

**Date: Thursday 14<sup>th</sup> December 2023 at 4:30pm**

**Present:**

Mrs Mary Massey (MM) Chair  
Mr Phil Howell (PH)  
Mr Andrew Middleton (AM)

**Absent:** see apologies.

**In attendance:**

Mr Peter Kingdom (PK)- Headteacher (HT)  
Mrs Emily Abberley (EA)  
Mrs Alexandra Brooks (AB)  
Mrs Joanne MacKreth-Aylett (JM)  
Mr Jason Newham (JN)  
Dr A. Howells, TLP Director of Quality (AH)

**Clerk:** Mrs A Vining

Governance and Administration		Action
<b>1</b>	<b>Welcome, Apologies and Quorum, Declarations</b>	
<b>a</b>	The Chair welcomed everybody to the meeting.	
<b>b</b>	Apologies were received from Mrs Lisa Hodgkison, Mrs Helen Pate and Mr Simon Lockett and the meeting was quorate. No apologies were received from Ms Emma Humphries.	
<b>c</b>	Unless otherwise stated, all papers referred to had been uploaded to GovernorHub (GH) prior to the meeting. There were no declarations of prejudicial or personal interest.	
<b>2</b>	<b>Minutes of the previous meeting</b>	<b>Chair</b>
<b>a</b>	The Minutes of The Oaks Academy LGB meeting held on 5 <sup>th</sup> October 2023 and accompanying confidential minutes were approved subject to one correction on attendance (Mr Lockett was present) and will be electronically signed on GH.	
<b>b</b>	<u>Matters Arising</u> The Chair confirmed that the Trust had recently undertaken its periodic school improvement and quality assurance (QA) review and the school was now awaiting the report. The HT and Chair both confirmed that whilst these reviews were challenging, they were very valuable and supported school improvement. There were no other matters arising.	
<b>Strategic Direction and Progress against Priorities</b>		
<b>3</b>	<b>School Improvement Plan (SIP)</b> Governors received the SIP and SEF and noted the updates provided by the SLT. They supported the use of colour coding to record progress made in each term. Governors <b>requested</b> that the update distinguishes the differences between evidence and impact. It was confirmed that progress data would be inserted when it became available following the pre-agreed data drops that take place during the academic year. Governors liked the chart showing targets and data. Governors explored the data in depth and noted that to date there has been improvement in pupil performance in nearly every measure.	
<b>Education</b>		
<b>4</b>	<b>Admissions and Pupil Numbers</b> The admissions position was positive and continued to improve year on year. First choice applications are up 25% and the number of second choices have increased. <b>Challenge:</b>	

what is the likely number? How many have made TOA their first choice? Currently the school can only see first, second and third choices (180 children), but not allocations. 81 applications were from students who selected the Oaks Academy as their first choice. The school will seek to admit 130 children in Yr 7, although there is likely to be some flexibility to recognise Yr10 progression into the UTC and in-year transfers (in and out). Governors noted that there had been a net increase in total pupil numbers since September 2019. Comparative figures:

Year 7 Intake	First Choice	Second Choice	Third Choice
September 2023	60	67	34
September 2024	81	66	40

**Challenge:** *How did the Open Evening go?* It was very busy, with positive feedback and quite a buzz. The Open Evening is now well regarded locally. An email was sent to all local schools in June to try to coordinate respective Open Evenings to avoid clashes.

**Challenge:** *how will numbers in upper years look with a bigger Y7?* Total projected pupils would be 620, although the school could accommodate 650/660 at a maximum. The school plans for around 15 pupils to progress to the UTC at the end of Y9. An intake of 130 children per year would be the ideal.

5

#### Attendance

- The overall attendance rate is 93.35%. Whilst above national averages, it remains below the target of 95% set for all Trust schools. However, the EAL attendance rate was marginally above this target at 95.06%. The attendance report included data for 2 years and was disaggregated by year groups and against pupil characteristics.
- PA, currently at 20.58% across the school, is better than national data (28.53%).  
**Challenge:** PA rates have improved since 2022-2023: 24.96%.
- Governors also noted Y11 had increased attendance rates compared to 22-23.
- PP and SEND attendance figures had improved. It was recognised that the gap might not close fully due to individual medical needs associated with some SEND children. However, attendance is closely monitored, with management meetings held every fortnight to look at SEND, suspensions and attendance.

	SEND	EHCP	Pupil Premium
2022/2023	87.53%	83.16%	88.37%
2023/2024	91.83%	90.22%	91.10%

- The HT noted that the school has been asked to write a blog about attendance strategies and the good practice has been modelled. The HT expressed confidence in, and thanked, the team working on attendance which now operated with greater stability under the leadership of Alex Brooks.

6

#### Behaviour

Governors received the latest data on behaviour that include suspensions and exclusions. There had been no Permanent Exclusions during the academic year thus far. This offered a positive position, given that there were 11 and 13 PEX during 22/23 and 21/22 respectively.

The number/rate of suspensions was also tracking at a lower level than in previous years (currently at 5.97% as at 16/01/2024) which was indicating an ongoing year on year improvement (end of year rates 44.4% in 2021-2022 and 32.58% in 2022-2023). These ongoing improvements appeared to be a consequence of the new behaviour and rewards policy that placed the focus on expectations to drive the cultural shift.

	Rate of Suspensions
2021-2022	44.4%
2022-2023	32.58%
As at 16/01/2024	5.97%

**Challenge:** *has the bar on suspensions been too high previously?* The previous average was 70 per term, but this term there have only been 12 with no permanent exclusions [*File note: 1 PEX is in process*]. Governors **challenged** that the report’s commentary around behaviour does not speak of the success, however the Chair (MM) commented that when visiting and walking round school during the day, there was a significant improvement in culture and pupil behaviour, with only a few children displaying problems.

Governors noted that the ongoing improvements made to the estate, which included additional automatic door locks, appeared to make a positive contribution to the improved behaviour. **Challenge:** *when the doors lock, could there be a pupil concern about safety, for example in case of fire?* The HT confirmed that the automated lock system was compliant for fire and other safety features. He also confirmed that pupils had been advised and reassured about controls through assemblies and drills.

**Challenge:** *Position Statement culture and behaviour.* Governors confirmed their support for the document and approach adopted by the school. Governors queried whether greater definition for the term *poor conduct* should be included. AB and JM noted that poor conduct reflected low-level disruptive behaviour rather than more sustained behavioural problems, and staff could record more detail using annotated notes. **Challenge:** *can governors be assured that there is consistency in how incidents are recorded by staff?* A formal analysis of this has not been done, although the system did track users. This could be used to review staff engagement and the consistency of approach.

Governors **challenged** the variation in performance of individual subjects, (e.g. Geography and History) and were satisfied that whilst some variance could be attributed to staff experience. Training would continue to be provided to staff to ensure that a consistent and equitable approach was being applied across the whole school.

Governors noted the positive shift in behaviour, evidenced from a reduction in the number of serious behavioural incidents.

7

**Curriculum – Progress and attainment**

Governors received a comprehensive data set and analysis on pupil progress and attainment projections. The annotated report provided analysis by year and pupil characteristics.

Governors **challenged:** *Y8 (More Able) and Yr 10 (PP) progress data performance across the school.* Governors also **challenged the level of confidence and accuracy of data on the Progress and Attainment improvement predictions. It was noted that at wk10 most subject predictions were based on summative assessments.–Governors focussed attention on core**

subjects. Week 10 data showed that English and Maths are making steady progress compared to 2023 results.

	English Language	Maths
2022-2023 actual	35.94%	37.5%
2023-2024 actual evidenced based grade to date	49.47%	34.74%

Predicted outcomes for Maths remain in line with previous achievements. It should be noted that this data was collected at week 10 in Year 11 and Maths knowledge is acquired sequentially and builds over time and we would expect students to improve as the year progresses. **Challenge:** *Is Maths being taught to the GCSE-4 standard, rather than 5?* We stretch and challenge all students of all abilities and attainment levels. Intervention groups have been identified to provide additional support to improvement outcomes. Pupils would be stretched and challenged.

**Challenge:** *how are you going to improve attainment?* Curriculum subject leads were running CPD session on teaching to the top, how to be aspirational and how to change the mindset of the students and staff. Modelling is seen as a key approach. Teachers are challenged and reminded of the importance that children can achieve at the higher levels, and then teach to that level.

**Challenge:** *How are you going to measure the impact?* Impact will be measured through learning walks, quality assurance, books, scaffolding, schemes of learning. The SLT reported that pupil books appear to be showing significant improvements compared with last year. However, staff CPD needs remain and leaders will continue to provide this at school and subject levels, modelling behaviours and using latest pedagogical research. Staff will challenge and stretch the more able Y7 pupils. The performance of more able pupils in Y9 and Y10 appears to be improving, although this is not yet happening with Y8. Governors **challenged** some of the predicted outcomes in certain subject areas, including those with high predictions (Health & Social Care, Business Studies). Cohort size was recognised, as was the stability and experience of the subject teachers.

**Challenge:** SLT was asked to provide updated *Maths and English predictions for the next meeting.*

Agenda  
JN

8	<p><b>Curriculum – Pupil Destinations</b></p> <p>The Headteacher’s report included an update on pupil destinations for the 22-23 Y11 cohort. The number of NEETs had reduced from 4 to 1 compared with the previous year. The report also provided an overview of the work being undertaken with the current Y10 and Y11 pupils.</p>	
9	<p><b>Curriculum – Link Governor Monitoring</b></p> <p>The LGB had not allocated curriculum link governors. It was suggested that the HT should identify any particular curriculum areas that would benefit from governor input, and then attribute governors accordingly.</p>	PK
10 a	<p><b>Quality of Education – Teaching and Learning, Literacy, SEND</b></p> <p>The Governors noted and received the Headteacher’s report that provided a detailed 6-page summary and analysis.</p> <p><u>Teaching and Learning</u></p>	

	<p>A list of activities and successes was received. Three priority areas for ongoing improvement were included.</p> <p><b>Challenge:</b> <i>in the current situation about the impact of CPD – where do you feel you are in Quality of Teaching?</i> Huge gains have been made, with a consistent T&amp;L framework, cross-curricular planning and CL meetings. There was a significant number ECTs which has an impact. The ECTs had received training from the Trust, alongside CPD provided by the school. Leadership are supportive of ECTs particularly in respect of strategies that help manage poor pupil behaviour in the classroom. Where appropriate, individual support plans are provided to the ECTs.</p> <p><b>Challenge:</b> <i>what strengths would Ofsted see in classrooms?</i> Recall and retrieval with a clear policy, quality of education framework, checking in and out and effective forms of assessment. All staff are using toolkits to ensure they are reviewing learning. Books and subject knowledge are strengths. Inconsistences sometimes are present arising from ECT inexperience. However, ECT support is ongoing, taking many formats. These include ensuring they have marking timetables in place, that it's being modelled to them, mentor meetings, marking parties in faculties. <b>Challenge:</b> <i>is there interaction between ECTs and others in the marking parties?</i> Yes, it is very supportive. MM offered to speak to ECTs next term during a school visit.</p> <p><u>Literacy</u></p> <p><b>b</b> The literacy report to governors was received. Governors noted the positive outcomes arising from the literacy interventions, particularly with EAL and lower ability pupils.</p> <p><b>Challenge:</b> <i>what is the strategy for children who have made smaller gains?</i> Analysis indicate that many are EAL children that arrive with little or no English and also have SEND needs. These pupils have extra support allocated. <i>What is the impact in the classroom? Have regular conversations been had with staff?</i> It was reported that some Y8 children said they did not know how to read at the start of the academic year. Pupils are feeling more confident in their reading, as evidence by five pupils who volunteered to read aloud this week.</p> <p>The SLT and curriculum leaders continue to challenge staff to support the change of culture of reading across the school with a whole-school strategy in place. Oracy is included and is used to develop pupil confidence. There is still work to do as some pupil reading ages remain lower, (due to elevated EAL pupil numbers). Four more staff have been trained to offer direct support and there are now signs of positive impact on individual pupil progress.</p> <p>The school also has new EAL Lead who also works in the English Faculty. There are currently 258 children (one third of the school) registered as EAL. Pupils undergo diagnostic testing to establish what targeted interventions are required. Diagnostic testing is repeated periodically to ensure support is appropriate. The initial focus has been on the younger year groups in order to maximise the benefits longer term. Children are taken out of lessons (different lessons and not PE and Drama where they can flourish). They are targeted and tracked. Another member of staff has joined the school to do 1:1 work rather than class interventions.</p> <p><b>Challenge:</b> <i>what are you doing for children who have not improved?</i> The leadership maintains a close and regular oversight of pupil progress. Where necessary additional diagnostic testing is conducted to identify deficiencies, such as decoding, inference, or attention. Personalised interventions are then deployed.</p>	
<b>Welfare</b>		
<b>11</b>	<b>Safeguarding (Governor Visit Form 8/11/23)</b>	

	<p>MM did two safeguarding visits and was able to confirm that safeguarding arrangements appeared secure and well managed. MM advised that her reviews focussed on the culture of safeguarding throughout the school, and in doing so involved staff and focus groups. The external SCIES safeguarding review also provided evidence that statutory safeguarding arrangements are secure. The next external review is scheduled for May 2024.</p> <p>Digital and technology standards in schools (DTSiS)– MM has asked the clerk to obtain a statement from the Trust on how it was responding to meeting the requirements of DTSiS. Whilst at this school was meeting requirements MM was interested in the Trust approach. The HT confirmed that the school had put in place technology (e.g. Smoothwall) that can monitor, track and block what internet browsing taking place by pupils. Pupils are aware of these software tools and this forms part of the digital safety education that the school provides. MM confirmed that pupil interviews evidenced that pupils are very clear about boundaries and could recall the information provided at assemblies. However, it was suggested that digital safety could form a future topic for pupil voice.</p>	<p><b>AH</b></p>
12	<p><b>Welfare and Wellbeing – Students</b></p> <p>The HT report provided a summary of ongoing activities and interventions. Anti-bullying awareness was ongoing and mechanisms were in place to facilitate pupil disclosures of incidents. The CHARACTER curriculum timetable was being used.</p> <p>The report also included a statistical breakdown of pupil welfare numbers by category. MM confirmed that she continued to undertake pupil voice workshops each term.</p>	
13	<p><b>Welfare and Wellbeing – Staff</b></p> <ul style="list-style-type: none"> <li>• CPD Staff – if staff are absent from CPD sessions they are able to access resources including the training presentation slides. <b>Challenge:</b> <i>do they do so?</i> Yes, a log can be seen.</li> <li>• Staff morale is and remains good. A wellbeing review was carried out by the Trust. This included a survey and meetings with staff. A copy of the review outcomes is awaited, although preliminary feedback from Trust and staff was positive.</li> </ul>	
<p><b>Local Matters and Stakeholder Engagement</b></p>		
14	<p><b>Local Policy Approval</b></p> <p>a <u>Special Educational Needs and Disability (SEND)</u> <b>The policy was approved.</b></p> <p>b <u>Medical and Health Needs</u> <b>The policy was approved.</b></p>	
15	<p><b>Governor Training Update</b></p> <p>There is new Prevent training and on-line safety available. Governors were encouraged to undertake this and record their training on Governor Hub. MM will work with clerk to send out a link.</p>	<p><b>MM/ Clerk</b></p>
16	<p><b>Stakeholder Engagement – Parents/Carers</b></p> <p>A questionnaire went out to all parents, giving them a week to return it. An Ofsted Parent view was carried out on student academic counselling day. There were 27 responses with a 100% approval rate.</p> <p><b>Challenge:</b> <i>what proportion of parents attend parents' evening?</i> It was agreed to report this to the next meeting.</p>	<p><b>PK Agenda</b></p>
17	<p><b>Stakeholder Engagement – Wider Community</b></p> <p>This seems to be very positive as evidenced by an increase in pupil numbers and parental feedback.</p>	

<b>18</b>	<b>Estates Update</b> <u>Successes</u> Governors noted and welcomed the physical improvements made to the school over the past 12-18 months. <b>Challenge:</b> <i>Are there any Safeguarding Hotspots?</i> The school is safe. Previously there were low-level risks relating to stairs up to the stage where pupils were sitting on them and where pupils could wander out of view of staff. Both issues have been addressed.	
<b>19</b>	<b>Health &amp; Safety Update</b> Governors noted that Health & Safety is out with the remit of the LGB, and therefore did not require a link governor. However, the school continued to update its estate to improve the learning environment and ensure that safeguarding responsibilities are met.	
<b>20</b>	<b>Communication – To Trust Executive, Trust Board, Education, Standards and Performance (ESP) Committee</b> Digital Monitoring.	
<b>21</b>	<b>Communication – From Trust Executive, Trust Board, Education, Standards and Performance (ESP) Committee</b> The Trust board has asked for an exemplar of HT reports – AH asked whether this report could be shared. <b>Governors agreed.</b>	
<b>22</b>	<b>Any Other Business</b> Confidential minutes issue with English – this issue has been resolved. An additional layer of data analysis and actions and strategy in terms of ensuring the results has been put in place. This can be presented as an action plan at the next meeting.	<b>PK</b>
	<b>The meeting closed at 1750.</b> <b>Next Meeting: Thursday 7<sup>th</sup> March 2024 at 4.30pm, at The Oaks Academy</b>	

*Table of Actions*

**Table of Actions – LGB – 14.12.23**

Agenda No.	Action	Who?	When?
2a	Minutes to be electronically confirmed as signed on GHub.	Chair/Clerk	asap
7	JN to include next steps in data on English & Maths at next meeting	JN	07.03.24
9	PK to recommend curriculum areas which would benefit from link governor input	PK	
15	MM will send out a link to governor training	MM/Clerk	asap
16	Parents' evening attendance data to be brought to next meeting	PK/SLT	07.03.24
22b	Action Plan for English to be brought to next meeting	PK/SLT	07.03.24