

**KING'S OAK ACADEMY**  
**Academy Council Meeting**  
**Wednesday 28 June 2023– 4.30pm**

AC Members	Role	Attended	Apologies
Diane Owen (DOn)	Sponsor 1 (Chair)	✓	
Gary Pine (GPe)	Sponsor 2	✓	
Sonia Tibbatts (STs)	Sponsor 3	✓ online (part)	
Liz Gregory (LGy)	Sponsor 4	✓ online (part)	
Adele Rice (ARe)	Student Advocate	✓	
Sonny Richards (SR)	LA Representative	✓	
Katherine Ogden (KOn)	Principal	✓	
Shelley Ball (SBl)	Sponsor 5	✓	
Deda Odutola (DOa)	Parent Councillor	✓ Online (part)	
Sabrina Marie-Anais (SMa)	Staff Councillor	✓	
Lucy Jacobson (LJn)	Staff Councillor		✓
Jon Jones	Senior Executive Principal	✓	
Wendy Hellin (WHn)	Clerk	✓	
Simon White (SWe)	Vice Principal	✓	
Emma Watts (EWs)	Head of Middle School	✓	
Andy Marshall- Aherne (AMa)	Head of Upper School	✓	
Maria Cerepanova (MCa)	Head of Lower School	✓	
Susie Weaver (SWr)	Executive Principal	✓	
James Cornick (JCo)	Subject Leader: Health	✓	

**ACTIONS BROUGHT FORWARD**

Date and No	Relates to item	Action	Owner
19.04.23/1	6.3.3	Extra curriculum offer will be an item for discussion on the next meeting agenda. <b>This item is on the agenda and can be closed.</b>	DOn KOn
19.04.23/2	9.1	Clerk to introduce GPe to the academy's lead for H & S. A visit to be carried out before the end of the academic year. <b>Ongoing</b>	Clerk
19.04.23/3	11.1	SWr will take this feedback on the Attendance Policy and pass it to Kate Richardson and Fiona Lightwood. <b>This item is complete and can be closed.</b>	SWr
19.04.23/4	13.1	KOn will check an advertisement has gone out to parents to seek nominations to fill the vacant Parent Councillor role. <b>This item is on the agenda and can be closed.</b>	KOn
19.04.23/5	13.3	KOn to email SRs with potential dates for him to meet with Hannah Brydon to discuss EDI. <b>This item is complete and can be closed.</b>	KOn
19.04.23/6	13.4	Councillors were invited to make a visit prior to the next meeting focusing on their link role and were reminded to complete a link visit form after their visit. Update 28.06.23 A number of visits have been completed with the note of visit uploaded to Teams. <b>This item can be closed.</b>	All Councillors

1.	Introduction, Administration & Apologies	Action
1.1	Apologies are recorded above.	
2.	Declarations of Interest	
2.1	No new declarations were made.	
3.	Minutes of Previous Meeting	
3.1	The minutes from the previous meeting (19.04.23) were confirmed as a true record.	
4.	Matters Arising	
4.1	The actions table (above) has been updated.	
5.	Extra-Curricular Offer	
5.1	James Cornick (JCo) shared a presentation on the Extra-Curricular offer at KOA. The slides are available to view in the Teams meeting folder. JC highlighted that many staff members offer clubs and activities outside of their teaching specialism. As well as a broad range of sporting activities, the extra-curricular offer also includes support with key subjects such as maths, music and BTEC subjects. One of the key offers this year is the Duke of Edinburgh Award. There are bronze and silver expeditions taking place. There are already some students signed up for next year's awards. GPe noted that, as a Duke of Edinburgh Award verifier, it was great to hear that some students had already signed up for next year. <b>ACTION: JCo to connect GPe with Ellie and Robin (for Duke of Edinburgh Award).</b>	JCo
5.2	JCo reported that there has been a lot of sporting success this year. One Y11 student has won a golf competition and has been selected to play for England. The KOA team won the touch rugby competition. JCo has been successful in securing around £20k of funding from Sports England to purchase new sports equipment. The team are also looking at ways to expand the offer out to the community and this will include some cooking lessons.	
5.3	AMA advised that the academy is bringing back the idea of a Head Boy and Head Girl, but with new titles. After consultation with pupils, it was agreed to appoint King's Oak Academy Ambassadors, and Academy Prefects. There will be four Academy Ambassadors and a number of Prefects. They will have clear roles outlined. Students are now voting for the Academy Ambassadors and staff are putting forward recommendations for Prefects.	
5.4	Questions from the Academy Council	
5.5	Do you have data showing participation from different groups of pupils?	
5.5.1	Yes, we collect a register of attendees for all clubs. <b>ACTION: Participation rates of different groups of children (including by gender and PP) will be provided when JCo returns to the AC next year to update on the extra-curricular offer.</b>	JCo
5.6	Where there are clubs offered in the lower school, with Sporting Chance, are these free for pupils to access or do parents pay for it?	
5.6.1	It is paid for by parents. However, we do fund a number of places for vulnerable students, those that are PP or where staff recommend a club to help a student to progress with a particular area. There are also a range of free clubs, such as Choir, and a number of clubs offered in the daytime as part of the curriculum such as Forest School and reading clubs.	
5.7	How can the AC get involved with some of the school's Eco work?	
5.7.1	The school is working with Common Connections to make the site even more environmentally friendly by developing habitats for wildlife in additional areas around the academy. This will include wildflower planting and the construction of some dry-stone walls. Councillors are able to come and help with some of this on 13 November 23, or 15 January 24 if they are available.	
6	Upper School: Year 11 assessments and the focus for Year 10 Raising Attainment	
6.1	Year 11 exams finished last week, and the Leaver's do was held on Friday. Overall, the feedback from Year 11 students was that the exams went well. There was no controversy this year about exam papers or specific questions. The exams were treated the same way as in the previous mock sessions, so the students knew the routines and the attitude of the students was positive. Revision session were held the night before, or the morning of, the	

	exam. A core team meeting was introduced on a Monday with the aim of ensuring SLT were talking regularly about maths, science and English and then streamlining interventions and which students to target. This has had a big impact and has reduced the amount of time students are pulled out of lessons for interventions.	
6.2	The focus has now shifted to Year 10 and the same routine is in place for them in terms of the core meeting and planning for intervention. SLT first considered English, maths and science and are now moving on to other subjects to look at what needs to be prioritised. Year 10 are now taking their mock assessments and they have been introduced to exam conditions so that by next summer, it is very much routine for them.	
6.3	There is a focus on progress for all; generally speaking, students should make a grade progress each year. There is a focus on High Attaining Pupils (HAPs); staff are ensuring deliberate scaffolding up for those students rather than just using differentiation and are ensuring high aspirations. CPD around providing challenge is a focus and challenge is discussed at core team meetings.	
6.4	KOn reported that KOA have been sharing some of their Raising Attainment work with other schools and that some of this early work is helping other settings to focus on how to do Raising Attainment well. Helen Angell has noticed how those core team meetings have developed to a strong feature of the school's work and has acknowledged the bright spots there. Staff are feeling empowered to go into other subject areas where teaching is strong and look at those lessons.	
<b>6.5</b>	<b>ACTION: Destinations data for Year 11 will be brought to the Autumn Council meeting.</b>	<b>AMa</b>
<b>6.6</b>	<b>Questions from the Academy Council</b>	
<b>6.7</b>	<b>The AC Report includes Year 10 data. What is that based on?</b>	
6.7.1	The data is from the mock exam taken in February. It is worth noting students had not covered the entire curriculum by then, so the assessments were part papers.	
<b>6.8</b>	<b>The data includes a table for 2019 vs 2022 PP and non-PP. Is the gap between PP and non-PP – the numbers don't add up. What is this measuring?</b>	
6.8.1	It should be the PP to non-PP gap. It is taken direct from the CLF Black Box data. <b>ACTION: AMa to check the PP to non-PP table included in the AC Report.</b>	<b>AMa</b>
<b>7</b>	<b>Lower School</b>	
7.1	<p>MCa circulated a data sheet and highlighted the following:</p> <p>KS1/KS2</p> <ul style="list-style-type: none"> <li>The phonics assessment has taken place with an 84% pass rate vs an academy target of 89%; however, this is the best result the school has ever seen. The slight dip against target is due to two children (who were expected to pass) leaving the school. There were 7 children that did not meet the threshold and they will continue to work on their decoding skills and will retake the assessment in Year 2.</li> <li>SWr reported that the national figure for phonics last year was 75% and the trust average this year looks to be 82%.</li> <li>Unlocking Letters and Sounds is the phonics scheme at KOA and is working well.</li> <li>KS1 data – staff are pleased with the outcomes, particularly for PP children in reading and writing. The KS1 outcomes were externally moderated this year.</li> <li>Staff have identified the trails for each child in readiness for transition to Year 3; the moderation took place very early on in the year and this means some children, if moderated a few weeks later, may have been reported at greater depth. This trajectory needs to continue now, and into Year 3.</li> </ul> <p>EYFS</p> <ul style="list-style-type: none"> <li>The EYFS results are the best ever at 86% GLD. This year there has been no formal external moderation, but staff have moderated together and have carefully considered all the data and the children's books.</li> <li>Staff have also used an opportunity to engage in moderation with other local schools, within South Gloucestershire.</li> </ul>	

	<ul style="list-style-type: none"> <li>Staff are pleased with the maths programme across the school. Children have had valuable opportunities in adult led sessions and a good balance between the adult / child led sessions.</li> <li>There is a PP gap: 86% overall were GLD vs 70% PP pupils.</li> <li>A lot has been learned about the Reception provision and the way in which the school writes and talks about its provision now needs to be formalised. It has been strong in the past and has needed to be re-embedded.</li> <li>There is quite a challenging cohort joining in September. Staff have already learned a lot about them and ARE has already linked with the cases she will pick up for safeguarding. A number of children fall into disadvantaged. There are a number that are non-verbal and some in nappies. The school has already invested in the necessary resources for the cohort and has started planning for certain types of intervention.</li> </ul>	
<b>7.2</b>	<b>Questions from the Academy Council</b>	
<b>7.3</b>	<b>Are you aware of what it was that you got right in the lower school to impact the data in the positive way it did?</b>	
7.3.1	Yes, it is a mix of things. The teaching and learning strategies are applied to the all-through provision; they have had time to embed, and we have monitored to secure buy-in and can see the results from that. We have worked hard on the curriculum and enacted. CLF curated curriculum documents were available to us this year and staff have worked hard to make them their own, and ensure they work for KOA. These ensure consistency across the provision. They are continually reviewed and tweaked over the course of the year to ensure they are right for the pupils.	
<b>7.4</b>	<b>ACTION: How provision moves from lower to middle school will be a focus at the next meeting and will include how parents are involved in that transition from Year 4 to 5.</b>	<b>MCa/EWs</b>
<b>8.</b>	<b>Middle School</b>	
8.1	EWs provided the following update: <ul style="list-style-type: none"> <li>The SATs took place last term and felt positive, with no pupils becoming upset.</li> <li>It is anticipated that the outcomes may not be where the school wants them to be, but the routines and processes have been very good, and the approach to the assessments by pupils was good.</li> <li>Interventions took place right up to the SATs week. The work MCa and EWs did with the whole primary team to put in place medium and long-term plans have made a difference.</li> <li>Year 5 already have their maths intervention in place with teachers and with Third Space. Reading interventions have not started yet; they will start in the summer once staff are trained and have got to know the children.</li> <li>Staff from the middle school are visiting the lower site this week to see the lower site staff teaching phonics.</li> <li>Year 5 core team meetings and book looks continue to take place.</li> <li>Helen Angell is working with the Heads of Year to support them in their role; Heads of Year will retain their responsibility for the pastoral work but will also be responsible for academic progress.</li> </ul>	
8.2	KOn advised that the new Reception cohort is in school next Wednesday, as well as the new Year 7 intake. It is a day where industrial action is planned, however, all year groups that have a significant transition will be in school. The exception is the current Year 7 and current Year 9.	
<b>8.3</b>	<b>How are parents feeling as their children approach the various transition points. There was some anxiousness around the KOA site and environment. How are things now?</b>	
8.3.1	Parent feedback has been good. We have ordered some equipment for use in break and lunch in response to parent voice. We also have managed to get a table tennis table for the students. Parents seem positive about Year 4 moving up to middle school. The Year 4s have visited Forest School and had some PE and music taster sessions with the class teacher.	

	Parents have received a letter detailing what is the same about Year 5 and what will be different.	
<b>8.4</b>	<b>Do you have any feedback from Year 4 children themselves?</b>	
8.4.1	They are excited about the space available to them. There are some significant changes and EWs has done some excellent work on the transition evenings over the last few weeks.	
<b>8.5</b>	<b>Would there be an opportunity for students to come and talk about their transition experience at the end of their academic year?</b>	
8.5.1	Yes, we can consider how that might work. We also collect pupil voice throughout the year via Link Academy Councillor visits. <b>ACTION: SBI to meet with some pupils during a visit in the next academic year.</b>	<b>SBI</b>
<b>9.</b>	<b>Review of AIP – SEND Update: Summary of progress in 2022-23 academic year and priority for 2023-24</b>	
9.1	KOn advised that SEND was a theme of the AIP last year and this year. A huge amount of work has been completed locally and with support from the CLF SEND cluster and external support to audit some of the SEND processes. LRe’s strategy for 2023/2024 focuses on Universal Provision, alongside the literacy thread. The SEND Leadership strand will not be a feature of the AIP as it is now much more secure. There is strong challenge from the Academy Council to ensure the right provision is in place for children.	
9.2	There are some children with significant needs and across the education landscape there are budget challenges with not enough funding to support EHCPs. The priority will be to ensure strong provision is delivered in the classroom and the referral process will be streamlined. The routines around parental meetings will be formalised. Communication has been a form of complaint in the past, with parents sometimes feeling that actions are not followed up. The SEND budget is used for ELSA trained staff, Boxall, NGRT reading assessments and developing secondary phonics using schemes like That Reading Thing.	
9.3	The first of the three main foci of the AIP will be to continue with the literacy strategy, through the SEND lens, investing in CPD to develop literacy. The second will be the attendance of disadvantaged pupil, even over. The final strand will be on partnerships, both in the community and with families. The SEND theme is littered through the literacy strand.	
<b>9.4</b>	<b>How will teaching and learning be reflected in the AIP?</b>	
9.4.1	There are targets below each of the main strands, and the first target is Achieving Equity through Education; it will be monitored there.	
<b>9.5</b>	<b>Where you have made progress in terms of the literacy and numeracy Leadership, how have you done that across the year?</b>	
9.5.1	Leadership specifically has progressed hugely. Phil Spring has joined the leadership team and has hit the ground running and quickly gained an understanding of secondary based literacy. He is working with MCA to ensure literacy improves across the all-through provision. At present there are early signs of impact in the Year 5 and Year 6 data.	
<b>10.</b>	<b>Academy Council Report</b>	
10.1	DOn invited questions on any aspect of the AC report not already covered.	
<b>10.2</b>	<b>Questions from the Academy Council</b>	
<b>10.3</b>	<b>In terms of Ofsted Inspection readiness, is there now a different approach from Ofsted? Has anything changed?</b>	
10.3.1	The process has not changed, but Ofsted have clarified the windows of inspection for each setting. KOA are in the window from now until July 2024. We have action plans in place and are in a good position to be ready.	
<b>11.</b>	<b>Safeguarding – Safeguarding Audit Report</b>	
11.1	DOn congratulated ARe and her team on the audit outcome. DOn asked if there were any key learning points from the audit. ARe provided the following overview of the audit: <ul style="list-style-type: none"> <li>An action plan has been drawn up. There are some areas to improve, however, on the whole these are things that the academy are already doing, but the process is not formally written up. For example, the visitor process is very robust but is not written down anywhere.</li> </ul>	

	<ul style="list-style-type: none"> <li>• There are still some actions to complete, but many have already been done.</li> <li>• The safeguarding team is very experienced and new roles were appointed last year; there is an additional deputy DSL and the Heads of Year have settled into their new roles very well and are working closely with the safeguarding team.</li> <li>• The safeguarding and SEND team also work closely together.</li> <li>• The academy is careful to consider the need to have plans in place to be able to respond to events that happen in the community, and plan carefully for upcoming events in school, such as the Leaver's prom.</li> </ul>							
<b>11.2</b>	<b>Review of Prevent Self-Assessment and Risk Assessment</b>							
11.2.1	ARE advised that the Prevent Self-Assessment and Risk Assessment was completed in September but has recently been reviewed and updated. The Self-Assessment is not a statutory document. but the Risk Assessment is.							
<b>11.2.2</b>	<b>Questions from the Academy Council</b>							
<b>11.2.3</b>	<b>Online crime is a big challenge now and also county lines. This type of behaviour has been seen in recent exclusions and is a growing concern. How does the academy tackle this?</b>							
11.2.4	We do mapping exercises to identify key patterns, areas of concern and names of concern, working with the Violence Reduction Unit and the police. We have had additional CCTV put in certain areas and regularly talk to the Beat team. Some students have bespoke one to one sessions or the Violence Reduction Unit will come in and do some group work. Blunt Truth are an organisation coming to the academy in September where the police and NHS staff from trauma units deliver a session on knife crime.							
<b>11.2.5</b>	<b>Of the numbers of cases reported, what are the demographics. Are the students from disadvantaged backgrounds, or from one area of the community?</b>							
11.2.6	Many are local community families, with around 60% disadvantaged or open to social care. Exploitation can occur with children from strong home backgrounds, that are maybe left to spend long periods of time on their own due to parents working. As a safeguarding team we also ensure we remember the dads of these children. Staff will often make a connection with the mums, but if that is not successful, we need to try to engage with the dads, and we have had success with this.							
<b>11.2.7</b>	<b>Do you have a separated parents policy?</b>							
11.2.8	We have a process, although not written into a formal policy. There is a note on the information system to flag to staff when they need to contact both parents.							
<b>12.</b>	<b>Finance, Health and Safety, Estates</b>							
12.1	GPe reported that he has a H & S visit planned.							
<b>13.</b>	<b>Staffing and wellbeing</b>							
13.1	Nothing further to report.							
<b>14.</b>	<b>Policies that Require Review</b>							
14.1	NA							
<b>15.</b>	<b>Governance</b>							
15.1	LT, Head of Governance for the trust, is creating a new advertisement to recruit Academy Councillors. <b>ACTION: Clerk to check if the new governance recruitment advertisement is ready</b>	<b>WH</b>						
<b>16.</b>	<b>Self-Evaluation of Academy Council</b>							
16.1	DOn asked Councillors and members of SLT present, a series of questions in order to complete a self-evaluation of the performance of the Academy Council. The results are recorded in a Self-Evaluation feedback form within the Teams folder for this meeting.							
<b>17.</b>	<b>AOB</b>							
17.1	No further business was raised. DOn thanked KOn and the entire staff team for their work over the last year. The meeting closed at 18.50hrs.							
<b>Next Meetings</b>	<table border="1"> <tr> <td><b>KOA</b></td> <td></td> <td></td> </tr> <tr> <td>AC1</td> <td>27/09/2023</td> <td>5-8pm</td> </tr> </table>	<b>KOA</b>			AC1	27/09/2023	5-8pm	
<b>KOA</b>								
AC1	27/09/2023	5-8pm						

	AC2	30/10/2023	4.30-6.30pm	
	Co Meetings	05/12/2023	4.30-5.45pm	
	AC3	31/01/2024	4.30-6.30pm	
	Co Meetings	19/03/2024	4.30-5.45pm	
	AC4	24/04/2024	4.30-6.30pm	
	AC5	03/07/2024	4.30-6.30pm	

**ACTIONS CARRIED FORWARD:**

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28.06.23/3	6.5	Destinations data for Year 11 will be brought to the Autumn Council meeting.	KOn AMa
28.06.23/4	6.8.1	AMa to check the PP to non-PP table included in the AC Report.	AMa
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28.06.23/6	8.5.1	SBI to meet with some pupils during a visit in the next academic year.	SBI
28.06.23/7	15.1	Clerk to check if the new governance recruitment advertisement is ready	Clerk

Approved .....

Date: .....

DOn Owen

Chair King's Oak Academy Council