KING'S OAK ACADEMY
Academy Council Meeting
Tuesday 7 July 2026 – 4.15pm

AC Members	Role	Attended/Apologies
Gary Pine (GPe)	Sponsor 1 **(Chair)**	**Y**
Diane Owen (DOn)	Sponsor 2	**Y**
VACANCY	Sponsor 3	
Liz Gregory (LGy)	Sponsor 4	**Apologies**
Gokul Murali (GMi)	Sponsor 5	**Y online**
Deda Odutola (DOa)	Parent Councillor	**Y online**
Sabrina Marie-Anais (SMa)	Staff Councillor	**Y**
Anthony Wilkinson (AWn)	Teacher Councillor	**Apologies**
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**
Steve Taylor (ST)	CEO	**Apologies**
Michael Diggle (MDe)	Student Advocate	**Y**
Wendy Hellin (WHn)	Clerk	**Y**

ACTIONS BROUGHT FORWARD

Date and No	Relates to item	Action	Owner
31.03.26 01	4.1	KOn will speak with WHn regarding Ellie Doyle joining the AC. Update: This action is no longer relevant – recruitment to be discussed under the governance item on the agenda. **Closed**	KOn

1	Introduction, Administration & Apologies	Action
1.1	GPe 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 (31 March 2026) were approved. The action table (above) has been updated. GPe requested that the actions from the committee meeting minutes are included in the action table for reference going forwards.	
4	**Governance and COAC Update**	
4.1	Membership and recruitment were discussed. There remains a vacancy for a parent Academy Councillor.	
5	**Academy Council Report – Questions from Academy Councillors**	
5.1	**Raising Attainment and Outcomes**	
5.1.1	It was noted that the statutory end of year 6 SATs assessment results have been delayed nationally and will not be available until next week.	
5.1.2	KOn reported that overall outcomes remain above national averages. KOn reflected on some disappointment that the headline results were not in line with the school's stronger results from previous years. However, it was emphasised that the results remain strong and consistently above	

	national performance; there is a need to maintain a positive perspective on the outcomes achieved and that the findings provide valuable insight into areas requiring further development.	
5.2	**Lower School - Ellen Montgomery**	
5.2.1	EMy reported that the school was very proud of the lower school outcomes, although there was some reflection that results could potentially have been pushed even further in some areas. Overall, the results were viewed positively and had contributed to staff morale, despite a feeling that there was still room for improvement.	
5.2.2	**Year 1 Phonics Screening Check**	
5.2.3	EMy highlighted the strong phonics outcomes, particularly given the challenges faced by the Year 1 cohort during the year. Key points included: • Year 1 had experienced some significant behavioural challenges, which had disrupted interventions and impacted teaching at times. • At the end of Term 5 and start of Term 6, projections indicated that around 74% of pupils would achieve a score of 28 or above, with the phonics screening pass mark being 31. • Final outcomes exceeded expectations, with 87% of pupils passing the phonics screening check. • Only four pupils will need to retake the screening check in Year 2. • Although the school's "black box" data showed an 8% drop compared with previous cohorts, this was considered reflective of the cohort's profile. • Outcomes remained above both the Trust average and likely national averages (expected to be around 80% once national data is published). • A notable achievement was that 50% of the cohort achieved full marks (40/40). Looking ahead, EMy reported that staffing and phonics delivery structures had been used effectively and would continue next year. However, there may be opportunities to introduce targeted interventions sooner, including withdrawing pupils from activities such as assemblies earlier in the year where appropriate.	
5.2.3	**Year 4 Multiplication Tables Check (MTC)**	
5.2.4	EMy reported that pupils had performed well overall in the Multiplication Tables Check, although there was scope to further improve outcomes. Key points included: • In Term 5, 62% of pupils were achieving 25/25 in practice assessments. • Pupils cannot correct answers during the MTC, which can affect performance on the day. • Some pupils experienced significant test-day nerves, requiring opportunities to pause and regulate themselves before continuing. • Overall, 68% of pupils achieved scores of 24 or 25, although there is no official pass mark for the MTC. • The school's average score of 22.7 was broadly in line with the Trust average of 22.9. • Outcomes for pupils with English as an Additional Language (EAL) were also in line with Trust and national averages. Planned actions for next year include: • Starting multiplication interventions earlier. • Continuing teacher-led TT Rock Stars interventions. • Providing regular 10-minute practice sessions. • Strengthening engagement with families through parent events and ongoing communication. • Increasing opportunities for pupils to complete assessments under test conditions. • Identifying pupils requiring support early in Year 4.	
5.2.5	**Questions from Academy Councillors**	
5.2.6	**Given the increasing diversity of the school, how have EAL pupils in Year 4 been supported?**	
5.2.7	Support is provided through: • Flexible grouping arrangements. • Strong relationships between staff and families. • Opportunities for pupils to work alongside peers who share their language.	

	• Building trust with families and carefully nurturing pupils throughout the year.	
5.2.8	**Is there greater opportunity to introduce interventions earlier? Given the disruption caused by behavioural challenges, is there anything that could be done differently?**	
5.2.9	Ellen agreed that intervention could begin earlier in some cases. KON added that within the Year 1 cohort there were **two pupils with significant levels of need**: • One pupil may require Alternative Provision (AP). • The second pupil is making progress, and there is cautious optimism about future outcomes. The cohort had also experienced **high levels of staff absence**, which had contributed to the challenges within the class.	
5.2.10	**The report refers to pupils experiencing test-day nerves. Was this expected and is there anything more that can be done to support pupils?**	
5.2.11	The level of anxiety was not expected, as pupils had generally thrived in the previous year. Future strategies will focus on: • Developing a deeper understanding of individual pupils. • Better preparing pupils for transition from Year 4 to Year 5. • Gradually exposing pupils to situations that build confidence and independence. • Providing more opportunities to practise assessment conditions without overwhelming pupils through excessive testing. • Maintaining a careful balance between preparation and overexposure. EMy praised the Year 4 team for their work and confirmed that the issue is being closely monitored.	
5.2.12	The report contains many positives. Is there a correlation between behaviour and pupils meeting expected standards?	
5.2.13	EMy acknowledged that behaviour can affect attainment, but the impact varies between individuals. With regard to the two pupils in Year 1 highlighted earlier: • One pupil achieved 40/40 in phonics, demonstrating strong academic ability despite behavioural difficulties. • The other pupil had been on track to pass but presented with sporadic and unpredictable behaviour. The pupil achieved scores of 28–29, narrowly missing the pass mark. • Appropriate support strategies were used during the phonics assessment, including movement breaks and water breaks. • Ultimately there is a point where a pupil's readiness and engagement cannot be forced. EMy expressed confidence that the pupil will be capable of passing in Year 2. She also noted that these pupils are generally more competent in mathematics, although behaviour can affect progress across all areas of learning.	
5.2.13	End of Questions	
5.2.14	DOn emphasised the importance of maintaining a focus on the progress and achievement of all pupils, particularly as smaller cohorts move through the school and suggested that future reports should include cohort numbers to provide greater context when reviewing performance data. KOn outlined plans for members of the Senior Leadership Team to each take responsibility for a Pupil Premium (PP) pupil. Leaders will develop a detailed profile of their allocated pupil, considering attainment, behaviour, safeguarding and pupil voice, as well as examining their experiences across different classes. The aim is for senior leaders to unpick the data behind pupil outcomes, challenge systems where necessary, and ensure that support is effective. KON suggested that examples of this work could be shared with Academy Council as case studies, as they provide a holistic picture of a pupil's experience.	
5.2.15	MDe reflected on the Year 1 phonics outcomes, noting that the school's phonics programme (ULS) is now becoming increasingly embedded and is proving to be a strong approach. Staff have worked hard to deliver the programme consistently, despite challenges during the year. MDe explained that a relatively high number of pupils began Year 1 requiring phonics interventions, and staffing difficulties had created additional pressures. While the school worked hard to maintain the quality and frequency of interventions, MDe suggested there may have been an opportunity to adapt provision further by reducing intervention frequency for pupils making strong progress and reallocating that	

	capacity towards those with the greatest need. Overall, he felt that where interventions were delivered with fidelity and consistency, they were effective for the majority of pupils.	
5.2.16	MDe also highlighted a concern regarding the four pupils who did not meet the phonics threshold. Two of these pupils have English as an Additional Language (EAL) and have made limited progress throughout the academic year. He questioned what additional support strategies might be required for these pupils, recognising that the phonics programme alone may not be sufficient to accelerate their progress and that further approaches may need to be considered to better meet their needs.	
5.2.17	AMA explained that, from both an attainment and admissions perspective, the school is seeing an increase in in-year admissions, including pupils transferring from other primary schools or joining from Elective Home Education (EHE). These pupils often enter the school after existing pupils have already made significant progress through the curriculum, creating potential gaps in learning. As a result, the school is considering how to provide additional support and targeted interventions for pupils who join later in their education, as this is becoming a growing trend.	
5.2	**Further Questions from Academy Councillors on data**	
5.2.1	**Your report notes the revision booster classes for Year 11, and additional support provided in the holidays. Were the children that attended, the ones you wanted to specifically target?**	
5.2.2	Not all of them, it was very mixed. We had a list of around 50 students that did not attend (from those we hoped would) and we contacted all those families. Some subsequently arrived and some attended to collect resources to use at home.	
5.2.3	**My understanding is that the current Year 5 pupils are possibly a bit less prepared for Year 6, than the current Year 6 were at this point last year. What is happening to support those pupils when they move into Year 6, to address that and to close the gaps?**	
5.2.4	We will use the 3 x 3 reading strategy again and will run the numeracy intervention, but we will implement these earlier in the year. We have also reorganised the senior team priorities. Lauren Curzon will focus on Reception to Year 6 from an attainment and outcomes perspective. We have also thought carefully about the consistency of the class teacher and at least one Year 6 teacher has taught that year group previously. There has been a lot of research nationally around KS3 because that is where we see a dip and this is why we have reorganised our leaders. We need to ensure there is also a shift to prioritising KS3 within the Academy Council discussions.	
5.2.5	**Previously, the AC has raised some concerns about intervention strategies in Year 11, suggesting that more support should be provided earlier in students' school careers rather than concentrating intervention at the end of Key Stage 4. Given that Year 7 attainment data in the core subjects is currently below where it needs to be, what actions are being taken to address this?**	
5.2.6	We are taking a number of steps across the core subjects to strengthen provision and improve outcomes from the early years onwards. • English: Staffing is now more secure, and we are in the process of finalising several positions that have previously been temporary. • Mathematics: Leadership has become more stable, and the size of the teaching team has increased. We have also reviewed teacher deployment, particularly in Year 11, to ensure that the most appropriate staff are teaching examination groups. In addition, Year 11 now operates a linear model rather than separate X and Y sides, providing greater flexibility in how students are grouped and set. • Science: A temporary subject leader has been in post this year. Although the role was not filled through a national recruitment process, we have successfully seconded an experienced leader from Bristol Metropolitan Academy, who will be joining us as Head of STEM. These changes are intended to provide greater stability in staffing and leadership, strengthen teaching capacity, and support improved outcomes across all year groups, including addressing the attainment concerns identified in Year 7.	
5.3	**Attendance**	
5.3.1	AMA presented information on attendance, highlighting key messages. The school recognises the importance of separating primary and secondary attendance, as the picture varies significantly between the phases. Primary attendance remains comparatively strong and broadly in line with national averages, whereas improving attendance in the secondary phase	

	continues to be more challenging, reflecting national trends. Overall attendance across the all-through provision has fallen by approximately 1.7% compared with last year, with a small increase in authorised absence. However, there has been a notable improvement in punctuality, with the proportion of students arriving late reducing from 4.4% to 2.3%.	
5.3.2	**Strategic Priorities** Attendance work is being driven through three key priorities: 1. Increasing attendance for Pupil Premium (PP) and SEND pupils across the school. 2. Reducing levels of Persistent Absence (PA). 3. Maximising attendance at key transition points, recognising that the school has several significant transition stages.	
5.3.3	**Primary Phase** Attendance in the primary phase remains strong at around 94.2%, broadly in line with national figures. Key points: 1. Attendance remains comparatively strong. 2. Persistent absence has increased and remains an area of focus. 3. Punctuality has improved significantly. 4. Severe absence has almost halved following targeted work to ensure pupils are in school and in lessons on time. 5. Attendance performance is broadly in line with national averages. The school noted that attendance approaches that have proved successful in the primary phase should inform future work within the secondary phase.	
5.3.4	**Secondary Phase** Attendance in the secondary phase remains more challenging. Key points: 1. Attendance has fallen by approximately 1.8% compared with last year. 2. Persistent absence has reduced slightly. 3. Authorised absence has increased slightly, which is viewed positively as it reflects more robust and accurate attendance processes. 4. Punctuality has improved. 5. Attendance concerns are disproportionately affecting vulnerable groups, and further analysis is being undertaken to understand this trend. 6. Attendance is broadly in line with comparable schools nationally and within the Trust, where the school currently sits around mid-table among CLF secondary schools. However, performance is below where it was this time last year. Leaders acknowledged that measures introduced last year had a positive impact but are proving less effective this year, and work is underway to understand the reasons for this change.	
5.3.5	**Attendance Playbook** Leaders shared an attendance "playbook" which bands pupils according to attendance percentages and sets out the interventions and support available at each attendance threshold. This provides a clear and graduated framework for responding to attendance concerns.	
5.3.6	**Factors Affecting Attendance** A number of factors are contributing to lower attendance rates: 1. Increased levels of Emotionally Based School Avoidance (EBSA) and anxiety. 2. Wider national trends in secondary attendance. 3. Increasing complexity of SEND needs. 4. Family and social pressures. 5. Higher levels of illness-related absence. 6. A more complex cohort of pupils requiring attendance support. 7. Higher expectations and more robust attendance procedures, leading to more accurate recording.	
5.3.7	**Strengths in 2025–26** Leaders highlighted several strengths in the school's attendance work: 1. Stronger attendance systems and processes.	

	2. Targeted support for vulnerable groups. 3. Improved relationships and engagement with families.	
5.3.8	**Priorities for 2026–27** The main attendance priorities for the coming year are to: 1. Further reduce severe and persistent absence. 2. Strengthen support for pupils experiencing EBSA and anxiety. 3. Narrow attendance gaps for PP and SEND pupils. 4. Improve attendance during transition periods. 5. Increase parental engagement. 6. Reinforce that attendance is everyone's responsibility. 7. Strengthen pupils' sense of belonging. 8. Improve the use of attendance data and intelligence. 9. Further reduce unauthorised absence. 10. Maintain strong primary attendance outcomes. 11. Remain consistent in expectations and continue to "hold the line" on attendance standards.	
5.3.9	A discussion took place around the impact on attendance from sports day, as well as external factors such as the football world cup and the heatwave. KOn described the decision-making process, around the school closure due to the heatwave. Academy Councillors reflected on the need to ensure children's resilience is built up so that they are able to cope with unplanned and unavoidable situations such as the period of extremely hot weather.	
5.3.10	**Questions from Academy Councillors**	
5.3.11	**You mentioned the attendance meetings that are in place for children with persistent absence. Do you see improved attendance following those meetings?**	
5.3.12	Yes, on the whole, they are positive. However, it is a staged approach, with four stages. The majority of students respond well to the first meeting, and we see improvements and often will not need to see them again, although we do continue to monitor them. Then there are a number of families with more complex concerns and attendance can be more stubborn. We then escalate things through the stages. Where families are working with us, we extend the time frame between each stage as much as we can to ensure we maximise the support we are giving them before things escalate to a legal process. There are also an increasing number of parents who are choosing not to attend meetings in school, and this can be due to their own previous negative experience of school. We have been trialling the use of the caretaker's house as an alternative venue for those that do not want to come into school.	
6	**AIP and Strategic Planning**	
6.1	KOn provided an update on information shared regarding planning for next year. Senior leaders met with colleagues last week to consider the school's future structure and how best to deliver strong outcomes for the community against a backdrop of falling pupil rolls. Discussions focused on ensuring the school remains an inclusive mainstream academy that can effectively meet the needs of all children within the classroom, while also responding to the increasing financial pressures facing schools. Leaders emphasised the importance of being open and honest about these challenges and ensuring that any decisions are driven by what is right for the school and its community, rather than simply reacting to external pressures. While there is pride in the school's previous strong Ofsted outcomes, leaders recognised that there is further work to do, particularly around reading achievement, as the school plans the next phase of its development. The ambition remains for the school to be the community school of choice.	
6.2	Pupil number projections have been reviewed using the most up-to-date data available. Current forecasts indicate that the school roll will reduce by approximately 50 pupils over the next two years, with the greatest budgetary impact being felt within the primary phase. To align capacity with projected demand and provide greater stability in class organisation, it has been proposed that the Published Admission Number (PAN) be reduced from 60 to 30 from September 2027. This will create a clearer and more sustainable structure, avoiding annual uncertainty around whether pupil numbers require one or two classes. Leaders reported that there have been no concerns raised by parents or	

	the wider community regarding this proposal, and no communication has been received expressing objections.	
6.3	KOn highlighted the need to remain alert to longer-term strategic considerations, particularly the future role and viability of the middle school model as pupil numbers decline. They emphasised the importance of beginning conversations early with staff and families, providing clear indications of potential future developments rather than introducing changes unexpectedly. Current and projected pupil numbers raise questions about the most effective use of the school's accommodation and resources. The lower school was originally designed to accommodate Reception to Year 6 pupils, but as the school moves towards a single-form entry model, a significant proportion of teaching spaces may be underutilised. Similar challenges exist within the middle school, where only part of the available accommodation is currently required. Looking ahead, when cohorts reduce to around 30 pupils per year group, the school will need to work hard to attract a higher number of external applicants into Year 7. Leaders noted that strong attainment outcomes will remain critical to recruitment, alongside continuing to build direct relationships with local primary schools through the school's outreach and partnership work.	
6.4	There is also a need to think differently about how the school operates in order to maximise efficiency and financial sustainability. This includes reviewing operational arrangements, such as the structure of the school day and lunchtime provision, which currently creates staffing challenges. Leaders are keen to explore opportunities to repurpose space, reduce operating costs, and potentially generate additional income from school facilities, ensuring the school remains both educationally and financially sustainable in the future.	
6.5	KOn reported the revised roles and responsibilities of each member of SLT, as detailed in the paper shared with the Academy Council. KOn emphasised that the plans currently in place are a reorganisation of responsibilities and a refocus; they are not a management of change process. While there will need to be savings made through staffing, it is anticipated these will materialise naturally; each post will be carefully considered as people leave the academy; it will not be an automatic advertising of the same role.	
6.6	**Questions from the Academy Council**	
6.6.1	**Thank you for the well-written document; it is clear you need to have a plan. In reading it, it did feel like there was a tension around moving more capacity to primary leadership whilst trying to hold on to the middle school. My challenge would be around whether it is the right time to consider if the model of lower, middle and upper school is no longer tenable, due to the smaller cohorts. It this something you have considered?**	
6.6.2	We are definitely starting to think more carefully about how we are organised and the start of that is the consideration around whether Year 5 and 6 could be housed in the primary school building. We are also thinking carefully about polo shirt requirements for September; there are a number of things that are dependent on the longer-term decisions we are making.	
6.6.3	**Have you considered how the role of governance can support the decision-making process? It might be a good way to utilise the committees, for example. The Quality of Education committee could focus on attainment, and the Culture and Community Committee could have a focus on the school structure as it moves forward.**	
6.6.4	It doesn't need to be a standing agenda item for each meeting, or each committee meeting. It is important that you know where we are in our thinking and we will touch back. What would be helpful is the continued focus from the Academy Council to drive forward attainment and also to have a renewed focus on KS3. I have appreciated the support and challenge from Academy Councillors in this meeting, and it will help us navigate some of this strategic thinking.	
6.6.5	End of Questions	
6.6.6	GPe noted that the formulaic nature of the template agenda may need to be amended to allow a key focus on attendance, attainment and KS3.	
7	**Safeguarding**	
7.1	Safeguarding updates are included in the AC report. No further questions were raised.	
8	**Finance, Health and Safety and Estates**	

8.1	No reports on finance or health and safety were shared.	
9	**Staffing and Wellbeing**	
9.1	KOn shared a number of staffing updates, as detailed in the AC report.	
10	**Policies**	
10.1	The following policies have been shared on Governor Hub. Appropriate acknowledgement/approval will be sought for these policies outside of this meeting. • CLF Exclusions and Suspensions Policy • CLF Lockdown Guidance • CLF Managing Unacceptable Behaviour Policy • CLF Offsite Trips and Adventurous Activities Guidance • CLF EDI Policy • CLF Positive Handling and Physical Intervention Policy • CLF Provider Access Policy Statement	
11	**Items for Board / COAC**	
11.1	No items for the board or COAC were raised.	
12	**AOB**	
12.1	Dates for next year: TBC	
12.2	No further business was reported. The meeting closed at 6.20pm.	

ACTIONS CARRIED FORWARD:

Actions brought forward from the Culture and Community Committee:		
Date / No	Action	**Owner**
03.12.24 02	LGy as Link Councillor for LAC, will check in with AMA during her next visit to discuss how the academy is getting on in terms of evidence for LAC and PLAC spending and to look at the tracker. **Ongoing**	LGy
Actions brought forward from the Quality of Education Committee:		
Action No	Action	Owner
10.12.25 01	KOn to speak with Digitech about the possibility of including Bristol Rugby Club in future destination lists. **Ongoing**	KOn
10.12.25 02	Review the destinations list at the next meeting to ensure all relevant partnerships are represented. **Ongoing**	KOn