

Date: Wednesday 21st January 2026

Present:

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

Apologies:

Mr Andrew Middleton (AM) Vice Chair
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
Mr Kevin Street (KS) – Leadership Development

Clerk:

Sharon Dutton – TLP (SD)
Sian Wilkinson – TLP (SW)

Governance and Administration

1. Welcome, Quoracy, Apologies and Declarations

The meeting started at 4:37pm.

The Chair (MM) welcomed everybody to the meeting and the meeting was confirmed quorate.

Apologies were received and accepted from AM and HP.

There were no additional declarations of prejudicial or personal interest.

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

- TOA LGB Meeting Agenda 21.01.26
- 2a. Oaks Academy Minutes Oct 2025 – Chair Approved
- 2b. TOA LGB Matters Arising Action Log October 2025
- 4. LGB Report (21 January 26)
- 7. All Achieve SLT Analysis 2025
- 9. Pupil Premium TOA Statement
- 12. Safeguarding Review Report October 2025
- 15a. Charging and Remission Policy
- 15c. Premises Management Policy
- 15d. Safeguarding Policy December 2025-2026
- 15e. TOA Rewards and Behaviour Policy
- 20. Feedback to TOA from ESP 24.10.25
- TLP School Improvement Plan 2025-2026

2. Minutes of the last meeting and Matters Arising

The Minutes of The Oaks Academy LGB meeting held on 1st October 2025 were approved and will be electronically signed on GH. There were no matters arising.

Governor Challenge:

Has the student survey been completed?

SLT Response:

	<p><i>Yes, the survey was completed in September, around 400-plus students completed it. Results are broadly positive with a slight upward shift (2–3%) on most items.</i></p> <p>ACTION LOG FOR MEETING 01.10.25:</p> <p>The action log was reviewed in detail, with updates provided on each outstanding item:</p> <ul style="list-style-type: none"> • Governors to complete any outstanding training with regards to Prevent and KCSiE, evidence of completion is to be sent via email to the Clerk via or uploaded to GH.
<p>3.</p>	<p>Membership update</p> <ol style="list-style-type: none"> The Clerk confirmed that the previously discussed potential Governor was assigned elsewhere A governor resignation is anticipated at the end of the summer term 2026 The Board recognised the urgency of governor recruitment to maintain effective capacity. Governors discussed potential future recruitment opportunities through parent and wider community networks, and governors and members of the SLT agreed to approach possible candidates. <p>ACTION:</p> <ul style="list-style-type: none"> • CB to explore interest within place of work • Assistant Headteacher (EA) to explore interest with a TOA parent
<p>Strategic Direction and Progress Against Priorities</p>	
<p>4.</p>	<p>School Improvement Plan (SIP) and Self Evaluation (SEF)</p> <p>The Headteacher’s report, covering pages 1 to 4, provided an update on the School Improvement Plan (SIP) and Self-Evaluation Form (SEF). It outlined the broad range of actions underway to strengthen academic progress and offered the Local Governing Board a clear overview of the school’s strategic priorities, including current strengths, areas for development, and planned next steps.</p> <p>MM commended the report for its clarity, depth and transparency, noting that tangible progress is visible across several key strands. Further discussion highlighted the improved alignment of school outcomes with national benchmarks, with the data dashboards demonstrating sustained positive movement across multiple performance measures.</p> <p>Governor Question: <i>In the data visuals, why is grey worse than red? Also, are the figures mock results or estimates?</i></p> <p>SLT Response: <i>The colour scale is system-set (SMID) and not changeable by us. The current figures are A1 predicted grades, with mock results embedded into the whole-school tracking prior to the drop as this gives our most accurate position.</i></p> <p>Governor Question: <i>How close were the A1 predictions to outcomes last year, and what about this year?</i></p> <p>SLT Response: <i>Last year A1 to actual was very similar; we moved English & maths 4+ from 28% to 48%. This Year 11 is our most challenging cohort (highest SEND; disrupted transition from Y5–Y7), so we expect at least similar, though a slight dip is possible.</i></p> <p>Governor Question: <i>Are the current outcomes based on mock results or predictions and how reliable is the data?</i></p> <p>SLT Response:</p>

Results are derived from mock examinations integrated with broader performance evidence, providing the most accurate predictive model used by the school. Last year's predictions were closely aligned with results, with significant improvement achieved between mock and final outcomes.

Governor Question:

What is the context of this Year 11 cohort?

SLT Response:

This cohort has high SEND and vulnerability levels, including disrupted transition during primary years. While outcomes may match last year, leaders cautioned that improvement may be harder to secure.

Governor Challenge:

Are previously weaker subjects improving (e.g., History)? What's the plan for English/Maths?

SLT Response:

History improving under a new Head of Department, curriculum is now more accessible, with adaptive teaching and stronger leadership. English/Maths: staffing changes have impacted; we've introduced Elevate Park and leadership support. Year 10 data look much better.

Governor Question:

What are the QMS/QMF references and how is feedback embedded?

SLT Response:

They're our quality frameworks; books now show actionable feedback more consistently. Ofsted visit feedback also noted clear progress.

Governor Question:

Literacy Trust review from December—can we see it? Any key points?

SLT Response:

We'll upload the reports to GovernorHub under a dedicated ROV folder going forward. Headlines: reading curriculum/strategy positive, visible progress since previous visit; capacity to deliver interventions flagged; Trust exploring compressed phonics training and potential rollout of SPARK.

Governor Question:

How do you know reading interventions impact classroom learning?

SLT Response:

Triangulation via pupil voice, work scrutiny, and NGRT (test-in/test-out). Typical expectation: a 6-week block should yield 3+ months gain as a minimum; many pupils report improved confidence/fluency. Attendance of some pupils remains a constraint.

Governor Question:

Behaviour curriculum delivery—do form tutors feel confident leading discussion-heavy content?

SLT Response:

Yes—resources are explicit and scaffolded, however regular CPD is run in support. Alongside Head of Year/SLT drop-ins, with targeted coaching where needed.

Governor Question:

For pupil surveys and ROV reports, where are documents stored?

SLT Response:

Some saved under Meetings → Management Accounts → ROV documentation; we'll standardise by adding a specific ROV folder each meeting so governors can always locate them.

Quality of Education

<p>5.</p>	<p>Admission and Pupil Numbers</p> <p>a) Referring to pages 5-6 of the HT LGB Report.</p> <p>Governors noted the ongoing popularity of the school is evidenced by the number of new admissions. As a result, pupils’ numbers continue to rise overall. Current Year 7 is 131 and it is pleasing to have an overall Number on Roll (NOR) sitting at 687, the highest for The Oaks Academy. The school managed to increase the number of pupils to over the PAN of 130 but Year 9 has lost 8 pupils since September 2025.</p> <p>Governor Question: <i>Are September 2026 admission projection available?</i></p> <p>SLT Response: <i>The projection will be available at the next LGB meeting</i></p> <p>Governor Question: <i>Are we gaining pupils in-year? What’s behind the movement?</i></p> <p>SLT Response: <i>Admissions have slowed—fewer overseas families arriving compared to previous years. We still receive managed moves/PEX pupils and are often positioned to take the most challenging cases via Fair Access Panels. We have had some leavers due to house moves, parental choice (perception of other schools), or individual incidents.</i></p> <p>Governor Response: <i>Do we have capacity to take more if numbers rise? Any September view yet?</i></p> <p>SLT Response: <i>We’re not far off. One small year group depresses overall. September allocations are to be confirmed, early indications look positive, but this cannot be confirmed until offers are accepted.</i></p> <p>Governor Challenge? <i>There is a drop in Year 9 numbers, why is this?</i></p> <p>SLT Response: <i>This is being unpicked with Year 9 Head of Year and the attendance team. Known factors include out-of-area moves, one parent unhappy post-sanction, and a couple of transfers to Sandbach Girls.</i></p> <p>ACTION: SLT to provide Sept 2026 admission projection for next meeting</p>
<p>6.</p>	<p>Curriculum Update</p> <p>a) An update regarding Careers education was received and included within the HT’s report, referring to page 3</p> <p>The SLT reported strong progress in embedding personal development across the curriculum, including the launch of a new careers programme aligned with updated Gatsby benchmarks and involvement in two Cheshire and Warrington careers hub pilot projects. The school engaged disadvantaged pupils through the Future Ready Programme, supported curriculum co-design via Priority Access, and began implementing a Climate Action Plan aligned with the DfE’s sustainability strategy. In addition, the new student leadership team is undertaking projects that contribute to whole-school improvement, and the school has launched the Camps International Borneo Expedition planned for Summer 2027</p> <p>Governor Question: <i>Is the Careers Policy ready for approval?</i></p>

Response:

The policy is being rewritten and will be brought to a future meeting once trials conclude.

Governor Challenge:

How is work experience being managed without curriculum disruption?

Response:

The school is embedding experiences through curriculum linked projects rather than traditional block placements.

Governor Question:

What's changed in careers/Gatsby and how are we adapting?"

SLT Response:

National guidance is shifting (not yet statutory). We're embedding the framework to build a progressive careers programme. The key challenge is the new expectation of 25 hours of meaningful employer encounters at KS3 and again at KS4—we're piloting models that won't disrupt curriculum.

Governor Question:

How will you practically deliver the 25 hours given our context?

SLT Response:

We've joined two pilot schemes via the Careers Hub: Future Ready (3-year employer-linked pathway for 15 Y8s), and a priority access pilot pairing us with Bentley to co-deliver DT projects that can count as meaningful experiences. We're also reviewing whether to reintroduce some out-of-school placements in a targeted way.

Governors **welcomed** the innovative approach and recognised the logistical challenges. It was also confirmed that the Careers Link Governor had completed the Careers Monitoring Visit.

ACTION:

CB will upload the Careers Monitoring Visit report to GH or alternatively submit it directly to the Clerk via email.

7. Pupils Performance

See pages 7-8 of the LGB report and the All Achieve SLT Analysis 2025.

The school is currently providing targeted English and Math's interventions led by Curriculum Leaders during form time, alongside daily coaching from the Director of ATL for pupils below target, including higher attainers. All staff received exam-invigilator training in October, and the Deputy Headteacher for Progress and Culture has overseen robust data collection and analysis. A highly successful GCSE Information Evening offered guidance from key curriculum and pastoral leaders, and the first round of PPEs ran smoothly, with pupils demonstrating excellent conduct and effort. Moving forward, the focus remains on supporting the most vulnerable learners and ensuring the pastoral team continues proactive work on preventing poor behaviour through managing-emotions interventions and positive mentoring.

Clerk Question:

What are FFT50 and FFT20?

Response:

FFT50 represents expected progress; FFT20 is aspirational. The school reports against FFT50 but targets FFT20 internally.

Governor Challenge:

Why does English appear variable?

	<p>Response: <i>Staffing changes and recent assessment model changes have temporarily impacted outcomes.</i></p> <p>Governors noted the improvement in Progress 8 trends over time with Year 10 data significantly stronger than Year 11. Governors acknowledged the trajectory of improvement and praised the depth of analysis.</p>
8.	<p>Link Governor Monitoring</p> <p>a) to note any link visit reports and discuss any matters arising</p> <p>Governors noted difficulty locating Records of Visit (ROVs) on GH. Governors were reminded to upload Monitoring Visit reports to GH or send to the Clerk via email.</p> <p>ACTION: Clerk to create a standard agenda item and folder for ROV documentation to ensure consistency and transparency.</p>
9.	<p>Pupil Premium</p> <p>a) The Pupil Premium Strategy Statement was confirmed as published on the school website in line with statutory deadlines. b) Budget has been provided for resources for PP</p> <p>Governors praised the strategic intent but queried transparency of impact at pupil level. SLT highlighted strong improvements in pastoral, behaviour and attendance support for PP pupils with academic impact improving but not yet at the rate leaders aspire to. Governors commended the significant strides that have been made in the pastoral and behavioural provision for disadvantaged pupils.</p> <p>Governor Challenge: <i>How can governors be assured PP funding directly benefits eligible pupils?</i></p> <p>Response: <i>Leaders explained that PP funding supports whole school structures designed around high levels of disadvantage; impact is therefore systemic rather than individualised.</i></p> <p>Governors accepted the rationale but requested clearer impact evaluation in future reports.</p>
Personal Development	
10.	<p>Attendance</p> <p>See pages 10-13 of the LGB report.</p> <p>Year-to-date (YTD) whole-school attendance stands at 92.28%, in line with the national average with attendance remaining a daily priority across the school. As a result, attendance remained broadly stable compared with last year, with a slight increase (91.23% to 91.64%) and a reduction of one percentage point in persistent absence. SLT emphasized that Year 11 persistence absence remains the most challenging area with families permitting ‘mental health days’ that conflict with school advice.</p> <p>Governors noted that overall attendance continues to improve, with absence concerns continuing within the Year 11 cohort.</p> <p>Governor Question: <i>Is attendance improving in weaker year groups?</i></p> <p>SLT Response:</p>

	<p><i>Strong improvement post-Christmas, persistent absence remains highest in Year 11, where parental attitudes can be defensive.</i></p> <p>Governor Question: <i>Why is Year 11 attendance particularly challenging?</i></p> <p>Response: <i>Anxiety post mock exams and parental attitudes toward “mental health days” are contributing factors, alongside friendship-linked absence.</i></p> <p>Governor Question: <i>What strategies are in place to overcome persistent absence?</i></p> <p>Response: <i>Targeted family work, transport support, incentives, and clear messaging on exam impact.</i></p> <p>Governors recognised sustained improvement in a challenging context. Governors noted the strong strategy for incentives and engagement, including recent support from the Trust for attendance-based rewards</p>
11.	<p>Rewards and Behaviour See pages 14-16 of the LGB report.</p> <p>SLT reported that 32,000 positive behaviour points have been awarded to date, compared with approximately 5,000 negative points. Suspensions have reduced this half-term, and the school remains below the year-to-date suspension figure, with a strong focus on supporting the most vulnerable pupils. SLT highlighted that behaviour has significantly improved with a new approach to low-level disruption which now involves removal to the Senior Remove Room. SLT reported positive staff feedback, noting improved consistency and clarity.</p> <p>MM emphasised the importance of maintaining this momentum and recognised the marked shift in behaviour culture across the school.</p> <p>Governor Question: <i>How are the systems in place improving behaviour?</i></p> <p>Response: <i>Behaviour for learning approach has improved sufficiently to address low level disruption more robustly.</i></p> <p>Governor Challenge: <i>Is this approach sustainable? And what is the impact?</i></p> <p>Response: <i>Leaders confirmed it would not have been possible previously but is now appropriate due to cultural improvements. Behaviour has improved significantly, and school is now targeting low-level disruption. With the introduction of Senior Removal Room and clear escalation has reduced.</i></p> <p>Governor Question: <i>How confident are form tutors in delivering behaviour curriculum?</i></p> <p>SLT Response: <i>Form tutors receive regular CPD, weekly meetings, and support from pastoral staff.</i></p> <p>Governors strongly endorsed the approach and the improvements being made.</p>
	Welfare
12.	Safeguarding

	<p>See Page 17-21 of the LGB Report: There has been a reduction from the previous of years of students who are on a Child Protection Plan. A higher number of Targeted family support has occurred due to early intervention to support families before crisis point. This, however, is having an impact on staff being able to attend these meetings. The school is working in partnership with three different local authorities, Cheshire East, Cheshire West and Chester as well as Stoke.</p> <p>Organisation and Policy Update:</p> <ul style="list-style-type: none"> • SCiES review completed in October 2025. • Safeguarding policy updated following SCIES review • Guidance about the use of physical restraint in schools for governing bodies, headteachers and school staff. Change made: Added 'Restrictive interventions, including use of reasonable force, in schools. This will replace the 'Use of reasonable force in schools' guidance from 1 April 2026. <p>Governor Question: <i>Have all actions from the safeguarding audits been completed?</i></p> <p>SLT Response: <i>The action plan is complete; continuing CPD which the inclusion of scenarios of professional conduct, use of social media, and emerging risks (weight-loss injections, ketamine).</i></p> <p>Governors noted that safeguarding remains robust and responsive.</p>
<p>13.</p>	<p>Welfare and Wellbeing – Students See Page 22 of the LGB report.</p> <p>SLT highlighted the wide variety of support in place for students, and this includes:</p> <ul style="list-style-type: none"> • Relationships with staff and form tutors to identify and support pupils when they need it. • Thrive – New THRIVE Manager to access apprenticeship • Visyon, MHST and CLASP used to support students • Pastoral leads, head of year • A TA is being trained in ELSA • Art therapist and Animal therapy accessed by 2 LAC students • There are also QR codes around the building for children to use and access support service outside of school <p>Governors praised the depth, responsiveness and leadership of safeguarding practice.</p>
<p>14.</p>	<p>Welfare and Wellbeing – Staff See Page 22-26 of the LGB report.</p> <p>It was highlighted that staff wellbeing continues to remain a priority. Data included with the LGB report highlights a decrease in staff absences year-to-date, however recent cold/flu viruses affected staff absence data over the winter period. In support of staff wellbeing, there is a staff wellbeing survey planned for January 2026 and a review of support staff absence.</p> <p>Governor Question: <i>How is staff attendance?</i></p> <p>SLT Response: <i>Teaching staff absence significantly reduced; biggest challenges remain long-term illness in support staff.</i></p>

	<p>Governor Question: <i>What is being done to improve wellbeing?</i></p> <p>SLT Response: <i>The Trust well-being offer includes Employee Assistance Programme, widely advertised in school. Alongside the planned staff well-being survey.</i></p>
Local Matters and Stakeholder Engagement	
15.	<p>Policies</p> <p>a) Following policies were shared on GH prior to the meeting and approved by the LGB:</p> <ul style="list-style-type: none"> • Safeguarding Policy • Charging & Remission Policy • Premises Management document • Behaviour in Schools Policy • Exclusions Policy • Pupil Premium Update <p>MM recommended that Rewards appear before Sanctions within the Behaviour Policy, this will strengthen the positive culture narrative.</p>
16.	<p>Governor Training Update</p> <p>Governors were reminded to complete the required Safeguarding and Prevent training if they have not already done so. Governors were also asked to send evidence or certification of completed training to the Clerk via email.</p> <p>ACTIONS: Governors are required to complete any outstanding Safeguarding and Prevent training, governors who have completed Prevent training before 2025 must refresh</p>
17.	<p>Stakeholder Engagement – Parents/Carers See page 24 of the LGB report.</p> <p>Governors were informed of a recent parent survey conducted in October 2025, with 127 parents completing the survey. SLT highlighted that feedback was positive overall and social media activity continues to engage parents.</p> <p>Governor Question: <i>Could we gather more responses in person, e.g., at parents’ evenings?</i></p> <p>SLT Response: <i>Yes, paper copies and computers could be used at events to capture wider representation.</i></p> <p>Governor Question: <i>Can we gather written comments too?</i></p> <p>SLT Response: <i>Yes, that is something we can include in future surveys to gain a deeper insight to feedback.</i></p> <p>MM suggested that a hard copy of the parent survey be made available at future school events, such as parents’ evenings. MM also recommended adding a comment section to the survey to enable the collection of more detailed feedback.</p>

18.	<p>Stakeholder Engagement – Wider Community See Pages 26-27 of the LGB report. Community links continue to grow, including careers partnerships and outreach with local organisations.</p> <p>Governor Question: <i>Are you getting more Year 6 pupils from local primaries?</i></p> <p>SLT Response: <i>Year-on-year increase from Gainsborough Primary; still challenged by competition from nearby single-sex schools and visibility at school exit times. However, local Primary School assemblies help drive the Year 7 admissions.</i></p>
19.	<p>Communication – To Trust</p> <ul style="list-style-type: none"> Confirmed funding for the toilet facilities agreed
20.	<p>Communication – From Trust</p> <ul style="list-style-type: none"> Governance Conference taking place Saturday 25th April 2026 The Wellbeing TLP Trust landing page is now available to all TLP staff, providing access to educational news, staff benefits, community information, resources, and wellbeing support.
21.	<p>AOB</p> <ul style="list-style-type: none"> SLT reviewed the IDSR and confirmed that suspensions are broadly in line with national averages, while permanent exclusions remain below national figures. Governor PH informed the Board of a new affordable community supermarket opening on Mertle Street in Crewe, offering support to families without any eligibility criteria. Governors agreed that this initiative would benefit many of the school's families, and the school will await further information so it can be promoted through flyers and social media channels.
<p>The meeting closed at 6:15pm Next Meetings: Wednesday 13th May 2026 at 4:30pm Wednesday 1st July 2026 at 4:30pm</p>	

ACTION LOG FOR MEETING 21.01.26

	ACTION	BY WHOM	BY WHEN
3.	Governors / School continue to explore interest of potential Governors to join the LGB	ALL	May - 2026
5. a)	SLT to provide Sept 2026 admission projection for next meeting	SLT	May - 2026
6.	CB will upload the Careers Monitoring Visit report to GH or alternatively submit it directly to the Clerk via email.	CB Governor	Feb – 2026
8.	Clerk to create a standard agenda item and folder for ROV documentation to ensure consistency and transparency.	Clerk	Feb – 2026
16.	Governors are required to complete any outstanding Safeguarding and Prevent training, governors who have completed Prevent training before 2025 must refresh	Governor	Feb - 2026