

	<p>passed to the school for safe storage.</p> <p>There were no matters arising.</p>
5.	<p>Action Log Review</p> <p>The action log from the previous meeting was reviewed and updated. The following points were highlighted:</p> <ul style="list-style-type: none"> • Actions for visits from the meeting on 13th November 2019 were still not possible currently. • The Headteacher would continue to investigate the appointment of a further Local Authority (LA) Governor.
6.	<p>Chair's Action</p> <p>The Chair reported that no actions had been taken on behalf of the Management Committee since the previous meeting.</p>
7.	<p>Spotlight on Maths</p> <p>A report from Paul Ibbotson, Maths Lead, had been uploaded to GovernorHub in advance of the meeting.</p> <p><u>GCSE results</u></p> <p>Caution was urged due to the small cohort involved for accurate year on year comparison over the previous three years. Good results had been achieved since the lead's arrival with three notable results last year. Pupils achieved grades which enabled them to move on and those who achieved good grades had attended well and been engaged. A good bank of evidence had been available for pupils and for those who did not achieve it was a question of a lack of evidence to support the grades.</p> <p><u>Challenges</u></p> <p>Baseline testing took place on the return in September which revealed a drop in performance. Google classroom in first lockdown was not running as well as now, and of the current cohort a good number had remained on site and were engaging. The visible drop off in Year 10 would be addressed. Functional Skills levels 1 and 2 were now being put in place to provide evidence for GCSE grades.</p> <p>Interventions had been greatly assisted through the use of Google classrooms, particularly for those tutored offsite. The system allowed students to revisit lesson materials if necessary.</p> <p>MyMaths had been implemented to enable on-line homework and pupils now had internet access and laptops. Covid catch up and Pupil Premium (PP) funding had been used to trial Hegarty Maths with Year 9 which was particularly effective at explaining to pupils how to answer questions. Pupils liked the videos explaining how to answer questions.</p> <p>The timetable had been amended to deliver core subjects each day which gave students greater access to Maths, English and Science than pre-lockdown.</p>

Those students who had engaged had made excellent progress, which included the nurture group, Year 9 and Year 10. Year 11 and obtaining sufficient evidence of their performance was challenging. However, two excellent and experienced Teaching Assistants (TAs) were involved and a further TA was carrying out catch up work in Maths, English and Science. Workbooks and revision guides had been provided.

ET arrived at 15.43.

Impact of interventions

My Maths had been in use since January and the uptake was 100% of the nurture group and Year 9 on a regular basis. 89% of Year 10 were using My Maths on a regular basis but only 58% of Year 11. 100% of onsite students were now using it and completing additional work

Future developments

Hegarty Maths and MyMaths would be rolled out at all levels to ensure that high level students were pushed to reach their potential. Also the school would expand the use of Google classrooms to tutored pupils.

Curriculum / Qualifications

Students followed Foundation and Higher GCSE and Functional Skills level 1 and 2 courses. The nurture group followed a project based programme of study. Engagement was very good in Maths and the students enjoyed the subject, with an excellent quality of work. The subject was a strength of the school and students could see the value of it and had a good relationship with staff.

Q: How is improvement evidenced?

A: Evidence of improvement is made through comparison of a pupils' exercise books from their previous school after six months at Oakfield Lodge.

Q: What are functional skills tests?

A: Functional skills are skills which are expected at college when enrolled on further education courses e.g. apprenticeships. There is greater emphasis on problem solving questions related to areas to be found in their courses. One benefit of the courses is that they can be examined at any time on demand. Functional skills gives teachers confidence of pupils operating at a particular level, can support weaker students and enables them to apply for college courses.

Q: How do the school's results compare with other schools in the trust?

A: This is currently unknown as contact had not yet taken place with Manor Hall Academy Trust (MHAT).

Governors learnt that links between curriculum areas across the trust were being explored. However, the vast majority of Pupil Referral Unit (PRU) students did not do as many accredited qualifications as OL, which would be

	<p>reflected in the percentage of pupils entered and the results.</p> <p>Nick Richards arrived at 15.52. PI left the meeting at 15.56.</p>
<p>8.</p>	<p>Finance</p> <p>A finance report had been made available to Governors on GovernorHub prior to the meeting.</p> <p>The SBM explained that the data presented was from December due to a system change at Cheshire East (CE).</p> <p><u>Covid costs</u></p> <p>The report contained details excluding agency costs, and this would be updated as soon as possible.</p> <p>The school had anticipated a saving on agency staff costs in the first lockdown. However, despite being closed, DfE instructions were that payment had to be made to the three agency staff who had been with the school longer than 12 weeks at a cost of over £10k. As a result one came in to support in the afternoons, one continued to work with the tuition team on work packs and the other came in as and when possible. From May half term the school only employed one member of staff from an agency, as the others were for Year 11 and so contracts were stopped. The remaining member of staff supported the pod system.</p> <p>Q: Is there any possibility of reclaiming this? A: Not as yet. Capital funds claimed to date were for furniture and laptops purchased.</p> <p>Q: How will the £10k be covered? A: The cost would have been incurred if pupils had been in school. It was not a saving despite hoping it would be. The DfE were clear that as budgets had been provided it was not appropriate to put staff out of work when furlough was not possible. The amount is covered under the agency budget.</p> <p><u>Forest Schools Project</u></p> <p>On investigation it transpired that planning permission had to be obtained. The company handling the project Space Builder would provide the area and could process the planning permission for a charge of £750 plus the LA fee of £250.</p> <p>Q: Is there any flexibility on the £750? A: This could be investigated.</p> <p>Q: Why is planning permission required? A: It appears that this relates to the size of the existing building and it could not be classed as a temporary building as it has water and toilets.</p>

Governors agreed to go the cost of £1000 to Space Builder to obtain planning permission for the project to go ahead, subject to negotiation.
There was adequate funds in the budget.

Q: Does the school wish to continue with the project?

A: Yes. It would be possible for the SBM to process the planning permission application but it would not be a good and effective use of her time.

Forward planning for maintenance

Three quotations had been obtained for the filling and settlement cracks and decoration of the corridors, the hall and the main atrium in two colours at £8K, £11k and £14k. The £8k quote came through a company which would outsource the work and the £11k included a more robust paint which could be cleaned and could last five years. The £14k quotation was from a company which was not interested in taking on the work. GB felt that in terms of long term planning the £11k quote could be beneficial. The cost was elevated due to the need for cherry pickers for the atrium and the dining hall and the cost of filling. A rolling cycle of areas for decoration would be put in place once the initial entire painting had been completed. The updated decoration would give the pupils pride in their environment and would avoid encouraging poor behaviour.

Q: Why is the cracking not covered?

A: Settlement cracks are to be expected.

Q: Should there be a consideration of other external work on a rolling basis also?

A: Gardening and grounds maintenance is managed on a month to month basis with 2 weekly visits from March to September and two visits in the winter for maintenance at a cost of approximately £2.5k. Larger tree maintenance is not covered as it would need a tree surgeon.

GB advised that the outside of the building should be factored into the programme. However, building regulations would cover the school for anything major in the first three to five years.

Q: Is there a guarantee on the higher grade paint?

A: This was unknown but unlikely.

SN recommended the middle quote with the more durable paint. **Governors approved the quotation at £11k for the redecoration of the school.**

Broadband

Broadband and phone services would no longer be available from CE from 31 August.

The following quotations had been obtained:

1. nTrust Systems Ltd. The cost of a 3 year broadband contract would be £11,081 per annum plus £9600 set up fee.

	<p>2. JTRS (currently provide IT support). The cost of a 3 year broadband contract would be £3900 per annum with no set up fee using BT broadband.</p> <p>3. Schools Broadband (on recommendation from Adelaide Trust). The cost of a 5 year contract would be £4568 per annum with a recommendation for a higher band speed/width at an additional cost of £400 per annum.</p> <p>SN was requested to re-post details on GovernorHub for comment after the new BT connection due in the next few days was up and running.</p> <p>Q: What is the time frame for changing? A: Companies require notice as soon as possible and the process can take up to 3 months.</p> <p>Q: Why was there a cost for Free School Meals (FSM) vouchers? A: This relates to the period between the children being at home and the government organising vouchers for the first two weeks in January. The costs for catering will have reduced for those weeks and the result should be a net nil.</p> <p>Q: What is the situation with the project 2 additional spending requests? A: A draw down request was submitted for £5k for work in the group room for extra sockets and data points together with additional laptops and furniture in the Food Technology Room. The amount of £940 relates to resources purchased with the school credit card.</p> <p><u>SFVS review, scrutiny and approval</u> The deadline for submission of the School Financial Value Standard (SFVS) had been amended to May 2021. SN had contacted MHAT to find out how to fill in the form and this would be followed up. Governors agreed it was disappointing that the submission was made in March last year and feedback was only received in January of this year. Additionally the feedback was not particularly helpful and as a new Chair ST would be required to attend training. MHAT advice would help benchmark the feedback from CE.</p>
9.	<p>Catch up Funding Monitoring and pupil progress update ET advised that a Catch up funding report had previously been uploaded to GovernorHub to detail the spend and highlighted the following:</p> <ul style="list-style-type: none"> • £8836 had been spent out of £10800. • Purchases had been made to support learning e.g. all staff had been provided with revision materials and materials had been sent out to pupils. • myON had been purchased to allow extra online books. • A member of staff had been employed to target interventions, details of which were on GovernorHub. • Case studies were included in the folder on GovernorHub also. • OL proposed to use the remaining funding for Easter School. <p>However, there were issues with CE around paying staff for their time</p>

despite specific mention in the CE Pay Policy stating that teachers could be paid for Easter school. The recommendation of time in lieu would not be possible at a school the size of OL. The situation was at a stalemate currently. OL proposed to pay staff from Catch up Funding and the aim would be to support the tutored pupils who were anxious about attending a full school and would have a positive impact on the students. MHAT schools were opening over Easter and paying staff.

Governors agreed that Headteacher should establish the number of hours staff would be working to operate an Easter school over and above the hours of directed time and pay them accordingly.

ET reported that the next steps would be to assess the impact of the funding.

Lockdown learning and student engagement information was included in the report including graphs of Google classrooms data of pupil and teacher activity and attendance. Pupils showing less engagement were being encouraged to get involved with events such as cooking live.

Q: Is there a record of contact with pupils to encourage learning and engagement?

A: CPOMS, the Child Protection Online Management System, records contact.

ACTION: To contact Mike Taylor to set up a virtual meeting and report back to Governors next meeting on Pupil Premium / Teaching and Learning. (ET)

Governors commented positively on the reading age improvements in a short time frame.

Pupil Progress

The report contained graphs showing:

Year 9 were making progress in English and Maths each half term, although new students had impacted the group dynamics. Progress had been made in Science in the autumn term but had not increased in the first half of the spring term. Engagement had been excellent.

Year 10 were showing improvement in English and Maths but less so in Science. This could be due to the move from a BTEC to a more difficult GCSE course.

Year 11 were making progress in all subject areas slowly.

Pupil Premium v non Pupil Premium (PP)

In Science all students in PP were making progress which in part was due to the good relationship with the Science TA who worked well to encourage engagement.

<p>10.</p>	<p>Behaviour Report</p> <p>Nick Richards (NR) presented his report which provided a context for behaviour including current data showing scores for lessons and exclusions. NR proposed robust case studies for students which would help Governors understand the impact of behaviour and advised the meeting that data was difficult to extract from the School Information Management System (SIMS) without assistance.</p> <p>Governors agreed that the Behaviour for Learning report was thorough.</p> <p>NR highlighted the importance of pupil mental health and the behaviours presented on pupils' return to school. Lesson data showed that expected and exceptional behaviours had not dipped equating to 9 out of 10 good lessons and considerable work had taken place with staff to ensure consistency. Governors suggested the inclusion of the number of lessons graded 1 and 2 as a percentage of the whole rather than absolute figures for the purposes of comparison. Data showing lessons graded 3 and 4 gave subject teachers and form tutors a focus for their conversations with students. Exclusions had been low and remained for valid reasons. The fall in exclusions was obvious since the arrival of the current Headteacher and was reflected in the condition of the building.</p> <p>NR advised it would doubtless be difficult when pupils returned. The Chair complimented the school on its robust safeguarding system and its previous work to establish this. Reinforcement of the current expectations would stand the school in good stead and the pupils had maintained the required standard of behaviour in the absence of off-site activity possibilities.</p>
<p>11.</p>	<p>Headteacher's Part One Report</p> <p>The report presented was in a new format from MHAT populated via word. Going forwards this would be done automatically via Arbor. Arbor could in the future replace SIMS. Moving forwards individual presentations might not take place but be included in the HT report.</p> <p>Q: What MHAT support had been received for teaching at OL over the last half term?</p> <p>A: A presentation with teaching staff had been done on populating a self-assessment tool for teachers in which teachers self-assess against the teaching standards and their teaching practice, and this is used to develop an individual CPD package and identify school-wide needs for CPD. A full picture could be given to Governors and would allow triangulation with the summer term lesson observations.</p> <p>Q: Would it be possible for parent comments from the survey to be included on the website?</p> <p>A: Yes, these have now been added.</p> <p>ACTION: To arrange for parent survey comments to be added to the home page of the school website. (GB)</p>

	<p>Q: What is the position with remote peer reviews with MHAT? A: The first meeting is scheduled for 4th March with the Headteacher's first. A peer review report would be prepared and reported back by Easter.</p> <p>Q: What is the value of the support provided by MHAT? A: It is very positive, with the engagement of an ever growing number of staff and visits tentatively arranged. The School Improvement Partner (SIP) was very experienced and offering good support. The sharing of specialist expertise and knowledge had been really helpful, sharing was reciprocal and also provided external validation on areas such as the website.</p> <p>Q: Why on financial summary comparative data benchmarking is the total expenditure for pupils way above a similar school? A: This is due to the fact that the data was provided by MHAT and the source of the data has been discussed at Headteacher meetings. Schools within MHAT are funded very differently and the benchmark data needs further drilling down as it is not like for like. Work is underway at trust level.</p> <p>Governors felt that the report was positive around the feedback on the website and the structure was good.</p> <p>Governors had no further questions.</p>
12.	<p>Manor Hall Trust Update and impact of support from SLA This was discussed in depth in the previous agenda item.</p> <p>GB advised it was value for money.</p>
13.	<p>Cheshire East Governance Newsletter Spring 2021 The clerk explained items relevant to the school, including Governor monitoring at the current time.</p>
14.	<p>Policies The following policies were agreed by the Management Committee subject to the amendment detailed below and would be signed by the Chair:</p> <p><u>Absence Management Policy</u> This contained a slight change from 4 absences in 6 months to 4 absences in 12 months to trigger meetings.</p> <p><u>Attendance management Policy</u> This contained the slight amendment as per the Absence Management Policy.</p> <p><u>Wellbeing Policy</u> No amendments.</p> <p><u>Leave and Time off Policy</u> The meeting discussed whether time off for exceptional circumstances should be paid or unpaid and Governors agreed payment for leave should</p>

	<p>be judged on a case by case basis. GB advised that previously leave for immediate family only had been paid.</p> <p><u>Flexible Working Policy</u></p> <p><u>GDPR Protection and GDPR Policy</u></p> <p><u>Gender Reassignment Policy</u></p> <p>Q: Are these policies standard policies personalised to OL? A: The General Data Protection Regulation (GDPR) policy is from The Key and combines four original ones, as is the Wellbeing Policies. Others are CE model policies.</p> <p>Q: Who dictates which policies have to be published? A: It is a DfE list published in September and November each year. These ones are suggested policies. There is normally a matrix over the year and it may in the future be possible for the link governor to recommend policies to the MC as part of their remit.</p> <p>Q: There seems to be considerable overlap between policies. Could they be rationalised? A: At the moment OL follows CE model policies as a maintained school.</p> <p>ACTION: To send out the Absence Management Policy to staff. (SN)</p>
15.	<p>Governor Monitoring Reports The Link Champion pack had been uploaded to GovernorHub and the Chair requested that everyone took responsibility to arrange to get in touch with link staff. A link member of staff would be allocated an email address provided.</p>
16.	<p>Governor Training / Development <u>Shaping Governance Action Plan</u> The outstanding item from the plan was how Governors got to know that the staff pledge was being met. GB agreed that this required further work; however, the Wellbeing Policy was in place.</p> <p>ACTION: To add an item to the summer 1 agenda to discuss the action form Shaping Governance on the meeting of the staff pledge. (Clerk)</p>
17.	<p>Future Meetings The next meeting of the Oakfield Lodge Management Committee was confirmed as Wednesday 27th April 2021.</p> <p>In the future reports from NR and ET would be included in the Headteacher report and one member of staff only would report. Next meeting would contain a presentation from the Science lead.</p>

	ACTION: To add a Science lead report to the agenda of the next meeting. (Clerk)
18.	<p>Any Other Business</p> <p>Governors discussed the possibility of coaching for staff on the writing of reports for Governors in order to ensure they are streamlined and it was agreed that going forward links would be involved on the forensic look and the MC would have an overview.</p> <p><u>DfE Benchmarking</u> It was agreed this item would be carried forward to the next meeting.</p> <p>ACTION: To add discussion of DfE benchmarking to the agenda of the summer 1 MC meeting. (Clerk)</p>
19.	<p>Impact Statement</p> <p><u>What is the impact of this meeting on the pupils of Oakfield Lodge School?</u></p> <ul style="list-style-type: none"> • The Governors scrutinised and were assured of the good use of the Catch up Premium Funding. • Governors were presented with tangible evidence of the impact on progress in Maths and English to enable them to have confidence in those subjects and request further investigation into Science. • Governors enabled school to move forwards with the Forest Schools project and made a decision on the payment of staff for the Easter School both of which would be significant for students. • Policies approved at the meeting ensured the compliance of the school.

The Part One meeting closed at 17.19.

Signed.....

Date