

**MINUTES OF THE OAKFIELD LODGE SCHOOL  
LOCAL ADVISORY BOARD MEETING  
3<sup>RD</sup> OCTOBER 2023**

**Members Present:** John Edmonstone JE Chair  
 Gemma Bailey GB Headteacher  
 Claire Howarth CH  
 Mike Taylor MT  
 Vicky Diamond VD  
 Emma Thompson ET Deputy Headteacher  
 Paul Ibbotson PI Effective Teacher Lead  
 Jamie Light JL Visitor

**Also Present:** Sue Lambeth SL Clerk to the Governors  
 Sian Nixon SN Bursar

**PART ONE – NON-CONFIDENTIAL BUSINESS**

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

Item	
1.	<p><b>Welcome, Apologies and Any Other Business</b></p> <p>The Chair welcomed everyone to the meeting, especially Vicky Diamond the newly appointed Co-opted Governor. Jamie Light was visiting as a potential Staff Governor. Staff were thanked for their time.</p> <p>All governors were present and no other items of business were requested.</p>
2.	<p><b>Standards</b></p> <p><u>Subject lead presentations</u></p> <p><u>Summer term data (inc examination results) ET</u>  <a href="#">Core examination analysis FFT v actual 2023</a>  <a href="#">2023 Exams Analysis PRUs</a>  <a href="#">Comparison Grades August 2023</a>  <a href="#">ELT Exam summary gvs 3 October 2023</a>  <a href="#">Exam analysis 2023-24</a>  <a href="#">Summer progress data 2023</a></p> <p>The HT reported that discussions had taken place across MHAT on the most meaningful data for Pupil Referral Units and the analysis of GCSE results for small cohorts of students. Emma Thompson shared a document showing the accuracy of teacher predictions and confirmed that challenging conversations had taken place with staff around the results. All information from the December 2023 data capture would be available on Arbor.</p> <p>Governors learnt that the data provided was consistent with evidence in books and formed the basis of conversations. The qualification in English had changed to AQA which pupils joining the school had been accustomed to and which allowed comparison with other schools across the trust. School had confidence that this additional support would be evidenced in results</p>

next year.

Going forwards governors requested RAG rated data including a comparison of results to Fischer Family Trust (FFT) expectations, as this built in pupil context e.g. the number of changes of school.

**Q: Is a breakdown by gender or Special Educational Needs and/or Disability (SEND) or Pupil Premium (PP) eligibility possible?**

A: In the headline breakdown of the cohort this could be possible. Research projects are being undertaken with the local authority (LA) around PP and disadvantaged pupils, and governors were requested to be aware of how gaps for disadvantaged pupils are closed at Oakfield Lodge.

Governors appreciated the clarity and focus provided by the RAG rated data sheet and requested that indication of PP & SEND status be added to future reports

**ACTION: To send any data questions to the HT. (All)**

ET left the meeting at 16.17.

Effective Teacher Review

[Pedagogy and Practice presentation](#)

[PI - TLR Action Plan](#)

Paul Ibbotson explained his Teaching and Learning Responsibility (TLR) for improving pedagogy and teaching in the school. Members of staff evaluated their needs against teacher standards termly as part of the Effective Teacher programme. Outcomes were collated and support needs for further improvement of daily practice were identified. His remit also included in depth consideration of the new education inspection framework, teacher standards and the areas for development identified in the latest Ofsted report.

In 2022-23 work began on support for pupils' metacognition and the arrangement of schemes of work, during which sequences within subjects were revisited. Joint planning of learning journeys and the relationship between subjects had taken place with the result that each department now had a learning journey quality assured by all staff and senior leaders. All journeys were on the website. Students understood the process and documents were in pupil books.

The second piece of work involved the organisation of Google classrooms to have up-to-date materials for students not present on site. Materials included PowerPoint presentations for every subject. The School Improvement Partner (SIP) had commented positively on the match of materials.

Assessment had also been revisited, particularly the steps in place to identify gaps in pupil knowledge and the implementation of interventions. The resulting common assessment booklet was now in place for all students to be able to identify and RAG rate areas of weakness and log interventions.

Booklets were also on Google classrooms for teachers working remotely with pupils. Assessment information included formative data, summative data and input from teachers and tests, which was held up as excellent practice and which would be rolled out across all subject areas.

Considerable work had been undertaken on pupils' long term memory and recall which was now visible in the knowledge checks and knowledge organisers in the pupil books. A section entitled 'new knowledge gained' had been added in. Pupils were aware of lesson objectives and could pick out the new information gained ready for review as a starter in the following lesson. Constant re-enforcement was key.

**Q: What is the feedback from pupils?**

A: Pupils fully understand the system and were able to explain it clearly to the SIP. The SIP was impressed that pupils could talk about all elements with confidence. Deep Dives will take place before the next SIP visit to identify progress over the year.

The last Ofsted report had identified the low level of holistic and cross curriculum planning. However, the real challenge faced by the school was the amount of time new pupils had been out of education.

**Q: Is there any correlation in how able students are to provide targets and comments in different subjects?**

A: This will be the focus of the book scrutiny to be carried out week commencing 9<sup>th</sup> October as the SIP identified this as an area of development. Work scrutiny is now done effectively and work is underway to record the verbal feedback of students.

**Q: What is the approach in art?**

A: There is a section in art books which shows the feedback via assessment logs as shown in art books.

A project based around the best practice for literacy was to take place. This would be followed by a focus on maths across the curriculum and links were already in place with science and design technology. AQA inset had enabled staff to identified areas of focus such as converting numbers. Governors agreed that an ambitious curriculum focussed on pupils having the correct skills in place and not merely one which focussed on breadth or the most able.

**Q: Is the curriculum ambitious within particular subjects or does the school have as broad a curriculum as possible?**

A: The school curriculum is about setting pupils up for life rather than studying a large number of subjects. 'Ambitious' is dependent on the context of the setting and their starting points. Transferable skills are vital to make students competitive when leaving school. Some science students have achieved 2 GCSEs at Grade 5 in the current year despite having missed 2 years due to Covid, a further year and the associated delays in learning. Priority skills are selected first.

**Q: How will this be viewed by Ofsted?**

A: This is acceptable provided the school is explicitly clear in its curriculum intent and can demonstrate that it can deliver and there is impact. All staff now have a clear ethos and understanding of the school core purpose and how to deliver to this. Students now have the possibility to study subjects according to their interests and the core purpose of the school has been carefully considered. The core purpose is to ensure pupils re-engage with education.

**Q: What is the starting point for pupils on this pathway?**

A: Base-line tests are carried out as pupils join. However, these are not always a true reflection of their true ability and the aim is to get them engaged and follow with knowledge checks and conversations about their interests and aspirations. Last year some Year 9 pupils expressed a wish to do engineering or animal care and went at Reaseheath College for one day per week. The school has flexibility, and interventions can be put in where needed.

The next focus would be interventions to fill pupils' knowledge gaps e.g. the use of questioning to support higher level thinking skills and to breakdown .misconceptions. Interventions were shown in pupil books to evidence action and ownership by the pupils and the school. Staff are required to log interventions to show the steps taken by staff to fill gaps due to students' absence. Adaptive teaching had been introduced based on Education Endowment Foundation (EEF) research and further work on this area, including Continuing Professional Development (CPD) would be undertaken.

Governors commented that the flexibility and bespoke nature of the curriculum offer at the school made it more ambitious than many would receive in mainstream provision. Evidence of a lower level of engagement was visible in pupil books from previous settings.

Preparation for deep dives would also be a focus including work on subject files and data, impact, implementation and impact. The challenge would be the number of new students joining the school and the turnover. Staff had to be resilient and standards for classrooms had to be constantly re-visited. The adaptive teaching ethos would involve constant review.

Focussed learning walks based on the findings of book scrutiny were scheduled. CPD would be more sequential made possible by greater stability of staffing.

Governors reviewed examples of pupil knowledge self-checks in Art books during the meeting and thanked Paul for his presentation and requested feedback and updates via link governor visits, following a suggested report format (what was identified, ensuing action taken and the result), the latest version of which would be uploaded for each LAB meeting to provide updates.

	<p>PI left the meeting at 16.05.</p> <p><u>Student Voice (PASS Survey report)</u> The issues around the Pupil Attitudes to School and Self (PASS) survey would be resolved and the report would then be produced shortly for presentation to the next meeting. This would show a summary of how students' views and came with the caveat of the level of pupil mobility at the school.</p> <p><u>School Improvement Partner (SIP) visit reports</u> The next SIP visit was scheduled for 19<sup>th</sup> November. For the current year the previous SIP, Jim Kane, was to take on the role again in view of a potential Ofsted visit at any point from February to December 2024.</p> <p>The <u>Careers update PowerPoint</u> from the previous meeting had been added to GovernorHub for governor information.</p>
3.	<p><b>Election of Chair</b> <b>John Edmonstone</b>, nominated by CH and seconded by MT, was unanimously appointed as Chair of Oakfield Lodge LAB for the academic year 2023-24.</p> <p>JE assumed the Chair from this point.</p> <p>The LAB agreed in principle that <b>Mike Taylor</b> would chair any meetings in the absence of JE. The appointment of a Vice Chair would be reconsidered at an appropriate point.</p> <p><b>Link Governors</b> The following link governors were agreed:</p> <ul style="list-style-type: none"> <li>• Behaviour and attitudes – CH</li> <li>• Quality of Education (inc Pupil Premium) – MT</li> <li>• Leadership &amp; Management – JE</li> <li>• Personal Development (Inc Careers / SEND and Cared for Children) – VD</li> <li>• Safeguarding (inc H&amp;S) - JE</li> </ul> <p>The HT welcomed visits in the autumn term.</p>
4.	<p><b>Declarations of Interest/Code of Conduct</b> All governor declarations of interest were up to date on GovernorHub and all had confirmed that the Code of Conduct had been signed and the Keeping Children Safe in Education 2023 statutory guidance had been read.</p> <p><b>ACTION: To post details of governor safeguarding training through the National College on GovernorHub. (SN)</b></p> <p>There were no conflicts of interest with the business to be discussed at this meeting.</p>

5.	<p><b>Terms of Reference / MHAT Scheme of Delegation</b> Governors noted that the current <a href="#">MHAT Scheme of Delegation / LAB Terms of Reference</a> were undergoing a consultation process.</p> <p><b>ACTION: To email Jackie Plant to request responses to questions posed and an update on the process. (Clerk)</b></p>
6.	<p><b>Chair's Action</b> The Power to Act on behalf of the Governing Board was delegated to the Chair.</p> <p>The Chair reported that a discussion around solar panels had taken place. Work was to be carried out during October half term and the installation would then work alongside the current system. Lundy were the preferred supplier.</p>
7.	<p><b>Membership</b> The Manor Hall Local Advisory Board (LAB) Terms of Reference state that the number of people who shall sit on the LAB shall be not less than seven but not be subject to a maximum but must be of such number that the board remains efficient and effective.</p> <p>The LAB shall have the following members:</p> <ul style="list-style-type: none"> <li>• 1 staff member – currently vacant</li> <li>• Minimum of 2 elected parent members</li> <li>• The Headteacher (GB)</li> <li>• Co-opted members (JE, CH, MT, VD)</li> </ul> <p>John Edmonstone's term of office was due to end on 12<sup>th</sup> November and he agreed to continue for a further four year period. The resignation of Neil Cochrane as Staff Governor with effect from 13<sup>th</sup> September 2023 was noted together with the appointment of Vicky Diamond wef 29<sup>th</sup> August 2023.</p> <p><b>ACTION: To organise a letter to parents to publicise the Parent Governor vacancy. (SN)</b></p> <p><b>ACTION: To organise a new governor skills audit. (Clerk)</b></p> <p>Governors agreed that the essential skillset around ethos and empathy towards the environment was important.</p>
8.	<p><b>Summer 2 Pt1 minutes/matters arising and actions</b> <a href="#">OL LAB Summer 2 2023 Pt1 mins</a> <a href="#">OL LAB Summer 2023 Pt1 actions</a></p> <p>The minutes of the meeting of 28<sup>th</sup> June 2023 were agreed to be a true and accurate account and would be signed by the Chair on GovernorHub.</p> <p>Names of attendees would be corrected on the final document.</p> <p>The action log was reviewed and updated, and the following points highlighted:</p>

	<ul style="list-style-type: none"> <li>• The amended annual governance planner incorporating data presentation to coincide with data drops was sent to the clerk.</li> <li>• Case studies evidencing the impact of PP funding and identifying those benefitting would be included in the PP update.</li> <li>• The outdoor education post (including the monitoring of Preparation for Adulthood (PfA)) had now been filled. A generic tracker would be put in place to ensure documents for every PfA activity matched criteria in a detailed way. The CE SEND partnership had PfA as a golden thread, and schools were now required to clearly identify the delivery of the PfA curriculum when applying for Education Health and Care Plans (EHCPs). The role would support the Gatsby benchmarks, and the new member of staff would present to the LAB along with the careers lead later in the spring term. PfA was a discrete curriculum item in all year groups, and mainstream schools would be visiting to learn from the school.</li> <li>• CH would arrange to visit school for discussions with Katy Payne (Attendance Officer) or Andy Suter (Assistant Head for Behaviour and Attitudes including attendance) joined by VD.</li> <li>• . School attendance currently stood at 72% for the academic year. There had been 18.5 days of suspension in the previous year which had now fallen to 5.</li> <li>• Governors agreed to complete National College governor safeguarding training and upload certificates to Governor Hub by 31<sup>st</sup> October.</li> </ul> <p><b>ACTION: To complete National College governor safeguarding training and upload certificates to Gov Hub by 31<sup>st</sup> October. (All)</b></p>
9.	<p><b>Safeguarding Governor Report (JE)</b> There was no report for this meeting. The planned link visit had been postponed due to the absence of DSL.</p>
10.	<p><b>Health and Safety (H&amp;S) Report</b> An H&amp;S report in the MHAT format was submitted for the meeting by the Bursar based on an example from the Staffordshire Safety and Wellbeing platform was shared with governors for comment. CH advised she had an H&amp;S qualification.</p> <p><b>ACTION: To post the exemplar H&amp;S report document to GovHub. (SN)</b></p> <p><b>ACTION: To review the exemplar H&amp;S report document, collate responses and report back to SN. (JE)</b></p> <p>Governors thanked the Bursar, Emily Triner and Jamie Light for their work in preparation for the comprehensive audit which took place prior to the summer break. The school had received a Grade 2. Actions identified centred on communication, which would be addressed through the MHAT use of the Parago system.</p> <p><b>ACTION: To share a copy of the OL H&amp;S audit with governors (SN).</b></p>

	<p>SN advised that any incidents involving acts of violence against staff had to be reported to Staffordshire County Council on the same platform as reports for Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR).</p> <p>MT left the meeting at 16.55.</p>
11.	<p><b>Policies</b> All policies were now approved on Parago.</p> <p>The Safeguarding Policy was available on GovernorHub for governor approval by 13<sup>th</sup> October. The Health and Safety Policy would be for approval at the Autumn 2 meeting.</p>
12.	<p><b>Cheshire East Director of Children’s Services Report Autumn 2023</b> <a href="#">CE DoCSR Autumn 2023</a></p> <ul style="list-style-type: none"> <li>• The HT confirmed that all policies relating to Keeping Children Safe in Education (KCSiE) from 1<sup>st</sup> September had been updated, and that MHAT was working on the filtering and monitoring of IT systems. New systems were to be put in place for students.</li> <li>• An Educational Visits policy was in place.</li> <li>• The HT advised that the reference to the LAB having a voice in the reinstatement of excluded children related to permanent exclusions which were not supported by Cheshire East.</li> <li>• The Pupil Premium strategy statement would be completed by ET and the HT.</li> <li>• Governors were advised the school was not eligible for the Primary PE and Sport premium as it was funded from the high needs block rather than the maintained schools block.</li> <li>• The HT confirmed that she had updated the Safeguarding Policy on behalf of the safeguarding lead and National College training was being used which gave the correct certification.</li> </ul> <p><b>ACTION: To complete the Pupil Premium Strategy Document by 31<sup>st</sup> December 2023. (HT)</b></p>
13.	<p><b>Link Governor visit reports</b> There were no visit reports for this meeting as the planned link safeguarding visit had been postponed due to the absence of DSL.</p>
14.	<p><b>Governor training, professional development and skills review outcomes</b> It was agreed that sessions led by the HT and SBM would be put in place as required after the completion and analysis of the governor skills audit, as was the case in the previous year.</p>
15.	<p><b>A.O.B.</b> The term dates 2024-2025 <a href="#">Term dates 2024-25</a> followed CE term dates for</p>



	<p>2024/25 and 5 inset days had been identified together with themes. The HT would share remaining inset days for 2023/24.</p> <p><b>ACTION: To share details of the remaining inset days for 2023/24 with governors. (HT)</b></p>
16.	<p>Next meetings</p> <p>The remaining meetings of the year would be in person with a 3.15 p.m. start in person.</p> <ul style="list-style-type: none"> <li>• 5<sup>th</sup> December 2023</li> <li>• 30<sup>th</sup> January 2024</li> <li>• 5<sup>th</sup> March 2024</li> <li>• 30<sup>th</sup> April 2024</li> <li>• 25<sup>th</sup> June 2024</li> </ul>
17.	<p>Impact Statement</p> <p><u>Impact of the discussions, decisions and actions of this meeting on the pupils of Oakfield Lodge School</u></p> <ul style="list-style-type: none"> <li>• Governors received clarification on the key priorities of the school in terms of the intent and purpose of the pedagogy and practice and were re-assured by the greater structure, clear pathways and strong leads in place.</li> <li>• Governors agreed the linkage of Pupil Premium to the Quality of Education was an excellent move.</li> <li>• The Head assured governors of the intention to re-align roles and responsibilities with SLT having a greater monitoring role.</li> <li>• Governors welcomed that the improvements to the Arbor system would enable the Deputy HT to focus on work around disadvantaged pupils.</li> <li>• The discussion on the data presentation format raised governor understanding and confidence. Governors congratulated the school on the examination results and agreed that the school approach of entering a large number of pupils for examinations gave pupils the opportunity to experience success.</li> </ul>

The Pt 1 meeting closed at 17.10.

Signed.....

Date .....