

**KING'S OAK ACADEMY**

**Academy Council Meeting No 34  
Monday 5 June 2017**

**Present**

<b>Academy Councillors</b>		<b>Sponsor Councillors</b>	
Richard Clutterbuck	Principal	Diane Owen (Chair)	Sponsor Councillor
Alice Stallard	Parent Councillor	Gary Pine	Sponsor Councillor
Tim Anderson	Staff Councillor	Sandra Slocombe	Sponsor Councillor
Nicola Read	Parent Councillor	Martin Pursey	Sponsor Councillor
	Staff Councillor	Rachel Wellington	Sponsor Councillor
Dan Nichols	Executive Principal		Student Advocate
	LA		

**In attendance**

Simon Jones	Vice Principal (Interim)
	Ass. Principal
	Ass. Principal
	Ass. Principal
	Primary Phase Leader
	Business Manager
Hugh Wilson	Clerk

**Apologies:** A Rice

<b>Item</b>	<b>Note</b>	<b>Action</b>
	<p><b>Pre-Meeting Discussion</b></p> <p>It was explained that following a review of governance by CLF meetings of Principals and AC Chairs, it was agreed to trial a different approach to AC meetings. This involves less presentation of reports and more emphasis upon questioning by Councillors. In order to facilitate this and prior to the meeting, Councillors, in the absence of the Principal and SLT members, review the Principal's report</p>	

	<p>and consider and decide the questions to be posed during the meeting. DNs, the Executive Principal, as a Governance professional, would facilitate this part of the AC meeting.</p> <p>Councillors then worked through the Principal's report for the meeting, agreed the areas which they considered required attention and then identified the specific questions arising. Refer to section 5 for further details.</p> <p>The principal and SLT were then invited to join the meeting.</p>	
1	<p><b>Introduction, Administration and Apologies</b></p> <ul style="list-style-type: none"> <li>• The Chair welcomed all present to the meeting.</li> <li>• Apologies for non-attendance were received, and accepted, from Adele Rice.</li> </ul>	
2	<p><b>Declarations of Interest:</b> None declared.</p>	
3	<p><b>Minutes of Previous Meeting:</b> <b>13 March 2017:</b></p> <ul style="list-style-type: none"> <li>• <b>Accuracy:</b> No inaccuracies were reported and the minutes were signed as a true record.</li> <li>• <b>Actions:</b> refer to Appendix 1.</li> </ul>	
4	<p><b>Matters Arising:</b> There were no matters arising from the previous minutes.</p>	
5	<p><b>Achievement and Standards</b></p> <p><b>Student Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Q1: <b><i>Do we understand the issues around the gender gap, the underperformance and achievement of boys?</i></b> <ul style="list-style-type: none"> <li>○ There has been a historical issue with the performance of boys at KOA, their performance is a key issue for the school and there is a Trail in place to address the matter.</li> <li>○ <b>How does the gender gap compare with other CLF schools?</b></li> <li>○ There is a gap in other schools (and also nationally) but it is much more pronounced at KOA. It is a key trail for the school.</li> </ul> </li> <li>• Q2: <b><i>How confident can we be with regard to the predicted outcomes?</i></b> <ul style="list-style-type: none"> <li>○ English and Maths predictions we can be more confident because: <ul style="list-style-type: none"> <li>▪ Grade boundaries are better known.</li> <li>▪ The degree of moderation undertaken.</li> <li>▪ Outcomes from CLF wide mock exams.</li> </ul> </li> </ul> </li> </ul>	



*progress across all year groups. It was noted and advised that sharing of data showing trends across all year groups would also allow the academy to plan early intervention in order to avoid the necessity of firefighting every year to address shortcomings in Year 11.*

• **Q4: *What happens with pupils who are falling behind in Year 1?***

- There is now sufficient capacity in primary staff to identify pupils who are falling behind, there are software packages that are utilised to assist in this which facilitate tracking and monitoring.
- It is a small cohort and therefore a large scale intervention programme is not necessary.

**Attendance:**

• **Q5: *What is the school doing to address and improve attendance?***

- Seeking to appoint a Pastoral worker. To date, two recruitment initiatives have failed however interviews are scheduled for Friday 9<sup>th</sup> June. In addition discussions are ongoing with CLF for support to address attendance matters. There have been some encouraging signs – for example attendance of disadvantaged students has improved as students have progressed from years 9 to 10 and years 10 to 11.
- ***Councillors expressed their frustration that the appointment of a pastoral worker had been delayed.***
- ***Councillors noted that a small number of students with poor attendance records and a high incidence of unapproved holiday absences were significant factors contributing to the low overall attendance figures.***
  - ***What action is taken against parents following an absence which was not approved?***
    - There is no action taken against parents until overall absence falls below the 90% threshold. If this occurs, there is an established process to follow which can involve the local authority and potentially lead to court action.
- ***Do we ask students with poor attendance records why they do not attend school?***
  - Yes. One key reason given is due to low level disruption in the classroom. This is why the continued emphasis on building positive behaviour through the new behaviour policy is essential
- ***What does punctuality look like?***
  - A small number of students are persistent offenders, but in general it is good. Within the school day between classes punctuality is good.
- ***What are we doing to engage with parents about attendance?***
  - Within the primary transition work we are establishing a protocol for attendance at KOA especially with those students who have already been identified with low attendance. Where poor attendance already exists, regular meetings with parents are held.

**Safeguarding:**

There have been recent visits and associated positive reports and therefore there was nothing else to add at this time.

**Teaching and Learning:**

- **Q6: *The report assesses T&L as “weak Good”. Given that there are now no formal lesson observations, how do you arrive***

<p><b>at this assessment?</b></p> <ul style="list-style-type: none"> <li>○ This assessment was reached by considering the following aspects: <ul style="list-style-type: none"> <li>▪ Student outcomes.</li> <li>▪ Work scrutiny.</li> <li>▪ Middle leader/SLT drop-ins.</li> <li>▪ Review of student books (including a targeted review of Year 7/8 books)</li> </ul> </li> </ul> <p><b>Exclusions:</b></p> <ul style="list-style-type: none"> <li>● <b>Q7: At 112 days lost to exclusions, this is considered to be still too high. What are we doing to address this?</b> <ul style="list-style-type: none"> <li>○ Whilst maintaining high standards of acceptable behaviour, eg swearing at staff members is unacceptable, exclusion numbers are down for the following reasons: <ul style="list-style-type: none"> <li>▪ SEED facility is having a positive impact.</li> <li>▪ There are a significant number of Year 8 students with poor behaviour/attitude however slowly but surely a number of them are re-engaging with the school.</li> <li>▪ There are fewer callouts for behavioural matters for SLT members.</li> <li>▪ There have been some significant, one-off events that have led to exclusions.</li> </ul> </li> <li>○ <b>Councillors noted the absence of exclusion data from the report – they had previously found this data very useful and informative and requested that it be reinstated in future reports.</b></li> </ul> </li> </ul> <p><b>Action: RCK to ensure exclusion data is included in future AC reports.</b></p> <ul style="list-style-type: none"> <li>○ <b>What would be the impact on the figures if the student with the worst behaviour were excluded from the data?</b> <ul style="list-style-type: none"> <li>○ RCK undertook to carry out that analysis.</li> </ul> </li> </ul> <p><b>Action: RCK to carry out analysis on the exclusion data to determine the impact of excluding the worst offenders from the data.</b></p> <p><b>Disadvantaged:</b> There was no specific discussion here as Councillors agreed this has been adequately covered in other discussions.</p> <p><b>Complaints:</b></p> <ul style="list-style-type: none"> <li>● <b>Q8: Of the complaints received to date are there any common themes, lessons learned?</b> <ul style="list-style-type: none"> <li>○ There are no common themes however a number could have links to pastoral matters.</li> <li>○ Lessons learned are: <ul style="list-style-type: none"> <li>▪ The need to respond more quickly to the initial alert.</li> <li>▪ The need to keep the parent in the loop throughout the process.</li> </ul> </li> </ul> </li> </ul> <p><b>Staffing:</b></p>	<p><b>Action 34-3</b></p> <p><b>Action 34-4</b></p>
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	<ul style="list-style-type: none"> <li>• <b>Q9: <i>There are significant staffing changes within Science and since it is a subject of concern what are the implications of such changes?</i></b> <ul style="list-style-type: none"> <li>○ R Cormack has been providing support to improve Teaching and Learning, coaching, curriculum delivery, marking and homework. In addition he has been giving support to the Head of Science and whilst there has been some improvement there remains further work to do.</li> <li>○ The member of staff who is leaving was already on capability measures.</li> <li>○ The new STEM lead appointment is considered to be an excellent candidate (the AC chair confirmed this view, having been on the appointment panel), but being new to middle leadership, she will require some support initially.</li> <li>○ Science is considered to be in a much better place than it was 18 months ago and student outcomes are expected to be much better this year.</li> </ul> </li> </ul>	
6	<p><b>Academy Improvement Plans (AIP):</b> RCK reported to Councillors that:</p> <ul style="list-style-type: none"> <li>• An all-through AIP is planned.</li> <li>• Currently there are too many Trails and therefore these need to be refined and honed. <ul style="list-style-type: none"> <li>○ <b><i>How does the entry of non-CLF primary school students impact the AIP?</i></b> <ul style="list-style-type: none"> <li>▪ The year group will be considered as a whole, the issues arising are considered to be structural and will require suitable pastoral support. It was noted that there are still some years to plan approaches before the time when Year 6 student from Acorn will transfer to the Secondary phase.</li> </ul> </li> </ul> </li> </ul> <p><b><i>Councillors agreed that more detailed planning for the continued development of all-through provision will be picked up again in the new academic year.</i></b></p>	
7	<p><b>Governance:</b></p> <p><b>Risk Register:</b> Following a brief review of the Risk register, Councillors:</p> <ul style="list-style-type: none"> <li>• <b><i>Noted that the register has been updated to reflect previous comments and discussions.</i></b></li> <li>• <b><i>Agreed that DOn and RCK should conduct a separate detailed review following the publication of results in August and report back to the AC.</i></b></li> </ul> <p><b>Policies:</b> Three policies had been issued to Councillors for review and approval, as follows:</p> <ul style="list-style-type: none"> <li>• Equality Duty – approved.</li> <li>• Medical Needs – approved.</li> <li>• Accessibility Plan – approved.</li> </ul>	



## KOA Academy Council

## Open Action Item Status

Meeting	Action No	Action and Current Status	Responsible	Open/ Closed
23 Jan 2017	32-4	<b>DOn/HWn to ensure a self-review of the AC is included on agenda for the June meeting – to be completed at the end of the meeting.</b>	DOn/HWn	Closed
23 Jan 2017	32-5	<b>SJs to provide a CPOMS report to show a breakdown of data by key groups for the March 2017 AC meeting. The report should also include information showing trends – completed.</b>	SJs	Closed
23 Jan 2017	32-6	<b>Rck to consider how best to address improvement plans for an all-through academy – completed.</b>	Rck	Closed
13 Mar 2017	33-1	<b>Rck to provide Councillors with a copy of the Coasting Notice and the response – completed.</b>	Rck	Closed
13 Mar 2017	33-2	<b>ASd to explore further with Emd the primary Phase attainment progress when making a link councillor visit – completed.</b>	ASd	Closed
13 Mar 2017	33-3	<b>DOn to include Year 8 focus Trail on the agenda for the next AC meeting – completed.</b>	DOn	Closed
13 Mar 2017	33-4	<b>MPy and NRd to review HAS/disadvantaged student focus Trails in their upcoming school visits – completed.</b>	MPy/NRd	Closed
5 Jun 2017	34-1	<b>Rck to provide the data to compare against results/outcomes in the new academic year.</b>	Rck	New
5 Jun 2017	34-2	<b>Rck to provide within future AC reports clear references to where further or more detailed data was available</b>	Rck	New
5 Jun 2017	34-3	<b>Rck to ensure exclusion data is included in future AC reports</b>	Rck	New
5 Jun 2017	34-4	<b>Rck to carry out analysis on the exclusion data to determine the impact of excluding the worst offenders from the data</b>	Rck	New
5 Jun 2017	34-5	<b>Rck to arrange for the policies approved to be placed on the school website</b>	Rck	New
5 Jun 2017	34-6	<b>DOn to ascertain ruling on RWn ability to continue as an AC and email her</b>	DOn	New
5 Jun 2017	34-7	<b>DOn to consolidate SEF questionnaire and provide analysis</b>	DOn	New



## KOA Academy Council

## Councillors Questions Register

Please note that for details of any supplementary questions, you should refer to the specific meeting minutes.

Question No Meeting/Question	Question	Status R/A/G	Comments
34-1	Do we understand the issues around the gender gap, the underperformance and achievement of boys?		
34-2	How confident can we be with regard to the predicted outcomes?		
34-3	The report shows student outcomes as “good” yet the Progress 8 measure is predicted as negative, how is that possible?		
34-4	What happens with pupils who are falling behind in Year 1?		
34-5	What is the school doing to address and improve attendance?		
34-6	The report assesses T&L as “weak Good”. Given that there are now no formal lesson observations, how do you arrive at this assessment?		
34-7	At 112 days lost to exclusions, this is considered to be still too high. What are we doing to address this?		
34-8	Of the complaints received to date are there any common themes, lessons learned?		
34-9	There are significant staffing changes within Science and since it is a subject of concern what are the implications of such changes?		