

**Date: Thursday 19<sup>th</sup> September 2024 at 4:00pm**

**Present:**

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

**Apologies:**

Mrs Lisa Hodgkison (LH)  
Mr Simon Lockett (SL)  
Dr A Howells (AH)

**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:**

Sharon Dutton – TLP (SD)

Governance and Administration		Action
1.	<p><b>Welcome, Quoracy, Apologies and Declarations</b></p> <p>The meeting started at 4:20pm.</p> <p>The Chair (MM) welcomed everybody to the meeting and the meeting was confirmed quorate. Apologies were received and accepted from LH, SL and AH.</p> <p>There were no additional declarations of prejudicial or personal interest.</p> <p>Unless otherwise stated, all papers referred to had been uploaded to GovernorHub (GH) prior to the meeting:</p> <ul style="list-style-type: none"> <li>• Current Year 11 Data Analysis and Plan – agenda item No 8</li> <li>• GCSE Year 11 2023-2024 Analysis – agenda item No 8</li> <li>• LGB Report 19.09.2024 – agenda item No 9</li> <li>• Safeguarding Visit 25.06.2024 – agenda item no 14</li> <li>• Admissions Policy 2026-2027 – agenda item No 17</li> <li>• Safeguarding Policy – agenda item No 17</li> <li>• RSE Policy – agenda item No 17</li> </ul>	
2.	<p><b>Minutes of the last meeting and Matters Arising</b></p> <p>The Minutes of The Oaks Academy LGB meeting held on 25<sup>th</sup> June 2024 were approved and will be electronically signed on GH.</p> <p>There were no matters arising.</p>	
3.	<p><b>Confirmation of Chair/Vice Chair</b></p> <p>MM and AM were unanimously re-elected as Chair and Vice Chair respectively.</p>	

4.	<b>LGB Membership update – vacancies, new appointments and terms of office.</b> Constitutionally more Governors were required, namely 2 Parent Governors and 1 Appointed Governor. MM asked existing governors to contact any educationalists they might know who would be prepared to stand as Governors.	
5.	<b>Declarations and Confirmations</b> SD asked all those who had not completed their declarations on GH to do so as soon as possible so that these could be published onto the Trust's website.	
6.	<b>Confirmation of Governor Link Roles</b> These were confirmed as follows: a) Careers: to be confirmed at the next meeting b) Safeguarding: MM c) SEND: LH Governors were reminded to complete the statutory training by the deadline and send their certificates through to SD for uploading onto GH.	
7.	<b>Governor monitoring schedule 2024-2025</b> <b>ACTION: MM to send this through to all governors by email.</b>	MM
<b>Strategic Direction and Progress against Priorities</b>		
8.	<p><b>Exam results summary – GCSE Summer 2024</b> PK presented the document GCSE Year 11 2023-2024 Analysis and Current Year 11 Data Analysis and Plan.</p> <p>MM congratulated the school on the improved results which confirmed the school's good infrastructure and that it was moving forward in a positive direction. She thanked JN for the clear and thorough analysis of results who reported that the school was waiting the results from remarking. If these were included, he would update the paper.</p> <p>Governors noted that 93.68% (89/95) of the cohort have filled all the Progress 8 buckets, in contrast to last year's figure of 86%. They were also pleased to see a PP (LAC) pupil do very well. EBacc entry is still very strong at 36.84%, above the local authority average at 33%. Last year EBacc entry was 35%. This entry demonstrates a high proportion of students follow an ambitious and challenging curriculum.</p> <p>JN highlighted strong results from the Spanish and Art departments. Governors were also impressed by the Maths results with better results than those for English. Overall, the majority of subjects are very close to within the 5% tolerance; the data suggests the school is able to track, assess and monitor progress effectively, which was not the case in the past.</p> <p><b>Governor challenge:</b> <i>Why is the P8BC so low for Design and Technology at -0.177%?</i></p> <p><b>JN response:</b> <i>The current KS3 cohort are male heavy and performed badly in the examinations. Their coursework was excellent but not the written submissions. The current year 11 are a better group and he is confident the data will improve.</i></p> <p>A discussion took place around the performance of those pupils categorized as: <b>Pupil Premium</b> - the data suggests that while there are areas of strength, such as the high percentage of students filling all progress 8 buckets, there are also areas for development,</p>	

	<p>particularly in improving Progress 8 and Attainment 8 scores, as well as increasing the number of students achieving a strong pass in English and Maths.</p> <p><b>More Able</b> - JN to deliver staff inset &amp; staff briefings re: pedagogical approaches for 'teaching to the top' and consistent monitoring.</p> <p><b>SEND</b> - recent initiatives include embedding the three non-negotiables, pupil passports and adaptive teaching CPD.</p> <p><b>EAL</b> - the data paints a positive picture of the academic performance of EAL students in the school, highlighting their progress, attainment and achievements in key subjects. It is evident that EAL students are making significant strides in their academic journey and are deserving of recognition for their hard work and dedication.</p> <p>PK reported that the current Year 11 lead, despite being inexperienced has a lot of excellent ideas and is already strengthening the team with a high level of energy. The school is also establishing strong links with Ruskin Community High School.</p> <p><b>Governor challenge:</b>  <i>What explains the disparity between predicted and actual results for PE?</i></p> <p><b>PK response:</b>  <i>The subject had started off badly with the subject lead leaving after only 8 weeks of teaching forcing a restructure and catch-up. There are now some young energetic staff who are galvanizing the unit.</i></p> <p>PK reported that the highly experienced Curriculum lead tracks results carefully and is meeting with teams with staff on a constant basis. Governors congratulated JN's data which in the majority of cases had been accurate.</p> <p><b>Governor question:</b>  <i>With regards to the current Year 11, are there plans to create a progress measure?</i></p> <p><b>JN response:</b>  <i>Due to the absence of KS2 standardized National data for current Year 11 we are using our internal CATS testing to generate a value-added measure i.e. an Internal P8. This should be acceptable now that there is evidence of consistent teaching in a stable school environment.</i></p> <p>Governors congratulated the school on the hard work put in to achieve incremental improvements, good pupil behaviors, and high staff morale. They were interested to see how this would improve applications in 2025.</p>	
9.	<p><b>Strategic Priorities for 2024-2025</b></p> <p>PK presented the LGB Report September 2024. The report covered the following areas:</p> <ol style="list-style-type: none"> <li>1. Pupils to make at least the expected levels of academic progress in all subjects through rigorous assessment and tracking procedures.</li> <li>2. Enhance the engaging and ambitious knowledge rich curriculum for all learners.</li> <li>3. Refine a whole school approach to encourage positive pupil relationships and routines to improve attitudes to learning.</li> <li>4. Embed the teaching &amp; learning framework ensuring the delivery and presentation of new information is consistent for all learners.</li> <li>5. Embed an inclusive approach to teaching, learning &amp; assessment, meeting the needs of all learners (including SEND/EAL/PP/MA).</li> <li>6. Develop our thriving personal development curriculum so that it responds to wider global initiatives.</li> </ol>	

	<p>7. Raise standards of literacy for all pupils with a focus on oracy &amp; articulacy, reading comprehension &amp; fluency and extended writing through our whole school literacy framework.</p> <p>8. Leadership accountability at all levels leads to positive change.</p> <p>9. Ensure that safeguarding is a core part of the school's culture.</p> <p>10. Prioritize the wellbeing of staff and consistently monitor and review.</p> <p>A discussion ensued regarding the school's middle leaders. Capability is improving due to the SLT whose strength is permeating downwards. There is a top down, bottom-up approach and the enthusiasm at the bottom is encouraging and PK is confident that staff levels will improve soon.</p> <p><b>Governor question:</b>  <i>On your walkabouts, how are staff handling SEN issues?</i></p> <p><b>PK response:</b>  <i>They are fully engaging with any issues. Deviance is no longer a problem and pupils are responding positively to the effective behavior management systems now in place. Staff are asking for assistance where needed and morale is high.</i></p> <p>With regards to reading, 65% of pupils have a reading age below their chronological age. This has improved by 11 percentage points. EAL interventions will be informed by the Bell Foundation testing and by the Deputy CEO of TLP. In addition, oracy and articulacy will be further developed and embedded across the curriculum this academic year to support the pupils with confidence to express their views which in turn will improve their written answers.</p> <p><b>ACTION: Clerk to include Literacy on the next meeting agenda</b></p>	SD
<b>Education</b>		
10.	<p><b>Admissions and Pupil Numbers</b></p> <p>The ongoing popularity of the school is evidenced by the number of new admissions. As a result, pupil numbers continue to rise overall. Current year 7 is 120. It is pleasing to have an overall NOR sitting at 634, the highest for The Oaks Academy. The school is confident the current year 7 cohort will achieve 130 before the end of this term. The reduction in year 10 is due to a small number of students leaving to join UTC.</p> <p>Governors commented on the extraordinary increase in percentage of applications since 2020.</p> <p><b>Governor question:</b>  <i>Where are the additional 10 applications coming from:</i></p> <p><b>PK response:</b>  <i>Immigration, mostly from Africa.</i></p>	
11.	<p><b>Attendance</b></p> <p><b>Current Position:</b></p> <ul style="list-style-type: none"> <li>For the whole year 2023-24 the school attendance was 92.35 which was 2 PERCENTAGE POINTS above the national average. Persistent absence was 26.03 which is on national average (26.7%).</li> <li>EAL attendance 92.86% v non-EAL 89.44%</li> </ul>	

	<ul style="list-style-type: none"> <li>• The gap between SEND and non-SEND has remained the same throughout the year.</li> <li>• Last year's Year 11 cohort maintained their improved attendance figures during the first two and half terms, but attendance was impacted by early study leave</li> <li>• All Year groups were above national average with their attendance data except year 11.</li> <li>• Pupil Premium pupils have above national average attendance, but we have not yet closed the gap between PP and Non-PP which is an area for improvement.</li> </ul> <p>The way forward and attendance data were presented as part of the report.</p> <p><b>ACTION: SLT to clarify the policy on pupils taking Early Study Leave to help mitigate the drop in attendance figures.</b></p> <p><b>Governor challenge:</b>  <i>Why has the gap between PP and Non-PP not closed?</i></p> <p><b>JN response:</b>  <i>There are individuals who are not engaged with learning and whose families are not recognizing the importance of education and attending school. The school is trying to break down these barriers in a non-aggressive way.</i></p> <p><b>Governor challenge:</b>  <i>Is there information available to demonstrate to parents the link between attendance and attainment?</i></p> <p><b>JN response:</b>  <i>There is a poster which graphically shows the link which parents see on parent's evenings. A letter has been sent out notifying parents of their children's attendance status. Holidays absences are still happening but currently attendance figures are 2 percentage points above the national average and the best in Cheshire.</i></p>	SLT
12.	<p><b>Behaviour</b></p> <p><b>Current position:</b></p> <ul style="list-style-type: none"> <li>• Nearly all pupils continue to meet our high expectations both in and out of lessons</li> <li>• The end of year reward trip to LA Bowl was a huge success and with over 200 students participating.</li> <li>• Suspensions continue to remain lower compared to this time last year.</li> <li>• The on-call system is embedded, and the hotspot timetable is frequently updated to focus on supporting Early Career Teachers but also any other staff who request support</li> <li>• Our '3 Golden Rules' (Follow instructions; Listen; Be Polite) are firmly embedded and all staff consistently use them to support pupils in making the right choices</li> <li>• RESPECT room (internal isolation) is still having a positive impact in improving pupil behaviors and reducing the need for external suspensions.</li> <li>• Thrive Centre is up and running.</li> <li>• Uniform remains improved and pupils are getting a consistent message from all staff about our high expectations.</li> <li>• There has been an improvement of recording of incidents and staff engaging with and using Satchel One.</li> </ul> <p>The way forward and attendance data were presented as part of the report.</p>	

	<p>JN explained to governors how the RESPECT room was functioning. There was space for 6 pupils at a time. Recently it's use had been extended to uniform and piercing issues. There was currently less personal space in the corridors but this would improve as the new students orientated themselves. Older students were assisting younger ones to get around.</p> <p><b>Governor question:</b>  <i>What is the impact of the Thrive Centre?</i></p> <p><b>JN response:</b>  <i>As an alternative provision before permanent exclusion the facility gives pupils a chance to regulate themselves and meet agreed expectations. It functions as a classroom and a neutral space where meetings can be held with parents. There is a direct correlation between the drop in permanent exclusions issued and the introduction of the facility. Staff have also undergone training to regulate their language where necessary.</i></p> <p><b>Suspensions and Exclusions</b>          Suspensions for 2023/2024 academic year are the lowest since 2018/2019. PK reported that the school feels calm, teachers are happy and enjoying teaching and pupils are cheerful and engaging.</p>	
13.	<p><b>Student Destinations 16+</b>          The report included the current position with year-on-year comparative figures starting from 2021.</p> <ul style="list-style-type: none"> <li>• 100% of pupils receive independent careers guidance and support.</li> <li>• Targeted pupils receive additional support.</li> <li>• 100% of pupils who are on site have submitted a post 16 application to college.</li> <li>• Tracking of pupil applications is done through the form time programme so that pupils can be targeted.</li> <li>• Support from LA with the most vulnerable pupils and those not on site.</li> <li>• SENCo support with ensuring that pupils have the right applications completed.</li> <li>• One to one application support completed with vulnerable pupils.</li> <li>• Decrease in NEET since new careers lead in post in from 2022.</li> <li>• Reduction in % of NEET year on year</li> <li>• Pre Covid 2019 data for NEET was 6.56%.</li> </ul> <p>Areas requiring continued improvement &amp; way forward.</p> <ul style="list-style-type: none"> <li>• Continued close monitoring and support in year 11.</li> <li>• Ensuring that pupils choose the correct pathway so that they remain in their post 16 destination.</li> <li>• Improve 3-year tracking of post 16 destinations.</li> <li>• Reduction in NEET to 0% for 2025</li> </ul>	
<b>Welfare</b>		
14.	<p><b>Safeguarding</b>          MM had uploaded her Safeguarding Visit report 26/06/24 onto GovernorHub. She was happy with her findings but was concerned about the increased teaching load for the Designated Safeguarding Lead. The last SCIES report was October 2023, and the school has been informed that now it has a good Ofsted judgement the next one will not be until October 2025.</p>	

	The Trust's Emma Hooley will conduct Safeguarding follow ups as well as MM's link governor visits.	
15.	<p><b>Welfare and Wellbeing – Students</b>  <b>See LGB Report (19.09.24)</b>  There is no specific year group where there was a cause for concern in the last academic year. There have been no LADO (Local Authority Designated Officer) referrals and no FGM (Female Genital Mutilation).  <b>Areas requiring continued improvement &amp; way forward:</b></p> <ul style="list-style-type: none"> <li>• Mental Health Support team to work with DSL to provide a whole school approach with Mental health champions in each department.</li> <li>• Kooth Student to deliver assemblies on wellbeing. This is an anonymous online mental wellbeing support service.</li> <li>• Mental health Support team to provide half termly workshops for parents – topics include online safety, sleep and anxiety.</li> <li>• Relaunch of the Diana Anti- bullying campaign and ambassadors to visit primary schools.</li> </ul> <p>A discussion ensued around electronic media and the school outlined its methods for tackling potential misuse. This discussion moved onto the banning of mobile phones and the school confirmed that further discussions were taking place around this issue.</p>	
16.	<p><b>Welfare and Wellbeing – Staff</b>  The results of the latest staff survey were very positive particularly considering it had been conducted whilst the staff were concerned about the imminent Ofsted inspection.  <b>Areas requiring continued improvement &amp; way forward:</b></p> <ul style="list-style-type: none"> <li>• Re-establish staff wellbeing group.</li> <li>• Ensure that wellbeing is continually high on the agenda at all staff meetings.</li> <li>• Clarify TOA response to Wellbeing and support package so that a greater % of staff feel that the school prioritizes wellbeing.</li> <li>• Review of workload</li> <li>• Post Ofsted staff wellbeing survey to be completed.</li> <li>• Training for staff on supporting health and wellbeing.</li> </ul> <p>MM congratulated the SLT on the excellent survey results.</p>	
<b>Local Matters and Stakeholder Engagement</b>		
17.	<p><b>Policy Approval – Trust update.</b></p> <ul style="list-style-type: none"> <li>• Relationship &amp; Sex Education (RSE) Policy</li> <li>• Safeguarding Policy</li> <li>• Admissions Policy 2026 to 2027</li> </ul> <p>Governors approved all three policies.</p>	
18.	<p><b>Governor Training update – recommendations/requirements from the Trust</b>  SD reminded governors that they needed to complete Safeguarding and Prevent training as posted on GovernorHub and upload their certificates.</p>	
19.	<p><b>Stakeholder Engagement – Parents/Carers</b>  The newly formed Parent Forum Group had now been set up and were to be encouraged to continue building on their initiative.  PK reported that the Tutor's evening would be taking place that evening.  The recently held parents evening had had an 80% turnout and 25 out of 27 parents had attended the passport evening on the 18<sup>th</sup> September.</p> <p><b>Governor challenge:</b>  <i>How does the school intend to reach the remaining 20%?</i></p>	

	<b>PK response:</b> <i>Follow up phone calls were to be made to engage parents and ascertain reasons why they had not attended. A discussion ensued around the timing of the event and if an on-line facility could be offered.</i>	
<b>20.</b>	<b>Stakeholder Engagement – Wider Community</b> Student leaders were now entering the community, talking positively about their experiences at the school. There had been positive mentions in the local press, social media and pupils on work placement and an event to be held at Cheshire College.	
<b>21.</b>	<b>Communication – To Trust</b> The SLT reported that they were pleased with the layered approach from the Trust and the standard of communication from the Trust to the school.  Governors asked about the Trust approach to measuring progress in 2025 given that the current Year 11 have no KS2 data.	
<b>22.</b>	<b>Communication – From Trust</b> Nothing to report.	
	<b>AOB</b> Governors agreed to change the starting time of meetings to 4:30pm going forward.	
	<b>The meeting closed at 5:55pm</b> <b>Next Meeting: Thursday 19<sup>th</sup> December 2025 at 4:30pm</b>	

#### **ACTION LOG FOR MEETING 19.09.24**

	<b>ACTION</b>	<b>BY WHOM</b>	<b>BY WHEN</b>
Page 2 Item 7	Send through Monitoring Schedule to all governors by email.	MM	After meeting
Page 4 Item 9	Include Literacy on the next meeting agenda	SD	19.12.24
Page 5 Item 11	Clarify the policy on pupils taking Early Study Leave to help mitigate the drop in attendance figures.	SLT	19.12.24