Local Governing Board to The Learning Partnership

THE OAKS ACADEMY LGB

MINUTES

INSPIRE BELIEVE ACHIEVE

Date: Wednesday 1st July 2026

Present: Mr Andrew Middleton (AM) Vice Chair Mr Neil Travis (NT) Governor Mr Phil Howell (PH) Governor **Apologies:** Mr Cody Brookes (CB) Governor Mrs Mary Massey (MM) Chair **Absent:**	**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:** Sian Wilkinson – TLP (SW)

Governance and Administration

1. Welcome, Quoracy, Apologies and Declarations

The meeting started at 4:00pm.
The acting Chair (AM, Vice Chair) welcomed all attendees to the meeting and confirmed that it was quorate.
Apologies were received and accepted from CB and MM.
No additional declarations of prejudicial or personal interest were made.

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

- TOA Agenda LGB 4 Summer – Chair Approved
- *Headteacher's Report 01.07.26*
- 2a. TOA LGB Minutes 13.05.26 – Chair Approved
- 2b. 25-26 TOA LGB Matters Arising Action Log 13.05.26
- 4. TLP Inclusion at the heart of the renewed framework
- 4c. TLP SEN Information Report TOA 2026-2027
- 5. All Achieve 3 Year 11 SLT Analysis 2026
- 5b. Ofsted Inspection Data Summary Report
- 13a. Accessibility Plan 2026-2029
- 13a. Attendance Policy 2026-2027
- 13a. CEIAG Policy June 2026
- 13a. First Aid and Medicine Policy 2026-2027
- 13a Health & Safety Policy 2026-2027
- 13a. Induction for ECT Policy 2026-2027
- 13a. TOA Mobile Phone Policy
- 13a. Uniform & Equipment Policy
- 13a. Suspension & Permanent Exclusion Policy
- 13a. TOA Rewards & Behaviour Policy

2. Minutes of the last meeting and Matters Arising

The Minutes of The Oaks Academy LGB meeting held on 13.05.26 were approved and will be electronically signed on GH.

	ACTION LOG FOR MEETING 21.02.26: The following actions in the 25-26 TOA LGB Matters Arising Action Log were confirmed as complete and closed: 149, 153, 154, 155, 156
3.	**Membership update** a) The HT and Clerk informed the LGB that HP has formally resigned from her position as Governor. The LGB expressed its sincere thanks to HP for her valued contribution, commitment, and support during her tenure as a Governor. b) The Board recognised the requirement of governor recruitment to maintain effective capacity, the LGB confirmed there is a vacancy for a parent governor and the SLT will continue to explore possible candidates.
	Quality of Education
4.	**Inclusion Strategy** The HT shared the TLP Inclusion Strategy with the LGB for information, alongside the TOA SEN Information Report.
5.	**Progress – Curriculum & Teaching** a) SLT shared the latest All Achieve 2025–2026 data alongside the Ofsted Data Summary Report. The LGB was informed that the data indicates positive outcomes and improvements in both Maths and English. The school is currently awaiting Yr11 GCSE results, with this cohort having previously been identified as presenting a particular challenge.
6.	**Admission and Pupil Numbers** Referring to pages 3-4 of the HT LGB Report. a) To receive the latest data for September 2026 intake: The continued popularity of the school is reflected in the strong level of admissions, resulting in a sustained increase in overall pupil numbers. The current Year 7 cohort stands at 131 pupils, and the LGB noted with satisfaction that the school's overall NOR is 673. It was reported that the number of mid-year admissions has slowed, largely due to a reduction in local demand, including fewer admissions from pupils arriving from outside the UK because of national policy changes. The LGB was informed that 143 applications have been offered to families. Of these, five accepted places remain subject to ongoing appeals, which may continue until 21 December 2026. At this stage of the admissions process, 138 places can be considered secure. The school has also advised Cheshire East of its willingness to admit additional pupils up to the school's PAN of 130 pupils. Governors **praised** the positive projections for September 2026 and the popularity of the school in the local community. **Governor Question:** *Does TOA have sufficient classroom capacity and resources to accommodate the September intake?* **Response:** *The Headteacher confirmed that the school has appropriate classroom capacity and resources to meet the anticipated September intake. In addition, IT provision is currently under review by TLP, with plans in place to further enhance and expand IT resources to support the growing pupil population.* b) Year 7 Transition Plans The LGB was informed that the incoming cohort is transitioning from a wide range of 17 educational settings, comprising 16 feeder primary schools and one overseas placement. This reflects the

diverse nature of the intake and highlights the importance of well-planned and carefully coordinated transition arrangements. A structured program of primary school visits was undertaken between mid-May and early June, providing staff with opportunities to gather key information, establish relationships with pupils and primary colleagues, and identify any additional support needs at an early stage.

Targeted transition planning is in place for SEND students, including those with EHCPs and other identified needs. Bespoke arrangements have been developed where required, with further planning on going to support any newly identified cases. The transition program is being delivered through a tiered approach:

- An additional transition day was provided for SEND students and those identified as potentially vulnerable, including pupils with a history of Persistent Absence.
- A main transition day was held for the full cohort, incorporating a structured timetable of activities.
- A transition evening was delivered to engage parents and carers and provide key information regarding the move to secondary education.
- The program includes a structured induction curriculum, featuring activities in subjects such as Math's, English and Science, alongside team-building opportunities designed to support both academic preparedness and pastoral integration.
- Parental engagement has also been promoted through activities such as welcome sessions.

The LGB **noted** that clear leadership and staffing arrangements are in place, including designated Key Stage 3 leadership, a Head of Year, and dedicated pastoral support. These arrangements provide continuity, accountability, and effective oversight throughout the transition process.

Governor Question:
What additional support is being put in place to ensure successful transitions for pupils who are anticipated to experience difficulties with the move to secondary school?
Response:
Effective information sharing between feeder primary schools and TOA are a key element of the transition process. A range of targeted support measures has been implemented, including home visits, two transition days, and enhanced transition planning for identified pupils. Currently, 29 pupils with SEND have been identified within the incoming cohort, and tailored support arrangements are being developed to meet their individual needs. The school is also placing considerable emphasis on building strong relationships with parents and carers through ongoing communication, follow-up meetings, and the sharing of relevant information to ensure a smooth and successful transition for all pupils.

Governor Question:
What strategies are in place to support incoming Yr 7 pupils who have a history of school refusal, are currently on part-time timetables, or have attendance levels below the national average?
Response:
Those pupils have been identified in advance of their transition to TOA, enabling targeted and bespoke transition arrangements to be implemented. A key focus has been placed on developing positive relationships with both pupils and their families to support confidence and engagement prior to September. It was confirmed that part-time timetables in place at primary school will not automatically transfer to secondary education, and clear expectations regarding full-time attendance have been communicated. The transition to Yr 7 is being viewed as an opportunity for a positive fresh start, supported by appropriate pastoral and attendance interventions. Those identified pupils attended full days during the transition programme and engaged successfully with the activities provided. As a result, the school remains positive that these pupils can make a successful transition and attend school full-time from September.

7.	**Link Governor Monitoring** a) To note any link visit reports and discuss any matters arising • MM completed SEND ROV • AM to complete Safeguarding ROV – detailed in the Matters Arising Action Log 2026-2027
	Personal Development
8.	**Attendance** Referring to pages 4-7 of the HT LGB Report. The LGB was informed that year-to-date (YTD) whole-school attendance currently stands at 92.17%, which is slightly above the national average. It was noted, however, that the school is currently experiencing a period during which a number of families are taking holidays during term time. As a result, 40 fixed penalty notices have been issued since September 2025. The impact of this has been reflected in the school's Persistent Absence (PA) rate, which currently stands at 25.86%, slightly above the national figure. The LGB was assured that the attendance team continues to work proactively and diligently with families to improve attendance, consistently applying the school's attendance policy and addressing barriers to attendance daily. It was further reported that all year groups, apart from Year 11, are currently achieving attendance rates above the national average. The Chair **commended** the positive attendance outcomes and praised the school's ongoing commitment to maintaining attendance as a key strategic priority. **Governor Question:** *What was the Year 11 GCSE attendance rate?* **Response:** *It has been reported that Year 11 GCSE attendance was exceptionally strong at 99.9%. This is consistent with attendance levels recorded during the GCSE examination period over the previous four years.* The LGB **noted** that pupils had remained highly motivated throughout the examination season and had a successful prom to look forward to as a celebration of their achievements.
9.	**Rewards and Behaviour** Referring to pages 7-11 of the HT LGB Report. SLT reported that positive behaviour continues to be a significant strength of the school, with reward data consistently outweighing the number of negative behaviour incidents. The LGB was informed that suspension levels have remained stable throughout the current academic year, with termly figures broadly consistent and comparable to those recorded during the previous year. Importantly, there is no evidence of an increasing trend in suspensions, indicating that behaviour is being managed effectively and consistently across the school. The majority of suspensions involve pupils with additional needs, particularly those identified as PP and SEND, reflecting the school's inclusive context and the considered use of suspension as part of a wider package of support and intervention. Representation within other groups, including LAC and EAL pupils, remains low. Overall, the data demonstrates a consistent, proportionate, and well-managed approach to behaviour, with appropriate support and targeted interventions in place for vulnerable pupils. Further detail was provided within the accompanying evidence tables.

	Governor Question *What interventions are in place for pupils who have received higher numbers of suspensions?* **Response:** *Pupils with multiple suspensions are closely monitored using targeted watchlists. A range of interventions is implemented to support these pupils, including Thrive provision, bespoke intervention programmes, and extensive pastoral support. Interventions are tailored to individual needs, with regular review to ensure appropriate support and positive outcomes.* **Governor Question** *Is alternative provision being considered for any hard-to-reach pupils?* **Response:** *Alternative provision is currently being considered for a small number of pupils, particularly within a challenging Year 7 cohort. The suitability of such provision is subject to ongoing review by SLT. While alternative provision has not been utilised by the school for some time, close working relationships have been established with Cheshire East Council and the Educational Psychology Team to ensure that appropriate support and intervention strategies are identified and implemented to meet the needs of individual pupils.*
	Welfare
10.	**Safeguarding** Referring to pages 12-16 of the HT LGB Report. SLT informed the LGB that there has been no increase since the previous reporting period in the number of pupils subject to a Child Protection Plan. The LGB was advised that there has been an increase in the number of families receiving Targeted Family Support, reflecting the school's commitment to early intervention and providing support before issues escalate to crisis point. Many of these support arrangements are coordinated and led by external agencies. However, the volume of meetings associated with this work is having an impact on staff capacity and their ability to attend all required meetings. SLT also reported an increase in the number of Looked After Children (LAC) within the school. In response to the changing profile of pupils, the school is now working collaboratively with three local authorities: Cheshire East, Stoke-on-Trent, and Halton, to ensure appropriate support and effective multi-agency working for vulnerable pupils and their families. SLT also informed the LGB of a recent positive 175 Audit.
11.	**Welfare and Wellbeing – Students** Referring to pages 16-17 of the HT LGB Report. The LGB was informed that monthly safeguarding reports are utilised to accurately identify and monitor any persistent incidents of child-on-child abuse through regular supervision meetings with the Pastoral Team. This enables trends to be identified and appropriate interventions to be implemented in a timely manner. The school will continue its partnership with Visyon, which delivers workshops focused on supporting pupils to manage their emotions effectively. Pupils are identified for participation by pastoral staff through ongoing monitoring and information recorded on CPOMS. The LGB was also advised that Rachael Todhunter (DDSL) has been appointed as the school's Young Carers Ambassador and will be delivering presentations to both staff and pupils to further raise awareness, improve identification, and strengthen support for young carers. The school has successfully achieved the Young Carers Bronze Award and is currently working towards the Silver Award.

	Governor Question: *The need to access CAMHS suggests an increase in demand. What support is in place for pupils requiring mental health support?* **Response:** *SLT confirmed that the Mental Health Support Team regularly works within the school to provide timely assistance for pupils. In addition, Visyon continues to offer targeted support, and referrals are made, where appropriate, to Community Paediatrics, supporting the assessment process and ensuring that pupils receive the specialist intervention required.* **Governor Question:** *Are pupils trained as Mental Health First Aiders?* **Response:** *Pupils are not currently undertaking Mental Health First Aid training; however, this is an area that the school may explore in the future, recognising that similar initiatives have been implemented successfully in other schools. The LGB was informed that pupil wellbeing is currently supported through a range of provisions, including the school's Bullying Hub and ELSA support, alongside wider pastoral and wellbeing interventions.*
12.	**Welfare and Wellbeing – Staff** Referring to pages 17-18 of the HT LGB Report. SLT reported that staff wellbeing remains a key priority within the Academy Improvement Plan. Protecting teachers' gained time and reducing unnecessary workload continues to be a significant area of focus across the school. The LGB was informed that lesson cover arrangements are carefully managed to minimise any disruption to teachers' PPA time, with cover allocated fairly and monitored to ensure that no individual member of staff is disproportionately affected. Senior leaders regularly review staffing capacity and cover requirements to help reduce pressure on teaching staff and maintain a sustainable workload. Staff are encouraged to raise any wellbeing concerns through line management meetings, staff surveys, and open communication channels. A range of wellbeing support is available, including employee assistance programmes and internal support networks. SLT advised that workload considerations are considered when planning school improvement initiatives and the annual calendar. Staff absence levels are monitored closely, with appropriate support provided where required. Governors **noted** that staff retention remains stable, reflecting the positive, supportive, and collaborative culture within the school.
	Local Matters and Stakeholder Engagement
13.	**Policies** a) Following policies were shared on GH prior to the meeting and approved by the LGB: • 13a. Accessibility Plan 2026-2029 • 13a. Attendance Policy 2026-2027 • 13a. CEIAG Policy June 2026 • 13a. First Aid and Medicine Policy 2026-2027 • 13a Health & Safety Policy 2026-2027 • 13a. Induction for ECT Policy 2026-2027 • 13a. TOA Mobile Phone Policy • 13a. Uniform & Equipment Policy • 13a. Suspension & Permanent Exclusion Policy

	• 13a. TOA Rewards & Behaviour Policy **Governor Question:** *If a pupil does not have the correct uniform or equipment, are they placed in isolation? Is support available where this is due to financial hardship rather than behavioural issues?* **Response:** *Pupils are not placed in isolation solely for lacking the correct uniform or equipment. Where pupils require uniform or equipment, appropriate support is provided by the school to ensure they can fully participate in learning. Isolation is used only in cases of behavioural refusal and is not applied where the issue relates to a lack of resources or financial hardship.* Governors **commended** the introduction of the mobile phone ban and the supporting policy framework, noting the positive impact it has had on pupils' behaviour, engagement, and the overall learning environment across the school.
14.	**Record of Visit** ROV have been uploaded to GH prior to the LGB.
15.	**Stakeholder Engagement – Parents/Carers** Referring to page 22 of the HT LGB Report. SLT informed the board that 5 parents' evenings have taken place throughout the academic year. The LGB was informed that, to support engagement, parents and carers of identified hard-to-reach pupils receive a telephone call from the relevant Pastoral Manager prior to Parents' Evening to assist with appointment bookings and encourage attendance. Where parents or carers are unable to attend, a follow-up face-to-face or telephone appointment is offered with the relevant Key Stage Director to ensure that important information regarding pupil progress, wellbeing, and support is communicated effectively. **Governor Question:** *Are online Parents' Evenings preferred by parents and carers?* **Response:** *Online Parents' Evenings continue to be well received and provide a convenient means for many parents and carers to engage with the school. However, the school recognises the value of face-to-face interaction and, therefore, continues to hold in-person Parents' Evenings for Year 7 and Year 11 families to support key transition and examination stages.*
16.	**Stakeholder Engagement – Wider Community** Referring to page 23 of the HT LGB Report.
17.	**Communication – To Trust** No further communication to the Trust
18.	**Communication – From Trust** The Clerk **advised** that further development was required in a number of these areas and therefore shared details of relevant National Governance Association (NGA) online training courses to support Governors in strengthening their knowledge and understanding. These recommendations were aligned to the needs identified through the Skills Audit and are intended to support continued Governor effectiveness: 1. **Chair Experience** Training: Taking the chair | National Governance Association

	2. **Stakeholder Engagement** Training: Stakeholder engagement: the governance role | National Governance Association 3. **Strategy & Development** Training: An introduction to the strategic role of governance | National Governance Association
19.	**AOB**
	The meeting closed at 5:47pm **Next Meetings:** Wednesday 14th October 2026 at 4:00pm