

**Date: Wednesday 1 October 2025 at 4:30pm**

**Present:**

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

**Apologies:**

Mr John Weir (JW)

**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:**

Deserene Erten (DE)

The meeting started at 4.32pm.

**Governance and Administration**

**1. Welcome, Quoracy, Apologies and Declarations**

The Chair (MM) welcomed everybody to the meeting and the meeting was confirmed quorate. Apologies were received and accepted from JW.

There were no additional declarations of prejudicial or personal interest.

MM was confirmed as Chair.  
 AM was confirmed as Vice Chair.

CB in attendance at 4.33pm

It was noted that a summer meeting had not been held as this had not been quorate. The Chair had submitted questions on the papers and had received satisfactory answers.

The following papers had been uploaded to GovernorHub (GH) prior to the meeting:

- *LGB Repot (1 October 25)*
- *TOA LGB Minutes 01.05.25*
- *Supplementary Papers Q&As*
- *SLT LGB GCSE 2025 Analysis*
- *TOA Governor Update GCSE Results 2025*
- *RSE Policy*
- *Safeguarding Policy September 2025-26*
- *Equality, Diversity and Inclusion Policy*
- *Admissions Policy 2027-28*
- *Ofsted Inspection Framework Updated for 2025 – The Key Leaders 9 Sept. 25.*

<p><b>2.</b></p>	<p><b>Minutes of the last meeting and Matters Arising</b>  The Minutes of The Oaks Academy LGB meeting held on May 2025 were approved and would be electronically signed on GovernorHub. There were no matters arising.  <b>ACTION LOG FOR MEETING 1.5.2025</b></p> <table border="1" data-bbox="300 294 1526 1339"> <thead> <tr> <th data-bbox="300 294 414 367"></th> <th data-bbox="414 294 1112 367">ACTION</th> <th data-bbox="1112 294 1242 367">BY WHOM</th> <th data-bbox="1242 294 1526 367">UPDATE</th> </tr> </thead> <tbody> <tr> <td data-bbox="300 367 414 472">Page 2 Item 3</td> <td data-bbox="414 367 1112 472">Chase up DBS check status for new governor is approval process</td> <td data-bbox="1112 367 1242 472">Clerk</td> <td data-bbox="1242 367 1526 472">CB's DBS papers were being processed in school.</td> </tr> <tr> <td data-bbox="300 472 414 724">Page 2 Item 4</td> <td data-bbox="414 472 1112 724">Engage with the Trust regarding the format of the SIP document</td> <td data-bbox="1112 472 1242 724">MM</td> <td data-bbox="1242 472 1526 724">This was still being produced in Excel. Following the change in the OFSTED framework the SIP and SEF templates would be changed.</td> </tr> <tr> <td data-bbox="300 724 414 798">Page 5 Item 9</td> <td data-bbox="414 724 1112 798">Contact JW to confirm Quality of Education role.</td> <td data-bbox="1112 724 1242 798">Clerk</td> <td data-bbox="1242 724 1526 798">After meeting</td> </tr> <tr> <td data-bbox="300 798 414 903">Page 5 Item 10</td> <td data-bbox="414 798 1112 903">Present results from the latest pupil voice in Safeguarding</td> <td data-bbox="1112 798 1242 903">SLT</td> <td data-bbox="1242 798 1526 903">There was a report on Safeguarding.</td> </tr> <tr> <td data-bbox="300 903 414 1008">Page 6 Item 13</td> <td data-bbox="414 903 1112 1008">Seek feedback regarding the proposed standardized Staff Survey which was to come from the Trust</td> <td data-bbox="1112 903 1242 1008">MM</td> <td data-bbox="1242 903 1526 1008">No information had been received from the Trust.</td> </tr> <tr> <td data-bbox="300 1008 414 1113">Page 6 Item 14</td> <td data-bbox="414 1008 1112 1113">Send through to PK/MM a spreadsheet schedule of any policies requiring review</td> <td data-bbox="1112 1008 1242 1113">Clerk</td> <td data-bbox="1242 1008 1526 1113">10.06.25</td> </tr> <tr> <td data-bbox="300 1113 414 1339">Page 6 Item 15</td> <td data-bbox="414 1113 1112 1339">Complete mandatory training</td> <td data-bbox="1112 1113 1242 1339">ALL</td> <td data-bbox="1242 1113 1526 1339">Not all governors had completed this. All governors confirmed that they had seen the supplementary papers.</td> </tr> </tbody> </table>		ACTION	BY WHOM	UPDATE	Page 2 Item 3	Chase up DBS check status for new governor is approval process	Clerk	CB's DBS papers were being processed in school.	Page 2 Item 4	Engage with the Trust regarding the format of the SIP document	MM	This was still being produced in Excel. Following the change in the OFSTED framework the SIP and SEF templates would be changed.	Page 5 Item 9	Contact JW to confirm Quality of Education role.	Clerk	After meeting	Page 5 Item 10	Present results from the latest pupil voice in Safeguarding	SLT	There was a report on Safeguarding.	Page 6 Item 13	Seek feedback regarding the proposed standardized Staff Survey which was to come from the Trust	MM	No information had been received from the Trust.	Page 6 Item 14	Send through to PK/MM a spreadsheet schedule of any policies requiring review	Clerk	10.06.25	Page 6 Item 15	Complete mandatory training	ALL	Not all governors had completed this. All governors confirmed that they had seen the supplementary papers.
	ACTION	BY WHOM	UPDATE																														
Page 2 Item 3	Chase up DBS check status for new governor is approval process	Clerk	CB's DBS papers were being processed in school.																														
Page 2 Item 4	Engage with the Trust regarding the format of the SIP document	MM	This was still being produced in Excel. Following the change in the OFSTED framework the SIP and SEF templates would be changed.																														
Page 5 Item 9	Contact JW to confirm Quality of Education role.	Clerk	After meeting																														
Page 5 Item 10	Present results from the latest pupil voice in Safeguarding	SLT	There was a report on Safeguarding.																														
Page 6 Item 13	Seek feedback regarding the proposed standardized Staff Survey which was to come from the Trust	MM	No information had been received from the Trust.																														
Page 6 Item 14	Send through to PK/MM a spreadsheet schedule of any policies requiring review	Clerk	10.06.25																														
Page 6 Item 15	Complete mandatory training	ALL	Not all governors had completed this. All governors confirmed that they had seen the supplementary papers.																														
<p><b>3.</b></p>	<p><b>Membership update</b>  a) There were no changes at present. It was reported that JW felt he should resign due to ill health.</p> <p>Reappointments x 3 MM AM PH  Vacancies x 3 2 x Appointed, 1 x Parent</p> <p>Governors were asked if they knew of any interested candidates.</p> <p><b><i>Have you approached primaries?</i></b> The former Headteacher at Vine Tree has offered support to all schools at Crewe Heads so the Headteacher would contact him. The Chair said that it was useful for primary staff to be on the Board of a secondary school.</p>																																

	<p><b>What about Leighton?</b> It was queried whether this was appropriate within the Trust. A governor suggested local employers.</p> <p>b) There were no terms of office due to expire before the next meeting.</p>
4.	<p><b>Declarations and Confirmations</b></p> <p>Declarations of Interest – AM none  KCSiE 2025 – AM and CB had read. PH to reconfirm. <b>ACTION</b>  Nolan Principles - Agreed  Code of Conduct - Agreed  Vision and Values – Agreed  Prevent if not done in last 24 months – PH had completed. MM, AM and CB to check. <b>ACTION</b></p> <p>Governors were informed that the school had a SCIES audit next week.  Governor Biographies – Governors were thanked for their biographies as they were the first school in the Trust to complete these.</p>
5.	<p><u>Confirmation of Governor Link Roles and Monitoring Schedule</u></p> <p>a) Safeguarding – Andrew Middleton  b) Special Educational Needs and/or Disabilities (SEND) – Mary Masey  c) Careers – Cody Brookes  d) School Improvement Priorities – Mary Massey</p>
	<p><b>Strategic Direction and Progress Against Priorities</b></p>
6.	<p><u>School Improvement Plan (SIP) and Self Evaluation (SEF):</u></p> <p>It was reported that there were expected levels of academic progress in all subjects. The Chair congratulated the school on the data.</p> <p>Governors were referred to the analysis. It was highlighted that there was still a long way to go but if it was considered where the school was now in comparison with where it had been then it was making phenomenal difference.</p>
	<p><b>Quality of Education</b></p>
7.	<p><b>Report on exam results:</b></p> <p><b>You have done Progress 8 scores from the CATs test in Y7. How rigorously is this applied?</b> The Deputy Headteacher said that the school had not had good quality data when he arrived in post. However, CATs testing is a standardised assessment that will be used to calculate Progress 8 for last year’s and the current Year 11 who have no SATs data due to Covid. These data would be taken seriously and were taken when the students were in Y7. The Headteacher stated he was confident that the results were not inflated.</p> <p><b>Is there an algorithm to calculate the Progress 8?</b> Yes, this worked out the equivalent KS2 standardised score. The Headteacher said that the results for last year’s and the current Year 11 were probably more likely to be depressed and expected the grades to be lower than if they were done at KS2. It was believed that this had enhanced the Progress 8 this year.</p> <p><b>Going from -5 to +.1 might catch you next year?</b> If KS2 probably -0.30 would be heading towards the National Average (NA).</p>

**Is it helpful to see how many were passing English three years ago and now? What about Maths?** The Chair noted that this could skew year by year when there was a high proportion of Pupil Premium (PP), vulnerable students and girls/boys. It was hoped for next summer that the school could at least match this. There would be a similar calculation for next year. 24% in 2019 were achieving English and Maths. This had increased to nearly 50%. 67% achieved English Language or Literature. This was a significant shift that at least 67% were literate and could read and write, which would massively help them in employment so they were making significant progress.

**Is there mileage on a future Governing Board meeting getting the figures from the current Y11s mapping to A8 predictor, working out which subjects are having the greatest impact and if current grades were what they were what would be the impact?** The school had this data and tracked this. The school knew where Y11 were and the prediction and was in a stronger place than it was previously.

**Do you have this broken down by subjects? Do you know the impact on Maths and English on A8?** Yes it showed who was included and who was not.

**Is this by subject?** It has the subject what P8 is and which is included in the Progress 8 measure.

**Are you looking at the Maths impact on the future A8 score, the English, History, Science and French impact and what this would be if they achieved what was predicted?** Each subject was considered and it could be seen who was contributing to P8 in each subject area. A governor suggested that it would be useful to see this. The Deputy Headteacher said that this could be added to a table.

**We know from this year's result where the weaknesses are. Can you confirm that History is a problem?** Yes, and Health and Social Care. It was suggested that this data would be useful for governors to see and to understand what the school was doing about this.

**Of the 7-9 grades there are a small proportion who are More Able. How many are there in Y11?** Three.

**What about lower down the school?** There were three More Able and 13 in KS2. The KS2 data was more inflated. It was confirmed that the CAT scores were down. Other year groups had KS2 data.

**What are your strategies for dealing with the weaker subjects like History and Health and Social Care?** There is a new Head of History that had brought excellent resources. There is now a well sequenced curriculum in place. The Head of History will bring a wealth of knowledge and will be able to map formative and summative assessments more strategically and bring more consistency.

**How many students opt out?** They have to take History or Geography. More took History than Geography. JM added that the school was battling against low levels of literacy. The majority of targets were grade 1/2 than 6/7. It was confirmed that there was a mixed ability group. Governors were informed that things had changed for this year as there was a new exam board and Subject Leader. There were sets in Y10. The Nurture group in Y10 was full of children with English as an Additional Language (EAL) with levels of literacy at age five so there was targeted teaching.

**What are the numbers like for Health and Social Care?** There were 20 pupils out of 90. This was a specialist subject. There was one staff who was a specialist in PE and in Health and Social Care plus there was another food specialist. A lot of pupils struggled with the amount of vocational course work and assessment and struggled with some of the concepts. The school had a clear timeline of coursework. The current Y11 completed all their coursework in Y10 and did catch up. Governors were assured that there was

already a plan in place and that results for Y11 would improve next year. The school would resubmit those it wanted to improve and was focusing on the exam.

**What is happening for SEND in Y11?** There were five Education Health Care Plans (EHCPs) in Y11. This time more work had been put in with PP and it had been made sure that they were more settled in their exams. This had gone very well. The students would be built up for the next exams. There was a lot of work in morning English and Maths interventions with Heads of Departments. Students were undertaking work with their TAs in relation to confidence. One TA went out every Tuesday to do Emotional Literacy Support Assistant (ELSA) training which she could also do with KS4 children. Careers took place with EA during a lot of last year and the students had high aspirations. The school had met with Cheshire East regarding getting the students into places. The progress measure was -0.25 so students were already making the jump.

**With regards to Adaptive Teaching and non-negotiables in the classrooms, is this happening and is it consistent?** The school was doing a quality assurance system every half term and did a lot more book looks. Pupil voice had been very positive at the end of last year. The first quality assurance would take place next week. Teachers were a lot more engaged with regard to what non-negotiables were working or not. (Item 10 SEND report).

A governor noted that the DFT had reported on grade severity last year regarding the difficulty of obtaining grades in all subjects. Science and languages had done exceptionally well compared with English and Maths. The Chair agreed and said she was very pleased with the very good set of results.

**Where are you with the literacy and reading programme?** JM stated that there had been a significant shift this year in relation to how the Trust was banding students with SAS schools. SEND was responsible for those under 81 and below. Reports were sent to the Trust. Those with 96 and below sat with JM for literacy interventions. It was heard that there was a struggle as the school did not have the staff to offer interventions as last year and was reliant on the English teacher as staff were absent on sick leave. TAs were now off for SEND interventions. The school had increased the universal offer so that every teacher was a teacher of literacy.

**Are interventions not happening?** SEND interventions were happening. Children below 70 had 1:1 twice a week with the SENDCo and did fluency and Phonics. There were groups of 26 below a score of 81 doing small group work.

**Is the lack of staff because of staff absence? Why do you not have the staff you had last year? Is this a funding issue?** This was a combination of both. The LSC manager did interventions last year but is now absent. She is due back in 12 weeks but will retire in March. A lot of TAs had been able to help with interventions last year and were now delivering SEND interventions. Anyone under 81 was on the SEND register or on monitoring.

**Is there a funding issue? Do you need another member of staff?** This was a combination of things. The school was carrying a vacancy.

**Why?** Louise Ellens, EAL Lead, had resigned at the end of summer. There is also a maternity leave in Modern Languages. This team has become the additional EAL team. The school could appoint supply but this would be more than the cost of the EAL Lead. The quality of supply was very low. A member of staff is on sick leave and will be replaced at Easter.

**What about Louise Ellens' replacement?** There will be a full time replacement in September. The school will get supply. The school could try for a six month contract. The Chair stated that the school could not

afford for this not to happen and expressed concern that there was a layer of children with lower level literacy and that this was likely to have an impact on them.

The Headteacher explained that the school had to make a £110k saving and said that there was no flexibility to go back on this. The Trust had said that the school needed to streamline its offer. The school had to reduce by two or three staff in the summer which meant there were bigger numbers in classes and the school could not provide as much intervention.

The Chair stated that there was a clearly a dilemma between the Trust focus on increasing literacy levels, the level of funding and the high number of children whose literacy levels did not meet their chronological age. The Trust was keen that the school should deal with this as this would affect long term outcomes.

**What is the additional level of staffing going to do?** Interventions for the short term for those above the SEND threshold but whose reading age did not meet their chronological age.

**Is there no capacity to meet those without extra staff?** The school had funding for this person short term for six months.

**Why is this only short term?** The Headteacher explained that the school could only find one person suitable to teach Spanish and could not get a third person. The school has reduced the number of KS3 Spanish lessons. The Head of Languages will return in May when interventions could take place again. This was about having the right person in front of the children that would make a difference.

The Chair mentioned the difficulty in getting a suitable candidate to fill a short term vacancy. The Headteacher said that all staff could be upskilled to have a whole school approach to increase the standards of literacy.

**Can we upskill all staff?** Yes. If a six week intervention is any good this would double the rate of the reading age. Governors were informed that a member of staff in English would be trained in November.

**Do we need to advise the Trust that there is an issue?** The Headteacher stated that the school was managing this. JM said the Trust would see the intervention with Y7 out of 96 and stated that the school had a plan in place.

**If we are not making the savings we made last summer would we approach this differently?** Yes, the school would have had an additional member of staff.

## 8. Student Destinations

**What is CCSW?** Cheshire College South West.

Governors were informed that there were two definite NEETs (Not in Education, Employment or Training). The school was trying to locate one pupil. 100% had secured their destination. Of the two definite NEETs, one was refusing to go to college and had been referred to youth services at the LA. One had been under child protection whilst at the school and was an extremely vulnerable young man. He had started at college but this was not for him and he had dropped out. This student had been raised with the Youth Services team and the school had been advised by the LA to leave this with them. The school would reach out to him and offer additional support.

	<p>There is one other pupil with EAL that the school was trying to locate that had made a college application to do construction but had lied on his application so had been asked to leave the college. He had been referred to the LA.</p> <p><b>Will we now know how many will stay in education?</b> Yes, there is a data sharing agreement with the college.</p> <p><b>Are the new Gatsby benchmarks in hand?</b> Yes, the new Gatsby had been launched and had been revised for 2025. There were significant changes regarding distributed careers leadership. There was life beyond school of the Personal, Social and Health Education (PSHE) curriculum. The Chair suggested a meeting with CB regarding the Gatsby benchmark. A member of the SLT explained that they had attended the peer to peer review on 30 September 2025 and a report would be provided to the Headteacher to be presented at the next LGB meeting. The Chair highlighted that there was a lot of information on the NGA website regarding the Careers Link Governor.</p>
9.	<p><b>Admission and Pupils Numbers</b></p> <p>It was reported that there were 180 families and 376 pupils. The school was offering two open tour mornings which pupils would lead for the first time.</p> <p><b>Is the school now full?</b> It was over the Published Admissions Number (PAN) in Y7. There were two admissions in the last week for Y7. The PAN was at 130 and was over in Y7, 8 and 9. The PAN for Y10 and Y11 was 156.</p> <p><b>If a 130 PAN runs right through, what would the total number be?</b> 650. Ten would be lost to UCT, so this would be 630.</p> <p><b>How is the Fair Access Protocol (FAP) working?</b> There was a pupil that was extremely disruptive and would not follow rules. The student wanted a part time timetable. The family had applied to another school and Oaks Academy had not been mentioned as a first or second choice but FAP had said that the pupil should attend here. The student had been suspended as they had been truanting. It was noted that the Social Worker had not made contact with the school.</p>
10.	<p><u>SEND Report</u></p> <p>Discussed earlier.</p>
<b>Personal Development and Welfare</b>	
11.	<p><u>Attendance: summary report 2024-25</u></p> <p><b>How are similar schools identified?</b> By the Department for Education (DfE). This is anonymised so it was not known who was in the school's pool. It was confirmed that these schools would have a similar number of EAL, PP and deprivation.</p> <p><b>Regarding the table on p8 24/25 percentage year to date, is this the total for last year?</b> No, these are 24/25 figures.</p> <p><b>What is this year looking like?</b> This is a little bit down and had been hit by Covid/a bug. Year on year the school's comparison is in the same place. This was a bit below against the NA due to holidays; four students had been taken for a two week holiday and 18 had gone as one family. The Deputy Headteacher advised that this was getting worse. Attendance and Pastoral teams were working harder than ever and staff were out in the community. Y11 were a concern and had been historically. Staff have been knocking on doors</p>

and more parental meetings than ever had been held in the first five weeks back. The school was still above NA so the picture is still positive though not as much as the school would like.

**Is it clear it's the school when you go out?** Yes, there was a school minibus and staff spoke with neighbours and gave them leaflets. This was super friendly. The Chair advised that staff consider a parents' attendance booklet on the SWS website for tips.

**What are the figures without the outliers?** There were five for last year.

**Would 0% have a significant impact on Y9 figures?** Absolutely. Y8 had 92.88% with two outliers. Without them this would be 94%, which was significantly above NA. Y9 had 93.64% and Y10 93.18%, without the outliers this would be 92.8% and 93.2% for the whole school. This information would be included going forward. There was a school refuser in Y7 and the school was working with the family. The Deputy Headteacher advised that there is also a LAC that had moved out of area and a pupil with an EHCP in Y11 that was now back in Stoke. There are some significant hitters impacting attendance and 10 that the school was very concerned about.

The Headteacher added that the school was receiving a lot of LAC from Stoke on Trent. There was analysis by gender.

**Is there a significant gender difference?** This was not known. The Chair suggested that this was worth considering. The Chair stated that the SEND and PP combination was an interesting group worth having a look at. The school had considered this and most if not all SEND fell into PP.

**Are you able to use PP to reduce some barriers for some of those?** Attendance for males was 92.50% and for females was 93.51% for the year to date. The Chair said that this would be interesting to do by year group, PP and SEND. It would also be interesting to identify patterns for those with Persistent Absence (PA).

**Is there a Friday problem?** This was not the biggest problem. Monday afternoon had the highest attendance and this dropped mid-week. Friday was the best day because this was the best canteen day. As Tuesday and Wednesday had the lowest attendance it had been proposed with the canteen that they move the breakfast wrap to Tuesday or Wednesday.

A governor commended the school on the EAL attendance figures which were said to be exceptional compared to non EAL. The Chair noted that this was above NA and that the school was doing very well. The school said that this was a team effort.

The Chair highlighted that the children felt safe.

**What is the breakdown of EAL?** 46%. This is well above the national average.

**12. Rewards and Behaviour: summary report 2024-25**

The Chair highlighted that suspensions were below NA for the first time in five years.

**Is this down by 4% or four percentage points?** It was corrected that this was down by four percentage points.

**Are the figures for internal isolation going down as well as actual suspensions out of school?** Yes, the school had this information. The Chair advised that one solution to a full suspension was an internal

suspension and said that if external suspensions were going down this sometimes corresponded in an increase in internal ones.

**What is happening to the internal isolation figures?** This would be included on the next report. A dip had been seen in the first term. The Respect room was being used differently to stop external suspensions and support with behaviour management. The school was using grade 4, Attitude to Learning. It was explained that if students received three 4s in one day they would spend time in the Respect room the next day. A rise had been seen because of this but the impact had been seen in behaviour in classrooms.

**When students went to internal isolation was this short term or always for a whole day?** This is a mixture. If they were removed from a lesson CTLs would take this. Each department has its own removal timetable. The Chair said there was an issue regarding children missing learning if they were removed from a lesson and placed in another classroom.

**Where are we with the restorative approach?** This is for the class teacher to issue a sanction. Students receive a detention with the class teacher and CTL would support with making communications with home. If a student has three removals in one day from three different subjects the student would need more pastoral support. The Deputy Headteacher said that there were not many that used the Respect room and there were only six tables in there. Some days this was not open as there were not any students in it. Meetings take place on Wednesday regarding persistent offenders.

**Is attitude to learning measured by teachers in the lesson?** Yes. The Chair liked the ELT grade and said that this was very good news regarding suspensions and permanent exclusions.

**How are you specifically working with PP students in terms of behaviour? Do you have a specific strategy?** The school tracks who is PP and vulnerable groups with regards to suspension and considers whether there were any barriers to learning. Pastoral team meets and determines if there is a uniform issue. The school uses PP to buy uniform when needed.

13. Safeguarding - **For racist and homophobic incidents are there particular year groups involved?** No, most comments come through on Smoothwall.

**Is this particular year groups?** Y9 boys.

**Does that have an impact on their attitude towards people on the corridor?** No. It was explained that staff receive an alert if something inappropriate is typed.

**With regards to multi agency referral totals, would it be helpful to explain where the referrals were from or to, such as SCIES, Operation Compass or the police?** It is checked if they had concerns if there was an anonymous referral. This could be in a primary if there was a sibling, safeguarding children in education or if they attend Multi Agency Risk Assessment Conference (MARAC). Operation Encompass was explained. Missing From Home (MFH) is quite high for this year and one student in Y8 has been signed as Section 20 in LA care for a 12 week period. The student had slept out in the field and had attended school the next day. The MFH team have been working with her and she has been very positive in the last week and has been moved to a second care home.

The Chair thanked the school.

14.	<p><u>Welfare and Wellbeing – Students</u></p> <p><b>Have you carried out a student voice survey?</b> Not in term 1a. It was confirmed there was a baseline from last year.</p> <p>Governors were advised that a student survey would be undertaken this month. There have not been any disclosures. All children had an email with a bullying disclosure form. There are disclosure boxes around the school but nothing has been submitted.</p>
15.	<p><u>Welfare and Wellbeing – Staff</u></p> <p><b>Is this looking good?</b> Yes, there was a meeting on 16 October 2025. All staff would be invited to a wellbeing meeting for a temperature check.</p>
<b>Local Matters and Stakeholder Engagement</b>	
16.	<p>Policies:</p> <p>Relationships and Sex Education (RSE) – The Chair was happy with the policy. Governors were advised that implementation would take place in September 2025. The policy would be updated next year.</p> <p>Safeguarding – It was highlighted that there were some formatting issues. As this was a Trust policy the Chair advised that they be informed.</p> <p>Diversity – <b>Why are some sections in red?</b> These were bits that had been added. It was agreed that the text would be changed to black.</p> <p>Admissions – There is a need to update the name of the MAT on page 1 and page 7. The Chair suggested that there should be a link to the Cheshire East application form for in-year and early applications. It was noted that there was very little under in-year admissions on FAP.</p> <p>Governors approved all of the above policies.</p>
17.	<p><b>Governor Training update</b></p> <p>The Chair has completed a few training courses over the summer in relation to Safeguarding visits, forms and guidance. The Chair undertakes to forward this information to the Vice Chair. <b>ACTION</b></p>
18.	<p><b>Governor Biographies Update</b></p> <p>It was highlighted earlier in the meeting that all governor biographies were up to date.</p>
19.	<p><b>Stakeholder Engagement Parents/Carers</b></p> <p>The Chair likes that it is monitored how many were looking at the newsletter and who was following the school. Governors were advised that Facebook automatically did this and that there had been a surge of new followers recently, thought to be new Y7 parents. Governors were informed that the school had followers from all over the world.</p>

	<p>The Chair noted that the school had had a very good Open Evening for Y7. For next year’s intake the school had run a booking system and had over 400 places booked; 376 had turned up on the evening which had been 180 individual families. These had been predominantly Y6.</p> <p><b>What about from Gainsborough?</b> This is not as favourable. The biggest schools were from Underwood West and there had been quite a number from Leighton and Madeleine’s. Gainsborough had a disappointing amount. Tours for the school have been offered on 14 and 15 October 2025. More Gainsborough parents have booked onto this.</p> <p><b>Have you invited SEND parents in?</b> These were due in November. A lot of these had been seen when they met the form tutor. Just over 70% attended Meet the Form tutor night.</p> <p><b>Stakeholder Engagement – Wider Community</b></p> <p><b>Are you doing anything for Christmas?</b> There will be a Christmas concert.</p> <p><b>Will there be any Charity events?</b> There is usually a Christmas Jumper Day. The school held a MacMillan Coffee Morning recently. The school did not tend to ask for donations around Christmas time. Fifty-seven students would be taken ice skating for rewards. The school had applied for the Big Toy appeal again.</p> <p>Employers – There are a range of employers the school engaged with and these dropped in. Changes have been made in relation to the new Gatsby. The work experience offer has changed for this year and there would not be a single school at 100% for all Gatsby’s. All students are expected to have five days of work experience at KS3. There could be days when the school hosted employers to deliver workshops. As it is a challenge to get so many in on one day, this year each year group has a set half term where there would be a collapsed day. It was explained that this would take place before Christmas for Y7. Lyceum and Equans were mentioned as local companies.</p>
20.	<p><b>Communication to the Trust</b></p> <p><b>Is there now money for the KS2 toilets?</b> Yes. The Headteacher is delighted by this.</p> <p><b>Are there still other areas?</b> The Chair noted that from Item 20 on the Headteacher’s report was to go to the Trust; lighting rig, tables and chairs, humanities, painting and Science classrooms.</p> <p>The formatting issues within the Safeguarding policy is to be fed back.</p>
21.	<p><b>Communication – From Trust</b> No information received.</p>
22.	<p><b>AOB</b></p> <p>There being no further business the Chair thanked all for attending.</p>
<p><b>The meeting closed at 6.04pm</b> <b>Next Meeting: 21 January 2026 at 4:30pm</b></p>	

**ACTION LOG FOR MEETING 01.10.25**

	<b>ACTION</b>	<b>BY WHOM</b>	<b>BY WHEN</b>
4	KCSiE 2025 – PH to reconfirm	PH	Asap
4	Prevent if not done in last 24 months – MM, AM and CB to check.	MM, AM & CB	Asap
17	The Chair to forward completed training courses in relation to Safeguarding to the Vice Chair.	MM	Post meeting