


<p>GOVERNING BODY OF OAKTREE SCHOOL</p> <p>Chase Side London N14 4HN</p> <p>Telephone No 020 8440 4891 VIRTUAL MEETING VIA ZOOM</p>	
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5 July 2022

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*	14.11.2021	13.11.2025
	Sam Clydesdale (Vice Chair)	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 attended:

Alice McLellan, Minute and Advisory Clerk

MINUTES – PART 1

1. APOLOGIES FOR ABSENCE

RECEIVED apologies from Helen Chance

RESOLVED to consent to this absence.

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

There were no vacancies on the governing body.

4. MINUTES AND ANY MATTERS ARISING FROM THE MINUTES

RECEIVED the minutes of the GB meeting held on 17 May 2022, approved and signed by the Chair as a correct record.

REPORTED that;

(a) Governance Arrangements – Minute No. 5a

The old minibus had been collected and taken to the car auction. The V5 slip had been received confirming that the owner had been changed. Brenda Kershaw would find out about the proceeds of the sale which would be shared with the Royal Variety.

ACTION: BRENDA KERSHAW

5. READING TESTS

RECEIVED an update from Ricardo Morais.

REPORTED that;

- (a) Ricardo Morais administered reading tests to students to ensure that results were comparable. Although the test used by the School produced a reading age, the test was dated. School Improvement Advisor (SIA) Barney Green recommended the New Group Reading Test (NGRT) which provided a reading age and measured comprehension. The mainstream test was adaptive; the test assumed that students' ability matched their age, so the test began with a high level of difficulty and progressively got easier.
- (b) the NGRT was an impartial test that compared results to national levels and to other students, it provided a reading ability scale and upper and lower reading ages. The NGRT gave useful information about how accurate class groupings were. At the second data point it will be possible to measure improvements since students' first test.
- (c) Read Writing would replace the school's current phonics programmes Jolly Phonics and Letters and Sounds. The principles of the programme remained the same. On 18 July a Read Writing professional would provide training to staff.
- (d) the following matters arose in response to Governor **QUESTIONS**;
 - (i) the NGRT would take place twice a year and students would take the test independently. The test was computer based, students pressed 'next' if they didn't know the answer and the level of the test adapted quickly. Students were aware that they were being tested and they wanted to know their score. After the first NGRT students were given praise and feedback, after future tests they will be informed if they have made improvements.
 - (ii) students were explicitly told about the difficulty of the test prior to completion so that they did not become demotivated. Governors felt it was good for students to experience a level of challenge. Between testing periods staff would work with students on the areas which required improvement. Daily reading continued to take place.
 - (iii) non subject specific (NSS) students were tested using the engagement scale recommended by the Department for Education (DfE). NSS students used the see and learn method and progress was tracked as they progressed through levels.

- (iv) pictures were taken of students completing the NGRT which were added to Evidence for Learning (EfL) along with a description and a score. The focus for parents will be to recognise the progress made between tests.
- (v) some children had done far better than anticipated and changes had already been made to the reading books that they received. The results would be very useful when arranging class groups for next year and for identifying pathways for students.
- (vi) the NGRT highlighted if there was a disparity between sentence completion and passage comprehension. If students achieved a reading age of at least five, they showed an element of comprehension and understanding.

6. HEADTEACHER'S REPORT/PASTORAL UPDATE

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

REPORTED that the following matters arose in response to Governor **QUESTIONS**;

(a) Introduction

42% of parents had logged on to EfL. At the last parents' afternoon parents were asked if they required any support accessing the platform due to their own needs. Often there were many photographs uploaded to the app which were visually descriptive and there were films available on the School's portal. A recent coffee morning was held where parents were supported to log into the EfL app. It was important to improve the attendance at parents afternoons and coffee mornings in order to engage a higher number of parents with the School.

The School was now an accredited exam centre. From September entry level certificate qualifications would be set for English and Maths; this opened up a wider range of courses for students. Some students would sit GCSEs in January and the School would also accept external students. The current OCR qualifications would continue. The School would be able to confirm to parents what qualifications their child was working towards.

The sixth form had expanded to 42 students in years 12-14, and it now included some year 11 students and one year 10 student. Sixth form students would complete entry level certificates. It was vital that good pathways were identified following sixth form; students were able to move on at year 12 or 13 if they were ready, alternatively they could continue at the School into year 14.

(b) Curriculum

The two recent pathways sessions had been poorly attended by parents. One Governor raised that parents were not always clear what year group their child was in and therefore which events they were expected to attend. A table would be added to the bottom of the weekly Headteacher's letter with a rolling programme of dates throughout the year.

ACTION: HEADTEACHER

Digital and Publishing Media was new pathway that would start in the autumn and would be taught by staff with skills in the area. Staff were thanked for their hard work creating valuable pathways that students would benefit from.

(c) General

Thrive was a diagnostic programme that specialist schools used to identify where children were

developmentally, and which generated specific programmes to aid progress. The School planned to appoint an internal Thrive lead for the next academic year. William Wingfield would run systemic therapy support for identified families every Wednesday from September.

A concern identified by the recent pupil survey was that 40 students felt that they had been bullied at school and 11 said that they did not feel safe at school. It is thought that bullying incidents may have taken place outside of school and that social media has had an impact. An evening session for parents had been held regarding internet safety and letters and leaflets had been circulated. Sheena the new PSHE lead would work with students to address the bullying concerns.

(d) Health

Students received the speech and language service from two very good therapists but the School had not yet identified cover for the speech and language therapist on maternity leave.

(e) Pastoral

- number of Children Looked After: 4
- Child Protection (Safeguarding) referrals to social care: 0
- allegations against staff reported to the Lead Officer for Child Protection; 0
- reported racial Incidents: 0
- reported serious bullying Incidents: 0
- any significant safeguarding issue, whether to do with sexual behaviours, radicalisation or any other form of threat or risk to young people: 0
- exclusions both permanent and fixed term:
2 weeks: verbally and physically assaulting a member of staff
2 days: extremely challenging behaviour, abusive language, refusing to remain in class
- Peer on Peer: 0

7. POLICIES

NOTED that there were no updated policies.

8. FINANCE/PREMISES AND RESOURCES

RECEIVED the First Quarterly Return and the Finance Report to Governors, copies of which are 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) First Quarterly Return

The first quarterly return was complete and would be submitted to the LA on 6 July. The School had secured an additional £80,000 funding from the LA for outreach work. The School's financial position was positive for the next two years, a deficit was expected in year three which would gradually grow to a deficit of £289,689 in year four.

In response to Governor **QUESTIONS**;

- (i) the shortfall in year 4 was based on current circumstances; expenditure would continue to rise and the contingency would get smaller. The School currently show a carry forward-over the agreed 5% which was required for the expansion programme.
- (ii) energy prices had increased by 70% over the past year, the Budget had been increased to cover the rise in costs.
- (iii) the School did not need to apply for high needs top-up funding each year. A banding formula was decided by a panel and funding was allocated based on the needs of the children.

(c) Premises

- (i) The school expansion had not yet reached the planning stage; full costing for materials and labour was awaited.
- (ii) A gardening company would cut back the shrubs and bushes along the School's parameter during the summer break.
- (ii) In response to a **QUESTION**, the School had one letting on a Thursday which generated a small amount of income. Cheviots playscheme had been letting an area of the School for £5,000 a year; this would not continue next term due to a number of difficulties and breakages.
- (iii) Nine members of staff had completed minibus training, eight of whom had passed their driving ability test.

(d) Staffing

There had been two recent resignations. A learning support assistant had been recruited and the School continued to advertise for further learning support assistants.

9. GOVERNOR LEARNING AND DEVELOPMENT OPPORTUNITIES

(a) Governor Visits

(i) Curriculum

RECEIVED the Governor Feedback Form 17.06.22.

REPORTED that Sarah Bocas and Gerard Myers met with Ricardo Morais to discuss ongoing improvements to the curriculum in line with the changes proposed by the Headteacher and SIA Barney Green.

(ii) GDPR

RECEIVED the Governor Feedback Form 29.06.22.

REPORTED that Sam Clydesdale met with Ruth Kyriacos. An alternative email system would

be considered following a recent data breach.

(iii) Safeguarding

RECEIVED the Governor Feedback Form 27.06.22.

REPORTED that Alex Bussandri met with Ruth Kyriacos to discuss the Single Central Record and look at the file for a recently appointed member of staff. All actions from the visit had been completed. From September a new social media check was required.

Alex Bussandri also met with Loraine on 04th July to have termly discussion re current safeguarding cases. Alex received case updates and new case information. Alex has written a confidential report which is held by Russell, she was satisfied that the school are following correct safeguarding procedures and are getting external agency support where possible. However, Loraine did flag up that Adult services are going through staff changes which has been problematic for those students transitioning.

(vii) Governor Training

NOTED that all training sessions were listed in the Governor Training Brochure available on Governor Hub. Sam Clydesdale would attend finance, complaints, exclusions and GDPR training.

10. AOB

(a) **RESOLVED** that Alex Bussandri, Sam Clydesdale and Sarah Bocas were appointed to the Pay Committee.

(b) **NOTED** that Governors were thanked for their attendance and support over the past year.

11. DATES OF FUTURE MEETINGS

Noted the following meetings:

Tuesday 4th October, 5:30pm

Tuesday 6th December, 5:30pm