MINUTES OF THE OAKFIELD LODGE SCHOOL
LOCAL ADVISORY BOARD MEETING HELD IN SCHOOL ON
30TH JANUARY 2024

Members Present: John Edmonstone   JE   Chair
                Gemma Bailey   GB   Headteacher
                Vicky Diamond   VD
                Claire Howarth   CH
                Jamie Light   JL   Staff Governor

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 15:13.

Item	
1.	**Welcome, Apologies and Any Other Business** The Chair welcomed everyone to the meeting. Apologies received from Mike Taylor were accepted. No other items of business were requested.
2.	**Standards** Autumn data / CPD overview presentation Autumn data for Govs Dec 23, Autumn Data Capture report Jan 24 Tabs on the spreadsheet presented allowed comparison of data for pupils eligible for Pupil Premium funding (PP) and those not eligible and the document showed students making two levels less progress than expected. Interventions had been discussed in the Continuing Professional Development (CPD) programme, and students identified to be not working at their expected level now had half termly interventions which would be monitored. **Q: What is an intervention?** A: This depends upon the reasons for not achieving the expected level e.g. attendance is handled by Andy Souter and the Attendance Officer and can be one-to-one sessions with a teacher to fill gaps in learning. All interventions with reasons are now recorded on Arbor, are visible to all and provide an overall picture for each pupil. The system now allows staff to be held to account at future data drops, also allows staff to analyse best approaches and to share expertise. A comparison would be possible after the spring data collection, although due to the fluid nature of school cohorts, it could relate to different students. There were difficulties in incorporating data for the students currently working at The Lodge; however, this was under consideration. **Q: How are interventions built in to curriculum time?**

A: Learning mentors have intervention time built into their timetables, and sessions such as Vysion counselling take place out of class. Additional focussed work e.g. in Maths, could be either be within lessons or withdrawal from lessons. The number of available adults provides flexibility within subject areas, and Teaching Assistants (TAs) are targeted for support. There is minimum withdrawal from class learning.

Headline data for the core subjects was shared with governors. The next data drop was scheduled before the end of the spring term allowing data information to be presented to the Summer 1 LAB meeting.

Subject lead presentation – English
English Support Plan for governors
Neil Cochrane and Emma Thompson had worked together following the recent School Improvement Partner (SIP) report and progress had been made in areas as highlighted on the document in green.

Reading
After consideration, school had decided to remain with the REN Learn programme together with a competition element. All students had completed assessments which resulted in the availability of reading ages for all. There was a buzz amongst pupils, and a more relaxed 'just read' approach was taken. The advantage of REN Learn was the ability to see results instantly. Reading books were now colour coded and pupils knew their book levels. All students now read for the first 10 minutes of the day and pupils were encouraged to read level-appropriate books. Book Club took place on Thursdays with refreshments. Reading logs were in place for all students along with two reading mentors from Years 10 and 11. World Book Day had been advertised.

Extended writing activities now included cross-curricular writing on the topic of the environment as part of the National Literacy Trust's "Wicked Writers' initiative which linked well with, and was referenced in, English and Science lessons. Year 10 boys were preparing a rap, and the prize was a London theatre trip and publication in an anthology. Literacy starters and games were being introduced in lessons.

Other quick wins
Each classroom now had word wall in each classroom and school had a word of the week (including writing phonetically). There was a large number of Key Stage KS3 pupils with low reading ages who required phonics interventions which called for delicate conversations. Key word spellings were included in pupils' books including subject terminology. The school Kindles had now been refreshed and could be used for accelerated reader quizzes which also provided data. A 'Reading in an Unusual Place' project was underway and the Reception display screen would show staff reading materials.

Q: Is there parent engagement in the competition?
A: The competition is only now open; however, parents will be made aware.

Literacy posters were displayed around school and prizes for the reading competition were being awarded. Use would also be made of X to share information and the website would be updated. Dressing up on World Book Day would continue. Student progress data had been shared with English staff who had identified necessary interventions. Book scrutiny took place, and extended writing examples from other subjects would be taken into account.

Q: What does extended writing consist of?
A: After a period of preparation and practice, pupils write independently, assisted by notes if required. No teacher intervention is permitted, and the work has to be independent and under time pressure. The format is an introductory paragraph, three main paragraphs and a conclusion. The techniques learnt will be extremely helpful in building student confidence to respond to the longer six-point Science questions.

Q: Are reading, verbalisation and writing all linked?
A: Yes, ET and NC's students are examining speeches to identify examples of facts, opinions and emotive language.

Q: Is oracy an issue in school?
A: Work on oracy will take place later in the year to help students learn how to verbalise. There is a Cheshire East (CE) drive around primary and secondary oracy to be tackled through the work with disadvantaged pupils and partly funded by CE and led by the Teaching School Alliance.

Governors agreed that change had been seen since the SIP report.

Q: Has an impact on behaviour been seen?
A: Yes. Behaviour has improved. There is a buzz among students and greater pupils engagement in learning. Pupils find reading a calming experience and it is seen as positive hobby.

NC expressed his excitement and enthusiasm for the subject.

Governors thanked NC and ET who left the meeting at 15.58.

Effective teacher report (PI)
Effective teacher report / docs
The spreadsheet, compiled each term, showed staff self-ratings. A new version was to go live after Easter, and the outcomes would continue to drive CPD.

Behaviour / attendance report (AS)
Behaviour & attendance report for Govs
Lesson Monitor Posters
Posters displayed around school had been well received, and there was a buzz around lesson scores. All students now had their reading age at the back of their books and lesson scores were recorded which led to conversations with individuals.

The number of <u>suspensions</u> was down on last year, with school performing the best among the MHAT PRUs for attendance (66%), the number of suspensions and days in school. The spring term had seen considerable levels of illness, both staff and students. Nationally attendance was a major concern with mainstream secondary schools achieving only 91% rather than the expected level of approximately 97%. Nationally discussions around home schooling were prevalent.

The response to the parent survey had been disappointing with only one reply; however, parental engagement had been 84% for the October parents evening on Teams, with 21 out of 25 parents engaging. A further evening was scheduled for the end of the year. Governors attention was drawn to the fact that many students travelled from great distances to attend. Governors agreed there was considerable contact with parents on a regular basis and learnt that the behaviour de-briefs each day resulted in positive conversations with parents. Positive postcards were also sent home to parents e.g. regarding student's achievement and behaviour.

3.	**Declarations of Interest/Code of Conduct** There were no conflicts of interest with the business to be discussed at this meeting.
4.	**Membership** There were no changes to the membership and no terms of office due to expire before the next meeting.
5.	**Chair's Action** The Chair reported no actions had been taken on behalf of the LAB since the previous meeting.
6.	**Autumn 2 Pt1 minutes/matters arising and actions** OL LAB Autumn 2 Pt1 mins OL LAB Autumn 2 Pt1 actions The minutes of the meeting of 5th December 2023 were agreed to be a true and accurate account and would be signed by the Chair on GovernorHub. The action log was reviewed and updated, and the following points highlighted: - The need for a School Improvement Link Governor role had been clarified Paul Spreadbury, MHAT School Improvement Lead, who had agreed that a specific governor was not required provided the SIP feedback meetings were attended by a governor and the outcome fed back to the LAB. - The Bursar updated the LAB on the current position regarding training for the new financial system and confirmed that although the MHAT Central Administration team had been very helpful, bespoke training / workshops had not been provided. The reason for the lack of response was not known. A further finance meeting was scheduled at end of March using the new system. SN's monthly finance meetings were still using the previous system for budgeting due to teething problems.

Recent payroll had had discrepancies which had required amendments and a feeling of frustration. Training was required. The situation had been raised at the MHAT Heads Advisory Board.

- The HT advised that a governors' briefing was scheduled shortly around Safety Valve, and CH would attend. The Risk register had been shared with the Chair, and it had been agreed that Safety Valve would be the greatest risk facing the school due to the impact on the budget and staffing. It was essential that cuts in funding by the LA were avoided. The HT was carrying out as much outreach as possible to generate income and governors were assured that everything possible would be done to balance the books.
- A 'come and meet the governors' session had been scheduled for 2 p.m. before the Spring 2 LAB meeting and would be organised by Jamie.
- The new MHAT Scheme of Delegation had been shared with governors.
- The results of the governor skills audit had been analysed and identified training would be delivered at forthcoming LAB meetings.
- A behaviour visit to discuss SIP report references to Behaviour & Attitudes was to be scheduled.
- The Pupil Premium Strategy Document was now on the school website.

ACTION: To pursue appropriate training on the new financial system. (Bursar)
ACTION: JL to advise any governor preparation required for the "come and meet the governors' session. (JL)
ACTION: To update the risk register (post governors' briefing) to include Safety Valve as the greatest risk to the school. (SN)

7.	**Safeguarding Report** Safeguarding Termly Report of Meeting There were no comments and the Chair confirmed he was to schedule a further meeting with the Safeguarding Lead.
8.	**Health & Safety Report** H&S Report for governors Spring 24 Governors requested clarification on the number of accidents over a term and were assured that most related to acts of violence against an object rather than an individual. Students were always checked after incidents and all events were reported in order to protect the school. A comparison of incidents over time would be prepared for governors for the next report. **Q: Have any incidents caused sufficient concern to revisit risk assessments?** A: Some incidents involved verbal aggression and swearing to staff. Some further staff clarification around reporting will take place to avoid multiple reports of one incident. **Q: Do planned fire drills take place?** A: Yes. Due to nature of the students drills take place relatively frequently.

	JL left the meeting at 16.38.
9.	**Policies** Governors approved the following policies shared via GovernorHub: • Child Protection and Safeguarding Policy Child Protection and Safeguarding Policy (no significant changes) • Attendance Policy Attendance Policy (slight amendments) • Behaviour Policy Behaviour Policy (reflecting the move from exclusions to suspensions and updates around rewards) • Numeracy Policy Numeracy Policy no changes. • SEND Policy SEND Policy (some changes to tie in with the Teaching & Learning Policy). **Governors agreed the Numeracy Policy would be reviewed every 2 years**. No policies had been approved on Parago / Civica since the Autumn 1 meeting. The following policies would be presented to the Spring 2 LAB meeting for approval: • Teaching & Learning Policy • PSCHE Policy (no changes) • RSE Policy (no changes) • Student Mental Health Policy • Cared For Children Policy All policies were to be amended to ensure compliance with current standards. Wherever possible, changes would be highlighted, and the evidence of the policies in practice would be checked by governors on visits e.g. rewards. ACTION: To upload policies agreed at the Spring 1 LAB meeting to the school website. (Bursar)
10.	**CE Director's Report Spring 2024** The report was not currently available and would be shared via GovernorHub for discussion at the Spring 2 meeting.
11.	**Governor training, professional development** As per the analysis posted on GovernorHub, the majority of skills gaps could be filled by self-help i.e. via the Key or by referencing existing docs on GovernorHub (e.g. SSP). A session in Curriculum was delivered by HT at this meeting. A session on stakeholder engagement was yet to be confirmed. Curriculum training Governor Curriculum Training January 2024 The purpose of the training was to provide governors with evidence of how the curriculum was designed to meet the changing individual needs of pupils, whilst at the same time meet the requirements of Ofsted, and to give

governors an appreciation of the main challenges to achieving this balance.

The HT reported that the number of hours in KS3 and KS4 were identical at 25 hours but KS3 Year 8 did five hours of Outdoor Education on Tuesdays with Year 9 doing 3 hours of Outdoor education. All students had the same number of hours. The curriculum was not dissimilar to mainstream and English, Maths and Science in Key Stage 4 had the highest percentage of time. Options in KS4 had three hours (adequate for small teaching groups) but the offer did not include Music, Drama or MFL which could be justified. The school offered as broad a curriculum as possible in order to enable students to return to mainstream if / when appropriate. There was a social and emotional emphasis for some pupils e.g. Forest Schools whilst also enabling them to be in a position to return to mainstream if appropriate.

Current options in Year 11 were photography, Art, BTEC Food, Sport and Construction. The Year 10 offer included Reaseheath College e.g. motor vehicle, animal care and construction. Construction and Food Technology were always delivered on site together with Art and BTEC sport. Reaseheath was used depending upon the student post 16 expected destinations, and this involved an additional cost.

Q: Are there links with other colleges?
A: No. Other colleges are unable to offer KS4 provision whilst Reaseheath has a specific KS4 programme at a cost.

The Safer Opportunities company could offer a wider range of provision including a Level 2 employability qualification and work-based learning for KS4 students, e.g. hairdressing or care. All Health & Safety checks were carried out by the company at a premium which ensured the pupils' safety whilst on work experience.

Q: What level of attainment is achieved / expected with only one year of study?
A: The national FFT 10–12 % targets are used. Nationally, pupils coming out of PRUs are expected to achieve at the lowest 10% of the population. School sets aspirational targets

Q: What is meant by functional qualifications?
A: These allow the achievement of a qualification to enable entry to an Entry Level qualification.

Q: How does the co-production work?
A: All year 9 students have an interview with Andy Souter to identify their aspirations for Reaseheath and Safer Opportunities. However, cohorts change and could incur charges.

ACTION: To add further curriculum questions to GovernorHub. (JE)

Governors agreed the approach to the governor training was appropriate.

12.	**Link Governor monitoring reports** Quality of Education Quality of Education review following SIP visit Governors were requested to add questions on the Quality of Education report on GovernorHub. ACTION: To add questions /comments on the QoE report to GovernorHub for the HT or MT. (All)
13.	**A.O.B.** HLTA form observation feedback including SLT comments, potential changes and impact on staff wellbeing and pupil outcomes HLTA Form observation feedback Governors were keen to follow up on the staff CPD session in November (which led to the HLTA observation initiative) and requested an update at the next LAB. Specifically governors requested to hear what had resulted from the observation feedback (which we have seen) and how this addresses issues raised by staff. ACTION: To write to JL to request detail of the proposed coverage at the next meeting adopting a 'you say, we did' approach. (Chair) Cyber Audit Outcomes Cyber Network and Security Audit Outcomes This audit had been commissioned by MHAT, and the outcome identified that whilst fixes were simple, they required a new server e.g. the re-setting of passwords. As a result the most financial effective way of replacing the server was being investigated. The use of some of the school's Devolved Formula Capital (DFC) was under discussion with the Chief Financial Officer (CFO) and trust purchasing economies of scale would be proposed. A letter of assurance would be sought as to the necessity of a new server. The current situation posed a risk to the school; however, work could only take place over the summer. The Bursar assured governors that the content of the current server was stored in the cloud and there was no danger of loss of work. ACTION: To update the risk register to reflect the risk posed by the findings of ICT audit findings. (Bursar) Staff CPD Spring / Summer 2024 Staff CPD Spring / Summer 2024 Staff CPD tied in with the key priorities on the School Development Plan (SDP) and some adaptations had been made following the SIP report. Inset days at end of the year, yet to be confirmed, would be allocated as wellbeing days. Independent pensions advice, funded by wellbeing fund, was under investigation due to the changes in the Teacher Pension and Local Authority pension schemes. **Q: Could a governor attend the careers CPD on 27th February?** A: Yes. The careers section of the website is being updated. VD agreed to liaise with Rachel Denham.

	ACTION: To attend the careers CPD on 27th February 2024. (VD)
14.	Next meetings It was agreed the remaining meetings of the year would be in person with a 3.00 p.m. start. • 5th March 2024 • 30th April 2024 • 25th June 2024
15.	Impact Statement Impact of the discussions, decisions and actions of this meeting on the pupils of Oakfield Lodge School • Presentations by and discussions with staff, on data, English and the curriculum offer increased governor understanding and would allow the provision in place to be compared with that planned on governor visits. • The continued pursuit of training on the new financial system would allow greater budget monitoring and improve the wellbeing of the Bursar and Head. • The curriculum presentation added to the knowledge of the governors which would be helpful in both holding the school to account and in discussions with external agencies.

The Pt 1 meeting closed at 17.00.

Signed……………………………………

Date ……………………….