

KING'S OAK ACADEMY
Academy Council Meeting
Tuesday 27 January 2026 – 4.00pm

AC Members	Role	Attended/Apologies
Diane Owen (DOn)	Sponsor 1	Y
Gary Pine (GPe)	Sponsor 2(Chair)	Y
VACANCY	Sponsor 3	N/A
Liz Gregory (LGy)	Sponsor 4	A
Gokul Murali	Sponsor 5	Y
Deda Odutola (DOa)	Parent Councillor	Y
Sabrina Marie-Anais (SMa)	Staff Councillor	Y
Anthony Wilkinson (AWn)	Teacher Councillor	Y
Tamasyn Russell (TRu)	Parent Councillor	Y
Additional attendees		
Katherine Ogden (KOn)	Principal	Y
Ellen Montgomery (EMo)	Assistant Principal; Head of Lower School	Y
Andrew Marshall-Aherne (AM-A)	Assistant Principal - Head of Upper School	Y
Phil Spring (PSp)	Associate Assistant Principal - All Through Literacy	Y
James Cornick (JCo)	Associate Assistant Principal - Community Health & Partnerships	Y
Tony Searle (TSe)	Executive Principal	Y
Sonny Richards (SRs)	LA Representative	N
Michael Diggle (MDe)	Student Advocate	Y
Susie Weaver (SWr)	Education Director	Y
Wendy Hellin (WHn)	Clerk	A
Jacqueline Friday (JFr)	Interim 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
14.10.25 01	4.2	KOn will ensure each link Councillor has the contact details for their relevant lead staff member in school. Ongoing	KOn
14.10.25 02	4.2	GPe will convert the link roles document into a visit checklist.	GPe
14.10.25 03	5.16.3	Transition work will be an agenda item for the Culture and Community committee in December.	KOn DOn WH
14.10.25 04	6.7.10	An update on Year 6 and Year 11 will be a focus of the December Quality of Education committee meeting.	GPe KOn WH
14.10.25 05	8.1	The Behaviour Policy will be added to Governor Hub for approval. Ongoing	KOn

1	Introduction, Administration & Apologies	Action
1.1	The Chair 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 and Matters Arising	
3.1	The minutes from the previous meeting to be approved retrospectively after the meeting.	
4	Governance and COAC Update	
4.1	The meeting discussed the councillor vacancy and what was happening in this respect. ACTION – Full update to be provided to the next meeting.	WHn
4.2	A recruitment drive is commencing in respect of widening the source area for academy councillors e.g. adverts on E-Teach, Linked in etc.	
4.3	Marginal gains philosophy for minimal change – cumulative small changes having an impact on delivery of inclusive excellence and discussing what activities have come through the programme.	
5	Academy Council Report – Questions from Academy Councillors	
5.1	A copy of the Academy Report was circulated prior to the meeting.	
5.2	How has Term 3 gone and where are we as a school? The school is in the delivery phase of inclusive excellence. Particularly good around inclusion. Fostering strong sense of belonging and community spirit in families is a particular strength. Work is ongoing around partnerships and disadvantage in the community is ongoing.	
5.3	Student Outcomes	
	<i>Lower School (EMo)</i>	
5.3.1	How well are parents engaging – are you doing anything differently? Books and Biscuits is ongoing in Year 1 and Year 2. The parent cohort are difficult to engage. Parents invited into school to read with their children twice a week - seeing different parents each week. In reception greater emphasis on helping parents to support their child with phonics. Phase 2 and phase 3 sounds are on the website as a resource for parents to ensure parents support their child with the correct sounds. Year 1 is a focus this year as it is a large cohort. ACTION – Update to be provided to the next meeting to follow up on how the lowest attaining pupils are improving.	EMy
5.3.2	Please can you comment on pupil's motivation and their wanting to learn? Discovery time is based around pupil's interests. Feedback is obtained via talk time, oracy interventions etc as to what children would like to be provided in small world areas etc. Core texts are tailored around fun and engaging language and writing opportunities to hook children into the story and the narrative. Children's enthusiasm is high in reception and year 1; we need to maintain children's energy and focus on learning.	
5.3.3	How do we support the pupils who are not yet on target to improve and become more confident? Target interventions are key. The lowest 20% are screened every 3 weeks and interventions are targeted to areas which are highlighted as requiring improvement/plugging gaps.	
	<i>Middle School (PSP)</i>	
5.3.4	How are EAL children being supported? A teaching assistant undertakes small group work with EAL students. Interventions manager also has experience of teaching EAL students and supports where possible. Some pupils have taken it on themselves and are using apps such as Duolingo to help them communicate with EAL students. Regardless of where KS2 outcomes sit, work will continue with all pupils even after transition from primary to secondary.	
5.3.5	How are the pupils feeling in respect of the current mocks? Have the interventions had an effect on the children's moods? Staff are checking in with pupils daily and having conversations with them. The CLF methods are mapped out so well that pupils are generally able to take the exams in their stride. Pupils whom we have concerns about are taken aside into a less pressurised environment and 1:1 support is identified and put into place prior to the assessments. Quality of teaching and learning and interventions are key to preparing the students for the assessments.	

5.3.6	What is the reason for the difference in the profile between the two classes? The difference seems to be simply in the children themselves. Both classes are as equally engaged as each other – there is not one specific thing that explains the difference in the profile.	
	<i>Upper School (JCo)</i>	
5.3.7	Slides were presented to councillors during the meeting providing an update on outcomes and actions taken in respect of areas for improvement. The meeting noted the link between outcomes and attendance and what is being done to facilitate children being in school.	
5.3.8	Did the science learning walk include any member of staff from the science department? Yes; the Head of Science was very much involved in the whole process.	
5.3.9	Are results going to be better this year than last year? To what extent is the leadership team confident that they are going to be able to achieve an improvement in grades - converting 3's to 4's? The team are using the right skills and resources to achieve the action plan. A challenge particular to KOA as an all through school is balancing raising attainment across multiple key stage outcomes.	
5.3.10	We have discussed student apathy previously. What precisely are we doing about this, what is the action plan and how are we tracking this? Every staff member is working to the same action plan and providing consistency, identifying and plugging gaps, high expectations and ensuring students are working as hard as they can. ACTION – Focus on outcomes at next meeting, particularly basics and science outcomes.	JCK
5.4	Attendance	
5.4.1	Have we got consistent data and how are we tracking the data? The previously reported issue regarding teachers and registration being completed on time has been resolved. There is no issue in respect of logging or tracking data on Bromcom. There has also been a significant increase in flu and norovirus cases in the local area which has impacted attendance figures.	
5.4.2	Can you provide us with some examples of what you are doing to manage absences e.g. unauthorised absences? The meeting was shown an extract from an attendance and punctuality playbook which has been reviewed and sets out staff, responsibilities and processes and has been used as good practice across the CLF. A new strategy focuses on peaks in lessons, 'selling' lessons to pupils and recognising eliminating pits. Attendance surgeries are being more widely used to talk to parents and remind them of the importance of attendance whilst maintaining good relationships with parents and monitoring the legal processes. Data for persistent absence is pulled daily; staff target students with poor attendance and implement strategies to encourage attendances. Legal processes have been revised e.g. attendance meetings are held earlier and have been shortened so more meetings can be held with more families to be more proactive and identify concerns earlier. Informal transaction events encourage parents to come in and talk to staff about any concerns they have in an informal setting.	
5.4.3	What is going on in lower school that we could learn from? Work is ongoing with primary colleagues to identify why attendance after transition dips and to identify process that may be able to be brought across into secondary provision.	
5.4.4	Do we know the reasons why students are not attending the school? Mental health is a key area; particularly social media issues, anxiety and lower resilience. Other issues include curriculum choices and options, appropriate challenge for pupils and other illness. Also, part-time timetables – need to find a balance between what is right for a child's wellbeing and reintegration into a fuller timetable and ensure there is an appropriate process and support for reintegrating the child back into a more normal timetable. There are twenty-two adjusted timetables currently in place. ACTION – case study/deep dive on impact of flexible/adjusted timetables and update to be provided to the next meeting.	KOn/AMA
5.5	Pupil Premium	
5.51	Slides were presented during the meeting regarding case studies on three PP pupils: Case Study 1 – Year 4 male pupil Case Study 2 – Year 6 female pupil	

	Case Study 3 – Year 11 male pupil The meeting acknowledged the efforts of staff who run interventions and support pupils with their needs collectively and individually.	
5.6	Safeguarding and Staffing & Wellbeing	
5.6.1	Previous deputy DSL accepted a promotion at another provision so has left KOA. Sharon Bryant has been acting as interim deputy DSL since start of January 2026. Increased risk acknowledged whilst interim DSL is receiving additional training. ACTION – Update/Review on Safeguarding Team to be provided to the next meeting.	KOn
5.6.2	<i>Safeguarding audit</i> Completed week before the meeting. Outcome is 69.7% - decreased from last year by 1%. Need to continue with work around QA and alternative provision. SLT will debrief team with an action plan and will share with the minutes.	
5.6.3	<i>Staffing and wellbeing</i> Staff voice will be formally captured later in the term. Staff are feeling more comfortable about responding to surveys and are responding honestly. Sickness is impacting the staff body at the present time.	
6.	Policies	
6.1	Policies can now be signed off via Governor Hub. Policies to be noted/approved as per CLF guidance.	
6.2	ACTION – Behaviour Policy to be shared with the council for review/marking as signed on Gov Hub.	KOn
7.	Link Visits	
7.1	Link/site visits have been diarised and are up to date.	
7.2	There is a new Visits section on Governor Hub which can be used for logging/recording site visits and uploading site visit reports.	
7.3	Have subcommittee roles changed this year? The meeting referred to the list in the previous meeting folder for confirmation whether subcommittee roles have changed. ACTION – In the absence of the usual clerk, the principal will update staff members after the meeting to confirm their subcommittee role for 2025-26.	KOn
8.	Items for Board / COAC	
8.1	No items for the board or COAC were raised.	
9.	AOB	
9.1	No further business was reported. The meeting closed at 6.15pm	

ACTIONS CARRIED FORWARD:

Date and No	Relates to item	Action	Owner
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
14.10.25 02	4.2	GPe will convert the link roles document into a visit checklist. Ongoing	GPe
27.01.26 01	4.1	Full update/report on councillor vacancy to be provided to the next meeting	WHn
27.01.26 02	5.3.1	Update to be provided to the next meeting to follow up on how the lowest attaining pupils are improving.	Emy
27.01.26 03	5.3.10	Focus on outcomes at next meeting, particularly basics and science outcomes.	JCK
27.01.26 04	5.4.4	Case study/deep dive on impact of flexible/adjusted timetables and update to be provided to the next meeting.	Kon/AMA
27.01.26 05	5.6.1	Update/Review on Safeguarding Team to be provided to the next meeting.	KOn
27.01.26 06	6.2	Behaviour Policy to be shared with the council for review/marking as signed on Gov Hub	KOn

27.01.26 07	7.3	In the absence of the usual clerk, the principal will update staff members after the meeting to confirm their subcommittee role for 2025-26.	KOn
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