

**Date: Thursday 07 March 2024 at 4:30pm**

**Present:**

Mrs Mary Massey (MM) Chair  
Mrs Lisa Hodgkison  
Mr Phil Howell (PH)  
Mrs Helen Pate (HP)

**Apologies:**

Mr Simon Lockett (SL)  
Mr Andrew Middleton (AM)

**In attendance:**

Mr Peter Kingdom (PK)- Headteacher (HT)  
Mrs Emily Abberley (EA)  
Mr J Barlow (JB)- TLP Director of Secondary  
Mrs Alexandra Brooks (AB)  
Mrs Joanne MacKreth-Aylett (JM)  
Mr Jason Newham (JN)

**Clerk:** Dr A Howells (AH)

Governance and Administration		Action
<b>1</b>	<p><b>Welcome, Apologies and Quorum, Declarations</b></p> <p>The Chair welcomed everybody to the meeting. Apologies were received from SL and AM. The meeting was quorate. The Chair noted that Emma Humphries had recently resigned as a governor due to personal circumstances. The Board expressed its thanks for her contribution.</p> <p>Unless otherwise stated, all papers referred to had been uploaded to GovernorHub (GH) prior to the meeting. There were no additional declarations of prejudicial or personal interest.</p>	
<b>2</b>	<p><b>Minutes of the previous meeting</b></p> <p>The Minutes of The Oaks Academy LGB meeting held on 14<sup>th</sup> December 2023 were approved and will be electronically signed on GH.</p> <p><b>a</b></p> <p><b>b</b> <u>Matters Arising</u></p> <p>The blog on attendance would take place in the summer term.</p> <p>The Chair had met with ECTs as part of work on staff voice. It had highlighted that ECTs have a positive experience and believe that they are well supported and mentored. The greatest challenge that they encounter (individually) is pupil behaviour management within the classroom. Curriculum subject leaders and SLT will support staff with this.</p> <p>All other actions had been progressed or were included as agenda items.</p> <p>Governors <b>confirmed</b> sign-off of the completed actions contained within the minutes.</p> <p>Governors were <b>reminded</b> to update their training logs on Governor Hub.</p> <p>There were no other matters arising.</p>	<b>Clerk</b>
<b>Strategic Direction and Progress against Priorities</b>		
<b>3</b>	<p><b>School Improvement Plan (SIP)</b></p> <p>Governors received the latest SIP. It was agreed that an updated SIP, which was rag-rated, should be included on the agenda at the next meeting.</p>	<b>SLT</b> <b>18/06/24</b>
<b>Education</b>		
<b>4</b>	<p><b>Admissions and Pupil Numbers</b></p> <p>The admissions position was positive and continued to improve year on year. The position would be updated again on 15 March when allocations are communicated by the Local Authority. The current projection was for an intake of 136-138, against a PAN of 130. The number of first choice applications stood at 98, higher than the corresponding figure of 76</p>	

	in 2023. This was considered an important indicator that the school's external profile was improving and that pupils actively wanted to come to The Oaks.	
5	<p><b>Attendance</b></p> <p>The overall attendance rate was 92.16%. The attendance rates of EAL pupils exceeded those of non-EAL (94.18% cf 90.72%). The Persistent Absence (PA) rate to date was 23%, although for EAL this figure was higher at 30.1%. Governors <b>queried</b> the reason behind this. The lower EAL was due in-part to pupils delayed return after Christmas holidays due to them being away visiting wider family. The overall PA rate also reflected an outbreak of norovirus which had a particular impact on Yr7, Yr8 and Yr9. Attendance in the two weeks following half term was above 92% suggesting that the lower rates in the second half term in autumn reflected a blip rather than a downward trend. Governors also <b>queried</b> pupil premium rates and were advised that these were above the school average rate. Governors were advised that 4 pupils had long-term medical removal due to broken limbs and post-operative recovery and this impacted the headline rates. Governors <b>challenged</b> the PA rates in Yr10. They were advised that this cohort included 2 school refusers, and that the school was working with both families to support and manage the pupils' education. Poor mental health featured in these cases. SLT provided a verbal illustrative case-study example of a pupil who had reengaged after 3 weeks of absence. Governors <b>requested</b> that the next meeting should include a categorised breakdown for the reasons for PA, with commentary on Yr7 and Yr10. Governors were <b>satisfied</b> that the SLT understood the individual drivers for the pupils that were PA. Governors also noted that EAL was not a factor per-se as many EAL pupils were the highest academic performers. Governors <b>noted</b> in the HT report the range of actions being taken aimed at improving attendance rates, including a focus on the students who have mid-range attendance rates as well as the more vulnerable students.</p>	<p><b>Agenda</b> <b>SLT</b></p>
6	<p><b>Behaviour</b></p> <p>Governors received the latest report which included detailed data on behaviour that include suspensions and exclusions. There had been only one permanent exclusions during the academic year thus far (against an overall- year total of 11 in the previous academic year). This was attributed in part to changes made to the behaviour and rewards approach within the school, where expectations are now clearly articulated on a regular basis. The use of the RESPECT room (internal isolation) appears to have made a positive impact. Governors <b>queried</b> the process by which a pupil is placed in the RESPECT room. They were advised that the decision to place a pupil in the RESPECT room required SLT approval. Governors <b>requested</b> that a future meeting should include a more detailed report on the use and impact of the RESPECT room.</p> <p>Governors <b>questioned</b> the school's approach to pupils arriving late, how this was recorded and what impact this had on overall attendance rates. The school continues to promote punctuality and responsibility. The cut-off time for late is 8:45am and for pupils arriving after 10:00am a "U" code is applied to their attendance record. Pupils that arrive late receive a lunchtime sanction (typically 10 minutes). However, the school recognises that in many cases work needs to be done to educate the family and carers and the approach is to do this on a case-by-case basis.</p> <p>Governors noted the revised rewards and behaviour policy and <b>requested</b> that sections are re-organised so that the rewards precede the sanctions. Governors also <b>requested</b> that the approach used to manage mobile phone usage is presented in a separate section. Governors <b>agreed</b> that the Chair should take Chair's action to approve these structural changes.</p>	<p><b>Agenda</b> <b>SLT</b></p> <p><b>Chair</b> <b>Action</b></p>

	Governors noted and <b>endorsed</b> the additional detail provided in the <i>Term 2A Cultural and Behavioural Report</i> that supplemented the main papers and provided an additional level of detail and assurance.	
<b>7</b>	<p><b>Curriculum – Progress and attainment</b></p> <p>Governors received a comprehensive data set and analysis on pupil progress and attainment projections within the “<i>All Achieve SLT and LGB Analysis 2023-24 report</i>” that was included on Governorhub. The annotated report provided analysis by year and by pupil characteristics and included information on strengths, areas for development, and the next steps that will be taken. SLT confirmed that books continue to show sound formative (Quality Marked Formative) and summative (Quality Marked Summative) feedback that helps move pupil learning forward. Governors <b>challenged</b> how the school was ensuring that the more able pupils were supported. Masterclasses were available in maths English and sciences for pupils. Progress data was now being used to identify interventions for individual pupils to ensure that each could reach their potential. An additional set of Mock exams would be undertaken this year, and these would be done under exam room conditions, so that pupils would have the opportunity to experience these conditions. Other activities that were supporting student success included staff CPD, “<i>elevate up</i>” sessions, and the use of National Tutoring Programme funding. The high level of EAL pupils within the school (with well-developed language skills) also meant that EBAC entry levels was likely to increase in the next few years, (current level is 31%), which would demonstrate another indicator of increasing pupil ambition.</p> <p>The week 20 progress data was suggesting that Yr11 Progress 8 values were at -0.79, which was an improvement over P8 rates in 22/23 (-0.87), although the current values were based on conservative teacher estimates. Governors <b>noted</b> that progress in English was lower than in other subjects, although the SLT explained that English assessments had been subject to external marking and moderation and this would have fed into the conservative estimates. However, the cohort performance in English was projecting to be higher than in 22/23. Confidence in P8 predictions was expected to be higher when wk30 data was available. The use of external marking was also helping the SLT to push-up middle management and leadership performance. Governors <b>noted</b> that the data in the KS3 year groups appeared to project stronger outcomes, with progress rates in Yr7 and Yr8 above national and Yr9 approaching national.</p> <p>The current attainment 8 projection for Yr11 was estimated at 32.62 although this was expected to rise to 42.89 if pupils could achieve their potential. This would remain a focus in the weeks ahead. Pupils would be supported through a range of interventions, group, individual and targeted. The leadership would continue to use FFT50 to benchmark their progress and raise aspiration.</p>	
<b>8</b>	<p><b>Curriculum – Link Governor Monitoring</b></p> <p>The chair had undertaken a pupil voice visit which had provided positive responses that indicated that pupils feeling safe and happy at the school. Students were able to articulate the school’s expectations around behaviour.</p>	
<b>9</b>	<p><b>Quality of Education – Teaching and Learning, Literacy, SEND</b></p> <p>A copy of the Trust commissioned review of the quality of education undertaken on February 2024 was provided on Governorhub alongside a summary analysis within the HT report. Governors <b>noted</b> that the report was positive, and in particular highlighted the improvement in pupil behaviour found within the classroom and the school corridors, both of which were contributing to pupil learning and achievement.</p> <p>Teaching and Learning continued to demonstrate improvement. The curriculum was in place and understood by staff. Further opportunity was available for the SLT leaders to work with curriculum areas to ensure that the most able pupils were stretched. Within the</p>	

	<p>classroom the report highlighted that pupils were engaged, had the ability to demonstrate subject and knowledge, and there was appropriate evidence of learning and feedback contained within pupil books.</p> <p>Literacy: There remained opportunities to further develop academic literacy across the school, although positive signs of this flowing through KS3 was found. A structure literacy programme, which included targeted and individual interventions (which included phonics), was in place and continued to demonstrate success with some very significant uplifts in individual pupil reading ages. This was evidenced in the HT report. The lowest 20% of readers were provided with targeted interventions which included 6x 1hr sessions. The structured programme offered progression pathways (waves), to ensure that improvements could continue to be made and also that they would become embedded. Governors <b>challenged</b> what impact was seen in the classroom as a result of these interventions. The greatest impact was the enhancement in individual pupil confidence, especially those with EAL. who were now better able to access the curriculum. Governors then <b>challenged</b> how the school was seeking to improve oracy skills. The SLT was planning to develop a strategic school-wide approach for improving oracy for implementation in 24-25 and would use the learning gained from the current interventions with EAL and the lower 20% or readers, to assist in developing this strategy.</p> <p>SEND: Many SEND pupils had gained from the literacy intervention taking place. Pupil voice and feedback from SEND pupils was positive, particularly around the diet of curriculum offer, the pastoral support and the opportunities provided to identify learning opportunities for the pupils. Improved pupil confidence is becoming visible in the older year group pupils. Parental sessions had been arranged and had proved successful with families that engaged. The challenge now was to secure greater parental engagement at future events. A future session that provided parents and siblings with advice and guidance on how support a SEND pupil at home was being planned for the next half term and this would be used to secure wider engagement. A governor reminded the SLT that special school providers can also offer and provide additional advice and guidance.</p>	
<b>Welfare</b>		
10	<p><b>Safeguarding</b></p> <p>The HT report summarised the work being undertaken to manage and enhance safeguarding arrangements in the school. School-wide foci on masculinity and understanding protective characteristics had taken place during the term, alongside understanding the importance of cyber security. Governors <b>challenged</b> how the school was raising awareness and managing access to pornography. Whilst the school utilised a range of IT filters to monitor activity it deployed a parallel approach of awareness raising, using written communication alongside School assemblies to do this. PSHE and RSE both included elements that covered pornography, as well as respect and tolerance.</p>	
11	<p><b>Welfare and Wellbeing – Students</b></p> <p>The HT report provided a summary of ongoing activities and interventions. This included a detailed statistical breakdown of the number taken from CPOMS. Incidents of bullying had reduced. The frequency of pupils reporting “low mood” had also reduced across each half term, and following <b>questioning</b> by governors the school councillor role appeared to be making a positive impact on this reduction.</p> <p>There had been no LADO referrals during the current academic year.</p>	
12	<p><b>Welfare and Wellbeing – Staff</b></p> <p>The HT report included a summary of activities undertaken to support staff wellbeing., This included the Trust’s wellbeing survey, the results from which were awaiting. An actin plan would be developed from these results and shared with staff. A recent staff voice workshop facilitated by Alison Hooper from the Trust indicated that staff felt supported by</p>	

	the leadership of the school, and that the culture within the school was “we are all in it together”. The staff voice feedback also highlighted that the SLT were actively fostering a whole school staff ethos, and this was welcomed.	
<b>Local Matters and Stakeholder Engagement</b>		
<b>13</b>	<b>Local Policy Approval and Adoption</b>	
<b>a</b>	Behaviour and Rewards Policy- <b>approved</b>	
<b>b</b>	Charging & Remissions Policy- <b>approved</b>	
<b>c</b>	Examination Policy – <b>approved</b> : Governors requested that the policy is re-ordered so that rewards are before sanctions.	
<b>d</b>	Suspension and Exclusion Policy- <b>approved</b> : Governors <b>queried</b> whether work would be marked and feedback provided. This would be done by staff, and Satchel 1 would be used.	
<b>e</b>	TLP Data Protection Policy – <b>adopted</b>	
<b>f</b>	TLP Data Privacy Statements- <b>adopted</b>	
<b>g</b>	TLP Health & Safety Policy - <b>adopted</b>	
<b>h</b>	Premiss Management Policy – <b>adopted</b>	
<b>14</b>	<b>Stakeholder Engagement – Parents/Carers</b> Parent view was being used to secure feedback from parents. A parent focus group use the feedback to discuss in depth any significant issues flagged up. Overall, parent feedback appeared to indicate that they are happy and value the progress that the school has made. Where a pupil specific issue is highlighted then 1:1 sessions with the parent is held. Governors <b>challenged</b> whether the school would continue to seek regular feedback from parents by using parent view. This was planned, although there was some ongoing discussion on how to secure greater engagement. In response to a governor <b>query</b> , the most recent survey resulted in around 100 replies, from a population of around 600. Governors shared suggestions on practice used in other schools.	
<b>15</b>	<b>Stakeholder Engagement – Wider Community</b> The HT reported that the school continued to engage with its feeder primary schools. The profile of the school continues to improve. Closer links with Gainsborough continue to be developed.	
<b>16</b>	<b>Pupil Premium Report:</b> Governors <b>received</b> and <b>approved</b> the PP report and progress for 22-23. JN was thanked for the work done to produce it. Governors noted that it included a 3-year plan and recommended that it should be updated to include data for autumn term 2023 to reflect and demonstrate the progress that has been made. It was also suggested that the report includes (on pg 22) statements which highlight the positive impact of Lexia. Governors <b>noted</b> that outcomes for PP pupils were better than those for non-PP pupils.	<b>Action JN</b>
<b>17</b>	<b>Communication – To Trust</b> The LGB <b>received</b> and <b>noted</b> the positive report from the recent quality assurance visit from Mike Cladingbowl. Governors noted the importance and value of these periodic visits and <b>requested</b> that the continue. Governors noted that staffing recruitment and retention continues to a challenge in the sector, especially in certain subjects (e.g. maths, science, EAL) .	
<b>18</b>	<b>Communication – From Trust</b> Governors were advised that Dover Bank Primary school had joined the Trust on 1 <sup>st</sup> Jan 2024.	
<b>19</b>	<b>Any Other Business</b> LH highlighted to the SLT that Springfield School was seeking governors and encouraged staff to consider the opportunity.	
	<b>The meeting closed at 1820.</b>	

	<b>Next Meeting: Thursday 18 June 2024 at 4.30pm, at The Oaks Academy</b>	
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*Table of Actions*

**Table of Actions – LGB – 07.03.24**

Agenda No.	Action	Who?	When?
3	3. an updated SIP, which was rag-rated, should be included on the agenda at the next meeting	SLT	18/06/24
5	5. include a categorized breakdown for the reasons for Persistent Absence	SLT	18/06/24
6	6 a future meeting should include a more detailed report on the use and impact of the RESPECT room.	SLT	18/06/24
16	16. Minor amendments to PP report to include autumn 2023 data	JN	30/04/24