

**MINUTES OF THE OAKFIELD LODGE SCHOOL
LOCAL ADVISORY BOARD MEETING HELD VIRTUALLY ON
30TH APRIL 2024**

Members Present: John Edmonstone JE Chair
 Gemma Bailey GB Headteacher
 Vicky Diamond VD
 Claire Howarth CH
 Mike Taylor MT
 Jamie Light JL Staff Governor
 Tracey Chambers TC SEND Lead
 Dave Sloan DS PSHE & Mental Health First Aid Lead
 Emma Thompson ET Deputy Headteacher

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 15:06.

Item	
1.	<p>Welcome, Apologies and Any Other Business The Chair welcomed everyone to the meeting, particularly Tracey Chambers, SEND) and Dave Sloan (PSHE and Mental Health First Aid Lead).</p> <p>All governors were present and no other items of business were requested.</p>
2.	<p>Declarations of Interest There were no conflicts of interest with the business to be discussed at this meeting.</p>
3.	<p><u>Standards</u> <u>SEND and Cared for Children (TC)</u> SEND Report Summer 1 2024 Governors raised questions on the annual SEND report available on GovernorHub as follows.</p> <p>Q: In light of 41% of the school cohort having special needs in the current year, is Oakfield Lodge registered as a special needs school? A: Some pupils had had their Special Educational Needs and / or Disability (SEND) identified at their previous schools and some had been swiftly identified once joining the school. Oakfield Lodge is not registered as special needs.</p> <p>Q: Does the school access all possible funding streams? A: Some pupils with Education and Health Care Plans (EHCPs) and associated hours of support would receive additional funding from the high needs block were they to be in mainstream. However, as pupil funding at the school already comes from this area, no additional funding is available for</p>

children with EHCPs. Once the new Director of SEND at Cheshire East is settled in post, there could be progress.

Q: What are K and E designations in the report?

A: When identified pupils are initially K coded on the SEND register and move to an E code once they have an EHCP.

Q: Do staff receive sufficient Continuing Professional Development (CPD) on SEND?

A: SEND training is on the schedule. CPD on the SEND Code of Practice has taken place online through the National College, TC delivered a session on Adaptive Teaching Strategies and Attention Deficit Hyperactivity Disorder (ADHD) training has been delivered to allow for use in classrooms with students presenting with traits of ADHD. More sessions would be welcome dependent upon the CPD calendar.

As part of the Mental Health training, the lead would receive resources which would enable him to deliver CPD sessions.

Q: Is there any data to demonstrate the effectiveness of the weekly sessions attended by the Visyon Counsellor, Gary Wildgoose?

A: Data around the number of referrals is provided by the Visyon Counsellor at the end of each year together with details of its impact. He is available as a non-member of staff for pupils to offload to, although some disclosures have been made with resultant referrals to the Child and Adolescent Mental Health Service (CAMHS). Pupils respond well to Gary who is part of the Team Around the Child, provides therapeutic counselling expertise and adds great value.

The Lodge at Sandbach School had been used successfully in the current year for pupils with more complex needs and who would not manage school.

The Head advised that school had gone over the Published Admission Number (PAN) to 66 to accommodate six places at The Lodge. It had been agreed that the six pupils would transfer to the roll of Sandbach School from September 2024 which would allow them continuous provision.

Tracey Chambers left the meeting at 15.17.

PSHE / Mental Health First Aid Lead(DS)

Following his recent appointment as Mental Health First Aid Lead DS was receiving training to achieve formal accreditation. One element of the training had been to carry out an audit to identify gaps within the school and the staff team in terms of wellbeing and knowledge, followed by the introduction of an intervention and the assessment of its impact. The need for training had been identified and a Higher level Teaching Assistant, Josie Wilson, had received trauma-informed practice training for domestic abuse. The aim was to equip staff with the knowledge and skills to support students.

A wellbeing team of students was being created, and resources were

available in the mentoring and PSHE rooms where students had access to self help books. More activities to improve wellbeing were being considered with pupils delivering assemblies. A regular meeting once per half term would be scheduled to measure impact.

Q: How is the impact measured?

A: Checks are carried out on the decrease in negative incidents recorded on Arbor and greater student engagement in class. As a result of steps taken, one pupil has removed themselves from classes on fewer occasions.

MT joined the meeting at 15.20.

Q: What was the reason for taking on the additional role?

A: It falls in line with PSHE and strengthens relationships with the students. Delivering assemblies is enjoyable as is arranging work experience visits.

Q: Will success be measured through case studies or by the achievement of targets?

A: There are links with mentors who provide feedback. Ideally the delivery of CPD sessions will generate specific data and give staff different ways of approaching volatile situations.

Q: What is the focus of the staff wellbeing role?

A: Work is carried out with JL, and a gratitude and positive comment box had s been set up for staff to add notes which are read aloud by SLT in staff meetings. Comments are displayed in the Planning, Preparation and Assessment (PPA) room and the clothing exchange event for staff gave a boost to staff. Fitness sessions are also delivered with yoga each Wednesday.

Q: What are future areas for improvement?

A: Setting up a wellbeing student group to provide pupil voice to reflect school actions e.g. on the timetable taken as a result of their feedback. Student leadership is being explored with participants from each year group or form, and posters will be displayed to encourage participation.

Q: What extra support can governors give?

A: The presence of governors at school events would be good.

ACTION: To update governors on progress on the wellbeing student group. (HT)

ACTION: To inform governors about upcoming relevant events and for governors to try and attend. (HT/JL)

Spring data / Pupil Premium (ET)

Emma Thompson joined the meeting at 15.27.

Spring data summary

The document contained a comparison of boys and girls from the core subjects, core subject data for English, Maths and Science for the whole

school and also data for SEND and Pupil Premium (PP) groups.

The summary provided compared autumn and spring data, and ET advised the school had had a great influx in students from 45 to 53 which impacted figures.

- 84% of pupils were making on or expected progress in combined science.
- 70% of pupils in Maths and 70% in English were making above or expected progress.

Q: What was the reason for the drop in progress for girls?

A: Lots of students have been absent, particularly Year 11 girls. There has been some disengagement. However, interventions are being put in place to address this e.g. Teaching Assistants (TAs) go over work pupils have missed or any work needing additional explanation. Missing work is identified by staff via 'sticky notes' in pupils books for catching up on their return.

Q: What does the data reveal to the school?

A: The data has been impacted by the dynamics of the students, quite a few of whom are new students. Data for the pupils at The Lodge can take a while to obtain. Currently one student tutored by the SEND team has no data, as does one with medical needs. Nevertheless, impact case studies are available to compensate for the lack of data. The current Year 11 cohort is weak across the board and across the trust, and Fischer Family Trust (FFT) 10 scores are low. For new students the triangulation of the current databases from CAT testing, FFT data and professional judgements could be used to arrive at targets for all students.

Q: What is the aspirational target for pupils as cohorts to make expected progress?

A: Targets vary from student to student. The data provided for Year 11 is the percentage of pupils in the cohort expected to achieve each grade from 1 to 6 at GCSE. However, data on those expected to achieve grades 4 and 5 could be extracted. The difficulty currently is the future cohorts of pupils without KS2 SATs results. Therefore the school is exploring nationalised testing on arrival. Covid related impact on data for the current Year 11 is expected at school and nationally. Nevertheless, it is possible to provide governors with data relating to the expected outcomes of Year 11 at each level before results are published.

Governors acknowledged the unpredictable influx and exit of students year on year but stressed the need to know whether the cohort was likely to hit the target set, and if not the reason why.

ACTION: To add details of Year 11 targets and the likelihood of their achievement to the summary data capture document and share with governors. (HT/ET)

The HT proposed the template for curriculum presentations be revisited to include standard data items e.g. expected outcomes this year and expected

versus actual for the previous year. This would result in a subject dashboard which could provide consistency across subjects and provided to governors three times per year after data capture.

ACTION: To arrange for the DHT and Paul Ibbotson devise a subject dashboard (based on the MHAT Data Managers' document) to be completed three times per year with data provided by subject leads after each data collection. (HT)

Q: Is Key Stage 3 (KS3) data reported in GCSE levels?

A: Year 9 is in GCSE levels, and KS3 students are on GCSE levels in some subjects but subjects such as PE, DT and PSHE are shown as emerging, secure and mastering. Staff and governors know this as a GCSE / BTEC pathway.

Q: Have learning walks identified good practice in the acting on sticky notes for missed curriculum in books?

A: This is dependent upon the group. For groups comprising independent pupils, teachers can go through work with them. If it is relatively quick, the HLTA will sit at the back of the class or remove the student to fill the gap. A spreadsheet of interventions is being created, however, there are issues with Arbor currently. As a result individual subject staff are keeping their own trackers.

Q: Are SLT certain that staff are addressing missing work?

A: A book look is taking place on 30th April and further checks will take place on Friday 3rd May to ensure all books are up to date.

ACTION: To share a brief report on book scrutiny findings on GovernorHub. (ET/HT)

Q: What is the reason for the 58% achievement of the SEND entry in English?

A: This will be discussed in Part 2.

Q: Are there lessons to be learnt from Maths which has excellent data across the board?

A: Yes. Paul Ibbotson has been part of the T&L team and has presented on pedagogy and practice and also leads on the Effective Teacher programme. A buddy system is in place for staff requiring extra support or upskilling, and the HT and DHT have received training from FFT on value added for the students. In the previous year only one area had negative contextual or negative value added, and overall the school compared well nationally. Good practice can now be demonstrated to Ofsted, and ET is able to hold staff to account for their estimations.

Governors agreed benchmarking was not easy for a school such as OL particularly with pupils having no KS2 data.

Q: What is the meaning of contextual and value added?

	<p>A: The term contextual takes into consideration similar children such as those eligible for Free School Meals (FSM), Pupil Premium (PP) and Looked After Children (LAC) and determines their level of performance nationally. Pupils in the setting are then compared. Value added identifies the amount of value added by the institution.</p> <p>Governors commended the school on demonstrating value added.</p> <p>PP documentation had been uploaded to the school website by the deadline of 31st January 2024 and all spend had been allocated. Examples of the use of funding included a an HLTA in class, visits to Reaseheath College or work experience. Funding was allocated across the board and all pupils benefitted. Data was a snapshot.</p> <p>ET left the meeting at 15.58.</p>
4.	<p>Changes in Membership</p> <p>There were no changes to the membership and no terms of office due to expire before the next meeting.</p> <p>Current LAB membership:</p> <ul style="list-style-type: none"> • 1 staff member (JL) • Minimum of 2 elected parent members (vacant) • The Headteacher (GB) • Co-opted members (JE, VD,CH, MT)
5.	<p>Chair's Action</p> <p>The Chair reported he had approved the Positive Handling Policy and updated the Risk Register. Interviews had taken place for the Deputy Designated Safeguarding Lead (DDSL), and Su Turner had been engaged to deliver a Shaping Governance session on 20th May 2024 with governors.</p>
6.	<p>Spring 2 Pt1 minutes/matters arising and actions</p> <p>OL LAB Spring 2 Pt1 mins</p> <p>The minutes of the meeting of 5th March 2024 were agreed to be a true and accurate account and would be signed by the Chair on GovernorHub.</p> <p>OL LAB Spring 2 Pt1 actions</p> <p>The action log was reviewed and updated, and the following points highlighted:</p> <ul style="list-style-type: none"> • The appointment of a Parent Governor was not being pursued at the current time. • Discussions with Andy Suter on the SIP report references to Behaviour & Attitudes would be scheduled. • A report on the careers CPD on 27th February 2024 would be added to GovernorHub. • A review of the school-based risk register had taken place. Cheshire East (CE) had not been accepted to the Safety Valve programme. • Andy Suter would be invited to attend the Summer 2 LAB meeting to

	<p>report on end of year data to demonstrate the impact of the new Behaviour Policy and related matters.</p> <ul style="list-style-type: none"> • All other actions had been completed.
7.	<p>Safeguarding Report Safeguarding reports Summer 1 LAB</p> <p>Q: What is the meaning of the term ‘No adventurous activities planned’ in the trust safeguarding template? A: Adventurous activities are ones requiring CE approval based on an application made 28 days in advance. The activities cannot take place without CE sign off. The school has no activities requiring CE approval and none are planned. High risk students are not holding back other students.</p> <p>Q: What is meant by the term ‘cause for concern’ in the safeguarding data? A: This is a category on the Child Protection Online Management System (CPOMS) system which alerts SLT of safeguarding concerns requiring a watching brief.</p> <p>Q: Has the PASS survey been carried out? A: Yes. This was completed last week for the majority of students. Data will be shared with Governors via GovernorHub.</p> <p>ACTION: To share PASS survey data with governors via GovernorHub. (HT)</p> <p>Q: Can governors be certain that all staff have given details of safeguarding training to the SBM? A: A physical check on this will be carried out by the Chair together with the Keeping Children Safe in Education (KCSiE) and the Single Central Record (SCR) sign off. The SBM and the DDSL have updated the safeguarding training matrix.</p>
8.	<p>Health & Safety Report Fire Risk Assessment H&S Report for Governors Summer 2024</p> <p>Changes had been made to the Security Risk Assessment and had been shared with staff in light of an incident brought to the school’s attention. As a result, school was being extremely vigilant of people accessing and leaving the site, and staff had copies of the Lockdown Procedure and laminated copies of the Fire Procedure in each classroom and the staffroom. Also school had had to close and permanently lock one fire exit door. It was secured with a padlock to which all staff had a key. Spot checks were regularly made on staff holding keys as agreed with the Fire Risk Assessor. Each morning a member of staff monitored the potential arrival of anyone on site during the arrival taxis and staff. Coded contact with the SBM would ensure appropriate actions were taken</p> <p>Q: The Fire Safety report assessor identified no disabled occupants at the school. Should this include the SEND pupils, some of whom could</p>

	<p>require special consideration?</p> <p>A: The answer was provided on the basis of physical disability. However, some SEND pupils could have difficulty in understanding signs and procedures and this will be investigated further.</p> <p>ACTION: To investigate and correct the reference to 'no disabled occupants' on the Fire Safety report and amend to include SEND pupils. (Bursar)</p> <p>ACTION: To share the Lockdown Procedure and updated Risk Assessment with governors via GovernorHub. (Bursar)</p>
9.	<p>Policies</p> <p>The Student Mental Health Policy and Cared for Children Policy were to be carried forward to the Summer 2 meeting.</p> <p>The Positive Handling Policy had been approved by the Chair under Chair's action.</p> <p>The trust approval of the following MHAT policies was noted:</p> <ul style="list-style-type: none"> • Competitive Tendering for Larger Purchases • Premises Hire Policy • Reference Policy • Threshold of Communications with the CEO Policy • Finance Policy • Re-structure and Redundancy Policy • Grievance Policy • Maternity, Adoption, Paternity and Paternity Leave Policy • Time off Policy • Formal Meeting / Hearing Appeals Policy • Capability Policy • Probationary Period Policy • Volunteer Working in School Policy • Flexible Working Policy • Appraisal Policy <p>Following an MHAT request to create a Physical Intervention (PI) / Positive Handling Policy, trust clarification had been requested of the statutory policies to be produced by the school, those to be produced by the trust and the list of optional school policies. The aim was to avoid confusion around the PI policy which was not a legal statutory policy. The school did very little physical handling of students. The Bursar, ET and Andy Souter had reviewed the three pathways of the policy to ensure compliance.</p> <p>The Bursar confirmed school had all policies required by MHAT. Necessary amendments would be made to the policy folder on GovernorHub.</p> <p>ACTION: To liaise with the clerk to make amendments to the GovernorHub policies folder. (Bursar)</p>

10.	<p>CE Director's Report Summer 2024</p> <p>The report would be added to GovernorHub once available.</p>
11.	<p>Governor training, professional development</p> <p>MHAT had requested an update on completed governor training. Gaps in required training had been identified by the Chair and would be filled by the deadline of 24/25th May. Governors were requested to upload certificates to GovernorHub.</p> <p>Training was required of governors in five critical areas:</p> <ul style="list-style-type: none"> • Safeguarding • Prevent • Online safety • Cyber Security • Keeping Children Safe in Education (Pt2)
12.	<p>Link Governor monitoring reports</p> <p>A short report on the meeting of governors and pupils had been added to GovernorHub.</p>
13.	<p><u>A.O.B.</u></p> <p>There was no further business for discussion.</p>
14.	<p><u>Next meetings</u></p> <p>It was agreed the remaining meeting of the year would be in person on 25th June 2024 with a 3.00 p.m. start.</p> <p>The Chair submitted his apologies for the meeting.</p>
15.	<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"> • Discussion and questioning on the latest assessment data had resulted in agreed changes to the format and content of future data reporting to ensure governors were in a position to speak with certainty on the school's achievements. • The report and explanation provided by the SEND Lead had assured governors that all possible funding was being accessed and staff were receiving appropriate training. • The discussion with the new Mental Health Lead increased governor understanding of the provision in school and the further steps e.g. the appointment of pupil leaders, to be put in place. • Governors received confirmation that budgetary / financial training had been received by the Bursar who had a clear understanding of the systems in place.

JL and SN left, and the Pt 1 meeting closed at 16.21.

Signed.....

Date