

GOVERNING BODY OF OAKTREE SCHOOL

Chase Side
London N14 4HN
Telephone No 020 8440 4891
VIRTUAL MEETING VIA ZOOM
13 July 2021



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	Amanda Lawson	01.11.2018	31.10.2022
Co-opted Governors (6)	Sarah Bocas	03.07.2021	02.07.2025
	Helen Chance (Vice Chair)	14.11.2018	13.11.2021
	Sam Clydesdale	12.09.2020	11.09.2023
	Furishia Ikhlef	08.02.2020	07.02.2023
	Brenda Kershaw	14.11.2018	13.11.2021
	Louis Wells	14.11.2018	13.11.2021
Headteacher	Russell Davey	01.08.2020	n/a

*denotes absence

Also attending:

Hannah Lauras, Minute and Advisory Clerk
Smeeta Modasia, School Improvement Advisor

MINUTES – PART 1

1. APOLOGIES FOR ABSENCE

NOTED that

- i) Smeeta Modasia would be joining the meeting a little later for her review.
- ii) apologies for absence were received from Helen Chance, Kirstie Brockwell, and Sarah Bocas.

RESOLVED to consent to these absences.

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

(a) Parent Governor

The Governing Body **welcomed** Khilna Gudhka to her role as Parent Governor.

NOTED that Khilna appeared not to have received her induction pack. Induction pack to be resent.

ACTION: CLERK

(b) Staff Governor

REPORTED that

- i) the vacancy for Staff Governor had been sent out.
- ii) there seemed to be interest from a few staff members.
- iii) If these did not work out, the HT would try again next week, hoping to have it resolved by the end of term.
- iv) the vote would be 48 hours to vote, the person with the most votes getting the role.

(c) Well-being Link Governor

REPORTED that it would be a good idea to have a Well-being Link Governor. Sam offered to take the role.

RESOLVED that Sam would be Well-being link Governor.

Following a **question**, Clerk to find out if there was any training available for the Well-being Link Governor.

ACTION: CLERK

4. MINUTES AND ANY MATTERS ARISING FROM THE MINUTES

RECEIVED the minutes of the GB meeting held on 8 June 2021, a copy of which has been included in the Minute Book.

REPORTED that

(a) Learning Pathways (Minute No. 7(b)(vii))

- i) the HT had not received any emails from Governors.
- ii) Sarah's report on her curriculum visit was available to all Governors on GovernorHub.

(b) Social Media Meetings (Minute No. 7(f))

this would be thought about over the Summer holidays and carried forward to the first meeting back in the Autumn term.

ACTION: HT/CLERK

(c) Trauma Awareness Training Videos (Minute No. 8(c)(i))

this would be carried forward to the first meeting back in the Autumn term.

ACTION: LOUIS/CLERK

(d) Emotional and Mental Health Intervention (Minute No. 8(c)(iv))

this would be carried forward to the first meeting back in the Autumn term.

ACTION: SAM/LOUIS/CLERK

(e) Governor Training Questionnaire (Minute No. 10(b)(i))

- i) this would be better to discuss with all Governors present.
- ii) – following a **question** – no one at the meeting had sent their questionnaire to Alex in the post.
- iii) not all questionnaires had been returned.

RESOLVED for all questionnaires to be returned so Alex can update at next meeting.

ACTION: ALL GOVERNORS/ALEX/CLERK

(f) Governor Ofsted Training (Minute No. 10(b)(ii))

the HT had asked the school improvement advisor about Governor training, especially in preparation for Ofsted. The HT was told that they were in the process of a reorganisation and would therefore give the HT more information in September.

Oaktree would have nine days. They were not bringing in the school improvement service. Oaktree had received some very useful information from another school.

The Chair of Governors for Waverley was an Ofsted inspector. It was possible that she would be able to put something together for them as well.

NOTED that all other matters arising from the minutes were up-to-date or would be discussed throughout the rest of today's meeting.

RESOLVED to approve, and for the Chair to sign the minutes off as a correct record.

Smeeta Modasia arrived at the meeting at this point.

5. SCHOOL IMPROVEMENT ADVISOR REVIEW

(a) Review

Smeeta Modasia – school improvement advisor – gave her review, carried out by herself and Linda Stone, who was not attending this meeting.

REPORTED that

Smeeta and Linda had carried out an aspect review at the beginning of last month. They had focused on the sixth form which had been a big area of development for the school in the past two years. They were looking to see what impact the new initiatives had made, and whether the pupils were being prepared for adulthood.

It had been lovely to see the sixth formers. There had been significant development in the sixth form. The sixth formers appeared to understand the reason for the changes and development. They were able to talk about their destinations after school, and what the school were doing to prepare them. This was particularly useful for the students with complex needs.

The pathways appeared rich and varied. They led the students to life after Oaktree, whether it be college, employment etc. It was clear that although there were only 4-5 pathways, students were not restricted by them, but they could obtain the skills from them that were required to meet whatever their goals. Furthermore, the pathways also encompassed life-skill development.

It was good to see that career aspects were embedded in the learning and teaching. Even during the challenging times of lockdown, the school had achieved in obtaining bank accounts for all the sixth form students. From Year 9 upwards, there were opportunities for in-house work experience. There were new initiatives that had been developed such as 'Farm to Fork' and site development such as the café, which allowed students to develop their speaking and listening skills by taking orders from other

classes. It was evident that a lot of work had occurred this year. The students had worked very hard, and it was fantastic being able to talk to them about roles and responsibilities.

Areas for development that were suggested was firstly, considering external work experience opportunities. External work experience opportunities would be valuable because in Oaktree, students were well understood but out in the real world, unfortunately, this would not necessarily be the case. It would therefore be a beneficial way for Oaktree to troubleshoot problems in the workplace. This would give the students an opportunity to be exposed to work in the real world safely. If a student struggled in their work experience, they would be able to come back to school and get the support they needed. A proposed model for that would be 1 day a week for ½ or a full term.

The second area for development suggested was to think about how students could take ownership in projects such as 'Farm to Fork'. The students might not always make the right choices, but this would be an opportunity for them to learn from their mistakes.

(b) Questions or Comments

Smeeta asked if the GB had any questions or comments –

NOTED that

- i) Smeeta would like to see the finished film. It would be possible for Smeeta to get access to the film on Google Meet.
- ii) the Governors had also been impressed with how much had gone ahead and been achieved this year. The school had not only had the ideas but had carried them out properly. It was good to hear such a positive review from someone external.
- iii) the HT agreed with both suggestions for future development – external work experience and taking ownership. They were key points that would drive the school improvement plan.
- iv) projects and initiatives that had been halted because of Covid-19 would hopefully be back soon as well.
- v) Smeeta would no longer be their school improvement advisor in September. She had been at this post for 3-4 years and it had been a pleasure. Smeeta would, however, still be SEN learning consultant, would have links with the school, and was happy to continue to support them. Smeeta was **thanked** for all her work. She would be missed.
- vi) Smeeta's replacement had been in touch with the HT. The HT would be having a conversation with them in September about how they would spend the nine days of training. At least a couple of those days would be for Ofsted readiness. The

school had bought a big package and therefore there would be lots of flexibility around what they would want.

Smeeta was thanked for her time. Smeeta left the meeting at this point.

6. FINANCE

(a) 1st Quarterly Review

RECEIVED the 1st Quarterly Review and a summary Report, copies of which are included in the Minute Book.

From the report, it was

NOTED that

- i) the school were at a 4.84% contingency, under the 5% threshold in line with mainstream schools.
- ii) the Report showed the main changes since the 3 Year Budget Plan.
- iii) the income that would be received for the extra ten pupils. 7/12ths of those monies, would be received this financial year.
- iv) Monies spent on the staging and flooring in the new polytunnels.
- v) mesh grills on the doors of the science room.
- vi) Future Planned Expenditure
- vii) to invest in a strong gazebo that would not blow away.
- viii)– following a **question** on whether the gazebo would interfere with the expansion programme – it was further away from the classrooms and therefore would not interfere. They would, however, double check this with the LA.
- ix) the school were looking at doing the compound fencing and gates. This was the outside the sixth form area where the minibuses were parked. This was where the site manager did a lot of his work. They were therefore looking to fence the area off with a gate and make it completely secure so it would not be accessible to the pupils. There was also the possibility of putting a roof so the site manager would have an area to do his work safely and out of sight. Quotes would be obtained
- x) the additional spaces that they were going to create in the school had been discussed. There were three possible spaces – Mandy’s room could be sliced in two, the blue room had a space in the back with an external door which could

be its own room, and the food tech room had an area which could be partitioned off and a door could be put in. This had been checked by the LA's health and safety team. These works would likely be carried out over the summer.

(b) Expenditure

REPORTED that

- i) there were no potential purchases over the HT's Delegated Limit;
- ii) there was no urgent expenditure previously approved via Chair's action;
- iii) there were no Waivers of Contract Procedure Rules;
- iv) there were no proposed virements to report.

NOTED that

- v) there would be an SLA for the next three years that would go over the HT's Delegated Limit that they would need to agree on at the next meeting.
- vi) – following a **question** on whether they should discuss the increase to the HT's Delegated Limit that they had discussed early on in the school year – this was in line with the increase in the LA figure. It had already been agreed but it was good to review this.

RESOLVED to check with the LA if this was in line with other schools.

ACTION: BRENDA

(c) Premises

REPORTED that there were some areas that would require additional costs:

- i) there was a playground inspection last week which noted the zip wire which already was out of use, and some other remedial works. They were waiting on the report. However, it was believed that the works would cost a few thousand pounds.
- ii) there was also a fault in the boiler room in the sixth form end which would require new parts.
- iii) one of the electric doors in the sixth form area was not working, and a new push button was needed.
- iv) the sensory room and modular building needed to be converted as an

additional classroom to account for the additional students they would be taking on in September. They had just placed an order for furniture. That would cost around £4000.

- v) there was also a possibility of extending the sensory garden.

NOTED that

- vi) the areas already identified for future expense, or which were planning to use their capital monies would still mean the budget would remain under the 5% threshold and leave the school in a healthy position for now.

- vii) funding would also be needed for the pathways that were ready to go in September. Louis to discuss with Brenda.

ACTION: HT/LOUIS/BRENDA

- viii) Brenda had applied for a grant from the Earnest Trust who dealt with outside learning. They had agreed their submission and would give the school £500 which would come in July for outside learning and travel. They needed to discuss how they would use this.

ACTION: SLT/BRENDA

- ix) Brenda had done well to get the extra Covid-19 money. Not many schools had done that.

- x) – following a **question** on receiving £12,000 out of £49,000 for PP – the Quarterly return showed what they would receive in the financial year and what they would receive to date. Therefore the £12,000 was what they had received to date. They would receive the rest by the end of the financial year.

7. HEADTEACHER’S REPORT

RECEIVED the Headteacher’s report, a copy of which is included in the Minute Book.

(a) Elaboration on the Report

In addition to the report, it was

REPORTED that

- i) the HT’s newsletters would continue in the future once a week. Parents seem to have responded well to them on the whole.
- ii) parents had been into the school today and were served coffee and cakes by the students which were made by the students. It was good that students who were following a different pathway were able to keep their skills up in taking orders and serving customers.

- iii) attendance had been 91% and more, but they would like to see this increase to 95%. However, Louis had done a good job at keeping up the attendance, and furthermore, the students who had been refusing to come in were now coming into the school consistently.
- iv) the SLT were hoping that they would return to a regular timetable in September, even with the threat of another wave of Covid-19. They would have to look at how they would continue to separate the younger and older classes. Now there were more students coming to the school, it was easier to split them when arriving and leaving. They may also continue to open the school gates 5-10 minutes before 9am, for a 9am start. Morning briefings would take place in the hall because, due to Covid-19, it would not be safe to have all the staff in the staff room at once.
- v) regarding the 'staging' for the new polytunnels, one would be a practice classroom tent for students to practice growing food and the other would be an industrial commercial site. The vegetables that had been planted were looking good and they would be maintained over the summer holidays. In the long term, they were also looking at having an animal care area, although there were mixed opinions about having chickens.
- vi) lunchtimes were now much better thanks to Louis and Furishia. The students had been consulted to find the most popular option. The Friday disco was a success. The boxing class would not involve boxing another student.
- vii) the films may not be ready to show by the end of the term, but they would be available to watch on Google Classroom. The Greatest Showman, however, would be ready by Friday. It would be screened on Google Classroom this Friday.
- viii) there would be a school BBQ to thank the staff on the 21st July. Governors were also welcomed to attend. There would be a range of foods to cater for everyone. They were welcome to bring alcohol.
- ix) Oaktree would be supporting De Bohun School in opening up a complex Autism unit. The HT and Louis had seen the unit and were impressed. This was a pilot, working with the LA, with the intention of potentially being rolled out to a number of units across the borough. This would hopefully compliment their existing ASC provision within the borough. There was also the possibility of a pilot in secondary schools, but this was not with the intention that those students with complex ASC would come to Oaktree.
- x) the HT served on the Education Resources Group and High Needs Working Group which was where the pilot came from. Next year, they would be looking at 19+ and the expansion that would be required.
- xi) in terms of the funding review and the average funding method, the HT would challenge it if the school appeared negatively affected.

- xii) the CPA mathematical approach was embedded and ready for use next academic year. This would provide a unified maths approach. Furthermore, as well as the Phonics approach training, in line with the writing policy, sight sound and colourful semantics would also be more consistent across the school.
- xiii) the teaching staff had been spoken to today about the learning pathways. Every pupil from Year 8 would have one and this would be linked to their EHCP.
- xiv) the new menus would play a part in an employment option. The menus would consist of vegan food and they would be commercially thought out.
- xv) in terms of the new EHCP and PFA implementation, the overarching outcomes were to be linked to the four Preparation for Adulthood outcomes in a way that made them consistent and make sense.
- xvi) the Trauma Informed Practice may go on longer than the Autumn term. Furthermore, they were looking to expand the external therapy support – music therapy and occupational therapy – part of the curriculum.

(b) Questions and Comments

REPORTED that

- i) – following a **question** regarding the extra cost to the catering with the extra pupils – those with free school meals would already be funded, and if not, the parents should pay. The survey for the expansion showed that the kitchen had the capacity. The HT would look at organising the lunch breaks differently.
- ii) – following a **question** on whether the pupils would be back to eating lunch in the hall in September – it was confirmed that they would. This was better than in the classrooms. It was an important part of the school ethos and the pupils preferred to eat in the hall.
- iii) – following a **question** on the details of supporting De Bohun’s complex Autism unit (see Minute No. 7(a)(ix))– Louis was talking to the SENCO and providing advice and support. This was useful and not detrimental to Louis’ time. Louis was impressed with the team at De Bohun, and their determination to do a good job. Oaktree would benefit from the support that they would receive in return. Furthermore, the LA were looking to cut their outreach money. This would provide further justification for receiving that money.
- iv) – following a **question** on whether Louis would then help other schools to set up this model – Louis may present them with the model but would not be as involved. This was a three-year project starting in January so there was plenty of time to think it through.
- v) pupils with complex autism were increasingly being sent out of borough. It was more cost effective to keep them in borough. Furthermore, it was easier for

parents to meet with the school and for the child to get to school in-borough. SEMH schools were taking on more children with additional needs without being set up for complex autism. Oaktree was not set up for complex autism and would not be a feeder school for De Bohun. This was purely to keep the children in-borough.

- vi) – following a **question** on whether the school would be forced to take pupils that were not suitable for Oaktree – unfortunately this was still possible. The HT had two tribunals to attend in September – the HT would go by himself and argue his case against the parents. Furthermore, there had been 153 applications made to Oaktree, of which the HT had declined 105, and was about to decline 15 more. This mostly occurred at the Year 6 to Year 7 transition. Parents were unwilling to send their children with additional needs to mainstream schools even if the children could potentially be successful there. Oaktree was known as a successful school so parents wanted to send their children there.
- vii) - following a **question** on clarifying what was happening with the scale 6 staff member – the HT was trying to see how to retain the scale 6 staff member in the new structure. He had to think of what their job description was.
- viii)– following a **question** on Helen’s retirement – Helen had retired and then had re-joined the school, but now she was retiring properly.
- ix) – following a **question** on how they would manage packing in the leaver’s prom, the disco, the show, and the presentations all on the Friday – some people would not be able to see everything, but they would make it work. For example, the screenings of the show were pre-recorded so they could be watched another time.
- x) – following a **question** on Evidence for Learning for parents – it was self-explanatory, but they might produce simple guides for parents.
- xi) the HT and the staff were **thanked** for their all hard work this year.

8. POLICIES

(a) School Policies

RECEIVED the SEND policy and the Writing policy, copies of which are included in the Minute Book.

RESOLVED to ratify the SEND policy and the Writing policy.

(b) LA Policies

NOTED that the LA model Complaints Procedure for Maintained Schools has been updated, February 2021.

NOTED that the GDPR policies – acceptable Use Policy, bring your own device Policy, Freedom of Information Policy, Data Protection Policy; Privacy Notice, and Cyber and Information Security Policy – had been updated.

RESOLVED to ratify the GDPR policies above.

9. GOVERNOR LEARNING AND DEVELOPMENT OPPORTUNITIES

(a) Governor Visits

RECEIVED the PP visit report, the theatre visit report and the curriculum visit report, copies of which are included in the Minute Book. Also, Governors had received the confidential safeguarding visit report.

REPORTED that

- i) Sam had done a PP visit. She had found it to be a good, productive meeting. She had learnt a lot from Louis and was happy with how the PP money was being spent.
- ii) Sam had also done a theatre visit. It had been disappointing that they could not use the Chickenshed Theatre, but they had at least got to record both shows. Pupils had worked very hard and appeared passionate about it. It was an exciting pathway for Sarah to develop next year.
- iii) Alex had done a safeguarding visit. They had looked at case studies. Lorraine tried but did not always get all the information on child protection for new pupils straight away. However, she was on top of it and everything was up to date. Alex was also pleased with the interviews and that the agency staff were familiar with the school's safeguarding procedures.
- iv) Sarah and Gerard had done a curriculum visit. Ricardo had done really well expanding the curriculum into learning pathways and journeys. The HT had joined the meeting too. They were impressed with how much had gone on in the last year, especially with all the challenges from Covid-19 and lockdown. It was good to see ideas being embedded and going in the right direction. It would open up the opportunities for their pupils when they leave. Sarah, Gerard, and Alex would do another curriculum visit in the new term to see how everything was going.
- v) Sam would do the GDPR visit tomorrow when she would also come in for school council. Sam would update the GB on Student Voice in the next meeting.

ACTION: SAM

NOTED that

vi) Sejal Patel was now doing the Student Voice role fully now by herself and she was doing well.

vii) the Governors had done well with all their visits. It would be good if Governors could do a visit to the school once every half term to get to know the school.

(b) Governor Training

REPORTED that

- i) Sam had attended GDPR training.
- ii) Furishia had attended Getting September Ready.
- iii) Furishia had attended two Unconscious Bias trainings. Sam had done one unconscious bias training. She was waiting to receive the dates for the third one.

NOTED that

- iv) **Governors were reminded to book all of their governor training through Brenda.** Brenda was the booking agent so she could book for governors and therefore would be able to keep a record of who was doing what training. Brenda could only get to book two free at a time, however, she could go through the LA and get a link.
- v) **Governors were reminded to update their personal profile on GovernorHub to show what training they had attended.**

10. DATES OF FUTURE MEETINGS

NOTED that the agreed dates for the next academic year are as follows:

- Tuesday 12th October – 5.30pm
- Tuesday 7th December – 5.30pm

Brenda would email the dates of the Quarterly returns to guide them on when it was best to hold the meetings. This would be reviewed at October's meeting.

ACTION: BRENDA

11. AOB

NOTED that

- (a) Gerard had an idea for the governors (excluding the staff governors) to put some money towards buying the staff alcohol as a thank you for the staff BBQ. Alex and Gerard would discuss this.
- (b) It was Mandy's last meeting; she was retiring at the end of term. Mandy was thanked for all her hard work and would be missed.

(c) Louis **thanked** the GB for all their work throughout the year. They had supported with sensible decisions which helped scaffold the school.

(d) As the Chair, Alex would send a letter out to the parents early next week.

ACTION: ALEX