

KING'S OAK ACADEMY
Academy Council Meeting
Wednesday 31 January 2024– 4.30pm

AC Members	Role	Attended/Apologies
Diane Owen (DOn)	Sponsor 1 (Chair)	√
Gary Pine (GPe)	Sponsor 2	√
Sonia Tibbatts (STs)	Sponsor 3	√
Liz Gregory (LGy)	Sponsor 4	√ Online
Adele Rice (ARe)	Student Advocate	Apologies
Sonny Richards (SR)	LA Representative	Apologies (on site completing training)
Katherine Ogden (KOn)	Principal	√
Shelley Ball (SBl)	Sponsor 5	√ Online
Deda Odutola (DOa)	Parent Councillor	√ Online
Sabrina Marie-Anais (SMa)	Staff Councillor	Apologies
Lucy Jacobson (LJn)	Staff Councillor	Apologies
Jon Jones (JJ)	Senior Executive Principal	√ (part)
Expected additional attendees		
Wendy Hellin (WHn)	Clerk	√
Emma Watts (EWs)	Head of Middle School	√
Maria Cerepanova (MCa)	Head of Lower School	√
Susie Weaver (SWr)	Executive Principal	√
Tamasyn Russell (Tru)	Observer, new Councillor	√ Online
Hannah Briden (HBr)	AAP, Inclusion	√
Becki Thielen (BTh)	AP, Head of Inclusion	√

ACTIONS BROUGHT FORWARD

Date and No	Relates to item	Action	Owner
28.06.23/2	5.5.1	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. Ongoing- pick up later in the year.	JCo KOn
01.11.23/1	5.6.4	DOn advised that transitions (particularly for middle school) will be added to a future agenda. Ongoing – pick up later in the year.	DOn WHn
01.11.23/2	6.3.1	Year 6 persistent absence data will be monitored by the AC over the next few meetings. Data for Year 6 and Year 11 will be shared with particular students of concern removed in order to see the general trend. This will be shared alongside some anonymised case studies. Complete / Closed	KOn
01.11.23/3	6.5	DOn noted that SEND will be discussed in more detail at the December sub-committee meeting. Complete / Closed	DOn WHn
01.11.23/4	10.2.1	KOn to consider how student reflection is reflected in the policy in terms of directed and self-directed reflection. Ongoing	KOn
01.11.23/5	10.6.1	PP case studies to be brought to a future AC meeting. Ongoing	KOn
01.11.23/6	11.2	WHn to provide an update on completion of Nimble training to DOn Completed / Closed	WHn
01.11.23/7	15.1	The TOR and updated Link roles will be re-shared ahead of the sub-committee meetings in December. Completed / Closed.	DOn WHn

1	Introduction, Administration & Apologies	Action
1.1	Apologies are recorded above. It was noted that unfortunately the meeting clashed with the FNN network meetings which is why apologies had been received from staff members who were not directly linked to agenda items.	

2	Declarations of Interest	
2.1	No new declarations were made.	
3	Minutes of Previous Meeting	
3.1	The minutes from the previous meeting (01.11.23) were confirmed as a true record.	
4	Matters Arising	
4.1	The actions table (above) has been updated.	
5	Raising Attainment Update	
5.1	Lower School	
5.1.1	<p>Phonics:</p> <ul style="list-style-type: none"> • 84% passed the phonics screening check last year. • Children take a mock phonics test at the end of each term. • There is a significant improvement in scores from Term 1 – 52% of the cohort would pass if tested at the end of Term 2. • The prediction is that 89% of children in Year 1 will achieve expected standards; this is 41 out of 46. • For Reading – 70% are at ARE. • In phonics, PP attainment is broadly in line with all children. • Two out of five children are yet to be on track; they are able to access the check, and are scoring 18 or 20 out of 40, so are making progress from Term 1. <p>Next Steps</p> <ul style="list-style-type: none"> • Frequent communication with parents/carers to share resources based on specific phonics gaps. • Termly family phonics showcase sessions. • Daily Phase 3 catch-up intervention group in addition to daily whole-class phonics sessions. (Phase 2 intervention no longer needed). • Phase 4 blending sessions to keep up twice a week and diagraph spotter twice a week. • Phase 3 and Phase 5 diagraph spotter precision teaching twice a week to target specific gaps bases on assessment. • Phase 1 phonics programme to be delivered to address language and communication needs of an individual with significant SEND. 	
5.1.2	<p>Multiplication Times Tables Check</p> <ul style="list-style-type: none"> • Last year 76% achieved between 19 to 25 marks out of 25. • Students are growing in confidence this year and teachers are growing in confidence too. • 56% of pupils are scoring between 20 and 25 marks. 66% of pupils are scoring between 19 and 25%. • 30% of the cohort are scoring 25 out of 25 consistently over Term 2. Last week, this increased to 47%. • Year 4 pupils are able to apply multiplication skills when using the formal multiplications and division methods with increased effectiveness. <p>Provision</p> <ul style="list-style-type: none"> • Daily times table chanting and practice sessions in Year 4. • Daily fact of the day provision in Year 4. • Weekly 30min practice sessions using iPads including ‘soundcheck’ which mimics the MTC and intelligent practice using Times Tables Rock Stars (TTRS). • TTRS profile for every child Year 3 – Year 6. 	
5.2	Questions from Academy Councillors	
5.3	What actions or interventions have the highest leverage in terms of progress for children?	
5.3.1	The most sustainable thing is high quality CPD for teachers, and high-quality support for teaching and learning and curriculum development over time so all teachers are confident in delivering it. We are monitoring and reviewing continually to make tweaks where necessary	

	and the Academy Review Visits (ARVs) also inform the process. This ensures the curriculum works for the majority of children to minimise the gaps.	
5.4	What are the key risks?	
5.4.1	Attendance is the biggest risk. We need students in school every day to be learning. There are a high number of new starters, (there have been 18 in the last 2 weeks). There have been some local moves to, and it is encouraging to hear those families have looked around several schools and have chosen KOA.	
5.5	How do the numbers look for the September 2024 intake?	
5.5.1	We do not yet have the numbers for Bristol and BaNES. The numbers from South Gloucestershire look good. There is a rising birth rate for the incoming September cohort for Year 7. We are full in years 7 and 9. The biggest drop off is in Year 10 where some students go to DSSB to complete years 10 and 11.	
5.6	With the 18 in-year starters, how do you put in the right strategies quickly enough to ensure rapid progress for those students, so that they do not impact the data negatively?	
5.6.1	We do identify and intervene quickly. Two weeks ago, we had staff CPD on EAL, so once we saw the increase in students joining in year, with EAL needs, we responded very quickly.	
5.7	Middle School	
5.7.1	Data has been circulated in advance.	
5.7.2	Year 6 <ul style="list-style-type: none"> • From term 2 to term 3 Year 6 has jumped from 54 to 64% in reading, and from 54 to 60% in maths. • PP is a slight concern; staff are keeping a close eye on that. • Core team meetings take place every week; staff go through the interventions in place and assess their effectiveness. • Staff have reviewed which children still need intervention, who no longer needs it and who to add on to the list to ensure progress is being made. • The main area of concern in writing; leaders are in and out of lessons regularly to ensure provision is tight. • The team have had training for moderating through Integra and with a moderator from another CLF school. • Staff are now looking at planning to ensure every moment of every lesson is being used to ensure the most impact. • Supporting those teachers to mould their practice over time will make the biggest difference. 	
5.8	Questions from Academy Councillors	
5.9	The combined score is on the lower side. Is writing bringing down that overall figure? If so, what aspect in particular?	
5.9.1	Yes it is writing, in particular it is accuracy. We are supporting the teachers to teach precisely and are being relentless in things such as punctuation and sentence structure and are ensuring there are opportunities for writing across the curriculum. We complete Question Level Analysis (QLA) for writing and maths to inform us of the gaps in knowledge and target intervention to those areas.	
5.10	With regards to writing, what are you doing different to last year?	
5.10.1	The data is term 2 data; we do not have an ARV this term. It will look different when we have the updated data. A lot of progress has been made. We are being very accurate, and cautious in assessment, whereas 2 years ago teacher judgements were wildly over, this year they may be a bit too far the other way. Writing is less incremental – children need to be able to demonstrate they can do it all in order to be at the expected standard.	
5.11	What is the cohort size?	
5.11.1	There are 52 children in the cohort.	
5.12	(JJ joined the meeting).	

5.13	<p>Year 5</p> <ul style="list-style-type: none"> • There are 51 students in the cohort. • From Year 4 term 6, to now, the current progress has been sustained in writing. It has improved in reading. • In maths, progress appears to be negative in the data, but that is not what is seen in class; the depth of understanding the children have is significantly stronger than a couple of years ago. • There are minimal PP gaps across the subjects at expected standard; <ul style="list-style-type: none"> ○ Reading pp 58.3 non 64.1 ○ Writing pp 41.2 non 41 ○ Maths pp 41.6 non 35.9 	
5.14	Questions from Academy Councillors	
5.15	You mentioned the teachers are confident in their judgements - is this over-confidence?	
5.15.1	No, we are keeping the pace up. We do a lot of learning walks, especially for writing, looking at marking, book looks, and being specific on what we are working on.	
5.16	Are you saying that because the data measures specific things, it does not give the whole picture?	
5.16.1	Yes, that is correct. We are being firm on summative data and are ensuring it is not over inflated.	
5.17	How has the trust support you have received, impacted on you as a leader?	
5.17.1	Having more experienced leaders to bounce ideas off has been helpful. It helps me to have belief in myself, and clarity in what we are doing. As much as the CLF is growing, we continue to work as a unit and are not fragmented. There is some healthy competitiveness but we work together for the best of all children across the trust.	
5.18	End of Questions	
5.19	TR noted that having regular occasions for parents to speak with teachers/staff is really important. Some parents will talk on the gate occasionally but having other opportunities, such as the coffee morning on a Thursday is really good. It also helpful for parent networking.	
6	AIP	
6.1	Attendance update (BTh)	
6.1.1	<p>Pupil Premium</p> <ul style="list-style-type: none"> • Term 2 data is proving to be stronger than in 2022-2023. • The increased pace and rate of parental meetings for students with attendance dropping below 85% have continued. • For CLF, primary attendance has gone down 0.8% and we are at 1.2%. Across the board it has dropped slightly, KOA is not too far off. • In terms of secondary attendance, this has dropped by 5.3% for CLF and 2% for KOA, however, this means attendance is at 82% meaning 1 in 5 PP child is absent. • Today, the secondary attendance at KOA was just 75%. Some arrived very late (after 10.20am) and this impacts the attendance data; there is still a lot of work to do. <p>All students</p> <ul style="list-style-type: none"> • Attendance for all students is generally in line with that of other CLF academies, although lower for PP. • There are several extremely hard to reach families with stubborn low attendance practices. • One KOA student was accepted to alternative provision in September, but has only just been placed on their roll, meaning it has hugely impacted attendance for KOA. • Attendance is heavily featured in the media and it is not having a positive impact. • Many students are signposted to mental health support but are not engaging with the support. • Many families indicate they have spoken to the GP but they are not particularly supportive. 	

	<ul style="list-style-type: none"> • Currently, KOA does not have a counsellor. • Interventions continue; there are still a high number of meetings with families. • We have several families (7) that have now reached the Local Authority Legal stage who have not engaged in any of the meetings offered to them. • 3 more families have been referred into the school nurse system. • Family link worker project – the academy is able to refer 5 families a term to this service. 2 families have been referred and accepted and work has started; there are 2 further referrals being processed. In order to be accepted, the student must have attendance of less than 50% and a SEND need or EBSA. 	
6.2	Questions from Academy Councillors	
6.3	What is the difference between SEN K and SEN E?	
6.3.1	SEN E are children with EHCP's. SEN K is a recognised SEND need. SEN K children are on the register but do not have an EHCP.	
6.4	Do staff have the option to visit these hard-to-reach families at home?	
6.4.1	Yes - we do complete home visits both by KOA staff and our EWO as well.	
6.5	What does SAM and AP mean?	
6.5.1	SAM - School attendance meeting, AP is alternative provision.	
6.6	Is late attendance i.e. missing morning register affecting the data?	
6.6.1	It can do, depending on the time the child has arrived - registers close shortly after 9am so it depends on how late they are.	
6.7	Is there a chance that there may be more issues with lateness when the new parking situation is implemented on Brook Road?	
6.7.1	I think that it is relatively unlikely; road closure times specifically are not changing. The parking changes are specifically ensuring that parents/members of the public are driving and parking appropriately on Brook Road.	
6.8	Attendance is a big challenge for not just individual schools. What is the trust perspective?	
6.8.1	Attendance is a national challenge and is a trust wide focus. The CLF now has an attendance hub based at WFA. Staff are also trying to manage the tension with SEND too. Staff are involved in or leading every network and feeding into the sector. There is not a straightforward solution. The DfE are thought to be reviewing policy. The trust is working with the Confederation of Schools Trust to look to see what the policy change might be; so that it can be ready and agile. The trust's approach is to be clear but kind. Some of the larger trusts are making good strides with short term solutions; the trust focuses on long term priorities, with a focus on belonging and a raised curriculum approach.	
6.9	How long is the waiting list for CAMHs?	
6.9.1	Generally speaking, it is very long, but it depends on the child and level of need. For some cases it might also depend on parents and their engagement.	
6.10	There has been a strong focus on results, since Covid, and the enjoyment of learning and the exciting things that children can do in school has become a bit lost. The message around attendance is that if you are not in school, you will not do as well in your exams, but there also needs to be a link made to the benefits of being in school such as the wider learning opportunities and friendships. Are there still plenty of opportunities for the children to have fun?	
6.10.1	Yes. The Paris trip is taking place. Coaches and transport are now very expensive, but we are looking at other fun trips we can plan where we can use the minibuses, and we are investing in MIDAS training for staff to allow them to drive the minibuses. The safeguarding team recently held a festive themed afternoon for some of the trust's most vulnerable students and it was very well received.	
6.11	End of Questions	
6.12	SEND – Link Councillor Report	
6.12.1	STs advised that she has completed a SEND visit with LRe and was impressed at the huge difference that she saw. Structures are now in place. Passports appear to be working very well. STs reported that on her next visit she would complete a learning walk to see the passports in action.	

7	AC Report	
7.1	The AC report has been circulated in advance and a lot covered already in the previous discussion. No further questions were asked about the AC report.	
8	Safeguarding	
8.1	LGy reported on her recent Safeguarding Link Governor visit. LGy had received feedback on all that is being done, particularly with Year 9 - a group that has not been as on side as they could be. They are now moving in the right direction. There are some concerns around the loss of the school counsellor. ARe is making sure she is aware of what is going on from a DSL point of view. Parent engagement and attendance was discussed during the visit. There are clear spikes in attendance and issues around mental health and anxiety. The academy is doing some great work and building strong relationships with external agencies.	
8.2	KOn reported that ARe has been successful in securing the Deputy DSL role for the trust. The academy is planning a transition to ensure there is strong support in this space in readiness for when ARe moves to the central team. It is a positive that ARe, in her new role, will still be working alongside leaders from KOA and with the safeguarding team. SWr confirmed there will be a gradual transition for ARe to move to the central role and that there would be no destabilisation of the safeguarding team or practices at KOA.	
9	Finance, Health and Safety	
9.1	Heating Projects	
9.1.1	KOn provided an update on the heating project. This is now in phase 2 and is a longer-term project than first expected.	
9.2	Staff Wellbeing	
9.2.1	The heating has impacted staff wellbeing and morale. Further communication needs to be given to staff to explain what is happening and how the academy is trying to improve things.	
9.3	Finance	
9.3.1	The academy continues to work creatively with the finance team to give the best provision to all children. The budgets available to South Gloucestershire schools are very tight and the academy works with the trust to ensure there are opportunities to get the best value for money. KOn advised that there are plans for a new local housing estate. The academy is working with South Gloucestershire to understand the impact that will have on student numbers.	
9.4	Questions from Academy Councils	
9.5	What is the position regarding a budget for STEM and DT?	
9.5.1	The budgets across the school are managed carefully. Some subject areas have their own bespoke small budget for day to-day resources. Art and DT, where we are looking to improve provision, are funded from a budget that I hold (KOn). There are some machines that need to be recommissioned, and this might be able to be funded centrally.	
10	Staff Wellbeing	
10.1	KOn advised that a staff survey is out this week, and results will be shared at the next meeting. ACTION: KOn to share staff survey results at the next AC meeting.	KOn
11	Policies	
11.1	The Academy Council noted the Complaints Policy.	
12	Governance	
12.1	GPe reported that he had attended the recent COAC meeting. The meeting was very productive, there was a wide range of topics and it was helpful to have trust and sector wide updates from DNs and SWr.	
12.2	DOn advised that the person who had expressed an interest in taking up a post as an additional Academy Councilor is no longer continuing with their application. It was noted that an additional Councillor would still be useful, if anyone else expresses an interest. Any suggestions of possible applicants are always welcome.	
12.3	Questions from Academy Councillors	
12.4	Is there any update on the External Review of Governance?	

12.4.1	A lengthy report has been received and Liz Tincknell, Head of Governance, is creating a table of recommendations for the board. They will consider which to take forward and then it is expected that it will be shared wider.	
13	EDI	
13.1	HBN gave a presentation on the work the academy has done around EDI, and progress to the three objectives of Communication, Curriculum and Celebration.	
13.2	<p>Communication</p> <ul style="list-style-type: none"> • Some parent voice has been collected; communication was not always consistent. • More EAL families have students joining the academy; the academy now has a google translate link included at the foot of all letters sent home. • Reach – the academy is working on this project to create engagement in the relationships strand, with time and training being used to focus on consistent tone and accessibility. <p>Curriculum</p> <ul style="list-style-type: none"> • Student engagement with the curriculum is a focus. • The academy has held assemblies and pop-up sessions. • The curriculum has included Black History month and a focus on anti-bullying. • Staff training has taken place around the different ways of wearing hair, depending on your ethnicity, and on hair coverings. <p>Celebration</p> <ul style="list-style-type: none"> • A staff shout out/recognition section is included in the briefing notes on a Monday. • A prayer room has been created in the hub. • The academy has started work on the South Gloucestershire EDI award. • There have been celebrations for Ramadan and Eid. The academy ensures the curriculum supports students, staff and families to celebrate all such things. 	
13.3	Questions from Academy Councillors	
13.4	You have been in the academy a short while. What was your initial impression of EDI?	
13.4.1	I previously worked at JCA, and before that in Kingswood for a long time. The cohort at KOA is very different to that of JCA and KOA is on an earlier journey in terms of EDI, than others across the CLF. This is even more reason to celebrate and promote that sense of belonging.	
13.5	You touched on differences in communication between the middle and upper school. What are those differences?	
13.5.1	There is a definite difference in lower and upper communication in terms of contact with teachers and staff. In the middle school, and up to Year 8, there are still staff on the gates so parents can drop children off to staff and can have a discussion if required. There is an expectation from both parents and teachers, that communication reduces, the older the child gets. We can use examples from lower and middle school to strengthen communications in the upper school.	
13.6	Does your remit for inclusion also include LGBTQ+? There are some recent changes in government advice – is that right? How is the Academy responding?	
13.6.1	The recent government advice is still just advice. It does not always align with our student-centred approach to things, and to always having parents involved. We need to tread carefully until it becomes legislation. There is an LGBTQ+ club at lunchtimes. We need to look further at that and how it is celebrated wider than that club.	
13.7	What is the CLF view?	
13.7.1	We continue to manage email communications daily. In terms of the new guidance, we are pausing at the minute and will seek legal guidance. We want to be cautious and get it right.	
14	Items for Board / COAC	
14.1	Nothing was raised for the attention of the Board or COAC.	
15	AOB	
15.1	ACTION: DOn confirmed she will talk to KOn ahead of 19 March, about the next set of visits and what the focus might be.	DOn
15.2	No further business was recorded. Meeting closed at 18.30pm	

Next Meetings	Co Meetings – 19 March 2024 4.30 – 5.45pm	
	AC5 (term 4) - 24 April 2024 4.30 – 6.30pm	
	AC6 (term 6) - 3 July 2024 4.30 – 6.30pm	

ACTIONS CARRIED FORWARD:

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01.11.23/1	5.6.4	DOn advised that transitions particularly for middle school) (will be added to a future agenda. Ongoing – pick up later in the year.	DOn WHn
01.11.23/4	10.2.1	KOn to consider how student reflection is reflected in the policy in terms of directed and self-directed reflection. Ongoing	KOn
01.11.23/5	10.6.1	PP case studies to be brought to a future AC meeting. Ongoing	KOn
31.01.24 /1	10.1	KOn to share staff survey results at the next AC meeting.	KOn
31.01.24 /2	15.1	DOn confirmed she will talk to KOn ahead of 19 March, about the next set of visits and what the focus might be.	DOn