

Date: Wednesday 13th May 2026

Present:

Mrs Mary Massey (MM) Chair
 Mr Andrew Middleton (AM) Vice Chair
 Mr Neil Travis (NT) Governor

Apologies:

Mr Cody Brookes (CB)
 Mr Phil Howell (PH)

Absent:

Mrs Helen Pate (HP)

In attendance:

Mr Peter Kingdom (PK) - Headteacher (HT)
 Mrs Emily Abberley (EA) – Assistant Headteacher
 Mrs Alexandra Brooks (AB) – Assistant Headteacher
 Mrs Helen Holland (HH) – Assistant Headteacher
 Mrs Emma Leftwick (EL) – Assistant Headteacher
 Mrs Joanne MacKreth-Aylett (JM) – Deputy Headteacher
 Mr Jason Newham (JN) – Deputy Headteacher

Clerk:

Sian Wilkinson – TLP (SW)

Governance and Administration

1. **Welcome, Quoracy, Apologies and Declarations**
 The meeting started at 4:33pm.
 The Chair (MM) welcomed all attendees to the meeting and confirmed that it was quorate. MM also extended a welcome to newly appointed governor NT to the LGB, and introductions were duly made.
 Apologies were received and accepted from CB and PH.
 No additional declarations of prejudicial or personal interest were made.

 The following papers had been uploaded to Governor Hub (GH) prior to the meeting:
 - TOA Agenda LGB 3 Summer – Chair Approved
 - *Headteacher's Report 13.05.26*
 - 2a. TOA LGB Minutes 21.01.26 – Chair Approved
 - 2b. 25-26 TOA LGB Matters Arising Action Log
 - 4. TLP School Improvement Plan 2025-2026
 - 15a. Safeguarding Policy May 2026
 - 15b. Suspension and Permanent Exclusion Policy
 - 15c. Updated TLP Standardised SEND Policy TOA 2026-2027
 - All Achieve 2 SLT Analysis 2026
 - Ofsted Inspection Data Summary Report 15.12.25
2. **Minutes of the last meeting and Matters Arising**
 The Minutes of The Oaks Academy LGB meeting held on 21st January 2026 were approved and will be electronically signed on GH.

ACTION LOG FOR MEETING 21.02.26:
 The following actions in the 25-26 TOA LGB Matters Arising Action Log were confirmed as complete and closed: 42, 43, 94, 95 and 96
3. **Membership update**
 - a) The Chair (MM) again welcomed newly appointed NT to the LGB.
 - b) A governor resignation is anticipated at the end of the summer term 2026.

	c) The Board recognised the requirement of governor recruitment to maintain effective capacity, the LGB confirmed there is a vacancy for a parent governor and the SLT will continue to explore possible candidates.
	Strategic Direction and Progress Against Priorities
4.	School Improvement Plan (SIP) and Self Evaluation (SEF) The Headteacher's report, covering pages 1 to 5, provided an update on the School Improvement Plan (SIP) and Self-Evaluation Form (SEF). It outlined the broad range of actions underway to strengthen academic progress and offered the LGB a clear overview of the school's strategic priorities, including current strengths, areas for development, and planned next steps. MM noted a lack of clarity in sections of the report, particularly regarding the embedded teaching and learning framework, and requested more precise and detailed information. MM also asked for an update on progress to date in teaching and learning, including responses to teacher assessments and the identification of any teachers who may require additional support. Governor Question: <i>Are you confident with the progress?</i> SLT Response: <i>While progress has been made, there are still areas requiring further development. We are aware of the identified weaknesses, and appropriate plans are in place to drive continued improvement.</i> Governor Question: <i>Are there still concerns for the Y11 cohort?</i> SLT Response: <i>Y11 continues to present the greatest level of challenge, characterised by a high proportion of pupils with SEND and elevated levels of behavioural need. This cohort has been significantly impacted by the loss of critical years of primary education, compounded by the fact that 35% of pupils joined the school after Y7.</i> Governor Question: <i>That is the reasoning for Y11, is it the same for Y10?</i> SLT Response: <i>No, Y10 has not experienced the same level of mobility and has benefited from greater stability and structure during their time at TOA, supported by a consistent and strong senior leadership team. As a result, year-on-year data for the Y10 cohort remains strong.</i> Governor Question: <i>Please can you confirm when the AA2 data is from?</i> SLT Response: <i>March 2026.</i> Governor Challenge: <i>What strategies are in place to support the Y11 cohort?</i> SLT Response: <i>We have implemented adaptive teaching strategies, alongside additional revision sessions delivered after school, during school holidays, and at weekends. These strategies are in place to support the Y11 pupils ahead and during their GCSE assessments.</i> Governor Question:

	<i>For the Year 11 cohort, to what extent does the high proportion of SEND pupils impact classroom delivery, potentially diverting teacher attention and affecting overall attainment? I am not fully convinced that disruptions to primary education during COVID are the primary driver of these challenges; could factors such as the legacy of a period in special measures or staff and student fatigue also be contributing?</i> SLT Response: <i>Y11 entered Y7 without SATs assessments, which would have had a significant impact during a critical stage of their educational development. In addition, at that time TOA was in special measures, which has likely contributed to the ongoing challenges experienced with this cohort.</i> MM noted that the lack of structure and routine during the period when the Y11 cohort joined TOA in Y7 is a recognised contributing factor. In contrast, the Y10 cohort are largely homegrown and have benefited from a more structured and consistent educational experience at TOA. The SLT gave further insight and outlook for the Y11 cohort, it was confirmed that 25 pupils of the year group are at risk of NEET. Governor Question: <i>Y7 are looking weak in the data, why?</i> SLT Response: <i>The Y7 cohort has presented unexpected challenges in relation to behaviour. There is a notable number of vulnerable pupils within the group, many of whom are affected by difficulties in their home environments and difficulties during primary education. Parental engagement for this cohort remains low. Additionally, contributing factors include a high likelihood of potential permanent exclusions, delays in the processing of EHCPs, and, in some cases, a lack of appropriate referrals prior to pupils joining TOA.</i> MM noted an emerging trend across secondary schools whereby Year 7 cohorts are presenting with increased levels of challenge. This will be raised with the Trust to consider the effectiveness of transition arrangements between primary and secondary education. Governor Question: <i>There is an expectation of lower results for Y11, with Y10 looking more promising. What are the expectations for English?</i> SLT Response: <i>The English department is demonstrating improvement, with a clearer structure now in place. There is a positive outlook for the Y10 cohort, supported by ongoing progress and consistent communication with parents. However, we are struggling to recruit Maths and English specialists.</i> AM noted that the recruitment of specialist subject leaders for core subjects is a common trend across secondary schools and highlighted TOA as an attractive and positive environment for teaching staff. ACTION: • MM to raise concerns regarding behavioural challenges within the Y7 cohort with the Trust, particularly in relation to the effectiveness of transition arrangements between primary and secondary education.
	Quality of Education
5.	Admission and Pupil Numbers a) Referring to pages 5-6 of the HT LGB Report.

	Governors noted that the school's sustained popularity is reflected in the continued strength of new admissions. Consequently, overall pupil numbers are increasing. The current Year 7 cohort stands at 131, and it is encouraging that the total Number on Roll (NOR) has reached 673. Early indications for the September 2026 intake are positive, with the potential to exceed the Published Admission Number (PAN) of 130, driven by an increasingly positive perception of the school. MM commended both the outcomes achieved and the positive cultural shift within the school, noting that pupil behaviour is consistently good both on site and within the wider community.
6.	Curriculum Update a) An update regarding the curriculum update was received and included within the HT's report, referring to page 6. Governor Question: <i>Have we met the required careers provision for Y11 students?</i> Response: <i>There are likely to be some NEET outcomes for Y11, despite successfully securing applications for 100% of students. NEET figures are expected to be higher than in previous years; however, the local authority is working closely with the school to review the data and provide additional context and any mitigating factors.</i> <i>A significant focus has been placed on strengthening careers provision, with a substantial drive to embed careers education across the curriculum in line with the Gatsby Benchmarks. Careers are now more fully integrated into subject areas, with clear links to learning outcomes.</i> MM asked the SLT to provide governors with an overview of the Gatsby Benchmarks. In response, the SLT explained that the Gatsby Benchmarks comprise eight evidence-based standards which define high-quality careers guidance for pupils. These benchmarks are designed to strengthen careers education, raise aspirations, and improve overall pupil outcomes.
7.	Pupils Performance See pages 8-9 of the LGB report and the All Achieve SLT Analysis 2026.
8.	Link Governor Monitoring a) to note any link visit reports and discuss any matters arising MM confirmed the Records of Visit (ROVs) folder had been created by the Clerk on Governor Hub. MM confirmed a SEND ROV had taken place, MM to add the SEND ROV to the folder on Governor Hub. AM highlighted a Safeguarding ROV is due and will organise with TOA. ACTION: • MM to add SEND ROV to ROV folder on Governor Hub • AM to arrange Safeguarding ROV
9.	Pupil Premium See page 10 of the LGB report.
	Personal Development
10.	Attendance

	See pages 10-13 of the LGB report. Year-to-date (YTD) whole-school attendance currently stands at 92.68%, in line with the national average, with attendance remaining a key daily priority across the school. There are two notable outliers in Y9 and Y11, which are adversely affecting overall attendance figures, particularly in Y11. Both cases involve complex and challenging home circumstances, with external agencies actively engaged in providing support. These outliers continue to have a significant impact on their respective year groups' data. Despite this, attendance across four of the five-year groups remains above the national average, with Y11 only marginally below. MM praised the positive attendance figures and commended the school's continued commitment to maintaining attendance as a key priority. The SLT noted that the timing of a lower-cost holiday season may be influencing attendance data, with a number of families continuing to take term-time holidays due to financial pressures. This has led to an increase in the issuing of fixed penalty notices. The school has also observed that some EAL families are travelling abroad to access medical appointments, often due to greater trust in services overseas and lengthy NHS waiting times within the UK.
11.	Rewards and Behaviour See pages 13-15 of the LGB report. SLT reported positive behaviours remain a significant strength across the school, with rewards consistently far outweighing negative incidents. Over 55,000 positive points were awarded across the year, reflecting high levels of engagement, effort and achievement. During term 2B, 68 pupils (around 10%) received at least one suspension. Behaviour remains positive for most pupils, reflecting clear expectations and a calm, orderly environment. For a few pupils, suspension was effective in supporting improved conduct, with over a third suspended only once. Repeated suspensions are concentrated within a small group of pupils who continue to find it difficult to engage with the range of support and interventions already in place, despite sustained efforts from pastoral, SEND and inclusion teams. This highlights the challenge of meeting complex needs within a mainstream setting and indicates the importance of continuing to refine early identification, personalised approaches and re-engagement strategies to secure more consistent improvements in behaviour over time. MM highlighted the need to incorporate the new DfE guidance on Restrictive Interventions into either the Safeguarding Policy or the Behaviour Policy. The SLT confirmed that the Safeguarding Policy is published at Trust level and advised that the Clerk will contact Emma Hooley to seek clarification. Governor Question: <i>What does the acronym ATL stand for?</i> SLT Response: <i>Attitude to learning.</i> Governor Question: <i>Y11 stands at 64% for attitude to learning?</i> SLT Response: <i>Yes, this aligns with the overall trend for the year group, where a dip following AA1 was anticipated. We expected the figure to fall below 64%, and this outcome is consistent with that projection.</i> MM requested that the SLT include contextual analysis for suspensions within the next LGB report.

	MM also highlighted the need to review the wording around “persistent behaviour” within the Suspension and Exclusion Policy. The SLT advised that this wording had been adopted following guidance from the Chair of a recent PEX panel. MM further suggested that suspensions and exclusions be reported separately for greater clarity. Governor Question: <i>Why was there an increase of internal exclusions before spring term?</i> SLT Response: <i>The increase reflects a more consistent and rigorous approach to addressing low-level behaviours, which has led to improved compliance.</i> Governor Question: <i>What plans are in place to implement the new guidance regarding the prohibition of mobile phones in schools?</i> SLT Response: <i>Mobile phone pouches will be introduced, with funding provided jointly by the Police and Crime Commissioner, the Duke of Westminster, and the school. Implementation will be carefully phased and strategic, allowing pupils the opportunity to familiarise themselves with the pouches prior to full introduction. The approach will be re-educative in nature, with the intention of fully implementing the mobile phone ban from the start of the next academic year.</i> ACTION: • Clerk SW to contact EH to clarify the inclusion of DfE Restrictive Intervention guidance within policy • SLT to review the Suspension and Exclusion Policy following MM recommendations – wording around “persistent behaviour” and separation of suspensions and exclusions for clarity
	Welfare
12.	Safeguarding See Page 17-22 of the LGB Report: There has not been an increase since the last position of students who are on a Child Protection Plan. A higher number of Targeted family support has occurred due to early intervention to support families before crisis point; many of these are led externally. Governor Question: <i>Are protective characteristics impacting data?</i> SLT Response: <i>Pupils consistently report that they feel safe and comfortable expressing themselves within the school environment. However, there have been some instances of less positive attitudes among certain EAL groups towards protected characteristics; this has been identified as an area requiring further education and awareness-raising.</i> Governor Question: <i>Have the recent protests in the community raised any safeguarding concerns?</i> SLT Response: <i>Some pupils have attended protests alongside their families, which has prompted an increase in questions from pupils. However, no safeguarding concerns have arisen because of this attendance.</i> Governor Question: <i>What is the action following Smoothwall monitoring or filtering alerts?</i> SLT Response:

	<i>The school receives immediate alerts when concerning keywords or searches are identified. These are promptly followed up by a member of the pastoral team, who will speak with the pupil to explore the matter further. On occasion, alerts have been triggered where a pupil has accessed a peer's computer and entered inappropriate search terms.</i> Governors noted that safeguarding remains robust and responsive.
13.	Welfare and Wellbeing – Students See Page 22 of the LGB report. Governor Question: <i>When is the next pupil survey?</i> SLT Response: <i>Meeting to be arranged with Emma Hooley to discuss further.</i>
14.	Welfare and Wellbeing – Staff See Page 23 of the LGB report. Governor Question: <i>What is the position on recruitment for English?</i> SLT Response: <i>We still require a specialist subject leader for the English department.</i> Governor Question: <i>Why are 2 of the responses in the staff survey weaker?</i> SLT Response: <i>It is recognised that some feedback reflects perceptions among staff that behaviour is not always managed consistently, for example in maintaining visible presence on corridors. Planned CPD will be used to reinforce expectations and promote consistency in behaviour management across the school.</i> Governor Question: <i>With 52 staff responses, what are the role breakdowns?</i> SLT Response: <i>We can see the breakdown of roles, the lower % responses came from ECTs/Middle Leaders.</i> Governor Question: <i>Have the survey results been shared with staff?</i> SLT Response: <i>Wellbeing meetings are scheduled to take place; however, attendance at the most recent sessions was low.</i>
Local Matters and Stakeholder Engagement	
15.	Policies a) Following policies were shared on GH prior to the meeting and approved by the LGB: • Safeguarding Policy – Approval on Hold • SEND Policy – Approved • Suspension & Permanent Exclusion Policy – Approval on Hold

	MM confirmed approval of the Safeguarding Policy and the Suspension and Permanent Exclusion Policy is currently on hold. As referenced in Item 11 (Rewards and Behaviour), the Clerk will contact EH to seek clarification regarding the inclusion of DfE guidance on Restrictive Interventions within the policy.
16.	Governor Training Update Governors were reminded to complete the required NGA Cyber Security training. MM and AM confirmed that they have undertaken alternative cyber security training, and the Clerk requested that both upload their certification to the Training section on Governor Hub. ACTIONS: • MM and AM to upload cyber security training certification to Governor Hub • Governors to complete NGA Cyber Security training
17.	Stakeholder Engagement – Parents/Carers See page 23 of the LGB report. MM praised the ongoing parental and carer engagement.
18.	Stakeholder Engagement – Wider Community See page 24 of the LGB report.
19.	Communication – To Trust Headteacher raised the following issues that require prioritisation: • Wi-Fi limitations – TOA has purchased 30 laptops; however, the current network only supports around 15 simultaneous connections. This requires review, as it is impacting curriculum delivery. • PE (equipment) – The trampoline requires approximately £2,500 in repairs or £3,000 for replacement. Due to its current condition, it cannot be used, which is affecting the PE trampolining curriculum. Crash mats are condemned and need replacing - total approx. cost £7000. High jump is off the curriculum until this is resolved • PE (staffing) – A PE curriculum lead is required. • CCTV – Stairwells are not currently covered. Given that incidents have occurred in these areas, this presents a safeguarding concern. • Fire doors – Six fire doors require repair or replacement. • Electrical issues – Stage Lighting & Electrics - electrics condemned and no stage lighting for productions and concerts • Drama – Stage curtains are no longer operational and require repair, impacting school productions. MM agreed to communicate the above to Dan Thomas, CEO of the Trust, considering the curriculum and safeguarding implications of the issues identified. ACTION: • MM to contact DT to communicate the resource/building issues that are impacting the curriculum and raising safeguarding concerns.
20.	Communication – From Trust • Governance Conference Saturday 25th April 2026 postponed, Clerk awaiting further instruction from the Trust on how content will be delivered to the LGB. • Skills Audit – shared and due Monday 18th May 2026.

21.	AOB
	The meeting closed at 6:28pm Next Meetings: Wednesday 1st July 2026 at 4:30pm