

**Date: Thursday 19<sup>th</sup> December 2024 at 4:30pm**

**Present:**

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

**Apologies:**

Mrs Lisa Hodgkison (LH)  
 Mr Simon Lockett (SL)  
 Mrs Helen Pate (HP)  
 Mr John Weir (JW)  
 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 4:32pm.</p> <p>The Chair (MM) welcomed everybody to the meeting and the meeting was confirmed quorate. Apologies were received and accepted from LH, SL, HP, JW and AH. All attendees introduced themselves around the table for the benefit of CB, new governor in approval process. There were no additional declarations of prejudicial or personal interest.</p> <p>The following papers had been uploaded to GovernorHub (GH) prior to the meeting:</p> <ul style="list-style-type: none"> <li>• Chair Approved Minutes 19.09.24</li> <li>• LGB report December 2024</li> <li>• School Improvement Plan (SIP) 24/25</li> <li>• Culture &amp; Behaviour Report 2024</li> <li>• Attendance Report Term 2024-2025</li> <li>• GDPR Privacy Notice – TLP Policy</li> <li>• DP Privacy Notice (pupils &amp; parents) – TLP Policy</li> <li>• DP Privacy Notice (pupil friendly) – TLP Policy</li> <li>• DP Privacy Notice (staff &amp; volunteers) – TLP Policy</li> <li>• Charging &amp; Remissions Policy</li> <li>• Premises Management Policy</li> <li>• Suspension &amp; Permanent Exclusion Policy</li> <li>• Rewards &amp; Behaviour Policy</li> <li>• Pupil Premium Statement 2022-2025 for academic year 24/25</li> <li>• All Achieve SLT and LGB Analysis 2024-25</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 19<sup>th</sup> September 2024 were approved and will be electronically signed on GH.</p> <p>There were two matters arising:</p> <ol style="list-style-type: none"> <li>1. JW to be provisionally appointed Careers link.</li> </ol>	

	<p>PH appointed Behaviour link It was agreed to postpone the appointment of quality of education link governor until next meeting in 2025.</p> <p><b>ACTION: MM to inform JW of his link role.</b></p> <p><b>ACTION: SD to add quality of education link governor appointment to meeting agenda of 01.05.25</b></p> <p>2. Monitoring schedule to be sent through to all governors. It was confirmed all governors to conduct one visit per term in their appointed lead subject.</p> <p><b>ACTION: MM to email monitoring schedule to governors.</b></p> <p><b><u>ACTION LOG FOR MEETING 19.09.24</u></b></p> <table><tr><td></td><td><b>ACTION</b></td><td><b>BY WHOM</b></td><td><b>BY WHEN</b></td></tr><tr><td>Page 2 Item 7</td><td>Send through Monitoring Schedule to all governors by email.</td><td>MM</td><td>After meeting</td></tr><tr><td>Page 4 Item 9</td><td>Include Literacy on the next meeting agenda</td><td>SD</td><td>Complete</td></tr><tr><td>Page 5 Item 11</td><td>Clarify the policy on pupils taking Early Study Leave to help mitigate the drop in attendance figures.</td><td>SLT</td><td>Ongoing</td></tr></table>		<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	Complete	Page 5 Item 11	Clarify the policy on pupils taking Early Study Leave to help mitigate the drop in attendance figures.	SLT	Ongoing	
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<b>3.</b>	<p><b>Membership update</b></p> <p>MM confirmed CB’s appointment and welcomed him to the LGB. He confirmed he would be submitting his DBS documentation the following day to TOA. It was confirmed that the LGB still required 1 parent governor, and a discussion took place as to the best way to achieve this. It was noted that a candidate with an EAL background would be ideal, to reflect the surrounding community.</p>																	
<b>Strategic Direction and Progress against Priorities</b>																		
<b>4.</b>	<p><b>School Improvement Plan (SIP) including Literacy Update</b></p> <p>The LGB report outlined the Literacy update on pages 1 to 9.</p> <p>This covers a wide range of actions being implemented by the school to improve reading across the curriculum and their impact. This includes initiatives such as the “Reader Theatre” model, VIPERS reading programme, the fluency rubric, tier 2 and 3 vocabulary, Word of the Week, mentoring and intervention.</p> <p><b>Governor question:</b> <i>The VIPERS Strategy is further reinforced by weekly ‘Drop Everything and Read (DEAR)’ sessions. Is this being enforced?</i></p> <p><b>HT response:</b> <i>Yes it is.</i></p> <p><b>Governor question:</b> <i>How often are the texts being read during lessons and are you confident the strategy is happening in every subject?</i></p> <p><b>HT response:</b> <i>The strategy is being followed but constant reminding is still required.</i></p> <p><b>Governor question:</b> <i>How is the Explicit Teaching of Tier 2 and 3 Vocabulary being monitored?</i></p> <p><b>HT response:</b> <i>Literacy procedures are constantly being reinforced with staff and any gaps are addressed during regular briefings. Question and answer sessions are also deployed.</i></p>																	

	<p>A discussion took place around the awarding of achievement points for the Word of the Week initiative. Whilst the report outlined the increase in the number of recorded achievement points across the school, governors were concerned that the impact across the board was difficult to ascertain as some pupils responded well to this whilst others were not responding at all.</p> <p><b>Governor question:</b>  <i>How do the Year 7 and 8's respond to the Year 9 and 10 reading mentors and do the mentors enjoy the role?</i></p> <p><b>Response:</b>  <i>This initiative has been relaunched and is broadly welcomed. Focus groups and pupil voice are being used to ascertain success. Governors welcomed pupil voice being ascertained from both mentees and mentors and the weekly progress update for parents and carers.</i></p> <p><b>Governor question:</b>  <i>The current texts being read are a series of texts chosen purposely to develop the cultural capital of pupils. Who has selected these texts?</i></p> <p><b>Response:</b>  <i>These have been selected in consultation with local primary schools and wider research. Governors felt they would like to see at least one text chosen by the pupils themselves.</i></p> <p><b>Governor question:</b>  <i>What is the timeframe for assessing intervention outcomes?</i></p> <p><b>Response:</b>  <i>Approximately 6 months.</i></p> <p><b>Governor question:</b>  <i>Is there any analysis of the impact of the SEND targeted literacy intervention within the classroom and has it improved attendance?</i></p> <p><b>HH response:</b>  <i>The SEND review taking place next term will show what impact has occurred but at this stage signs of improved confidence can already be seen. PK reiterated that reviews will measure how individual pupils are progressing in relation to their attendance, suspensions and other behavioral issues against the previous review. HH reported that the spelling interventions have already had a positive impact particularly on those readers who have been struggling.</i></p> <p>MM congratulated the school on its teamwork and the impressively high quality and variety of work undertaken in this area and suggested this could become part of a Trust wide model.</p>	
<b>Education</b>		
5.	<p><b>Pupil Numbers</b>  See pages 9-10 of the LGB report.</p> <p>Governors noted that admissions and pupil numbers were looking positive. A bigger improvement had been hoped for due to the Good Ofsted inspection, but the increase was incremental, and the figures were impressive in comparison to other local schools. PK confirmed that they were targeting schools to encourage enrollment at the school in 2025 and whilst gains were slow, they were improving. He observed that the main problem was parents choosing other schools due to siblings already enrolled elsewhere. He also observed that staff were now enrolling their children at The Oaks which was very encouraging.</p> <p>He explained to governors how the admission system works and its limitations. He has requested the Trust to engage with the Local Authority to make this system more equitable and governors encouraged him to persevere in this area.</p>	
6.	<p><b>Attendance</b>  See pages 11 to 12 of the LGB report.</p>	

	<p>Year to date whole school attendance is 93.06% which is above the DfE latest statistic of 92.06%. Persistence absence is 23.4% which under the DfE latest statistics of 25%. Year 7 and Year 8 are well above national average, Year 9 and Year 11 are in line with national average and Year 10 are slightly below national average. EAL are still the best attending group at just under 95% compared to 91.45% for non-EAL.</p> <p>Governors were impressed with the attendance statistics. PK explained that the gaps between SEND and non-SEND and Pupil Premium were still wider than they were happy with, due mostly to significant needs within these groups. Parents were not appreciating how important education was and there are concerns around the Year 10 figures. The SLT were interested in what impact the new attendance guidance would have on the figures going forward.</p> <p>PK confirmed that in the disadvantaged categories the school currently had the best attendance across the Trust.</p> <p>MM commented that pupils will attend school regularly when the quality of education and activities is high and engaging and the excellent rate of attendance was testament to this. The school was congratulated on the attendance figures and the reasons behind these improved figures.</p>	
7.	<p><b>Rewards and Behaviour (including suspensions and exclusions)</b></p> <p>See pages 12 to 13 of the LGB report. AB also presented the Culture and Behaviour report which contained more detail in this area.</p> <p><b>Governor question:</b> <i>What constitutes a bronze, silver or gold certificate?</i></p> <p><b>Response:</b> <i>These are based on the number of achievement points earned across a variety of activities.</i></p> <p>A discussion took place around the rewards system and the awarding of positive and negative points. Governors were interested to see more detail where negative points had been awarded and they were concerned that all points be awarded consistently across the staff body. They were also concerned that quieter children might be overlooked in the rewards system and that differences in teaching methods would also affect consistency.</p> <p><b>Governor question:</b> <i>What is the situation with repeat offenders?</i></p> <p><b>AB answer:</b> <i>These is a focus on repeat offenders with professional conversations carried out regarding how and why points are being issued to particular pupils.</i></p> <p><b>Governor question:</b> <i>Looking at the faculty data overview on pages 4 and 5 of the report, what is being done about departments such as ICT, Media Studies and Health &amp; Social Care who are awarding no positive points or no points at all?</i></p> <p><b>Response:</b> <i>The SLT acknowledge this and are working with staff to ensure data is more secure.</i></p> <p>Governors encouraged the SLT to be more analytical of the rewards system in order to achieve an accurate understanding of the nature of behavioural issues. This could also include analysis of pupils who had no negative points accumulated.</p>	

	<p>The reports outlined details of suspensions and exclusions. Suspensions figures were very low and there were a number of repeat offenders. There is a very small percentage of pupils not achieving the minimum standards of the school.</p> <p><b>Governor question:</b>  <i>There are some anomalies within the Historical Data on Page 6 of the report. There appears to have been more suspensions than children in 2018/2019 and the percentage for 2024/2025 should be 2.18% not 21.8%</i></p> <p><b>Response:</b>  <i>This was due to repeat offenders. The incorrect recent data is noted.</i></p> <p><b>Governor question:</b>  <i>Please confirm that work is set and marked on submission for pupils suspended.</i></p> <p><b>Response:</b>  <i>Yes, work is set out in line with DfE guidelines.</i></p> <p>A discussion took place around the internal isolation data with governors interested in how “failure to follow instructions” was being applied consistently as there may be staff more successful in this area than others. AB acknowledged this could be the case but that sending pupils to the RESPECT provision was generally for repeat offenses, not one-offs. The Headteacher also reiterated how important the RESPECT centre was rather than the knee-jerk reaction to bad behaviour being to send children home to “watch TV”. He emphasised it was important for pupils to understand why they had been sent to the room and own their actions.</p>	
8.	<p><b>Progress and Attainment (including breakdown of groups – PP, SEND, exclusions)</b>  See pages 13 and 14 of the LGB report and All Achieve SLT and LGB Analysis 2024-25.  Governors were concerned about the overall English and Maths results. JN acknowledged that additional work was required in this area due to staff not “teaching-to-the-top” due to a lack of experience and leadership. PK concurred, adding that the mind set of some of the staff body needed to change in order to avoid the inherent belief that the school cannot keep on improving. In addition, pupils and their parents/carers needed to be encouraged to increase their expectations. As stated in the report, English and Maths leads are to meet with the SLT to review curriculum and interventions to secure at least 5% achieving 9-7 grades across both subjects.</p> <p>Governors noted the improvements made in the PP and SEND figures and congratulated the school on these.</p>	
9.	<p><b>Link Governor Monitoring Links</b>  See above.</p>	
10.	<p><b>Pupil Premium</b>  a) To receive confirmation of the publication of the PP Strategy Statement on the school website.  b) To review the impact of the spending of the PP funding</p> <p>Governors confirmed publication and reviewed the impact. There were no questions or observations.</p>	
<b>Welfare</b>		
11.	<p><b>Safeguarding</b>  See Pages 15 to 18 of the LGB report.  It was confirmed that EL had followed all previously suggested actions. She had had 8 positive responses to the safeguarding workshops but only two parents had attended which was a disappointment.</p>	

	The report outlined policy updates, CPD and training, LA referrals, CPOMS overview and the filtering and monitoring system. NOVUS had spotted an attempted computer hack and the SLT were meeting with NOVUS in the new term to discuss how to combat hacking incidents.	
<b>12.</b>	<p><b>Welfare and Wellbeing – Students</b></p> <p>See Page 19 of the LGB report.</p> <p>Going forward there would be a relaunch of the Diana Anti- Bullying Ambassadors (DABA) campaign with a relaunch of DABA during assemblies for additional male pupils and the science room was to be made available as a pop-up shop for DABA ambassadors.</p> <p>An initiative for the establishment of peer-to-peer mentoring on the disclosure of bullying was discussed and PH announced he would be discussing this with the SLT. EA confirmed that at present pupils felt that bullying was being handled well through pupil voice.</p>	
<b>13.</b>	<p><b>Welfare and Wellbeing – Staff</b></p> <p>See Page 20 of the LGB report.</p>	
<b>Local Matters and Stakeholder Engagement</b>		
<b>14.</b>	<p><b>Local Policy</b></p> <p>The following policies had been uploaded for governor review:</p> <ul style="list-style-type: none"> <li>• Charging &amp; Remissions - approved</li> <li>• Premises Management - approved</li> <li>• Suspension &amp; Permanent Exclusion – approved with the inclusion of references to SEND</li> <li>• Behaviour &amp; Rewards – approved with minor amendments</li> </ul> <p><b>ACTION: Rename policy as Rewards &amp; Behaviour.</b></p>	
<b>15.</b>	<p><b>Governor Training update including confirmation of completion of mandatory training on Prevent &amp; Safeguarding</b></p> <p>SD reminded governors that they needed to complete Safeguarding and Prevent training as posted on GovernorHub and upload their certificates.</p> <p><b>ACTION: Complete mandatory training.</b></p>	
<b>16.</b>	<p><b>Stakeholder Engagement – Parents/Carers</b></p> <p>See page 21 of the LGB report. A list of parental engagement opportunities was presented which would be included in the next school newsletter. Governors requested that going forward the school newsletter be uploaded onto GovernorHub.</p> <p><b>ACTION: Upload school newsletter into GovernorHub.</b></p> <ul style="list-style-type: none"> <li>• Parent survey to be completed on Pupil Academic Counselling Day on 13.12.24</li> <li>• Year 11 All Achieve Evening held with form tutors and parents for face-to-face appointments on 10.10.24 had 88.9% attendance.</li> <li>• Year 10 progress evening online on 24.10.24 had 53.1% attendance.</li> <li>• SEND Parent evening had 67% attendance through face to face and phone calls.</li> </ul> <p>Areas requiring continued improvement &amp; way forward:</p> <ul style="list-style-type: none"> <li>• Improved attendance at parent meetings</li> <li>• Review parent forum – potential move to online.</li> </ul>	
<b>17.</b>	<p><b>Stakeholder Engagement – Wider Community</b></p> <p>See pages 22 – 23 of the LGB report. Facebook and Instagram engagement statistics were provided as well as a list of primary events for 2024/2025, SSAT Accreditation and pupil Leadership awards, careers events, mock interviews, post 16 assemblies and Culture Capital opportunities.</p>	

18.	<b>Communication – To Trust</b> <ul style="list-style-type: none"> <li>Governors congratulated the school's staff on their huge gains in educational standards and asked that the Trust do all in their power to retain them.</li> <li>The school participated in packing up 300 food parcels made up of goods distributed across all schools within Cheshire East.</li> <li>HH sourced 200 small, donated gifts which were successfully put towards the school attendance drive.</li> </ul>	
19.	<b>Communication – From Trust</b> <ul style="list-style-type: none"> <li>a) Equality &amp; Diversity Survey – governors to complete as soon as possible.</li> </ul> <b>ACTION: Complete survey on GovernorHub</b> <ul style="list-style-type: none"> <li>b) Confirmation of the 2025 Governors' Conference – Saturday June 14<sup>th</sup> 2025</li> </ul>	
20.	<b>AOB</b> There was no AOB.	
	<b>The meeting closed at 6:20pm</b> <b>Next Meeting: Thursday 1<sup>st</sup> May 2025 at 4:30pm</b>	

#### **ACTION LOG FOR MEETING 01.05.25**

	<b>ACTION</b>	<b>BY WHOM</b>	<b>BY WHEN</b>
Page 2 Item 2	Inform JW of his Careers link role.	Chair	After meeting
Page 2 Item 2	Add Quality of Education link governor appointment to meeting agenda of 01.05.25	Clerk	01.05.25
Page 2 Item 2	Email monitoring schedule to governors.	Chair	After meeting
Page 6 Item 14	Rename policy as Rewards & Behaviour.	SLT	After meeting
Page 6 Item 15	Complete mandatory training for Spring term.	ALL	After meeting
Page 6 Item 16	Upload school newsletter into GovernorHub.	SLT	Next issue
Page 7 Item 19	Complete equality & diversity survey on GovernorHub	ALL	After meeting