

KING'S OAK ACADEMY
Academy Council Meeting
Wednesday 23 April 2025– 4.15pm

AC Members	Role	Attended/Apologies
Diane Owen (DOn)	Sponsor 1 (Chair)	Y
Gary Pine (GPe)	Sponsor 2	Apologies
Sonia Tibbatts (STs)	Sponsor 3	Y
Liz Gregory (LGy)	Sponsor 4	Y
Deda Odutola (DOa)	Parent Councillor	Y
Sabrina Marie-Anais (SMa)	Staff Councillor	Apologies
Anthony Wilkinson (AWn)	Teacher Councillor	Y
Tamasyn Russell (TRu)	Parent Councillor	Y
Additional attendees		
Katherine Ogden (KOn)	Principal	Y
Tony Searle (TSe)	Executive Principal	Apologies
Sonny Richards (SRs)	LA Representative	Apologies
Michael Diggie (MDe)	Student Advocate	Y
Susie Weaver (SWr)	Education Director	Y
Ellen Montgomery (EMy)	Head of Lower School	Y
Chris Nathan (CNn)	Head of Middle School	Y
Phil Spring (PSg)	Assistant Associate Principal	Y
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
03.07.24 06	7.2.1	Participation rates to be reviewed at the November Academy Council meeting. KOn advised a reporting system is up and running and this will be shared with the AC at the April AC meeting. This is included on the agenda. Closed.	KOn
03.07.24 08	9.2	SRI (EDI Link Academy Councillor) will meet with HBn in the new academic year. Ongoing – DOn to discuss this with KOn at their next meeting. It was agreed there is no urgency for a link visit at this time. Closed	HBn
06.11.24 01	6.13.3	KOn and SLT to review the approach to home learning across all phases and bring that back to the Quality of Education sub-committee in the new year. This is on this agenda. Closed	KOn
06.11.24 02	6.17.2	Year 10 cohort will be discussed again by the Academy Council after the January data drop, at the March sub-committee meeting. Update – This was discussed at the March sub-committee meeting; it will be picked up again in the July meeting when more data will be available. Ongoing	EDe KOn
22.01.25 01	5.7.2	A small number of anonymised case studies will be prepared for those PP students that are having meetings/mentoring from a senior leader. This will initially be for Year 11 students. A different group will be a focus for next year. Will be discussed within the agenda. Closed	AMA
22.01.25 02	11.2	DOn and KOn will discuss how the AC can receive reports of incidents of positive handling and physical intervention. KOn to update later on the agenda. Closed.	DOn KOn
22.01.25 03	14.1	WH to post notice of the change of date on Governor Hub. Completed/Closed	WHn

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 (22.01.25) were confirmed as a true record.	
4	Matters Arising	
4.1	The actions table (above) has been updated.	
5	Raising Attainment Update	
5.1	PS provided a presentation on Raising Attainment for Year 11. The slides are available on Governor Hub.	
5.1.1	<p>Basics Maths and English is currently:</p> <ul style="list-style-type: none"> • 30% 9 – 5 (with 34% being projected for the summer outcomes) • 50% 9 – 4 (with 61% being projected for the summer outcomes) <p>The projected final outcomes are roughly in line with the outcomes from last year. When other exams are factored in, it is anticipated that the final outcomes will be even stronger than the above projections suggest.</p>	
5.1.2	<p>PP</p> <p>The PP gap on current data improved on final outcomes last year (2024 final: -1.69 vs T4 2025: -1.16) PP basics 9-5 is at 16.1%, an improvement on 2023-24 (14%) and a small improvement on mock 1 (14.1%). However, PP A8 average –1.36 below National Average but a significant improvement on 2024 (33.24 vs 28.12)</p>	
5.1.3	<p>All subjects</p> <p>There are many bright spots across the various subject areas. EBACC subjects are all up compared to last year's figures. Current predictions show a stronger position for non-core subjects.</p>	
5.1.4	<p>Humanities</p> <p>History is a bright spot with 42.6% predicted for 9-5 compared to 32.1% for last year. There are some concerns for Geography 9-5. There is strong daily teaching in class, but this is yet to convert to good outcomes. A number of interventions are in place. The current prediction is 28.4% for 9-5.</p>	
5.1.5	<p>Q: We discussed geography in more depth at the Quality of Education sub-committee meeting and heard that part of the challenge was a requirement for students to have more exposure to exam papers. Has that now happened?</p> <p>Yes, AMA has been line-managing the subject lead and making sure lessons are more focused on exam preparation and questions. Teaching staff are good at ensuring the students obtain the knowledge they need but it is proving more challenging for the students to apply that knowledge within the exam paper.</p>	
5.1.6	<p>Q: Do you use 'Walking Talking Mocks'?</p> <p>Yes. We are just in the process of setting up the Hex for that and writing the timetable. All subjects will have a masterclass prior to the exam, including history.</p>	
5.1.7	<p>Q: How many staff are also examiners and can speak to having marked papers? Can you encourage staff to do this? It is very good for their professional development and can bring benefits to the academy.</p> <p>There are not a huge number across the academy – maybe 2 or 3. We can consider how we could encourage more of this.</p>	
5.1.8	<p>Trends</p> <p>Boys are outperforming girls in a few areas, including English, which is unusual. DOn suggested collecting some student voice to try to unpick that.</p> <p>ACTION: KOn to consider collecting pupil voice around why boys are outperforming girls in some subject areas.</p>	KOn
5.1.9	<p>KOn reiterated that the school is in the Ofsted inspection window, meaning the summer results are of paramount importance. It is essential the academy secures the best results for 9-5 and 9-4. It is important that the maths outcomes hold and there is also a focus on combined science and humanities. Teachers need to be deliberate about what they are teaching in every lesson. We have some ECTs in some subjects and have discussed whether we make changes but have not taken the decision to do that. There are interventions in place for key students for combined science. Bucket 3 is stronger this year. The focus will be on core subjects, EBACC and attendance.</p>	

5.1.10	Q: Do you feel encouraged by the shift in PP outcomes? Yes. There is a lot of trust support and eyes on in terms of quality assurance. It feels helpful and supportive.	
5.1.11	Q: I know of a science teacher in another CLF school that reports parents saying their child does not need science. Is that true of KOA? Yes, we have heard similar conversations here. It is also unhelpful when Post 16 providers advise students what they 'only need'. It is not aspirational and does have an impact.	
5.1.12	PSg provided information on 3 case studies, demonstrating their needs, the support that has been put in place, and the progress they have made. The anonymised case studies have been shared on Governor Hub. Councillors noted how helpful it was to review these case studies and how they gave greater insight into what the academy was doing, therefore allowing in-depth scrutiny. It was agreed that this was a beneficial approach to use with the Academy Council in the future.	
5.1.13	Q: Why does the report include percentages for 9-5 and 9-4? Both a 4 and a 5 are passes. A 5 would be classed as a historic high C grade and a 4 a lower C grade. Both are shown in the report as they are reported nationally. The difference between 9-5 and 9-4 shows the number of students that are a grade 4 that could be converted to a grade 5. Teachers use the data to dig deeper and then use the information to focus on the highest leverage areas.	
5.2	Raising Attainment in Lower School – Ellen Montgomery	
5.2.1	Reception The Reception cohort has slightly higher levels of need compared to others, so the class was split into two at the beginning of the year. Currently 79% are on track to meet GLD across both classes; this is up on last year. Where children are unlikely to meet GLD, it is largely due to personal development and things are in place to support those children, including some mentoring from Kick Start. There are daily 121 phonics interventions and reading interventions in place, as well as a commitment to daily Nelly interventions for literacy. We have seen some progress from those interventions in terms of communication and language development.	
5.2.2	Year 1 The main assessment point for Year 1 is the phonics assessment in June. Currently 87% are on track to pass; this is 34 of 39 children. Last year the pass rate was 80%. There are two children that started in term 3 that did not speak English and, while they are unlikely to pass the screening test, they are making excellent progress. All children read to an adult in school twice a week, and this increases to three times a week for PP children. There is a challenge around parental engagement in terms of children having someone to read to at home, especially for PP children. There are only 3 PP children on the register in Year 1, but it is believed that the actual number of children experiencing disadvantage is much higher and they would benefit from being on the PP register. Some of these will be children from EAL families. In term 6 staff are going to upload videos of each of the phonics sounds so parents are aware of them when reading with children. Open door days are in place, as well as phonics mornings so that parents can see the delivery of phonics and the approach that staff take.	
5.2.3	Q: How do you support those children that are not able to read at home with parents? We provide additional reading with an adult, in school, for those pupils. We also model how to fill out the guided reading home logs so that parents can see how to complete those logs. The school community is becoming more diverse, and we have been discussing that with staff. We want to ensure the staff body is representative of the student body. We have been finding out if staff members can speak other languages or if they are part of a religious or community group so that we can learn from experts.	
5.2.4	Year 4 Multiplication checks Currently 87% of children (48 of 55) in year 4 are on track to achieve a mark of over 20 (out of 25) in the multiplication check. There is no nationally agreed pass rate; the school has set a pass mark of 22 as being a good score. Children are making rapid progress with their times tables, and this is down to the hard work of the team. There is chanting every day and children also learn their times tables backwards through division. A lunchtime club was introduced as an intervention for some. It was not compulsory but there was a feeling from parents that it was. The wording was changed	

	to make it clear it was a voluntary club, and this had the effect of more children wanting to attend. It is a ten-minute intervention session and children then go and enjoy the rest of their lunch break. It has been impactful so far.	
5.2.5	Q: How does the projected pass rate compare to previous years? It was not as high as in the 90s last year, so it is around the same. We are on track for 87%.	
5.2.6	Q: Is there a link between EAL children and those coming in late? EAL children find reading more challenging, is this also the case with the multiplication check? It is not a trend for EAL children to be late. We look at this on a case-by-case situation. It will also depend on if the EAL child arrives directly from another country or comes from a previous school. There are no obvious trends to follow here.	
5.2.7	Q: Are your admission processes stronger now? Yes, a lot of work has gone into the admissions process and transition process. We encourage families wishing to send their child to KOA to come in and discuss with us the support they may need and to see what we can offer. It is true that we do have a high number of children coming in with significant need and in some cases not school ready. They may have a lot of social care and SEND involvement already and for some, KOA might not be the right setting.	
5.2.8	Q: How are you addressing lateness with families? We are working very closely with families to understand the reasons for this, and the challenges they may have in leaving the house and getting the child to school. In some cases, it is due to SEND of the child or of their sibling at home. It is a pocket of children; it is not a huge ongoing issue.	
5.3	Year 6 SATS – Chris Nathan	
5.3.1	There is a team looking after Year 6, led by CN who is interim Head of Middle School. The deputy SENCo who has a history of primary teaching is also supporting with raising attainment for Year 6. CN oversees behaviour and culture and the deputy SENCo leads on raising attainment. There is also support from Susie Weaver and Chris Barratt, ensuring there is a team around Year 6 making good decisions together.	
5.3.2	CN explained that a scaled score of 100 or over is what is needed for age related expectations (ARE) and of over 110 for greater depth (GD). The combined figure for age related expectations is 31% for PP and 41% for all. This is an improvement on mock 3 data but is not at the national target and not where they need to be. The target is to have a combined figure of over 60% overall.	
5.3.3	Bright spots include maths. There are 8 students that have made significant progress in maths, and this has supported the rise in combined outcomes, and this is due to the interventions in place. Chris Barratt has been attending to support and has taken the lead in the core team meetings and provided guidance to ensure high standards are maintained for teaching staff and students.	
5.3.4	Reading is a challenge. There has been a dip in the scores; some teachers have pointed to the challenging mock paper (from the 2024 SATs); however, staff have taken ownership of the results. There was progress made in other CLF schools, from that same mock paper. There is a sense that the children's resilience has been impacted and there is a higher level of anxiety than previously seen.	
5.3.5	Next steps include some mental health support through external workshops to help the children with resilience and anxiety. This will be for a select group of students. The interventions in maths will increase, especially for those students on the cusp. There is an acknowledgement that there are some students with a much lower capacity to pass and they will have personalised support through the Teaching Partners. A mini mock takes place next week to focus on reading and maths in order to boost children's confidence and to provide further data for staff to work with. There will be targeted homework issued over Easter, especially for key marginals. Walking talking mocks will continue and the strong use of quality assurance from teaching staff.	
5.3.6	Q: Are the stresses that the young people are feeling unique to KOA or is this a recognised national pattern? It was more pronounced here in the most recent round of mocks. There is a model of doing regular mocks in the trust and children are very used to them. It was a slightly harder paper and there was some impact too from the changes to the Year 6 team. The next steps that are in place are appropriate.	

6	Review of AIP – Attendance (with a focus on attendance of students experiencing disadvantage)	
6.1	DOn confirmed that the AIP has been covered in some detail within the sub-committee meetings.	
6.2	<p>LGy provided an update on the Culture and Community sub-committee meeting. The committee discussed three main items: attendance, safeguarding and behaviour.</p> <ul style="list-style-type: none"> • Attendance AMA provided an update around where attendance is improving, what the strengths are and the inconvenient truth of recognising where things are not as they should be. There is particular strength in the work going on with PP students and SEND students and those at risk of becoming classed as persistently absent (PA). Attendance is currently at 92.5% compared to 91.2% at this point last year. • Safeguarding LGy advised that there were 2 safeguarding audits in term 4 (a trust audit and the LA audit). Staff were feeling a bit conscious that the audit scores had dipped a bit, however, this is usual and expected given the change of personnel. Bright spots from the audits were that policies were 100% up to date and that there was good quality end of term reports for safeguarding. It was also noted that the DSL is engaging in SLT meetings, which is best practice. Areas identified for improvement were around the SCR (training), ALP tracker, decision logs on CPOMs, ensuring SSG meetings are strategic and the production of child friendly policies. • Behaviour The committee heard a review of suspensions, including 3 case studies that looked at students with a high number of behaviour incidents, the support that has been put in place and the impact that has been seen. 	
6.3	<p>Q: The AC report mentioned 21 incidents of positive handling; can you provide further information about that?</p> <p>There have been 21 incidents of positive handling since the start of this academic year; all are recorded in the bound and numbered book. Ten were in lower school, 8 in middle and 3 in upper school. It has gone down over the years and this year, 14 of those incidents were from just four children. Following any positive handling, staff will consider whether a risk assessment needs to be put in place for that child.</p>	
6.4	<p>Q: The Hub has now opened. Can you give an update on how that is going?</p> <p>The Hub was opened in partnership with Reach, in the old Caretaker's house which is on site. It is a family hub focused on Early Help and intervention. It has been deliberately left in the style of a home to ensure those that use it feel comfortable using it and to remove some of the stigma that exists around asking for help. It is funded through the partnership arrangement with Reach and with some money secured from the local Council and through grants. The KOA budget is not used. It is a positive resource for KOA families and wider community use. TRI advised that she has attended the coffee mornings there and they are very positive. There are usually 7 or 8 mums or grandparents that attend, and families can bring their young children. The Young Carer's group also runs from there and an adult education programme is being set up. Off The Record will be based in there and Kingswood Council are also going to use the space. There is a plan over the summer for the probation service to convert some of the outside spaces, working with the Eco group.</p>	
7	AC Report	
7.1	The AC report has been shared in advance.	
7.2	<p>KOn provided an update on participation rates:</p> <ul style="list-style-type: none"> • Youth club still running strong with a core 12 students attending. Positive reports from mentor surrounding • Parkour club is now a standalone club that runs 2 evenings a week for community use with a booking of the gym for the entirety of both evenings • Pilot scheme with Clifton Coffee has begun and students have now attended their first two barista training sessions. • Progress has been made with local Darts academy to set up a KOA Darts club after school. 	

	<ul style="list-style-type: none"> KOA committed to attend every CLF Sports event despite uptake overall across CLF is less than desired. 	
7.3	<p>The work surrounding the tracking extra-curricular attendance has been ongoing but with the issuing of staff laptops this means we can now adopt a new way of registering students for club which we will be able to run overall reports from. I have taken this from Hans Price Academy after having numerous discussions with other Heads of PE and how they track attendance to extra-curricular clubs. We have tried numerous ways this year, but I am confident that our new policy of taking "On the fly" registers and issuing students with a positive behaviour point for every club that they attend. We are now in a better position to report to the AC on participation rates going forward.</p> <p>Action: Participation rates to be reported to the AC on at least one occasion in the next academic year (2025/26).</p>	
7.4	<p>Participation Numbers: Extra-Curricular participation (Snapshot) Girls football 20 attendees (4PP) Boys football 64 attendees (18PP) Darts Club 24 attendees (6PP) Fitness Club 12 attendees (4PP) Basketball Club 12 attendees (5PP) Girls Rugby 10 attendees (4PP)</p>	
8	Safeguarding	
8.1	Safeguarding has been discussed earlier in the meeting.	
8.2	DOn shared the news that LGy has been appointed by the Chartered College of Teaching Council as co-President-Elect from now until Autumn 2026, when she will become co-President. KOn and Academy Councillors congratulated LGy on her appointment.	
9	Finance, Health and Safety, Estates	
9.1	An update on finance, health and safety and estates is included in the AC report. Nothing further was reported.	
10	Staffing and Wellbeing	
10.1	KOn advised that the school budget will be challenging again this year, and it will impact the capacity and resources available in school. Leaders are being careful to balance workload; teachers are feeling stretched, and this is a national challenge at present. KOn noted that she has deliberately not spoken to staff too much about Ofsted in consideration of the pressure already on staff in terms of summer outcomes.	
11	Policies	
11.1	The First Aid policy was approved by the Academy Council. The Lockdown Procedure and Business Continuity plan have been shared with the Academy Council for information.	
12	Governance	
12.1	Academy Councillors were asked to plan a link visit during the next 2 terms and were reminded to complete a short link visit report after their visits and to send this to the Clerk for uploading to Governor Hub. TRI advised that she has a visit planned for next week when she will carry out a learning walk.	
13	Items for Board / COAC	
13.1	No items for the board or COAC were raised.	
14	AOB	
14.1	No further business was reported. The meeting closed at 6.15pm.	
14.2	Mtg 7 – 18 June 25 at 4.15pm	

ACTIONS CARRIED 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

06.11.24 02	6.17.2	Year 10 cohort will be discussed again by the Academy Council after the January data drop, at the March sub-committee meeting. Update – This was discussed at the March sub-committee meeting; it will be picked up again in the July meeting. Ongoing	EDe KOn
23.04.25 01	5.1.8	KOn to consider collecting pupil voice around why boys are outperforming girls in some subject areas.	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).	KOn DOn