



**Date: Wednesday 16<sup>th</sup> February 2022 at 4pm.**

**Present:**

Mrs M. Massey – Chair  
Mrs L. Hodgkison (LH)  
Mr P. Howell (PH)  
Mr S. Lockett (SL)

**Apologies:** Mr D. Bull (DB), Mr A. Middleton,  
Mrs A. Wilkinson

**In Attendance:**

Mr P. Kingdom – Headteacher  
Mr K. Graham – Deputy Headteacher  
Mrs C. Highfield – Assistant Headteacher  
Mrs M. Massey – TOA and SWS Chair of Governors  
Mr D. Twambley – TLA COO  
Mr A. Howells – TLA Director of Quality

**Clerk:** Mrs C Gritton

**Administration**

1. The Chair welcomed everybody to the meeting. Apologies were received and accepted as recorded above and the meeting was quorate.
2. Future Meeting Administration – It was agreed that this item would be taken later in the Agenda, but for ease of reference, is recorded in Agenda order. **Paper 2.0 Future Meeting Administration** uploaded to GH prior to the meeting was **received. It was reported that** LGB focus should be on education improvement. A governance review is being carried out at Trust level to ensure Governors are able to utilise their time to greatest effect. Governor induction and training will be bolstered and best practice will be shared across TLA LGBs. Governors were invited to attend other TLA schools' LGB meetings for insight. **Governors reported** the importance of receipt of timely, succinct papers for LGB meetings and reported that they feel empowered to ask questions if there is any lack of clarity in the information provided. Governors were invited to contact the Clerk or AH with any thoughts on what they believe works well and areas for governance improvement which might help them fulfil their responsibilities of the role of Governor.
3. There were no Declarations of Interest.
4. The Minutes of the TOA LGB meeting held on 22<sup>nd</sup> November 2021 uploaded to Governor Hub (GH) prior to the meeting, **were approved**.
5. LGB Appointments – Parent Governor elections will be carried out shortly.
6. Matters for the Trust Board to Share with the LGB Nothing to report.
7. Admissions Update – This data was reported in **Paper 8.0 The Oaks Academy - SLT Report (revised)** uploaded to GH prior to the meeting and was **received. It was reported that** should all students who put TOA first or second, come to the school in September. The projected Y7 intake will stand at 130. In addition, it is very likely that there will be a (currently unknown) number of students placed by the Local Authority (LA). The LA have now confirmed they have received the school's admissions policy consultation paper to lower PAN for 2023/2024.

**8. School Performance (including update on Covid impact and students on alternative provision)**

8. A report by AHT. All School Performance data was reported in **Paper 8.0 The Oaks Academy - SLT Report (revised)** uploaded to GH prior to the meeting and was **received. Governors reported that** there was a lack of clarity as to the basis of the Y7 – Y10 data presented. **It was reported that** the percentages provided were those which it is anticipated students would achieve if they were to sit GCSEs at this point in time. Papers given to students are standardised assessments, similar to GCSE papers but with differentiated levels of challenge as is appropriate to each respective year group. There is a set marking scheme, which is aligned to GCSE grades.
  - **Governors asked whether the data was correct in showing that if Y7 students were to sit GCSEs at this point in time, 31.6% of them would achieve a 4+, but none of Y10 would achieve beyond a 4. It was reported that** whilst the figures do require deeper analysis, it is thought that 31.6% is the correct figure for Y7. It is believed that some Y10 grades would be above a grade 4, but that data was not included in

the paper presented. **ACTION:** Data will be presented for the next meeting showing numbers of students working at, above and below, expected grades, additional Y10 4+ grades and 5-9 grades.

- **Governors asked how accurate were the grades presented. It was reported that** it was of concern that Y10 attainment appeared to be below that of Y7 and SLT are not confident about the accuracy of the English grades. Further consideration and analysis is planned.
- **Governors asked whether consideration had been given to the impact on the morale of lower ability students who might achieve very little in comparison to higher ability students when sitting the same tests, asking how the school encourages aspiration and motivation. It was reported that** aspiration and motivation are encouraged through Teaching and Learning methodology, rather than through outcomes. Students are not necessarily advised of these grades as reported to Governors.
- **Governors asked why the data does not show progress. It was reported that** the assessments were carried out in class, in November 2021, and feedback was provided in terms of where the students performed well and where they needed improvement. Tracking data shows where those grades are beginning to improve. Y7 assessments will go live after half term and Y8 and Y9 assessments have been completed.
- **Governors asked what is the strategy for Y10. It was reported that** an assessment scheduled for the beginning of March will inform individual student and subject interventions to be put in place to support improvement.
- **Governors asked what the school is doing to ensure the data presented is accurate, noting concerns in particular about data for attainment in English. It was reported that** the AHT met with the Head of English to look at workbooks and discuss assessments and moderation. Moderation had been carried out in collaboration with the other secondary schools within the Trust, Sir William Stanier (SWS), Congleton High School (CHS) and Knutsford Academy (KA), but there is still work to do.

#### 8.1 Projections for Y11

- **Governors noted that whilst there appears to be an improvement in attainment, students remain some way off target and asked how were the targets set and were they appropriate. It was reported that** targets were based on KS2 Fisher Family Trust (FFT) data.
- **Governors asked why students were so far off target in English and Maths. It was reported that** in addition to the impact of Covid, historically there had been very little challenge in the classroom. Poor behaviour hinders the school, but less so now than historically. Safeguarding improvements, behaviour management and interventions have moved the school on, and whilst some students' progress suggest that they are a grade below expected target, the school is working closely with the Trust CEO to ensure plans are in place to maximise progress. So as to offer all students the best life chances, English and Maths are being prioritised. Heads of Faculty meet weekly and Y11 are a standing agenda item. Whole school strategies are discussed and Heads of Faculties have been shown how SISRA can assist them in understanding progress. A previous issue regarding students' examination entries has been resolved and a number of interventions are targeting students' understanding about learning and behaviour.

8.1.1 **It was reported that 17/59 Y11** students are on an alternative provision pathway, 9 of whom are PP students. There is a 12% points difference between Pupil Premium (PP) and non-PP students grades. English as an Additional Language (EAL) students' achievement grades are above those of non-EAL students. Progress data does not include students on an alternative provision pathway, but attainment data does include them. This high number of students on an alternative pathway is legacy issue and will not occur in the future. **ACTION a:** Data will be provided showing attainment data not including alternative provision pathway nor EAL student data.

- **Governors asked what support is provided for EAL students in the school. It was reported that** the school receives no additional funding to support those students, but improvements are anticipated following the appointment of the new deputy with a wealth of experience with EAL students.
- **Governors asked whether other TLA schools have similar EAL student numbers. It was reported that some do** and the Trust is considering the provision of a Trust wide EAL initiative from September 2022.
- **Governors asked whether the school is also able to offer support to the families of students needing support. It was reported that** much is done to encourage and support parents, such as invitations to revision guidance evenings and the sharing of careers and employment resources, but parental engagement remains challenging.

- **Governors asked what parental attendance had been for the January Parents' Evening. It was reported that** attendance had improved since the school changed strategies. Video appointments led to an attendance figure of over 90% and follow up phone calls were made to those parents who did not respond to invitations. There has been a recent communication push and responsibility for encouraging parental engagement has been tasked with faculties, encouraging pro-active engagement.
- **Governors asked whether the school has any rewards incentives in place. It was reported that** postcards home are used and are valued. Positive phone calls home and incentives such as rewarding students with a cup of tea and a biscuit are valued over 'prizes' by students. **It was reported that** the additional Saturday morning Maths sessions are attended by over 50% of students.
- **Governors asked whether teachers receive remuneration for the Saturday sessions. It was reported that** they are unpaid, but teachers gain time in the summer term. Governors were assured that this is not an expectation of teachers on the part of the school; those members of staff who provide the sessions are volunteers and they report that they are encouraged by the positive relationships built with students during the sessions. **ACTION b:** The Chair will write to those Governors who provide Saturday sessions to thank them on behalf of the LGB.
- **Governors asked how confident the Headteacher is that the Saturday sessions are targeted and have a positive impact. It was reported that** following Trust and TLA schools' collaboration on interventions, it was decided that Maths feels the most appropriate subject on which to focus at this point in time. Cohorts for all interventions are identified after careful assessment of all data, such as gap analysis and prior attainment and a Trust review will be carried out to support TOA in its data analysis.

## 9. Action Plans and Updates

9.1 Behaviour/exclusions – **Paper 9.1 Behaviour for Govs** uploaded to GH prior to the meeting, was **received**. **ACTION a:** Presentation of the information for Governors will provide analysis of the data in practical, headline terms.

- **Governors asked whether the school has carried out an analysis to ascertain how PP, SEND and EAL students fit into this data, with a view to ensuring that the curriculum is suitable for those students' ability ranges. It was reported that** this analysis has not yet been carried out. **ACTION b:** This analysis data will be provided to Governors at the next meeting.
- **Governors asked whether there has been any student input into defining the categorisations for behaviour rewards and consequences, so that students feel engaged in the sanctions. It was reported that** discussions with students take place in form time.
- **Governors asked whether there has been an analysis of how teachers are grading sanctions and rewards. It was reported that** subject areas are being analysed for trends and staff discuss how to utilise the rewards and consequences to encourage the best behaviour in students. It might be useful to have more grades to cover the variety of situations, so that the system, for example, encourages students to bring equipment, rather than sanctioning them if they fail to do so. Governors were assured that staff have access to equipment (for learning) that students borrow, to ensure they can participate in learning and are not sanctioned for their lack of equipment beyond their control.
- **Governors asked how the school ensures consistency of sanctions across all lessons, asking whether the warning system is to be formalised. It was reported that** this is the aim being worked towards. Trials are taking place for best practice and impact behaviour management and warning systems. Staff need to have confidence in the systems and be able to de-escalate poor behaviour and encourage positive behaviour in a fair and consistent manner, so that students are clear as to expected behaviours and sanctions should they exhibit poor behaviour. The school pastoral system and academic routes are beginning to work together with individual child focused approaches where needed. Behaviour management is integrated in staff performance management. **ACTION c:** PK will provide to Governors at the next meeting, an update as to progress of sanctions and impact.

9.1a FTE Regularity – **Paper 9.1 FTE data?** uploaded to GH prior to the meeting, was **received**. **It was reported that** as the pastoral team grows, it will become easier to improve Fixed Term Exclusion (FTE) numbers. Pastoral staff are working on a mindset approach, asking students to think about and address the reasons they were excluded.

9.2 Attendance – **Paper 9.2 Attendance Data for Govs** uploaded to GH prior to the meeting, was **received**.

<ul style="list-style-type: none"> <li>• <b>Governors asked whether there is an analysis of SEND students to assess why they are not attending. It was reported that</b> staff know the identities of those not attending and are aware of their barriers to attendance. <b>Governors advised that</b> the school needs to ensure that the provisions match their needs.</li> <li>• <b>Governors asked whether there is a SEND/PP overlap , noting high absenteeism figures for Y9. It was reported that</b> the absenteeism issues in Y9 stem from a staff pushback against authorising absences, with a view to changing habits and building positive relationships and ensure impactful interventions are in place. <b>ACTION a:</b> SLT will provide attendance comparison data of this half term against next half term at the next meeting and data of attendance with Covid impact removed.</li> <li>• <b>Governors noted a trend of low female student attendance and asked what are the reasons for this. It was reported that</b> it was in part due to some female students experiencing challenging issues during their menstrual cycle. The school does provide feminine sanitary protection for those who need it and does all it can to support students and families who do ask for help with both the practical and emotional issues. <b>A Governor advised</b> that Tampax will provide free sanitary protection to schools on request and <b>ACTIONS b:</b> The school will follow up on this request and the Chair will visit the school to ascertain what posters and information is available to female students.</li> </ul>
10. <u>Safeguarding and Student Welfare</u> This item was covered in item 8 above and in Part 2. The Safeguarding Governor will visit the school to do a review on 10 <sup>th</sup> March.
<b>11. Governor Visits</b>
11. <u>Governor visits</u> <b>It was reported that</b> the Chair had prepared and shared on GH, a Governor Visit form and Governors were asked to complete it and post it GH when they have visited the school. More than one visit can be recorded on each form.
<b>12. Policies</b>
12. <u>Policies: Charging and Remissions</u> This Policy was not brought to the meeting.
<b>13. LGB Training Update</b>
13. Governors now should all have access to the NGA website and Learning Link and were asked to familiarise themselves with those sites. Further guidance on recommended learning modules will follow.
<b>14. Finance Update</b>
14. Nothing to report.
<b>15. Trust Support</b>
15. <b>It was agreed that</b> the Trust provides good support to the school and staff.
<b>16. Matters to Share with the Trust Board</b>
16. Nothing to report.
<b>17. AOB</b>
<ul style="list-style-type: none"> <li>• Governors requested that papers include page numbers for ease of reference.</li> </ul>
<b>Next Meeting Monday 6<sup>th</sup> June 2022 at 4:00pm</b>
<b>Meeting Closed 6pm</b>

Signed.....Date.....

TOA LGB ACTIONS			
AGENDA ITEM AND ACTION	By When	By Whom	Date Completed

<b>8.</b> Data will be presented for the next meeting showing numbers of students working at, above and below, expected grades, additional Y10 4+ grades and 5-9 grades.	6/6/22	SLT	
<b>8.1.1a</b> Data will be provided showing attainment data not including alternative provision pathway nor EAL student data.	6/6/22	SLT	
<b>8.1.1b</b> The Chair will write to those Governors who provide Saturday sessions to thank them on behalf of the LGB	6/6/22	Chair	
<b>9.1a</b> Presentation of the information for Governors will provide analysis of the data in practical, headline terms.	6/6/22	SLT	
<b>9.1b</b> Analysis data will be provided as to how PP, SEND and EAL students fit into behaviour/exclusions data, with a view to ensuring that the curriculum is suitable for those students' ability ranges.	6/6/22	SLT	
<b>9.1c</b> PK will provide an update as to sanctions and impact.	6/6/22	PK/SLT	
<b>9.2a</b> SLT will provide attendance comparison data of this half term against next half term at the next meeting and data of attendance with Covid impact removed.	6/6/22	SLT	
<b>9.2b</b> The Chair will visit the school to ascertain what posters and information is available to female students. The school will follow up on the Tampax request.	6/6/22	Chair/SLT	
<b>22<sup>nd</sup> November Meeting</b>			
<b>7.1</b> Yrs7, 8 and 9 Progress8 data will be provided in future reports	Next meeting 16/02/22	SLT	Complete
<b>7.2.1</b> The T&L Action Plan will be considered in detail at the next meeting	16/02/22	SLT	Deferred
<b>7.2.4</b> A graph will be provided in future attendance reports detailing groupings of non-attendance such as girls/boys, SEND, medical need.	16/02/22	SLT	Complete
<b>7.4</b> The PP Strategy will be uploaded to the school website after finalisation of figures by the Headteacher and Deputy Headteacher.	ASAP	SLT	Complete
<b>7.4</b> Future reporting will include intended improvement outcomes, indicating the number of pupils not progressing and clarity of what is meant by 'improved'	16/02/22	SLT	Ongoing
<b>8.1</b> The LGB will await the Safeguarding Children in Education Settings (SCiES) report before discussing further at the next meeting.	16/02/22	SLT	Deferred

<p><b>8.2</b> A graph will be provided in future exclusions' reports, showing repeat exclusion data, including numbers of exclusions of those pupils with Education and Health care Plans (EHCPs) and exclusions' reasons will be listed along with strategies employed and details about LA involvement, to enable comparative analysis.</p>	16/02/22	SLT	Ongoing
<p><b>10.1</b> Recommended amendments will be made to the Behaviour Policy, approved online and ratified by Chair's Action</p>	ASAP	SLT/Chair	Complete
<p><b>10.2</b> Recommended amendments will be made to the Exclusions' Policy, approved online and ratified by Chair's Action</p>	ASAP	SLT/Chair	Complete
<p><b>12.2</b> The Chair will prepare a visits' form for Governor use</p>	ASAP	Chair	Complete