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| <p><b>GOVERNING BODY OF OAKTREE SCHOOL</b><br/> Chase Side<br/> London N14 4HN<br/> Telephone No 020 8440 4891<br/> VIRTUAL MEETING VIA ZOOM<br/> <b><u>7 December</u></b><br/> <b><u>2021</u></b></p> |  |
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MEMBERS

| Position               | Name                      | Date of Appointment | End of Term of Office |
|------------------------|---------------------------|---------------------|-----------------------|
| LA Governor            | Alex Bussandri (Chair)    | 08.06.2021          | 07.06.2025            |
| Parent Governors (3)   | Kirstie Brockwell         | 04.02.2020          | 03.02.2024            |
|                        | Gerard Myers              | 04.02.2020          | 03.02.2024            |
|                        | Khilna Gudhka             | 13.07.2021          | 12.07.2025            |
| Staff Governor         | Zee Osmanli               | 22.07.2021          | 21.07.2025            |
| Co-opted Governors (6) | Sarah Bocas               | 03.07.2021          | 02.07.2025            |
|                        | Helen Chance (Vice Chair) | 14.11.2021          | 13.11.2025            |
|                        | Sam Clydesdale            | 12.09.2020          | 11.09.2023            |
|                        | Furishia Ikhlef           | 08.02.2020          | 07.02.2023            |
|                        | Brenda Kershaw            | 14.11.2021          | 13.11.2025            |
|                        | Louis Wells               | 14.11.2021          | 13.11.2025            |
| Headteacher            | Russell Davey             | 01.08.2020          | n/a                   |

\*denotes absence

Also attending:

Hannah Luras, Minute and Advisory Clerk

MINUTES – PART 1

**1. APOLOGIES FOR ABSENCE**

**NOTED** that all governors were in attendance. It was a hybrid meeting and one governor attended virtually.

**2. DECLARATION OF INTEREST, PECUNIARY OR OTHERWISE IN RESPECT OF ITEMS ON THE AGENDA**

Governors were given the opportunity to declare any interest relating to items on the agenda. No such declarations were made.

**3. MEMBERSHIP AND CONSTITUTION**

**NOTED** that the Performance Management Panel and the Pay Review were undertaken at the same time.

**RATIFIED** that the Performance Management panel and the Pay Review panel consisted of the same committee members.

**4. MINUTES AND ANY MATTERS ARISING FROM THE MINUTES**

**RECEIVED** the minutes of the GB meeting held on 12 October 2021 which were approved and signed by the Chair as a correct record. A copy of the Minutes was included in the Minute Book.

**REPORTED** that

(a) Governance Arrangements – Minute No. 4(b, c, and d)

- i) the HT would check whether Register of Business Interests and Keeping Children Safe in Education declaration pages were signed by governors. **ACTION:HT**
- ii) Governors should add any training, including external training, that they have attended onto their GovernorHub profile. **ACTION:ALL**

(b) Trauma Awareness Training Videos – Minute 6(b)

Louis Wells, who had trained in trauma informed practice, had sent the link for access to training to the governors. He was happy to discuss it with anyone.

(c) Career Policy – Minute 9(d(iii))

There was now a simplified version of the career policy on the website. Governors had been sent a link.

(d) Financial Scheme of Delegation – Minute 10(c)

The Financial Scheme of Delegation had been completed and ratified.

## 5. SCHOOL IMPROVEMENT DEVELOPMENT PLAN

**RECEIVED** the Summary of the SIP and the document titled 'Together we have achieved' which was the priorities copies of which are included in the Minute Book.

**RECEIVED** the SIP summary 2020-2021, one year SIP copies of which are included in the Minute Book.

**REPORTED** that all governors had reviewed the SIP summary and one year SIP. The priorities document outlined the key elements of the School Improvement Plan. This was a live document which was updated regularly with changing priorities.

**NOTED** the following comments as a result of governors' discussions and review of the document:

Numbers of Free School Meals children will impact on the SIP further as numbers are currently increasing.

Governors were pleased to hear that the school community was very diverse and there were a significant number of children attending from Eastern Enfield but numbers from the West were increasing.

The outcomes from the last School Improvement Partner were constantly reviewed and Louis had responsibility for this area.

[A question was asked about benchmarking](#) against mainstream schools and whether they could remove the data for children with medical needs to make it a better comparison.

**An Evidence for Learning App** was being rolled out to parents. It had been successful with staff to date. Parents are able to upload pictures to this.

[Governors asked the following questions:](#)

Q: Did the parents have access to the entire app- the response was negative. The teachers shared the relevant evidence.

Q: Could parents comment? They could comment on their own uploads but not on the teachers area without the teachers consent.

Q: Were playground pictures allowed? No, they would need consent from parents

Q: When would it go live? 40 parents would be able to access it with further access provided later.

Governors were really excited with this new provision to help engagement with parents and ensure a robust embedding of the curriculum.

## 6. HEADTEACHER'S REPORT/PASTORAL UPDATE

**RECEIVED** the Headteacher's Report, a copy of which is included in the Minute Book.

(a) SEF 2021-24

**RECEIVED** the SEF, a copy of which is included in the Minute Book.

(b) Curriculum

**REPORTED** that the CAP and Numicon interventions were going well. Some of the young people did not find Reading, Writing and Speaking the most effective means of communication and hence needed other methods.

With regards to CAP, students needed to use it regularly and appropriately to ensure that the school was seen as Special and not compared to mainstream schools. [In response to a question about Makaton](#), governors learnt that this needed to be used consistently and following Makaton guidelines whilst currently the school had an interpreted version of it.

Dr Penny Barratt, the new school improvement advisor, was due to contact Lucy Nutt, about Oaktree SIA allocation. The HT had asked for expert support in reviewing the school's curriculum approach, OFSTED readiness and support for the governors. Penny had a number of useful suggestions (these will include bringing in individuals who re current OFSTED inspectors and who will also have SEND experience. In the meantime, Penny had agreed to review the Pupil premium strategy statement and School development plan.

(c) Pathways

**REPORTED** that pathways were up and running and early next year teachers would meet to discuss but the concept was embedded, the staff had embraced it and the children enjoyed it.

Phonics approach was important and progress in reading was a key priority. There was Jolly Phonics, a new library space, and reading at breakfast. Furthermore, the first 60 OCR accreditations had been completed.

[In answer to a question](#) all outcomes included evidence of impact.

By Year 9, it was a now statutory requirement that all students were on a pathway. There were seven pathways with 400 OCRs leading to diplomas, potentially for college. They also had GCSE options for the more-able children.

[In answer to a question](#) Southgate College were supporting them with English and Maths.

[In response to another question](#) they were currently only doing GCSEs in English and Maths.

They were not just focused on Maths and English, however. For example, they made subjects such as Art and Music accessible to all. They were also linking pathways with

subjects such as linking horticulture and science.

EHCs were also very important to the pathways, which was logical given that the children at the school had EHCPs. They were now doing short-term outcomes with termly reports given to parents.

There were three journeys that would be launching at the beginning of next year. They wanted to up the trajectory for students. These would be subject specific and based around the EHCPs.

(d) Home Learning

**REPORTED** that they also wanted to increase their use again of blended home learning. The Christmas show was next Friday, and the HT would send the governors the link to the video. Google Classroom was now a key way that they worked.

[In response to a question](#) on home learning, it was confirmed that a student who was off from the school but was well enough to learn could join the class virtually for one lesson a day.

[In response to a question](#) on student voice, student council was monthly to discuss changes and improvements to the school. It was now weekly. Feedback was given to the HT.

[In response to a question](#) on inclusivity of student council, it was very inclusive. There was a representative for each of the classes to voice the opinions of all members of the class, whether verbal or non-verbal.

(e) Attendance

**REPORTED** that attendance was still over 90% and better than other Special Schools. It was believed that it was almost 10% higher. Governors were pleased to hear that attendance was so high despite Covid. There were significant numbers of children with medical illnesses who had to be absent for medical reasons and this did not occur in most mainstream schools.

The strategies used to improve attendance included listening to pupil and parent voice, making the school a welcoming environment and finding out any barriers.

Unfortunately, some pupils had complex circumstances outside school which disrupted their attendance.

(f) Pastoral

- number of Children Looked After: 3
  - Child Protection (Safeguarding) referrals to social care; 1 case has been referred to the MASH team
  - allegations against staff reported to the Lead Officer for Child Protection; None
  - reported racial Incidents; None
  - reported serious bullying Incidents; None
-

- any significant safeguarding issue, whether to do with sexual behaviours, radicalisation or any other form of threat or risk to young people: One case of a use of a homophobic slur
- exclusions both permanent and fixed term: No exclusions, but one child is at school on half days whilst they settle back into school.

(g) Behaviour

**REPORTED** that Behaviour was a strength of the school and positive behaviour support was clearly working.

Louis continued outreach training with De Bohun school.

(h) Therapies

**REPORTED** that there were different therapies available such as Music and Psychodynamic therapy, but these were dependant on resources. These were discussed in detail.

(i) 6<sup>th</sup> Form

**REPORTED** that the Sixth Form prefects were working well, and three (now two) students were helping with breakfast Club. There had also been a meeting with the local MP who had agreed to develop relations with Capel Manor and Chicken Shed for post 16 careers. The traffic outside the school would also be highlighted by the MP to the LA. The sixth formers had more control and choice over Pathways and enjoyed it.

In response to a question on travel training, the travel training had been unsuccessful so far because the trainer had been ill. However, they were hoping to get this up and running soon.

[In response to a question on](#) career fairs and advisors, these would be taking place this year. They may be done virtually. They also had eight work experiences happening, when there used to be none.

(j) Pupil Premium

**RECEIVED** the Pupil Premium (PP) statement, a copy of which is included in the Minute Book.

**REPORTED** that

This was a three-year plan that incorporated the catch-up money well. 60% of their students were eligible.

[In response to a question on](#) why there were 61 students on free school meals, and 71 PP students, it was explained that there was a lag because of the census. The number would go up after the January census.

This year there was £54,165 of funding coming in, along with £20,179 catch up funding. The disadvantaged part was key. They looked at each child's individual needs. There was a lot about emotional and mental wellbeing.

The HT spoke of the key challenges for the school, referenced in the statement. For each intervention, they were clear about evidence of support, why they were taking that specific approach, and the challenges that they intended to address. The interventions would be beneficial to all the children because it included identifying any child affected by Covid-19.

The governors were impressed with the amount of work from the SLT on the PP plan.

**RESOLVED** to ratify the 3 Yea PP plan.

## 7. FINANCE

**RECEIVED** the Finance and Premises report, a copy of which is included in the Minute Book.

**REPORTED** that

(a) Expenditure

- there were no purchases over the Headteacher's Delegated Limit;
- there were no urgent expenditure previously approved via Chair's action;
- there were no Waiver of Contract Procedure Rules (prepared in exceptional circumstances only);
- there were no virements.

(b) PE and Sports Grant

Further funds had been received and the total figure now stood at £16,256. These funds were used to secure the Physical Education and School Sports from Traded Services at a cost of £2500. The primary PE service consisted of a team of physical education specialists who worked collaboratively with schools to maintain and develop the highest standards and opportunities in physical education, physical activity and school sport. Oaktree PE Instructor would also receive training and mentoring.

(c) Covid-19 Catch up funding

The funds received for Catch up included:

Recovery Premium of £3698; School Led Tutoring of £4781 and Catch up of £11700 so the total was £20,179

[In answer to a question](#) these monies were used to implement catch up interventions with pupils using two existing staff members. The process worked well and was successful, so the impact had been positive.

(d) Minibuses

These were governed by the D1 regulations which held special licensing so the school was limited as to who could drive them.

For the current buses it stated that the driver must hold a category D1 licence as they have between –16 passenger seats and weigh 4.25 tonnes. The school was therefore exploring if they could buy 2 new buses that did not require these licences. The weight of these buses was normally 3.5 tonnes. This would mean that a larger number of staff could drive the buses. The Variety Club had also been contacted to find out if there were any schemes that allowed the school to exchange the buses, but the initial response indicated that they could not.

A lengthy discussion ensued about minibuses and the pros and cons of the size of the bus and the driver capacity within the school. One requirement was the ability to accommodate two classes in one bus.

**RESOLVED** to investigate the possibility of buying smaller minibuses to make more drivers available.

(e) Bank

The HT had finally been added as a signatory to the commercial card and been provided with own card. The tests for the BAC's system had been undertaken with support from Count-on and not from the Local Authority which was disappointing. The process was complicated as the current finance system and HSBC did not work together making the system segmented and further complicated by audit requiring print outs from both systems. This system would be introduced to all suppliers and staff.

(f) National Breakfast Programme

Oaktree had been accepted by the National School Breakfast Programme, who are funded by the Department of Education, to provide all pupils with a free healthy breakfast at the start of the school day.

The programme would run until July 2023 and they would receive free healthy food until March 2022, then the school would just have to contribute just 25% towards the supply and delivery of the breakfast.

Fresh Bagels and 4 types of cereal are offered, and this commenced Monday 29<sup>th</sup> November 2021. Presently they had a 63% take up.

(g) Audit & Risk Management

The school was audited earlier in the year which was undertaken virtually. There were areas that were unable to be audited virtually. Therefore, they would be audited again in January.

The school had bought into an electronic audit asset register. It was set up but was not yet completed – they were in this week labelling them. Brenda and Ruth would be given training at the end of this week, which they would share with the admin team.



They were compliant and they should be fine in the audit in January.

(h) Alarm System, LED Lights, and Parent Pay

They were planning to upgrade their alarm system. It would now have a voice for evacuation and flashing beacons which would be beneficial for the pupils. They had received one quotation, and were waiting for two more, to then share with the governors.

They would be investing in new LED lights for all the classrooms, apart from the areas that might be affected by the expansion. This would save them money in the long-term.

They were clearing an 'outstanding' amount of money that was actually in the account, but just had not been recorded on the parent pay system. This was from agency workers paying for their lunch using cash. From now on, everything was through parent pay and agency workers were told that the school would not provide them with lunch.

**8. PREMISES**

**REPORTED** that

(a) Electric Water Heater

The new electric water heater had been installed at a reduced cost of £8,570.00. The original quote was £10,800.00 but was reduced as the school chose electric rather than gas. All areas of the school now had hot water.

(b) Water

Unfortunately, the school continued to show positive sample testing of Legionella in both the boys and girls showers. The water monitoring company had undertaken many disinfections, but the problem remained. Therefore, a shock treatment had been undertaken whilst the school was closed in the hope to eradicate the problem. This was undertaken on Saturday 20<sup>th</sup> November and further sampling took place this week to send to the laboratory.

(c) Health & Safety Audit

The LA Health and Safety Team had undertaken an audit and the SBM was pleased to report that they received 97.94% No Faults No Actions and No Reds!  
This was obviously a great outcome for the school and hopefully no further audits would be required for a further 3 years.

**9. POLICIES**

RECEIVED the Sexting policy and Requirements for Lettings policy, copies of which are included

in the Minute Book.

**REPORTED** that Keeping Children Safe in Education would be included in the Lettings Policy.

**RESOLVED** to ratify the two policies.

## 10. GOVERNOR LEARNING AND DEVELOPMENT OPPORTUNITIES

### (a) Governor Visits

**RECEIVED** feedback forms from Sarah Bocas/Gerard Myers dated 20.11.21 and Furisha Ikhley dated 4.10.21 copies of which are included in the minute book and are uploaded on GovernorHub.

**RESOLVED** that Alex would complete the safeguarding report and send it on.

**ACTION: ALEX**

**RESOLVED** that the HT would present the Governor Visitors' policy from Capel school

**ACTION: HT**

### (b) Governor Training

**NOTED** that governors were encouraged to attend any training they found useful.

## 11 DATES OF FUTURE MEETINGS

To **note** the following meetings:

Tuesday 25 January 2022 at 5.30pm

Tuesday 22 March 2022 at 5.30pm

Tuesday 17 May 2022 at 5.30pm

Tuesday 5 July 2022 at 5.30pm