



Date: 22nd November 2021 at 4pm.

Present:

Mrs M. Massey – Chair
Mrs L. Hodgkison (LH)
Mr P. Howell (PH) – Until 5.08pm
Mrs A. Wilkinson (AW)
Mr S. Lockett (SL)
Mr A. Middleton (AM)

In Attendance:

Mr D. Twambley – COO
Mr P. Kingdom – Headteacher
Mrs C. Highfield – Assistant Headteacher
Mrs L. Bailey – Assistant Headteacher
Mrs E. Abberley – Assistant Headteacher

Apologies: Mr D. Bull (DB)

Apologies: Mr K. Graham

Clerk: Mrs C Gritton

Administration

1. The Chair welcomed everybody to the meeting. Apologies were received and accepted from Mr Bull and the meeting was quorate. Apologies were also received and accepted from Mr Graham.
2. There were no Declarations of Interest. **ACTION:** The Clerk will check whether all Governors have completed their Declarations on Governor Hub and provide the Chair with an update. Governors were invited to contact the Chair or the Clerk if they have any problems when completing their Declarations.
3. The Minutes of the TOA LGB meeting held on 20th September **were approved. The Headteacher confirmed that** an Office Manager had been appointed since the last meeting.
4. Composition of the LGB **It was reported that** elections will be carried out later this term or early in the new year for two Parent Governors to be appointed to the TOA LGB. **ACTION:** The Clerk will resend the Skills' Audit Results Spreadsheet to the Chair. **The Chair reported that** the skillset of the LGB is strong and varied and should serve the Trust and school, well.
5. Matters for the Trust Board to Share with the LGB **It was reported that** a training day had been held recently with teachers from all Trust schools and Central Services staff. Feedback will inform the Trust strategic objectives and followed through to its Vision and Values, Risk Register and school improvement documents. There will be CEO and COO reviews of SEND, Relationships and Sex Education (RSE), Equality, Diversity and Social Inclusion during this academic year. A Trust Director of School Improvement for Crewe has been appointed and integration of TLA with other Crewe institutions is underway. Positive developments have already taken place in curriculum and alignment of schemes of work.

Finance Update

6. **Period2 Management Accounts** had been uploaded to GH prior to the meeting and were **received. The COO confirmed that** a paper 6 had not been uploaded, as a brief, verbal update would suffice. **It was reported that** the target budget for the year is a surplus of £94k. The SEND income budget is higher than anticipated, so the Finance team and SLT are considering ways this can be utilised to best support those pupils. Staffing is in-line with budget, but the school is carrying vacancies; the appointment of temporary staff is being considered, which may put the finances into a planned deficit position, which would not be of concern as the school has strong reserves. Reinvestments are being made in the physical infrastructure of the site, curriculum and school improvement.

Governors received the report.

Strategic Vision

7.1 School Performance – projections for Year 11 and Year 10

Paper 7 and 8 The Oaks Academy – Governors' Report (the Report) had been uploaded to Governor Hub (GH) prior to the meeting and was **received. The Chair thanked** the Headteacher for the detailed papers and action plans.

- **Governors asked on what the current Progress8 figures for Yr10 and Yr11, are based. It was reported that** Fischer Family Trust (FFT) data is utilised. At this stage in the school's journey, FFT50

is thought to be more appropriate than FFT20. FFT20 is aspirational and it is recognised that FFT20 may be too low for a small number of pupils and some subject departments, so discussions are ongoing as to how best to utilise the data to further support the higher ability pupils.

- **Governors asked whether staff were confident in their data for the end of term progress. It was reported that** confidence had not previously been high, but the new 'live data' system, Go4Schools will allow for a clear and current picture in terms of data and where targeted support and intervention is needed.
- **Governors noted that the 2021/2022 current Yr11 4+ English and Maths target was only 25% and asked why, when pupils are exceeding 25% at the end of Yr10, the target is less for Yr11, asking whether the target was either not sufficiently ambitious or reflected the lack of confidence in the data. It was reported that** at the time of target setting, there had not been sufficient confidence in the data recording and tracking. Using Go4Schools, figures are being reconsidered and updated data is being populated.
- **Governors noted the 2021/2022 KPI target current Yr11 Progress8 (P8) was -0.80 and the projected 2022/2023 current Yr10 Disadvantaged P8 was -0.75 and asked how confident staff were that that projected target would be met. It was reported that** the figures were based on end of Yr10 data, which has been significantly impacted by the number of Yr10 pupils not taking Science.
- **Governors asked whether actions are being taken regarding 51% of Yr10 - end of Yr9 being below expected in Maths. It was reported that** actions and interventions are in place. Governors would like to be reassured that this will not happen again and it was agreed that **ACTION:** Yrs7, 8 and 9 Progress8 data will be provided. **It was confirmed that** with Go4Schools in place, this can be provided at every LGB meeting to pinpoint and target underperformance.
- **Governors asked how confident SLT are in the KS3 assessments and how teachers assess. It was reported that** the Go4Schools system addresses any historic concerns.

It was reported that a number of the current Yr11 are on alternative provision (AP), with limited options and no Science, therefore lowering Progress 8. On an individual basis, their skills have been reconsidered with a view to boosting their qualifications, where it is in their best interests to do so and their specialist teaching time has been increased to support that. There has been a concerted effort to reduce numbers in AP for Year 10.

- **Governors asked on what basis those pupils were originally withdrawn from the full education programme. It was reported that** there were numerous, individual reasons, such as social and emotional needs, or specialist provision needs, which still need to be considered when looking to decide how best to support them. There will always be pupils who struggle, but the school is now working to provide them with bespoke, tailored provisions within standard, mainstream education.
- **Governors asked how this initiative sits alongside the Local Authority (LA) Placement Panel decisions. It was reported that** the LA cannot just place pupils in the school. There has been a key shift with the LA, in that they are aware that when considering pupils with additional needs, the school judges its staffing and resourcing capacity and will only accept pupils with additional needs if it can genuinely support them.
- **Governors asked whether Go4schools is utilised across TLA. It was reported that** whilst the Trust is looking to standardise data across the Trust to monitor target setting and data comparability, TLA schools are currently using their own-choice systems and best practices are being developed.

7.2 Action plans and updates

7.2.1 Teaching and learning – **It was agreed that** this would be considered in detail at the next meeting when there will be evidence of the impact of the actions currently in place. **ACTION:** will be added to that Agenda.

7.2.2 Behaviour

- **Governors asked whether the school's atmosphere has improved in terms of behaviour. It was reported that** behaviour is much improved compared to twelve months ago and although there can be pockets of poor behaviour, it has stabilised overall. There are a small number of challenging pupils and the school is looking to equip the pastoral team with additional capacity as well as restructure the pastoral team's management by SLT. SLT are mindful though, that 96% of pupils at the school exhibit good behaviour and pupils' best interests are at the centre of any decisions as to

the support and placements offered. **A Governor reported that** an external agency had recently reported very positive comments about the trainee teacher programme at the school.

- **Governors asked how the school is tackling the inconsistent use of the behaviour system as referred to at 7.2.2 of the Report. It was reported that** quality assurance checks are carried out and the roll of the tutor has been developed, as has the role of the pastoral team. Good school/parental relationships are being built and recent parental feedback has been positive.
- **Governors asked whether staff morale is positive. It was reported that** behaviour is now everybody's responsibility and some pockets of Teaching and Learning are not yet strong enough, so some staff may be finding it a little more challenging than last year when morale was very positive. The high number of early career teachers in the school are very positive and have embraced the initiatives and all staff are well supported by SLT.
- **Governors asked to what extent new and more experienced staff are working together as a team. It was reported that** there is a supportive, nurturing nature within the staff structure and staff understand the need for changes. Teaching and Learning approaches are harder to change, but strong teams are being built and staff are provided with sufficient time to plan and provide mentoring. Where additional support is required for early careers teachers, programme providers are asked to come into school to assist. Support is also sought from and provided by TLA school Sir William Stanier.

[PH left the meeting at 5.08pm as previously advised]

7.2.3 **SEND - The SEND Governor confirmed that** a recent visit to the school saw many areas of strength and a passion for achievement throughout the SEND staffing structure. Attendance at mainstream lessons with withdrawal as needed is working well. EHCP reviews are carried out as statutorily required and external agency links are strong and well-utilised. Staff know their pupils well and strong staff/pupil relationships are built. Mrs Bailey was thanked and congratulated for the successful creation of the SEND room in which the meeting was held.

7.2.4. **Attendance - ACTION:** A graph will be provided in future reports detailing groupings of non-attendance such as girls/boys, SEND, medical need over time.

7.3 Performance management action plan/staffing structure

Paper 7.3 LGB Action Point – Team Structure 2021/2022 had been uploaded to GH prior to the meeting and was **received**.

- **Governors asked whether performance management meetings have a standard format and are minuted, noting that Mr Graham appears to line-manage a large number of staff. It was reported that** whilst Mr Graham currently line-manages those staff for consistency, planned SLT restructuring will address the issue of numbers. There are weekly meetings between senior leaders and fortnightly meetings between Mr Graham and Heads of Faculties. The Action Plans are used as drivers to demonstrate accountability.
- **Governors noted that the Creative Arts Lead covered a very wide range of subjects and asked who is responsible for the quality of teaching and from where the relevant evidence is gathered. It was reported that** the performance management target has a link to the Teaching and Learning outcomes and the Action Plans are used at every meeting. This will be developed as the SLT restructuring gets underway and there will be explicit transparency as to how staff are held accountable for the different aspects of their roles.
- **Governors asked whether the Teaching and Learning support staff had uploaded their appraisals by the 15th of November. It was reported that** as a number of the administrative staff are leaving over the next few weeks, this will be completed when the new-in-position staff are in place.
- **Governors asked how many of the members of staff on the Upper Pay Scale (UPS) have whole school responsibility. It was reported that** some of those on the UPS have been there for some time and the requirements have changed since. The restructuring will reconsider Teaching and Learning Responsibilities (TLRs) and any conversations about changes must be sensitive and mindful of long-standing UPS staff. **The Chair advised that the LGB Action Point – TOA Pay Scales** paper uploaded to GH prior to the meeting and **received**, should not include individual staff identifiers' details.

7.4 Pupil Premium Strategy 2021-22 **Paper 7.4 Pupil Premium Strategy Statement and Review 2021/2022** had been uploaded to GH prior to the meeting and was **received**. **ACTION:** This will be uploaded to the school website after finalisation of figures by the Headteacher and Deputy Headteacher. **The Chair advised that** interventions are expected to achieve twice the speed of chronological age progress. **ACTION:** Future reporting will include intended improvement outcomes, indicating the number of pupils not progressing and clarity of what is meant by 'improved'.

7.5 Literacy strategy and plan

Paper 7.5 Literacy Policy had been uploaded to GH prior to the meeting and was **received**. **It was reported that** 40% of pupils are at below expected reading levels and reading strategies have been put in place to address this. New, guided reading model books have been purchased and tutor time is utilised to encourage and support reading. Yrs7, 8 and 9 have additional literacy lessons with an English specialist teacher, when specific literacy skills are taught. Literacy levels are tracked to ensure that pupils can move through the ability groups as needed and interventions are tailored for individual need.

- **Governors asked whether extended reading has been written into Schemes of Work. It was reported that** they have been written in and are monitored through work scrutiny. Tutor time work with the new reading books is monitored via drop-ins. Work is ongoing on how best to continue to monitor effectiveness of the literacy structure and planning, to ensure its progression.
- **Governors asked whether there are any plans to survey staff as to how successful they think the reading initiatives are. It was reported that** there are no plans for staff surveys but pupils will be surveyed shortly. **Governors recommended that** pupil surveys be carried out by tutor group to enable assessment of delivery.
- **Governors asked whether there are any specific strategies for pupils with English as an Additional Language (EAL). It was reported that** whilst there are no current strategies, this is being considered.

Safeguarding and Student Welfare - Paper 7 and 8 The Oaks Academy – Governors' Report (the Report Continued).

8.1 Safeguarding action plan update – **Paper 8.1 School Visit 14.10.21 Safeguarding MIM** had been uploaded to GH prior to the meeting and was **received**. **ACTION:** The LGB will await the Safeguarding Children in Education Settings (SCiES) report before discussing further at the next meeting. **Paper LGB Action Point CPOMS data** had been uploaded to GH prior to the meeting and was **received**.

- **Governors noted that whilst there are no incidences of radicalisation or extremism, there are high incidences of bullying and asked what strategies are in place to address this. It was reported that** staff received training recently in how to identify sexual violence and bullying. CPOMS logs are regularly monitored and updated and followed up with victim support and interventions' details. An LGBT club has been established and a level 4 counsellor is working with a group of pupils who have been heard to make inappropriate comments.
- **Governors asked whether there is a strategy to revisit victim support. It was reported that** once incidences have been actioned and closed on CPOMS, reports do not automatically show on the system, so all incidences are followed up in supervision meetings.

8.2. Exclusions' data - **ACTION:** A graph will be provided in future reports, showing repeat exclusion data, including numbers of exclusions of those pupils with Education and Health care Plans (EHCPs) and exclusions' reasons will be listed along with strategies employed and details about LA involvement, to enable comparative analysis. **It was reported that** excluded pupils have procedurally correct readmittance meetings and reintegration and support programmes are put in place and evidenced in the correct paperwork. The school always aims to firstly support pupils to avoid permanent exclusions.

8.3 Covid Update – **It was reported that** the school continues to adhere to LA guidance. Mask wearing is at the discretion of individual pupils and staff and the school is mindful of the new European wave and that Cheshire East is currently reporting a spike in numbers, so is mindful with regard to Christmas event planning.

Policies

10.1 Behaviour Policy – **The Chair advised that** the Policy requires clarity as to how it relates to and interacts with other key policies, such as the Exclusions' Policy and reference to equalities objectives ought to be referred to in terms of inclusion of pupils with additional needs such as SEND or Looked After Children (LAC). **ACTION:** Amendments will be recommended online and once approved, ratified by Chair's Action online.

10.2 Exclusion Policy – **The Chair advised that** the Policy needs to contain a brief guide to the statutory guidance for parents, to enable them to understand their and their children’s rights and the process. It should contain reference to their children being provided with work whilst excluded, which will be marked, ensuring a positive readmittance experience for the pupil. The Appeals’ process should be included so that Exclusions’ Panels are assured that correct procedures are followed. **The Headteacher confirmed that** the school is confident that the Trust ensures that exclusions’ procedures are robust. **ACTION:** Amendments will be recommended online and once approved, ratified by Chair’s Action online.

10.3 SEND Policy **The Policy was approved and ratified. The Chair noted that** the SEND information report had been uploaded to the school website and praised the SEND section of the website.

10.4 Relationship and Sex Education Policy – **The Policy was approved and ratified.**

LGB Roles

12.1 Link Governors – The following roles were agreed by those present:

SEF, Curriculum and Teaching and Learning – DB

SEND and Relationships– LH

Welfare and Staff Workload – PH

CPD and Data – SL

Behaviour and Safeguarding– Chair

Careers – AW

Professional Development – AM

The Chair will carry out a further Safeguarding visit prior to Christmas and **ACTION:** will prepare a visits’ form for Governor use.

12.2 Training Update – **Governors were advised that** the National Governance Association (NGA) website contains useful training modules and they will be receiving their log-in details shortly. The website records which modules Governors complete and Governors were asked to provide the Clerk with an assessment of any completed in terms of their usefulness and clarity of advice.

Matters to Share with the Trust Board

13. The LGB would like to see further standardisation of data reporting across the Trust and appreciate that various data assessment tools are being considered.

AOB – Nothing to report

Next Meeting Wednesday 16th February 2022

Meeting Closed 6pm

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