSPCC on critical safeguarding issues e.g. managing allegations of sexual abuse.
- Respond to staff survey suggestions for CPD including accredited offer.
- Ensure statutory 2-year inductions for Early Career Teachers (ECTs) are in place and mentors and ECTs are signed up for the relevant sessions.

#### Quality of Education – Outcomes

Claire Pugh advised that staff had been excellent in terms of what had been asked of them in relation to the Centre Assessed Grades. An overall Progress 8 score of +0.30 was achieved which was significantly above the national average. 74% of students achieved the basic measure of a standard pass of 4+ in English and maths with 52.8% achieving a grade 5+. The destination data is expected to be significantly above the national average for the Year 11 cohort who recently left with 100% of students entering further education, training or employment.

There had been a few appeals for the Centre Assessed Grades, however the Exam Boards declined the appeals. Governors commented on the strong robust process of the Centre Assessed Grades.

Recommendations are as follows:

- In light of the impact of Covid and lockdown periods, monitoring of Pupil Premium and SEN students will be approached with robust rigour to drive further improvement. Intervention will be used to target identified students, alongside the Pupil Passport to ensure engagement within the wider curriculum.
- Careful monitoring of the gender performance gap to ensure the gaps do not increase across all key performance indicators.
- Ensure that More Able students achieve the 5+ basics measure in both English and mathematics by closely monitoring of the crossover element.
- Achievement within the Open Basket will be monitored to ensure that appropriate measures are taken to drive improvement with boys in relation to this area.
- Before/After College intervention focused on Year 11/13. In class intervention for the rest. Training around delivering high-quality in-class intervention.

Question: What is the uptake of Pupil Premium students who sign up for the Duke of Edinburgh's Award?

The College encourages and pays for Pupil Premium students to do the award.

### Quality of Education – Curriculum

- To continue to scrutinise the quality of curriculum provision through subject reviews. Initial areas of focus: drama, tutorial, biology, art, RS. To pursue subject development by ensuring recommendations from the 2020/2021 subject reviews is translated clearly on the team recovery plans and are acted on.
- CPD to include further embedding of Rosenshine's Principles so that teaching leads to progress as students "know more and remember more."
- Return to two observations for all staff including the additional ungraded coaching observation in term 1.
- Develop the targets for the Accelerated Reader programme so that the impact can be measured across groups in Year 7 and 8 and that a love of reading is further developed through high quality strategies in the library.
- Maintain the uptake of option subjects to keep groups viable and to offer a broad range of qualifications for all students: 8% GCSE music, 8% BTEC music, 10% graphics, 12% drama, 65% MFL and 60% Ebacc.
- Review curriculum offer to ensure that the BTEC subjects match the needs of those students taking them which will be supported by the capital growth programme.

Question: Is Health and Social care an option for students to take?

No, however there is an option to do Child Care.

Question: Where does STEM fit into the College?

Over the years various companies have been into the College to inspire STEM learning and to encourage students to think about careers for the future.

### Personal Development

- Co-ordinate the PSHE and pastoral aspects of tutorial by introducing regular pastoral/tutor meetings. Client Services Advisors attached to each year group will liaise with the relevant tutors to improve communication and that the tutor leads for each year group will share the programme of study and resources to clarify and improve the quality of provision.
- Continue the planning started last year with the student working party to ensure that our delivery and resources for Relationships and Sex Education (RSE) meet the needs of the students.
- CPD to be given to all tutors to help them deliver the difficult topics (RSE, gender, race issues etc.) with more confidence and in a way that really engages with students.
- Following the RS scrutiny, ensure that any recommendations are put in place so that the statutory RS curriculum is clearly covered in KS4 through the tutorial programme.
- Reintroduce extra-curricular activities including UK trips and visits, following risk assessments, so that we restore our students' full education as quickly as is safe to do.

Question: Under the heading Religious Studies, does this also cover ethics?

Yes, and this is covered up until the end of Year 11. The aim is to ensure that the teaching is inspiring.

Question: If students do not opt for Religious Studies as an option, is the subject weaved into tutorial sessions?

Yes, in Key Stage 4. The resources used in tutorial sessions are completed by specialist teachers.

### Behaviour

Alex Emmerson reported that overall there was positive feedback from students and staff from the surveys. 93% of students said they felt safe in College. Client Services have followed up negative responses on bullying and safety with students. Behaviour remains strong across the College and attendance remains above the national average.

The recommendations for this academic year are as follows:

- Sustain high levels of attendance.
- Maintain our ethos so that the vast majority of students continue to behave well in lessons by ensuring a broad range of recognition and rewards for students who do the right thing.
- A regular pastoral meeting to support effective monitoring and intervention earlier, year group tutors, CSA and SLT to attend.
- Refresher training for all staff, including support, to address specific behaviour issues e.g. ADHD. Training to include the use of escalating sanctions for students at pre-stage 1 i.e. not under Client Services/ keyworker.

To support the most vulnerable students at risk of permanent exclusion

- Increase capacity of Client Services – move to new space and additional Client Service Advisor.
- Review the role of the Client Services Advisor, particularly that of Keyworker working with students on Stages support.
- Consider the support available at each stage, specifically, at Stage 3 where the need for support from external agencies to reduce the need for permanent exclusion is required.

Question: Could there be an event held for open dialogue with the College and the community focusing on special needs and the reputation within the local community.

A discussion was held on this topic and it was agreed to continue the discussion outside of the governing body meeting.

Question: Have any positive things come out of the lockdowns?

Stuart Williams advised that it has been mixed. Some students read a lot, whilst others did not do any reading during the lockdowns. The use of TEAMS and remote learning has been a positive experience and some parents like that progress meetings have been virtual. The Federation has also made monetary savings.

Governors approved the Recovery Plan.

### 11. Admissions Process

In line with the Admissions Code a sub-committee has been formed to discuss in-year applications for student places. The panel will consist of the Executive Principal and two other governors, namely Simon Mellors and Gary Marsh. Valda Austin (the Admissions Manager) will set the date for meetings, chair and take the minutes.

### 12. Admissions Policy 2023

The Admissions Policy for 2023 was discussed, the main change in the policy is the increase in PAN from 210 to 240. Governors ratified the policy on the proviso that the significant change application which has been submitted to the ESFA for the expansion is approved. The policy will be added to the website once confirmation from the ESFA is received. The Admissions Policy for 2022 will remain as it is, which had previously been ratified by the local governing body with the PAN of 210 and if the ESFA application is approved, that will be a bulge year for admissions.

### 13. SEN Report

Governors suggested that the wording on the SEN page on the website needed to be updated which reflects that the DSP does not meet the primary needs of social emotional mental health. Stuart Williams advised that each case is assessed and the SEN team meet with families to discuss the needs of the child.

### 14. Safeguarding

Alex Emmerson reported that Judith Gilboy had visited the College for the annual governor's safeguarding visit and the report was on the governors' portal. A Scrutiny Panel on sexual harassment will be held later in the month which all governors were invited to attend.

Governors were reminded to complete the online annual safeguarding training together with the NSPCC training.

### 15. Policies

The below policies were ratified by governors.

- First Aid
- Student Behaviour Management
- Child Protection
- Uniform Policy
- SEND Policy

### 16. Stuart Williams' PR document

The Chair encouraged all governors to read the Executive Principal's PR document. Praise and recognition were given to the Senior Leadership Team and staff for all their hard work in the past year.

### 17. A.O.B

A paper on the length of the school day had been written and discussed at Trust level along with the two other schools in the Federation. The Trust decided that unless the

government requested a change, the existing structure of the school day worked well and Electives is an important part of the Catmose offer.

Beth Meynell (Careers Lead) had shared some training modules which governors may be interested in completing which are on the portal.

#### 18. Date of Next Meeting

Thursday 9 December 2021, 4pm