

KING'S OAK ACADEMY
Academy Council Meeting
Wednesday 19 April 2023– 4.30pm

AC Members	Role	Attended	Apologies
Diane Owen (DOn)	Sponsor 1 (Chair)	✓	
Gary Pine (GPe)	Sponsor 2	✓ Online	
Sonia Tibbatts (STs)	Sponsor 3	✓	
Liz Gregory (LGy)	Sponsor 4		✓
Adele Rice (ARe)	Student Advocate	✓	
Sonny Richards (SR)	LA Representative	✓	
Katherine Ogden (KOn)	Principal	✓	
Shelley Ball (SBI)	Sponsor 5	✓	
Deda Odutola (DOa)	Parent Councillor	✓ Online	
Sabrina Marie-Anais (SMa)	Staff Councillor	✓	
Lucy Jacobson (LJn)	Staff Councillor	✓ online	
Jon Jones	Senior Executive Principal	✓	
Wendy Hellin (WHn)	Clerk	✓	
Simon White (SWe)	Vice Principal	✓	
Emma Watts (EWs)	Head of Middle School	✓	
Andy Marshall- Aherne (AMa)	Head of Upper School	✓	
Maria Cerepanova (MCa)	Head of Lower School	✓	
Susie Weaver	Executive Principal	✓	

ACTIONS BROUGHT FORWARD

Date and No	Relates to item	Action	Owner	Status
21.02.23/1	6.1	Q of E committee to receive further input on Y10 and 11 at next committee meeting. <i>Update: This item is complete and can be closed.</i>	AMa/Don	Closed
21.02.23/2	6.2	Quality of Education committee to discuss KS2 in more detail at the next meeting in March. <i>Update: This will be further reviewed later on the agenda and can be closed.</i>	EWs/DOn	Closed
21.02.23/3	6.3	Review EYFS data further in the next meeting. <i>Update: This will be further reviewed later on the agenda and can be closed.</i>	KOn/MCa	Closed
21.02.23/4	8.1	AC rep to meet with Student Council at the next all-through meeting. <i>Update: This item is complete; an update will be provided later in the meeting.</i>	ALL	Closed
21.02.23/5	9.1	KOn and DOn to discuss and review what information AC will need for meetings and KOn to feedback. <i>Update: KOn and DOn have met to discuss the AC report. The latest report has been streamlined and more focused. DOn reminded all Academy Councillors to let her know if they have further suggestions for improvement.</i>	KOn DOn	Closed

1.	Introduction, Administration & Apologies	Action
1.1	Apologies are recorded above. DOn welcomed Shelley Ball (SB), the new Sponsor Councillor. SB has joined the Culture committee.	
2.	Declarations of Interest	
2.1	None to declare	
3.	Minutes of Previous Meeting	
3.1	The minutes from the previous meeting (21.02.23) were confirmed as a true record.	
4.	Matters Arising	
4.1	The actions table (above) has been updated.	
5	Raising Attainment Update	
5.1	Year 6	
5.1.1	<p>Q: It is good to see some improvements made and we are aware the data remains a concern. Do you feel the current positive trajectory will continue?</p> <p>Yes. We need to ensure we are consistently carrying on with the current level of support, and it is at pace. The daily routines must take place daily; there can be no excuses not to run things like daily writing improvement.</p>	
5.1.2	<p>Q: How has the school communicated with parents and carers around what the children are being asked to do at present, and how have predicted results been communicated?</p> <p>We held a meeting with parents just before Easter and we combined it with a meeting about Camp to ensure attendance was as high as possible. We include specifics around what the SATs look like, how results will be communicated, how we support pupils and how parents can support pupils at home. We did receive some positive feedback about the meeting. Letters have gone home for all those with individual interventions.</p>	
5.1.3	<p>Q: We know that some of the children are not going to achieve the outcomes we would hope for. How are you working with parents on that? Will it be a shock for some families? How are you brokering that?</p> <p>Teachers have been very transparent with parents at each step; so there should not be any surprises in June. At the same time, parents are aware of how much support is going in, and how hard teachers are working to make improvements over the next few weeks. Just last week, staff ran Easter holiday teaching sessions.</p>	
5.1.4	<p>Q: What was the response from families to the Easter holiday teaching?</p> <p>It has been good. We sent letters home to a large group of targeted children and attendance was good. On the lowest day there were 5 children present; on the highest there were 11. We also offered after-school maths club, five days a week and the children that attend want to come. It is a casual, fun club that runs for 20 minutes each day, but a lot of maths work is covered; there have even been some students that have attended that were not invited.</p>	
5.1.5	<p>Q: For the Easter holiday teaching and the maths club, are the children that are actually attending, the ones that you wanted to attend?</p> <p>Yes. This is specifically true for two children in particular; one that is likely to finish on track and one that is working at a much earlier stage. They are both making good progress. There are about 11 children that come every day and do not often miss a session, and we did not necessarily expect this would be the case.</p>	
5.2	Year 5	
5.2.1	EWs reported that a core team meeting was held earlier in the week. It has been agreed that as soon as the SATs have been completed, the Year 5 interventions will start. They have already been planned and are ready to implement.	
5.2.2	<p>Q: The report states that the interventions in place for reading, writing and maths will be regularly reviewed to ensure they are showing impact. Where you have reviewed these, are there any that have not delivered a positive impact, and if so, are they still in place or have they been changed?</p> <p>It was felt, on review, that one of the literacy interventions was not effective. That is no longer in place. All other interventions have continued. What has changed is that some of</p>	

	the groupings have been changed, based on the needs of the children at the time. What happens within each group is fluid, so that the teacher can react with precision to what those children need in order to progress.	
5.2.3	Q: The data for year 5 is more positive, but maths is still less strong compared to other strands. Are we clear what the difference is? They do have gaps. The gaps do not seem to be as big as those of the current Year 6, they just don't have the security they need. The pupils need constant repetition to become more fluid and secure in the maths concepts and procedural elements.	
5.3	KS1 and Year 4	
5.3.1	MCa gave an overview of the SATs process. The main difference is that in KS1 the SATS help teachers make their judgements; they are a part of the triangulation of evidence and information required. The other difference is that schools have a month over which to deliver the tests and they are marked internally. This is very different to the formal process of sending KS2 papers away for marking. This will be the final year of KS1 SATs; in future, progress at the end of KS2 will be measured against the Reception baseline. When staff look at KS2 data, they also look at progress made. Staff need to be fairly accurate in their judgements as they will affect the expectations on the school.	
5.3.2	The KS1 SATs will be delivered in the final two weeks of May, once KS2 SATs are complete. The children have completed 2 mocks, and these were not taken until term 4 due to it being inappropriate to put the children in test conditions any earlier. The KS1 SATs can be taken in groups or in one-to-one situations. The school delivers them as part of the curriculum and children might not even know they have completed a formal test. Staff support them to access the tests and make sure they are not stressed by them.	
5.3.3	Q: Are the results reported to parents as test results? Yes, in the end of year reports.	
5.3.4	Q: It was striking to see the progress of disadvantaged children. Does the school understand the strategies that worked? There are only 8 pupils in the cohort, so there are some individual reasons. Maths is higher than reading. In reading, the PP children have a lot of support in place consistently, including one-to-one support and precise reading interventions. For maths, the reason for the positive gap for PP children in Year 2 is all a result of the efforts of those individual children. There are some strategies in place, such as the oracy strategy, but it is an exceptionally high attaining cohort in terms of them being mathematicians.	
5.3.5	JJ joined the meeting.	
5.4	KS4	
5.4.1	DOn noted that KS4 had been discussed in detail at the Quality of Education committee and asked AMa to provide a brief update. AMa reported that Easter revision sessions took place for English, maths and science across Monday to Wednesday and that there were options choices on Thursday. All had good uptake; the core subject attendance was particularly pleasing. Staff gave up their own holiday time to support the students. AMa reported that last night a parent information evening took place and key information was delivered to help parents support their children to be ready for the exams. Two of these information evenings were held, one last night and one before mock 1. Attendance to the second session was lower, but was higher than at this time last year, with around 35 to 40 families in attendance.	
5.4.2	Q: Do you do anything to try to catch those families that do not attend either event? Yes. We have 31 children that we consider key marginals, where they are borderline, and where, if we can lift their progress, they will achieve the results they need. Staff are working to reach those families and then work with them, some face to face and some on the phone, to get the information out there to ensure those children are supported. Staff are ensuring those children are engaging well and accessing the interventions put in place for them.	
5.4.3	Q: Is targeted intervention needed in English Literature before students start in year 11?	

	We know in year 11 English Literature outcomes are a significant concern; there is a low chance of converting them. English Literature in year 10 is also a concern. The Head of English has already started interventions for Year 11 and will then move to Year 10.	
5.4.4	<p>Q: Year 9 looks more positive in science. Have you identified what has made the difference there? What lessons have been learned?</p> <p>There are core principles that are taught in Year 7 and 8 in science, that are key to embed to ensure success as they come up in the GCSEs. In the past we have struggled to deliver the full teaching quota. We have organised things so that each group now has a number of lessons with qualified teachers and then some supply teachers that may not be specialists. Year 9 has had a period of relatively good science teaching. Year 10 and 11 has been more disjointed. Year 9 has historically been less focused, but this year, Year 9 are more focused, and it is hoped this will lead to better results in Year 10 and 11.</p>	
5.4.5	<p>Q: Is there a reason that science is more positive than maths?</p> <p>No, nothing that stands out above or beyond the normal.</p>	
5.4.6	<p>Q: Does this suggest that perhaps the grounding in Year 7 and 8 is not as strong in maths?</p> <p>Yes, potentially.</p>	
6.	Review of AIP	
6.1	Teaching and Learning	
6.1.1	<p>Q: Some discussions have already taken place about literacy and numeracy. What is the overall progress of teaching and learning, compared to where things were in September?</p> <p>In the lower school, provision has stabilised and improved over time. Early signs of improvement are starting to show through in the data, especially for Reception to Year 4. In Year 5 and 6, it is not as well established in terms of classroom practice; and this can be seen as a lag in the results. In years 7 to 11, English is flagged as red, despite some pockets of strong practice. The data does not yet confirm consistent practice in all classrooms, to meet the needs of all. The maths practitioners are developing confidence of good practice. The vocational subjects are an asset for the academy, and this will be broadened with the addition of business and travel and tourism next year. Humanities is amber, with mixed results. There are some positives in MFL, but the drive there needs to be to get more children wanting to study languages.</p>	
6.1.2	<p>Q: Do most teachers teach their primary subject, or is there some doubling up?</p> <p>We try to avoid non-specialist teaching where possible. There are some teachers with secondary subjects, and this is linked to course options.</p>	
6.2	Culture	
6.2.1	<p>Q: What is the staff view of the culture in the academy?</p> <p>(ARe) There has been a big shift, especially in the consistency in having a clear policy for staff to deliver, and a consistent use of language. Historically, there has been a lot of regular change. Things have now been stable for some time; every member of staff is giving the same message every day. At the beginning of the first day of each term, teachers spend time at the start of every lesson, to reset expectations with students. This has had a huge impact.</p> <p>(SMa) It feels consolidated and consistent. There are pockets of students in certain year groups that are still not quite on board.</p> <p>(LJn) There is still a core of students that are challenging, and this would be the case whatever system was in place. There are some challenges out of lessons, particularly around the toilet spaces. In class, the culture is much more settled, and teachers are consistent in the use of the policy.</p>	
6.2.2	<p>Q: How does the lower school site feel compared to last year?</p> <p>I cannot comment on how the school felt last year, but there has been a change in the way the building works better for us. It is partially open plan and we have made it work to provide spaces for groups and intervention as well as space for each year group to be away from the rest of the school, to work quietly. The lower school staff implemented the behaviour policy a bit earlier than the rest of the school and this made a huge difference in stepping up the behaviour system and incorporating a warning system that works for the majority of children.</p>	

	The site feels calm and pleasant. There are a very small number of pupils with SEMH needs and staff are working with them on an individual basis.	
6.2.3	SWe presented the primary suspension data, highlighting the reduction in suspensions from term 1 to term 4. DOn noted that some of the data, particularly where percentages had been used, was difficult to read. KOn and SWr noted the comments.	
6.2.4	SWe presented the suspension data for secondary. Suspensions are higher for pupils with PP and SEND at secondary level. Last year there were a significant number of suspensions in terms 4,5 and 6. This has reduced this year, in part due to moving to a behaviour system that does not have the same level of sanction as last year. Staff and student perception is that behaviour is now better across the academy. The length of suspensions at KOA is low compared to the national average and the CLF average. This is because the reason for suspension tends to be physical incidents, and this would result in students being suspended for the remainder of the day (a half day suspension).	
6.3	Stakeholder Voice	
6.3.1	The parental survey results have been shared with the meeting papers. KOn advised that the academy is trying to engage with families through a variety of communications. Surveys are issued in terms 1,3 and 5 in a continual plan, do, review cycle. One of the learning points we have picked up is to ensure that we communicate back to stakeholders what we have actioned as a result of their feedback. There is increased face to face contact with families by increased presence on the school gate, and a higher number of meetings with parents. The trust wide survey will go out to parents this term and it will be useful to benchmark that and identify where there are pockets of strength. SWr noted that there is strong practice at KOA around gathering feedback and closing the loop around 'you said, we did'.	
6.3.2	Q: The communications piece takes a lot of work. What impact is it having in terms of how the school is improving? We consider the feedback we receive, and it guides our internal school improvement work. One example of this is how we have learned that the parents' perception of the school environment, particularly in middle school, differs from our own. We are working with families to improve that, and to see the bigger picture, making sure we are not blinkered in our view of school priorities. Further work needs to be done around more formal student voice collection, to complement what we learn in surveys.	
6.3.3	DOn noted that the Academy Council has not looked, in depth, at the extra curriculum offer, which was an issue raised by some parents in the survey. KOn advised that the information gathered from the parent voice led her to some research around what primary extra-curricular provision is offered free of charge, and what is offered at cost. The whole extra-curricular offer needs further consideration and will be a focus for next year. ACTION: Extra curriculum offer will be an item for discussion on the next meeting agenda.	DOn KOn
6.4	Pupil voice	
6.4.1	GPe provided a verbal update following his attendance at the student council meeting. GPe advised that the meeting was positive, with students being respectful of each other. It was a mixed age group and there was no shouting or talking down to each other. It was interesting to watch KOn encourage students to find solutions and reflect on what they think the school should do; there were some very good ideas coming from students. A written report will be uploaded to Teams.	
6.4.2	DOn encouraged all Councillors to take a turn in going to observe the meeting.	
6.5	Leadership	
6.5.1	This strand has already been covered. KOn reported that the next ARV is 10 May. At that visit, the intention is to move away from some of the core subjects and look at a deep dive in humanities and carry out a learning walk in the Arts or MFL. The learning walks will take place in the week before the ARV.	
7.	Academy Council Report	
7.1	No further questions were asked of the report.	
8.	Safeguarding	

8.1	<p>Q: The report includes data on safeguarding incidents and there is a spike in the data for those classified as 'other'. Is there a reason for this?</p> <p>These are referrals to social care and include things such as mental health support, requests for parents to go to their GP, school counsellor referrals etc. Some of the increased referrals are due to the time of year, particularly with exams approaching and there is still a general increase on the back of Covid.</p>	
9.	Finance, Health and Safety, Estates	
9.1	<p>GPe agreed to cover the Link Councillor role for Health and Safety on a temporary basis, following the resignation of the previous Link Councillor. ACTION: Clerk to introduce GPe to the academy's lead for H & S.</p>	Clerk
10.	Staffing and wellbeing	
10.1	<p>KOn reported that the trust wide staff survey has been issued. Staff have come back from the Easter break well. There is additional pressure in several year groups due to the run up to exams and the next two terms will be fast paced.</p>	
10.2	<p>The new members of staff in English have started well and the priority continues to be to support them well; there is a heavy amount of briefing work and onboarding to ensure they know what their roles are and how the academy works.</p>	
10.3	<p>SLT are starting to consult more easily and freely with colleagues about priorities for next year such as the structure of the school day; this is important for staff wellbeing and ensuring all staff feel part of the academy and are involved in the design of it.</p>	
10.4	<p>Q: What impact has the industrial action had on staff wellbeing?</p> <p>It has been difficult. Whether staff members choose to take action or not, it is a real morale dilemma for them. Many enter the profession out of a civic responsibility and are selfless in the support of their students so understandably this is a very difficult time. For many, they rely on the consistency of routines, and this has created some turbulence and change to routines.</p>	
11.	Policies that Require Review	
11.1	<p>The Academy Council approved the Accessibility plan. The Academy Council approved the following CLF policies:</p> <ul style="list-style-type: none"> • First Aid Policy • Online Safety Policy • Toileting and Intimate Care Policy <p>DOn noted that the Attendance policy stated the times that the register closes and suggested this, in future versions, be included as an Appendix to allow it to be adapted easily. ACTION: SWr will take this feedback on the Attendance Policy and pass it to Kate Richardson and Fiona Lightwood. The Academy Council approved the Attendance Policy.</p>	SWr
12.	EDI	
12.1	<p>KOn advised that Hannah Brydon (HBr) will have a change of responsibility in term 6 when she will become the AAP lead for EDI. As part of that role, HBr will lead on the delivery of the equality objectives, including work around prejudice, prejudice related bullying and raising attainment of students with SEND or additional needs. HBr will look to ensure the curriculum covers the wider EDI objectives and how that is delivered, together with working on a number of stakeholder projects.</p>	
13.	Governance	
13.1	<p>There is one parent Academy Councillor vacancy. ACTION: KOn will check an advertisement has gone out to parents to seek nominations to fill the vacant Parent Councillor role.</p>	KOn
13.2	<p>DOn confirmed that SBI will be the Link Governor for PP. DOn is the link with KOn for leadership and middle leaders. GPe is the link for H & S. LGy is the link for safeguarding. STs is the link for lower school. DOa will link with the middle school. LJn will link with SEND. SBR was asked to think about a link role for next year.</p>	
13.3	<p>DOn asked SRs to take on EDI once the staff member is on board in term 6. ACTION: KOn to email SRs with potential dates for him to meet with Hannah Brydon to discuss EDI.</p>	KOn

13.4	Action: Councillors were invited to make a visit prior to the next meeting focusing on these link roles and were reminded to complete a link visit form after their visit.	All councillors
14.	Matters for the attention of the Board/COAC	
14.1	None	
15.	AOB	
15.1	No further business was raised. The meeting closed at 18.26hrs.	
Next Meeting	28 June 2023	

ACTIONS CARRIED FORWARD:

Date and No	Relates to item	Action	Owner	Status
19.04.23/1	6.3.3	Extra curriculum offer will be an item for discussion on the next meeting agenda.	DOn KOn	
19.04.23/2	9.1	Clerk to introduce GPe to the academy's lead for H & S.	Clerk	
19.04.23/3	11.1	SWr will take this feedback on the Attendance Policy and pass it to Kate Richardson and Fiona Lightwood.	SWr	
19.04.23/4	13.1	KOn will check an advertisement has gone out to parents to seek nominations to fill the vacant Parent Councillor role.	KOn	
19.04.23/5	13.3	KOn to email SRs with potential dates for him to meet with Hannah Brydon to discuss EDI.	KOn	
19.04.23/6	13.4	Councillors were invited to make a visit prior to the next meeting focusing on their link role and were reminded to complete a link visit form after their visit.	All Councillors	

Approved

Date:

DOn Owen

Chair King's Oak Academy Council