

**MINUTES OF THE VIRTUAL MANAGEMENT COMMITTEE MEETING OF  
OAKFIELD LODGE SCHOOL  
12<sup>th</sup> JANUARY 2022**

**Members Present:** John Edmonstone JE Chair  
 Gemma Bailey GB Headteacher  
 Su Turner ST  
 Claire Howarth CH  
 Pat Smith PS  
 Mike Taylor MT from 16.24  
 Emma Thompson ET

**Also Present:** Sue Lambeth SL Clerk to the Governors  
 Sian Nixon SN Bursar  
 Neil Cochrane NC English Lead

**PART ONE – NON-CONFIDENTIAL BUSINESS**

*The meeting was quorate and commenced at 15:30.*

<b>Item</b>	
1.	<p><b>Welcome, Apologies and Any Other Business</b>            The Chair welcomed all to the meeting.</p> <p>Apologies received from Dawn Podmore were accepted. Mike Taylor was to join the meeting as soon as possible.</p> <p>No other items of business were requested.</p> <p>The meeting moved to Item 8 English Update from Neil Cochrane, English Lead.</p>
2.	<p><b>Declarations of Interest/Code of Conduct</b>            The clerk confirmed that one declaration of interest on GovernorHub was yet to be updated and this would be followed up.</p> <p>No conflicts of interest with the business to be discussed at this meeting were declared.</p>
3.	<p><b>Membership</b>  <i>The Instrument of Government (dated April 2018), which forms the constitution of the Management Committee, sets out the following categories of membership of the committee:</i></p> <p><i>1 Parent – currently vacant</i>  <i>2 Staff (including the HT- GB and ET)</i>  <i>2 LA (DP, one other)</i>  <i>6 Community (1 vacant: JE, PS, MT, ST, CH and one other)</i>  <i>Total: 11</i></p> <p>There were currently three vacancies: one Parent Governor, one LA</p>

	<p>Governor and one Community Governor.</p> <p>GB advised that further attempts at LA Governor recruitment (Cheshire East) would be discontinued.</p>
4.	<p><b>Election of Chair</b></p> <p>John Edmonstone, nominated by Su Turner and seconded by Pat Smith, was duly elected as the Chair of Oakfield Lodge Management Committee for 2021-22 with immediate effect.</p> <p>JE chaired the meeting from this point and thanked Su for her contribution as Chair. Su agreed to remain on the management Committee as a Community Governor.</p>
5.	<p><b>Approval of Part One minutes of 25<sup>th</sup> November 2021, matters arising and action log review</b></p> <p>The minutes from the meeting on 25<sup>th</sup> November were reviewed, agreed to be an accurate account and would be signed electronically by the Chair.</p> <p>It was noted that Dawn Podmore had been off work due to long term sickness.</p> <p>The action log from the previous meeting 25<sup>th</sup> November 2021 was reviewed and updated. The following points were highlighted:</p> <ul style="list-style-type: none"> <li>• The Clerk would liaise with DP to complete Declarations of Interest.</li> <li>• SN would assist Governors to complete the online Safeguarding training.</li> <li>• A Parent Governor was still being sought.</li> <li>• The Clerk offered assistance to DP, ET and PS to complete their training records.</li> <li>• Policies had been allocated to Governors for review. Feedback should be sent to SN.</li> <li>• SN would liaise with MHAT regarding the policies at MAT and at school level.</li> <li>• Questions for Pupil Voice would be sent to GB.</li> </ul> <p><b>ACTION: To liaise with MHAT on policies at school level and advise. (SN)</b></p>
6.	<p><b>Chair's Action</b></p> <p>No Part 1 actions had been taken by the Chair on behalf of the Management Committee since the previous meeting.</p>
7.	<p><b>Financial Matters</b></p> <p><u>Finance Report</u></p> <p><a href="#">Finance Report Spring 1 2022</a></p> <p>Due to the unavoidable delay to the report SN explained:</p> <ul style="list-style-type: none"> <li>• A meeting with Cheshire East (CE) to discuss the budget was scheduled for 15<sup>th</sup> February and an update would be given at the next meeting. Everything would be ready either for the end of the financial</li> </ul>

	<p>year or for conversion. SN was to meet with Manor Hall Academy Trust (MHAT) Finance Officer week commencing 17<sup>th</sup> January to discuss expectations, earmarked reserves and how to move forwards. More information on the level of school financial delegation would be given to governors at the next meeting.</p> <ul style="list-style-type: none"> <li>• Earmarked reserves for projects 2 and 3 were due to be spent by the end of March 2022. Proposed spends included: <ul style="list-style-type: none"> <li>○ additional storage for the science room,</li> <li>○ upgrading Group Room 2 to use as a breakout area (quotations to be obtained)</li> <li>○ the Year 11 seating area; construction, canopy and seating (February half term) and</li> <li>○ changes to external doors in the green corridor. The door to the Sensory Garden, currently fitted with maglocks, could be relatively easily damaged and had proved costly to replace. Replacement would increase safety.</li> </ul> </li> <li>• The balance (Project 4 The Forest School Classroom) was to be used by the end of March 2023</li> </ul> <p><b>Q: How certain is the work to be completed using earmarked reserves?</b> A: Re-assurance has been given that conversion will not prevent the projects taking place.</p> <p><b>Q: Have the problems with the new CE finance systems been resolved?</b> A: No. Human Resources (HR) system difficulties were still not solved and had impacted December salary payments. Slow progress towards resolution is being made.</p> <p>GB confirmed that Richard Redgate (MHAT CEO) and herself had met with CE who had committed to 60 student places for the next 3 years. This was very much welcomed by governors.</p>
8.	<p><b>Curriculum / Data Update</b></p> <p><u>Data</u> <a href="#">Data Report January 2022</a></p> <p>ET apologised for the late submission of the data report which was due to the timing of the meeting so close to the analysis and discussion of the data by the staff.</p> <p>ET reported that no students were regressing, and most students were making expected or greater than expected progress. Some remained on their baselines due to the impact of Covid and some small behaviour issues which were evidenced on the Child Protection Online Management System (CPOMS).</p> <p><b>Q: How is data used in school?</b> A: A baseline is established followed by 3 data drops per year. Staff enter the student positions e.g. after Year 11 mock examination results and teacher assessments in order to demonstrate progress. Expected prog is 0.6 across the year i.e. 0.2 each term. The data is then colour coded appropriately.</p>

Interventions delivered either by a Higher Level Teaching Assistant (HLTA) or others are then put in place for identified students to enable them to achieve expected levels.

**A: How is the baseline set?**

A: Tests take place when the students arrive at the school, and topic test outcomes can also be used.

Covid catch-up and transition impact and funding update

[Catch-up Funding update January 2022](#)

All catch-up funding had now been used. The last of the funding had been used to support a student on the National Tutoring programme, but the student did not engage. The Hegarty Maths subscription had had a great impact, particularly on higher achievers, as it included 'how to videos'. In English 23% of students as at January 2022 had increased their reading age, one by 3 years. Visyon continued to be accessed and new reading books had been purchased for English.

**Q: Did the National Tutoring programme involve forward spending?**

A: Tutors were allocated to specific times and if a student did not attend no repayment was possible.

English Update (Neil Cochrane)

[Spotlight on English](#)

A report including the last 3 years results had been available to governors prior to the meeting. Progress in English had been very pleasing since 2019 and had culminated in one Level 5 GCSE in 2021 based on cautious teacher assessment.

- Teaching methods had been adapted to deal with Covid lockdowns which had been challenging as the best English teaching and learning was felt to happen face to face.
- Students had been entered for English Functional Skills Levels 1 and 2 enabling those unable to achieve a GCSE grade to leave the school with a qualification. The pass rate in Level 1 was 100%, and the current Year 11 were working online on functional skills over the forthcoming weeks. Re-takes were possible which would also help students build confidence.
- Tablets were now available for the students who could explore new genres and topics to build on their skills. The aim was for students to engage with text for a greater length of time.
- Continued access to Google Classrooms enabled class-based lessons to be replicated online, although this had involved considerable work on the part of the English Department.

PS joined the meeting at 15.39.

- In order to prepare for the eventuality of examinations not taking place in 2022, examination practice was being done in class and teacher based evidence collated. Every piece of work was considered as one to be used for evidence.

	<ul style="list-style-type: none"> <li>• Learning journeys previously established would be amended e.g. entry for English Language and Literature had now reduced to Language only at the current time. Literature would be reintroduced in 2023/24 as it had been successful in the past.</li> <li>• Student-friendly learning journey documents were in the front of student books to show the topic, the skills, knowledge and learning for the term, all designed to build on previous learning. The documents had been designed in house and could be amended as required. Regular checks were made to ensure topics studied were in line with the journeys.</li> <li>• Work on cultural capital through visits had been difficult, and although venues such as Blists Hill and Manchester Airport had been contacted they were struggling to accommodate student sat the moment. However, Year 9 plus two Year 10 students were going to the Imperial War Museum on Friday 14<sup>th</sup> January to complement their War Poetry studies.</li> <li>• The MyON package purchased with Catch-up funding allowed students to read where they wished and would encourage greater engagement. MyON was an online platform aiming to change student perception of reading.</li> <li>• Potential academisation would also facilitate moderation.</li> </ul> <p><b>Q: What is the cohort size for the data?</b> A: For 2020-21 data it was 16 students in English.</p> <p><b>Q: Why is the percentage of students achieving a U grade at 50%</b> A: This was due to the use of Google Classrooms, the loss of learning and barriers to learning and engagement. English can be difficult to engage with without direct teacher support. Increased face to face contact will result in a reduced number of U grades. Last year teacher assessed grades were used and if no evidence was available then grades would not be awarded. The concept of portfolios of work is now high in the minds of the students.</p> <p><b>Q: Have visits to local and less popular places had been explored for cultural capital? e.g. the Secret Bunker?</b> A: Learning journeys do include local establishments e.g. Crewe Lyceum and local graveyards which would take place at appropriate points.</p> <p>Governors thanked Neil for his report.</p> <p>The meeting returned to Item 2.</p>
9.	<p><b>Headteacher’s Part One Report and matters arising</b></p> <p>The Headteacher gave a short update.</p> <p>Facemasks were now worn around school, students were doing lateral flow tests (LFT) on Tuesdays and Fridays, the most recent risk assessment was available on GovernorHub and the next government guidance update on 26<sup>th</sup> January was awaited. A number of positive cases had been found and a higher number than previously were isolating. CE guidance of 5 day isolation for households was being followed. 10 (almost 50%) staff tested positive</p>

	<p>over the Christmas holiday and had had no real break which had resulted in tired staff some of whom were suffering from the after effects of Covid.</p> <p>MT joined the meeting at 16.27.</p> <p>GB reported that the staff team in school was strong, but the working environment was difficult, and behaviour has dipped as students had taken advantage of the weariness of the staff. The emotional impact on staff had been great. Nevertheless, staff were supportive of each other.</p> <p><b>Q: Are HR and Occupational Health referrals being made? Are staff being signposted to support e.g. for stress management support?</b>  A: Staff are signposted. SN has circulated details of the confidential support line. Sessions supported through MHAT, and an Educational Psychologist had been arranged.</p> <p><b>Q: Will a staff wellbeing survey take place?</b>  A: Yes, this will be done at an appropriate point.</p> <p>The Chair extended practical support and urged the Head not to hesitate to ask if this was felt required.</p> <p><b>ACTION: To contact school links to offer the hand of support. (All)</b></p>										
10.	<p><b>Part 1 Reports from link Governors</b>  The following governor responsibilities (aligned to the Ofsted areas) were <b>agreed</b> at the Autumn 1 meeting:</p> <table border="1" data-bbox="365 1218 1318 1503"> <tr> <td>Personal Development</td> <td>Pat Smith</td> </tr> <tr> <td>Safeguarding &amp; H&amp;S</td> <td>John Edmonstone</td> </tr> <tr> <td>Leadership &amp; Management</td> <td>Su Turner (Chair)</td> </tr> <tr> <td>Behaviour and attitudes (inc attendance, behaviour and exclusions)</td> <td>Dawn Podmore</td> </tr> <tr> <td>Quality of Education (inc Student Premium and Curriculum)</td> <td>Mike Taylor</td> </tr> </table> <p>There were no visits or reports for this meeting.</p>	Personal Development	Pat Smith	Safeguarding & H&S	John Edmonstone	Leadership & Management	Su Turner (Chair)	Behaviour and attitudes (inc attendance, behaviour and exclusions)	Dawn Podmore	Quality of Education (inc Student Premium and Curriculum)	Mike Taylor
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11.	<p><b>Cheshire East Director's Report</b>  The Cheshire East Director of Children's Services Report for Spring 2022 was not available and would be discussed at the Spring 2 meeting.</p> <p><b>ACTION: To add discussion of the CE Director's Report to the agenda of the Spring 2 MC meeting. (Clerk)</b></p>										
12.	<p><b>Policy Review</b>  No policies were due for review at this meeting.</p>										
13.	<p><b>Governor Training and Development</b></p>										

	SN would contact governors regarding access to Flick training.
14.	<p><b>Meetings</b></p> <p>The next meeting of the Oakfield Lodge Management Committee was agreed as Wednesday 9 March 2022.</p> <p>An interim meeting could be required.</p>
15.	<p><b>Any Other Business</b></p> <p>It was agreed that documents would be available seven days in advance of meetings whenever possible.</p> <p><u>Items for the Spring 2 MC meeting</u></p> <ul style="list-style-type: none"> <li>○ Wellbeing</li> <li>○ HT report (no staff reports)</li> <li>○ Changes for the new governance structure post conversion.</li> </ul> <p>ET left the meeting at 16.38.</p>
16.	<p><b>Impact Statement</b></p> <p><u>What is the impact of the discussions, decisions and actions of this meeting on the students of Oakfield Lodge School?</u></p> <ul style="list-style-type: none"> <li>• Link governors were offering support to staff in the difficult circumstances.</li> <li>• A new Chair of the Management Committee was elected to take the board forwards post conversion.</li> <li>• Governors received assurance that ear marked reserves were appropriately allocated and protected.</li> <li>• The governors were re-assured by the positive English review report which confirmed that much progress had been made and that the lead had clear plans for further work to be undertaken.</li> </ul>

The meeting closed at 16.39.

Signed.....

Date .....