

KING'S OAK ACADEMY
Academy Council Meeting
Tuesday 14 October 2025– 4.00pm

AC Members	Role	Attended/Apologies
Diane Owen (DOn)	Sponsor 1 (Chair)	Y
Gary Pine (GPe)	Sponsor 2	Y
Sonia Tibbatts (STs)	Sponsor 3	A
Liz Gregory (LGy)	Sponsor 4	Y
Deda Odutola (DOa)	Parent Councillor	Y
Sabrina Marie-Anais (SMa)	Staff Councillor	A
Anthony Wilkinson (AWn)	Teacher Councillor	Y
Tamasyn Russell (TRu)	Parent Councillor	Y
Additional attendees		
Katherine Ogden (KOn)	Principal	Y
Tony Searle (TSe)	Executive Principal	Y
Sonny Richards (SRs)	LA Representative	A
Michael Diggle (MDe)	Student Advocate	Y
Susie Weaver (SWr)	Education Director	A
Wendy Hellin (WHn)	Clerk	Y

ACTIONS BROUGHT FORWARD

Date and No	Relates to item	Action	Owner
03.07.24 04	7.1.15	Meeting need is a recurrent thread in the AIP, ARV etc and will be a focus for discussion at future AC meetings. Ongoing	KOn DOn
23.04.25 01	5.1.8	KOn to consider collecting pupil voice around why boys are outperforming girls in some subject areas. Ongoing	KOn
23.04.25 02	7.3	Participation rates to be reported to the AC on at least one occasion in the next academic year (2025/26). Ongoing	KOn DOn
18.06.25 01	6.5	Next year the AC will identify the type of child to receive a case study for. Academy Councillors will consider who that may be once the summer outcomes are known. Ongoing	ALL
18.06.25 02	6.2.7	AMA will add details of upcoming performances to Governor Hub so that Academy Councillors can attend if they are available. Ongoing	AMA
18.06.25 03	6.3.4	Data on destinations will be reviewed by the Academy Council in the autumn term. This will be added to the agenda of the next Quality of Education committee in December. Closed	KOn DOn
18.06.25 04	11.1	WH to start the process to move DOa to a sponsor role. Complete	WH
18.06.25 05	11.2	WH to initiate a staff election process in September. This has taken place. SMa has been duly elected following a Staff Academy Councillor appointment process. Closed.	WH

1	Introduction, Administration & Apologies	Action
1.1	DOn welcomed everyone to the meeting. 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 (18.06.25) were confirmed as a true record.	
4	Matters Arising	
4.1	The actions table (above) has been updated.	

4.2	<p>DOn confirmed that the Link Councillor roles document has been shared. Academy Councillors confirmed they were happy with the roles. It was suggested that each link Councillor should carry out 2 visits across the academic year where possible; one before the end of January 2026 and the second before the last Academy Council meeting in July.</p> <p>ACTION: KOn will ensure each link Councillor has the contact details for their relevant lead staff member in school.</p> <p>ACTION: GPe will convert the link roles document into a visit checklist.</p>	<p>KOn</p> <p>GPe</p>
4.3	Committee membership was agreed, as per the document. It was noted that membership of the Culture and Community committee is lighter; the new parent Councillor, when in place will join that committee.	
5	Academy Council Report - Questions and Comments from Academy Councillors	
5.1	Attendance	
5.2	The report includes the year-to-date attendance figure. Is that where you would expect it to be or is there a variance?	
5.2.1	There is some improvement in the primary data, with some positive green shoots there. However, attendance for the secondary has started low, particularly around PP absences, holidays, sickness bugs and some issues around year 8 and year 10. The year 11 cohort has improved week on week; but year 8 is not where we want it to be. The work we have done around the attendance strategy and leadership feels secure and robust; however, this is not yet translating in the headline numbers we want for our students. Attendance for disadvantaged students is really challenging, as is attendance for students with SEND.	
5.3	Is it the same children with attendance issues? Did they have the same levels of absence in year 7?	
5.3.1	There is a mixture. We had the same processes in place last year. For some students we have been able to shift things in the right direction, for some they have ongoing challenges. We see patterns in families where siblings will be off school at the same time and have higher levels of absence. The tutors each focus on two children to see if they can support them to reach the attendance targets set for them. Due to the cohort size, each student is worth just under a percentage point for attendance; if a couple of students improve their attendance it will impact the overall data. The year group targets are included in the AIP.	
5.4	Is lateness included in the attendance data or is that removed?	
5.4.1	It depends on the time that the student arrives. If after the register closes, they do miss the mark for the morning.	
5.5	It is good to hear the processes and practices in place in terms of attendance. It is interesting how closely staff follow the Attendance Playbook that has been shared with Academy Councillors, and it will be good to focus on that work as it evolves further over the course of the year.	
5.5.1	It is not a large document that sits on a shelf; it is referenced daily. From a staff point of view, the focus on attendance, led by AMA is huge; it is there every day, and it is generating discussions about the 'inconvenient truth' between staff and leaders.	
5.6	Safeguarding	
5.6.1	The Safeguarding annual report has been shared with the Academy Council. DOn asked LGy to provide an overview of the next priorities for the Council to focus on, in terms of safeguarding.	
5.6.2	LGy advised that one of the key areas of focus is around how incidents are recorded on CPOMs, particularly around physical incidents between children. The second is the time given in SSG meetings to focus on strategy. Both of these areas were highlighted in the safeguarding audit.	
5.6.3	MDe advised that primary teaching staff recently received training and direction around using Bromcom to log disruptive behaviours; this is important in building up a picture of the child, whilst also avoiding additional CPOMs logs.	
5.6.4	Why was this only for primary staff?	
5.6.7	Secondary staff are well versed in using SIMs (an older information management system, not unlike Bromcom) whereas primary staff are more used to using CPOMs more readily. This will ensure more accurate and appropriate recording.	

5.6.8	What is an SSG meeting?	
5.6.9	It is the safeguarding team meeting that takes place each Tuesday morning with members of the pastoral team, safeguarding team and Heads of Year. The meeting is an opportunity to talk about particular children and the strategies in place to support them.	
5.6.10	Does that information then feed into the attendance conversation?	
5.6.11	Yes. It helps inform decisions around next steps for attendance action, and whether to pursue something or not, depending on the context around each specific learner.	
5.6.12	The transition work looks to be strong. This is something the Academy Council has noted and will need to be a focus of a future meeting.	
5.6.13	It would be good to look at this in a committee meeting and look how it translates into behaviours in each respective phase. ACTION: Transition work will be an agenda item for the Culture and Community committee in December.	LGy WH
5.6.14	The safeguarding report shows a spike in physical incidents last year; is there any particular context around that? Is it linked to recent training and therefore an increase in reporting?	
5.6.15	It is partly that. We have reiterated the hands-off type behaviours and are ensuring all incidents are reported. We had to do some work with colleagues on how to code the information we put on CPOMs as there had been some discrepancies. We are now looking at the language of protected characteristics, especially around race, linked to the bullying element.	
6	Results Review – KS4 (Questions and Comments from Academy Councillors)	
6.1	KOn advised that the outcomes for lower and middle school had been previously discussed. KOn asked Academy Councillors to keep in mind the EYFS data, previously shared, as it provides good information relating to students' starting points. In particular, the Academy Council was encouraged to keep providing challenge around the blended Year 1 and Year 2 class, which provides additional challenges and is detailed in the AC report.	
6.2	Q: In terms of your blended class, would it not be better to blend Reception and Year 1?	
6.2.1	We did have a conversation around that, however, ultimately the class sizes leant it best to put this in place for Year 1 and 2. Within the blended class, literacy and numeracy is being delivered separately; it is the latter part of the day that is blended. There might be a rationale for blending other year groups in the future.	
6.3	Basics	
6.3.1	Outcomes for last year: Basics (9 – 4) – 56.9% Basics (9 – 5) – 33.9% KOn advised that there are some green shoots for some disadvantaged children, but this has not yet translated across to all children in the academy. The data for 9 – 4 has shifted a little, but the data for 9 – 5 and for 9 – 7 needs to improve. James Cornick is leading the focus on ensuring students achieve those higher grades. Year on year there are improvements in English, but not in maths. There is now a focus on ensuring students are put in the right tier of exam paper for maths; this was not always done accurately last year; it was acknowledged that this is a complex and difficult area. A key focus for this year is ensuring high standards of expectations for all; there needs to be no passivity. Students need to attend well and use every opportunity they have.	
6.4	Subject outcomes	
6.4.1	Science outcomes remain a concern. There are some elements of the improved direction around literacy and numeracy not translating into some of the EBACC subjects, including science.	
6.4.2	In terms of the wider curriculum, there are some bright spots in PE, Hospitality, Health and Social Care. There is a notable improvement in History and real improvements in the PP outcomes for that department; this has not translated in the same way in geography. There are also green shoots in DT and in music, with improvements seen in the data for basics.	
6.5	Themes for this year – Lower school	
6.5.1	The reception baseline assessment shows that 6 of the 31 children are significantly behind age related expectations (ARE) in speech and language, with some working at a developmental age as low as 18 – 24 months. The same figure for last year was 5 of 33 children. This indicates that the	

	starting point when children join King's Oak Academy in Reception, is very low. This is also reflected nationally.	
6.6	Middle School	
6.6.1	The leadership arrangements for middle school have been adjusted, and in addition support is being received from Chris Barratt (Principal, Summerhill Academy). Phil Spring is leading on raising attainment for middle school.	
6.6.2	The attainment data, and targets for year 6 have been included in the AC report; the goals set are aspirational.	
6.6.3	Q: How did the Year 6 cohort perform in the Year 4 multiplication check? Are they a capable cohort?	
6.6.4	Yes. There is often a dip in data between the multiplication check and KS2 SATs. Times Tables Rockstars will continue to be used with those year groups through Year 5 and Year 6.	
6.7	Upper School	
6.7.1	KOn advised that last year the Basics (9 – 4) figure for year 11 at the end of year 10 was 33%; it is currently 26% for this year's cohort. The Basics (9 – 5) figure for year 11 at the end of year 10 was 20% and it is currently 14.5% for this year's cohort. This year's cohort has some similarities to the cohort of last year, in terms of their starting points. We will start interventions earlier and are looking closely at our PP funding spend to see what specific things will make the most difference for those students. We are trying to think differently in that space, so we might use funding to provide equipment or loan them a spare exam desk if they don't have a workspace at home. We have 134 in the Year 11 cohort this year, so we can do some of that bespoke work with them.	
6.7.2	In terms of last year's results and the lack of stability or consistency in some of them, do you really understand why students did not get to where they needed to? Have you unpicked that?	
6.7.3	It is hard to say. There was a huge amount of intervention and class teacher support that went in. It felt like despite the right work being done at the right time, the children we were targeting did not convert. There was some leadership turnover in the cohort. We know the cohort had low starting points; the results were not a surprise in terms of attainment. We knew of the low starting points and put everything we could in place to accelerate learning in the classroom. The reality is that we will always put everything we can in place in Year 11, but we need to shift some of the focus to the early years so that acceleration starts from Reception.	
6.7.4	In terms of Year 11, does this mean that interventions will start much earlier this year?	
6.7.5	There are some interventions in place for literacy and numeracy, but we do need to ensure we do not put too much in too early. There is only a certain amount of time that the children can sustain that level of additional input and it can add additional anxiety on some children. Students will experience mocks in class which are lower stakes, before transitioning to the real exams. We are already looking at those students that might need examination access arrangements to ensure everything is in place.	
6.7.6	The difference in this school, as an all-through, is that when you talk about going right back to the start, you really can go back to Reception and the early years.	
6.7.7	Yes, we can. We do need to also consider that around 100 students that come into year 7 do not come from the primary phase of the all-through. We do a lot of work to understand that cohort and look to make sure the Year 7 and Year 8 curriculum is the right fit. We are intending to do some more outward facing work with external primary schools.	
6.7.8	How are you gathering information about what the disadvantaged students need? How do you know, for example, that someone does not have a desk to work on at home?	
6.7.9	We are conducting some surveys, via tutors, but are very carefully crafting the questions around what everyone needs, be it a device, a desk or a revision guide so as not to highlight disadvantaged students.	
6.7.10	ACTION: An update on Year 6 and Year 11 will be a focus of the December Quality of Education committee meeting.	DOn KOn WH
7	Risk Register	
7.1	KOn advised that there is a new trust template for the risk register. The top five risks will be highlighted for the Academy Council.	

8	Policies that require review	
8.1	ACTION: The Behaviour Policy will be added to Governor Hub for approval.	KOn
8.2	KOn provided a confidential update on the Admissions Policy.	
9	Chairs update and appointment / confirm link roles	
9.1	Link Councillor roles have been confirmed.	
9.2	DOn confirmed that, following her resignation from the Chair role, Gary Pine has been appointed as Chair of Academy Council and will commence the role immediately. Diane Owen will remain on the Academy Council. Liz Gregory has agreed to take on the role of Vice Chair. The Academy Council were happy with both these proposals and thanked GPe, LGy and DOn.	
10	Items for Board / COAC	
10.1	No items for the board or COAC were raised.	
11	AOB	
11.1	No further business was reported. The meeting closed at 5.20pm.	
11.2	Staff Councillors and colleagues left the meeting. Non-staff Academy Councillors remained to complete annual safeguarding and governance essentials training.	
	Dates for next year: 9 December 2025 – committee meetings 27 January 2026 – Academy Council meeting	

ACTIONS CARRIED FORWARD:

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