

**Minutes of the Meeting of the Strategic Governing body of Angel Oak Academy
 Held on Monday 18th January 2016 at 5pm
 At Angel Oak Academy**

Attendance:

Mr Nick Ambrose	Community Governor, Vice Chair	Present
Ms Sam Daly	Staff Governor	Present
Mr Mark Deacon	Community Governor, Chair	Present
Ms Stacey Frier	Community Governor	Absent
Mr Tim Mills	Headteacher	Present
Ms Jessica Pero	Parent Governor	Present
Mr Cliff Robinson	Community Governor	Present
Mr Terry Sotiri	Community Governor	Present
Ms Cathie Hewitt	Observer	Present
Ms Amanda Dickson	Academy Business Manager	Present for items 1 - 5
Ms Liz Parry	Clerk	Present
Mr Tom Garry	Assessment leader, Maths	Present for items 1 - 4
Mr Donal Daly	Assessment leader, English	Present for items 1 - 4

STEP First – We are all one team

1	<p><u>Welcome and Apologies</u></p> <ul style="list-style-type: none"> • To welcome governors to the third meeting of the SGB of the academic year The Chair opened the meeting at 5:00pm and welcomed everyone to the meeting, with particular thanks to Tom Garry and Donal Daly for their attendance to lead on item 4. • To agree whether any apologies received are to be accepted Apologies for absence due to illness had been received from Stacey Frier which were accepted by the SGB.
2	<p><u>Quorum</u></p> <ul style="list-style-type: none"> • To confirm that the meeting is quorate It was confirmed that the meeting was quorate.
3	<p><u>To review the register of Pecuniary and Business Interests</u></p> <ul style="list-style-type: none"> • Governors to declare any pecuniary or personal interests in any agenda item for this meeting

	<ul style="list-style-type: none"> • (Any person present at the meeting with a pecuniary or personal interest regarding any item on this agenda should declare it at the outset of the meeting and may be asked to leave whilst the matter is discussed) <p>Governors were asked if they had any known pecuniary or other potential conflicts of interest in the current agenda and none were declared.</p>
4	<p><u>Assessment framework : update from Tom Garry (maths) and Donal Daly (English).</u></p> <p>Tom Garry began by explaining the rationale for the change to the assessment framework:</p> <ul style="list-style-type: none"> • Government policy to remove Levels as a form of assessment and a direction given to schools to find/develop a suitable form of assessment to meet the needs of the school. • Publication of a Final Report by the Commission on Assessment without Levels which provides the guidance and rationale: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/483058/Commission_on_Assessment_Without_Levels_-_report.pdf • An opportunity for Angel Oak to devise a system which is inextricably linked with the curriculum and addresses the needs of the children attending Angel Oak <p>Tom explained that there are two key forms of assessment: Summative, which is assessment made at the end of a sequence of learning (via tests etc) Formative, which is an on-going teacher assessment programme.</p> <p>Summative assessment at Angel Oak: Currently the school is using:</p> <ul style="list-style-type: none"> • GL Assessments twice per year (at the beginning and end of the school year) • Termly Progress in Reading Assessments • Termly Progress in Understanding Maths Assessments • Other tests for specific areas eg arithmetic, GPS, spelling etc <p>Formative assessment at Angel Oak: The use of the FROG Platform for development of Key Learning Indicators (KLIs)</p> <p>The starting point for the KLIs is the National Curriculum and from this the school has designed its own bespoke tool, with a focus on those areas of learning and consolidation which address the needs of the children. Tom showed governors an example of how the assessment document for the whole school is set out with a row corresponding to a year group.</p> <p>The key approach is binary: ie teachers assess whether a child does or does not meet an objective, and this is rooted in mastery.</p> <p>Donal Daly then spoke more specifically about the English formative assessment, explaining how this is broken down into strands and fine tuned so that there is clarity for teachers about what it means for a child to have mastered a key area of learning.</p> <p>Donal showed governors a short video with two children explaining their understanding of a simple sentence, and used this to illustrate the level of expectation the school has for a child to master understanding. The school places very high importance on children being able to articulate their understanding.</p> <p>The long term aim is to ensure that children are securely ready for secondary school learning by</p>

the time they leave Angel Oak. The staff are also committed to identifying where children have insecure knowledge and understanding and working with them to plug these gaps in learning. Staff at Angel Oak are working well as a unified team. People are enthusiastic and absolutely committed to ensuring that their teaching addresses the needs of the children.

During discussion the following questions and answers arose:

Question: How does the assessment framework at Angel Oak compare to that of other STEP Academies?

Answer: Tim Mills explained that for the current year each academy is approaching assessment in its own way. There is currently a STEP Assessment Working Party which is working to develop a STEP wide approach to assessment which will hopefully have enough flexibility to enable each academy to address its own school's needs, whilst also providing a unified approach in reporting to the Board of Trustees.

Question: The formative assessment approach described by Tom and Donal looks superb. If the school was to receive an Ofsted inspection what would we be able to demonstrate to the inspection team?

Answer: Tom and Donal explained that the school would be able to show the inspectors the KLI's, and would be able to explain the school's approach with depth and clarity. The inspectors would be invited to talk to the children and see how the children are able to articulate their learning and understanding. In terms of attainment, the school would be able to present the summative assessment test results.

Governors were reminded that Ofsted has stated categorically that at the current time it does not expect to see a fully formulated system, in recognition that schools need time to evaluate and develop bespoke systems which meet their specific needs.

Question: Taking on board the point that mastery is the key approach to teaching and learning, how do you deal with those pupils who do understand an area of learning more quickly than others? Is there any risk that children could get bored with going over and over an area of learning?

Answer: There is an emphasis on providing depth of understanding, and providing pupils with lots of different ways of exploring and articulating an area of learning. Skilled teaching means that there are opportunities for pupils to explore areas in lots of different ways.

Question: Does the filming of children, as demonstrated at the current meeting, play a big part in teachers' practice?

Answer: Filming can be useful as a tool for teacher development and CPD. Tom Garry explained that the school has a Swivel system installed on the tablet which enables teachers to use a tablet to swivel and film a lesson. Teachers find this a useful tool for evaluating their own practice and also for demonstrating best practice and sharing of ideas.

At the conclusion to discussion the Chair thanked Tom Garry and Donal Daly for their highly informative presentations. Governors agreed that they were fully supportive of the school's

	<p>approach to assessment and acknowledged the commitment and passion of the whole staff team in working together to meet the children’s needs at Angel Oak, and to ensure that children are prepared to be secondary ready. Governors recognized that there was a legacy from Gloucester School, when teaching was inadequate, and this meant that year groups still had key gaps in learning which the school is working hard to address. Governors were confident that in the long term the systems in place will have an impact in ensuring that children have secure learning from their starting point at Angel Oak, and over time this will impact in outcomes.</p>
<p>5</p>	<p><u>Finance Update:</u></p> <ul style="list-style-type: none"> • Update on current budget position for Angel Oak <p>Amanda Dickson took governors through the current budget position as outlined in her SBM Report of 12.1.16.</p> <p>Currently, the forecast outturn is £108,344 deficit. This is a variance of £92,443 from the original budget. However funds on hand at the beginning of the year were £321,000, therefore the forecast carry forward at year end is £212,656.</p> <p>Amanda provided an update on the income adjustments and high needs top up. Overall expenditure is on track although there had been some variance in the staffing budget, explained in detail in the SBM report.</p> <p>Question: The balance brought forward of £321,000 is significantly less than the £500,000 previously reported/expected. What is the reason for this?</p> <p>Answer: Amanda explained that she was in the process of seeking clarity on this issue and will provide a full update when she has had discussion with the STEP Chief Financial and Operations Officer.</p> <p>ACTION: Clarified position on the brought forward figure to be reported at the next meeting.</p> <p>On behalf of the Governing Body the Chair extended thanks to Amanda Dickson for her work and presentation of information.</p>
<p>STEP Way – We agree to do things this way</p>	
<p>6</p>	<p><u>Governance Update:</u></p> <ul style="list-style-type: none"> • Membership <p>There were no changes to membership to report.</p> <ul style="list-style-type: none"> • Induction Pack for new governors <p>The Clerk asked governors to note that the Governance Team has developed an updated Induction Pack which is available for all new governors appointed to the Trust.</p>
<p>7.</p>	<p><u>Policy Update:</u></p> <p>To note the approval by the Board of Trustees of reviewed policies</p> <p>Admissions Policy 2017/2018</p> <p>Governors were in receipt of the Admissions Policy for Angel Oak which had been approved at the Board of Trustees meeting in December 2015. Governors formally endorsed the Policy, with no queries arising.</p>

8.	<p><u>Safeguarding</u></p> <p>Mark Deacon reported that he had been into school the previous week to look at Safeguarding systems, explaining that he had made a thorough check on the Single Central Record and confirmed that it was in perfect order.</p> <p>It was also reported that all staff had had Safeguarding training at the January inset day.</p>
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STEP Up – We all succeed together

9	<p><u>Headteacher’s Reports for each academy</u></p> <ul style="list-style-type: none"> • Governors to raise any questions/observations having read the reports prior to the meeting <p>The Headteacher highlighted some key issues:</p> <p>New Build/refurbishment: As governors were aware, the progress with the new build has been delayed and this has caused concern and frustration. The latest update is that on Wednesday 20th Jan there is a meeting scheduled with the Community Centre and a meeting on the following day with consultants, open to the local community. Governors were asked to note that the decision as to whether or not the Community Centre will be able to access the provision out of school hours will be one which lies with the academy/Trust.</p> <p>Assurances from Southwark have been received that the project will go through planning very soon and that work will begin by the start of the summer holidays.</p> <p>Question: Would you like any governors to attend the consultation meeting on Thursday 21st Jan?</p> <p>Answer: If any governors who live locally are available that would be good, but there is no imperative for governors to attend.</p> <p>Staffing:</p> <p>Question: Now that the school is down to one Learning Mentor from the three previously in post, is there any strategy or impact going forwards?</p> <p>Answer: Two members of staff both left for career development reasons. The school’s strategy is now to move away from Learning mentors as an alternative to children being in class: Previously there was a higher need to offer a filter for children who were struggling to access learning, but there is an expectation that all children as far as possible should be in class to learn. The school is working with the sports coach to take on some additional mentoring work, in recognition of the very powerful role model this provides, and Michelle Holmes, the remaining Learning Mentor is undertaking counselling work, and with these two roles together there is a joined up approach to looking at healthy lifestyle and mental well being under one umbrella.</p> <p>Governors fully endorsed this emphasis.</p> <p>Community engagement:</p> <p>Question: Is there any scope for a member of staff taking on the work to develop a strategy for community engagement/marketing of the school?</p> <p>Answer: This is an issue which is being given consideration, with a view to identifying a member</p>
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	<p>of the admin staff who has the time and inclination to develop this area. The Headteacher said that he was working on this, and would bring back any considerations to a future meeting, noting that this role could possibly be linked with the the development of wrap around care.</p>
<p>10</p>	<p><u>Academy Improvement Plan:</u></p> <ul style="list-style-type: none"> • Update on progress against priorities/milestones: <p><i>Priority 1: Improve the quality of teaching and learning to ensure that 100% of children make expected or accelerated progress and are on target to meet or exceed national expectations by the time they finish KS2.</i></p> <p>Fully on track with the expectation that by the end of the year all children will have made at least expected progress and accelerated progress.</p> <p><i>Priority 2: Introduce and embed new assessment programme in line with new national assessment requirements.</i></p> <p>This is well on track. Governors had received an update and seen examples of the detailed and carefully thought out KPIs for the formative assessment programme. Staff meetings are all focused on assessment and all teachers will be confident and fully able to make secure judgements against the assessment criteria with provision of on-going support and professional discussion.</p> <p><i>Priority 3: Develop a CPD strategy that improves teaching and learning, enhances retention of staff and develops teaching and leadership (particularly middle leadership) capacity across the Academy Trust.</i></p> <p>This is a very healthy picture across the whole staff team, with 7 teachers undertaking Masters qualifications, 2 teachers participating in Leading teachers programme, One member of staff undertaking NPQH training and one member of staff undertaking Future Leaders programme. The SENCO is also undertaking SENCO training which is a mandatory requirement to undertake the role.</p> <p>Overall staff development is very strong. The staff team are thinkers and engaged in discussions on teaching and learning and pedagogy as a matter of their daily work.</p> <p><i>Priority 4: Further improve the physical environment to ensure that grounds, buildings and resources enhance the learning and development of all children.</i></p> <p>The school was working hard to progress this at the fastest possible rate. It has been very frustrating that work has not begun as yet, but Southwark is very aware of the school's keenness to get this underway, in the knowledge that this will make a huge difference to the quality of provision and the opportunities for the children at Angel Oak, as well as the public face.</p> <p><i>Priority 5: Improve the quality of behaviour for learning to promote independent learning, industry, perseverance and children's ability to manage distractions.</i></p> <p>This continues, and behaviour for learning continues to improve particularly with the improving quality of teaching, and the emphasis on mastery and engagement, and children being able to articulate their learning.</p> <p><i>Priority 6 : Put the United Nations Convention on the Rights of the Child (CRC) at the heart of a school's planning, policies, practice and ethos.</i></p>

	<p>This is on track and underlies the school's ethos. There is now work underway to move the school to the next level of verification .</p> <ul style="list-style-type: none"> • Feedback from governors who have made monitoring visits into school since the previous meeting <p>Governors were in receipt of reports from Nick Ambrose, Cliff Robinson, Stacey Frier.</p> <ul style="list-style-type: none"> • Update on progress against Governors' Improvement Plan <p>It was agreed to review progress at the next meeting.</p> <p>ACTION: Review of Governors' Improvement Plan targets to be an agenda item at the next meeting.</p>
11	<p><u>Review of Autumn Term Performance Data: Governors to ask relevant questions</u></p> <p>Governors were in receipt of the current data included within the Headteacher's report. The Headteacher explained that at this point in the year the formative assessment data does not provide necessarily a picture of how the children will achieve when placed in a test situation at the end of the year. At the present time the children are not achieving highly in tests but there is at least expected progress across all year groups.</p> <p>The data has been submitted to the STEP Board of Trustees Standards Committee for scrutiny. The Headteacher said that he anticipated that by the next meeting there will be clearer picture of where the whole school is placed and as an SLT there will be an opportunity to present some further data.</p> <p>As discussed during the opening presentation on assessment, a key challenge is to identify which data is useful and will help to progress children's learning and development</p> <p>The targets for KS1 and KS2 remain as previously discussed and agreed, and continue to be very challenging targets.</p> <p>During discussion a governor commented that from his perspective the data shown does indicate a very clear picture and bears out all that the school has been explaining. There is clearly a huge legacy of underachievement from Gloucester Primary, which is gradually being improved and plugged, and as children begin at STEP, they are now receiving consistent and high quality teaching.</p> <p>Governors noted that the national performance tables for 2015 were published in December. Prior to becoming a STEP Academy, the school, (then Gloucester School) was always in the bottom 6 in Southwark. In 2015 following the input of STEP, the school had risen 20 places and was approximately half way up the Southwark table. This was hugely significant and indicative of the rapid improvement made during the last year.</p>
12	<p><u>Update on quality of teaching</u></p> <p>The Headteacher's Report included an update on quality of teaching. Not including NQTs and Teach First, overall at the present time 100% class teachers are Good or Outstanding. There is every expectation that by the end of the year the whole staff team will be Good+.</p> <p>Governors were reminded that the SLT does not use observations as a sole means of making judgements about teaching. Instead the school has a programme of professional development</p>

	visits which lead to discussion and coaching and setting of targets where appropriate.
13	<p><u>Update on Attendance data</u></p> <p>Currently the attendance data is 96.4%.</p> <p>Question: Are there any particular concerns with Persistent absence?</p> <p>Answer: There is one particular family where PA has been a significant issue and there is work going on to support the family concerned.</p>
14	<p><u>Update on pupil numbers</u></p> <p>The current number of children on roll was 400. This compares to 360 in the autumn term 2014. The Nursery is now almost completely full. However, the school remains with approximately 80 vacancies on the pan number. Governors recognized that the school was developing a marketing strategy, and this included paying for a large banner advert on Queens Road Peckham Rye station. The Headteacher reminded governors that the school population remains very fluid and whilst everything possible is done to increase numbers, there was a recognition that until the school receives a positive Ofsted validation and consistency in improved results, it was likely that there will be continued difficulty in filling the large number of vacancies.</p>
15	<p><u>Governors communication</u></p> <p>15.1 with the whole school community: update on initiatives and planning.</p> <p>Governors noted that since the beginning of the year there had been good progress with improving and developing communications, with governors making regular visits into school. Governors who had been into school felt that this had enabled them to get to know children and speak to staff and wider community. This had been a good opportunity to share some of the work and functions of the SGB.</p> <p>Question: Do we as a Governing Body need to set up a method for staff to communicate directly with governors if they wish to do so?</p> <p>Answer: The Chair will discuss this with the Head of Teaching and Learning during his forthcoming meeting with her. It would certainly be beneficial for staff to feel that they could pass on ideas to governors, but equally governors would be keen to ensure that members of staff discuss any issues, particularly any potential issues of grievance, within the in-school channels and follow HR process.</p> <p>15.2 Preparation for the Annual Impact Statement</p> <p>The Clerk advised the SGB that there is now a statutory requirement for academies to publish an Annual Impact Statement from September 2016 (ie a document detailing the impact on outcomes for the school/children as a direct result of the SGB’s work). The Governance Team is currently working on a template of the structure for this document, which will be populated by each SGB according to the work undertaken during the course of 2015/2016.</p> <p>ACTION: Arrangements for completion of the Annual Impact Statement to be an agenda item at the next meeting.</p>
STEP Ahead – We invest in our future	

16	<p><u>Correspondence to the Chair</u> None.</p>
17	<p><u>Minutes of the previous meeting</u> The minutes of the second meeting of the SGB held on 16th November 2015 were agreed as a true and accurate account of proceedings and were duly signed and dated by the Chair and a copy passed to the Headteacher to be held on file in school.</p>
18	<p><u>Matters arising from the previous minutes:</u></p> <p>Item 4: Update on revised budget to be an agenda item at the next meeting. 2. Update on development of a marketing strategy to be reported at a future meeting. 3. Analysis of Parent Questionnaire to be reported at the next meeting. The budget was covered under item 5 of the current agenda. The Marketing strategy was discussed under item 9 on the current agenda. The Headteacher reported that the recent analysis of the Parent Questionnaire had showed a generally very consistent picture of high satisfaction. There was a 4% decrease in positive responses to ‘Is the School Well Led’ and ‘The School is Responsive to concerns’. Governors noted that these responses came from Year 6 parents and agreed that it was important to monitor parental satisfaction and identify if there were any particular issues.</p> <p>Item 5: Mark Deacon to arrange a mutually convenient time to undertake a visit and conduct a Safeguarding check, and report back to the next meeting. This was covered under item 8 on the current agenda.</p> <p>Item 9: Stacey Frier to liaise with the Headteacher to confirm availability for a visit to discuss SEND as soon as possible. Stacey to report back to the next meeting on the outcome. Stacey had completed her visit and her report had been circulated. Stacey would be given an opportunity to provide any verbal feedback at the next meeting as she was unable to attend the current meeting.</p> <p>Item 15: Chair to circulate a proforma record form for governor visits. 2. All governors to email the Headteacher with their availability for a visit so that mutually convenient dates can be arranged. Governors were in receipt of the Governor Visits record form and this was now being used for writing up visits into school.</p> <p>Chair to pass the school’s details to the co-ordinator for the research project. Mark Deacon confirmed that he would be liaising with the Headteacher to provide the relevant details.</p> <p>Item 15: School to upload the Pupil Premium Action Plan and Sports Funding Action Plan to the Academy website. Confirmed.</p> <p>Brief feedback on Ofsted training on 18th November/learning outcomes for governors, to be</p>

	<p>reported and discussed at the next meeting.</p> <p>Governors who had attended the training confirmed that it had been useful in updating them on the changes to the Ofsted framework and the changes in expectations. Governors also recognized that as the academy was not due to receive an Ofsted visit this year there is a likelihood that they will need to do refresher training later on.</p> <p>Mark Deacon and Liz Parry to liaise with a view to circulating a training audit for governors to update their ideas and training requirements.</p> <p>This had been circulated as part of the training feedback form. It was noted that the Chair will be meeting with Claire Slade shortly to discuss training and the needs of the SGB.</p>
19	<p><u>Website Compliance</u></p> <ul style="list-style-type: none"> • To ensure that the academy is compliant with statutory requirements for publication of information on the Academy Website <p>It was noted that the website will shortly include a link to FROG to provide detail on the curriculum provision at the school.</p>
20	<p><u>Feedback from Board of Trustees</u></p> <p>Paul Glover provided governors with an update on the work of the Board of Trustees during the previous term:</p> <ul style="list-style-type: none"> • Launch of the STEP Compass and ensuring that this underpins the work of the whole Trust • STEP First: Ensuring that all involved within the Trust are able to think as part of one team. Establishing greater consistency in working practices across the Trust. Ensuring that staff have a range of benefits which hopefully have a positive impact on recruitment and retention – including 1% enhanced pay rise for all teachers which was confirmed last term, the opportunities for funded MAs, the opportunity for all staff to have a free meal so long as they eat with the children (which equates to £500 per year per person). • STEP Way: the appointment of Claire Slade as Head of Teaching and Learning will have a fundamental impact on further developing systems and evaluating best practice across the Trust. The Board of Trustees has a Standards Committee which is now chaired by Kate Chatwal and this is also a key part of driving forward the Trust’s strategic development, with a particular priority on standardizing approaches to assessment across the Trust. • STEP Up: Development of a training programme to ensure that staff and governors are skilled and enabled to work as effectively as possible • STEP Ahead: The Trust has a forward-looking approach, and demonstrated recently by the appointment of Jeremy Meek in advance of a school being available for his headship. The Board has a growth strategy, based on the application of the STEP principles and always applying due diligence to any new opportunities. At the current time the Trust has made a free school application for a secondary school in Bromley. However, there are generally fewer opportunities within London for sponsorship but there were potentially other opportunities outside London, particularly in coastal towns.
21	<p><u>Governors’ Training</u></p> <p>It was noted that the Head of Teaching and Learning was currently putting together a</p>

	<p>programme of STEP wide governor training, to begin in the summer term. The first session will be on 13th April 2016 at Gonville Academy 6pm – 8pm.</p> <p>Governors were advised to provide any requests/ideas for future training requirements to the Chair and Clerk.</p> <p>ACTION: Governors to note the training session on 13th April 2016 in their diaries and feedback any further thoughts on requirements for future training.</p>
22	<p><u>Any Other Urgent Business</u></p> <p>None.</p>
23	<p><u>Meeting Impact</u></p> <ul style="list-style-type: none"> To consider how discussion and decisions at the current meeting will have a positive impact on the school and on children’s outcomes. <p>Governors considered that the presentation and discussion at the start of the meeting had been extremely valuable and had facilitated increased understanding and the support and approval of the SGB for the strategy with assessment. Governors felt that hearing and seeing the passion invested in teaching and learning, and the commitment of the staff team to address and meet the needs of the pupils at Angel Oak, was encouraging and fully in accord with the SGB’s ethos and strategic vision</p>
24	<p><u>Publication of Minutes</u></p> <ul style="list-style-type: none"> To identify any matters discussed to be recorded in the confidential Part B minutes <p>There were two items of a confidential nature recorded under Part B.</p>

Summary of Action Points

Item No	Action	Person responsible	Status
5	Clarified position on the brought forward figure to be reported at the next meeting	Amanda Dickson	Open
10	Review of Governors’ Improvement Plan targets to be an agenda item at the next meeting.	Chair, all gobs	Open
15	Arrangements for completion of the Annual Impact Statement to be an agenda item at the next meeting.	Chair, all gobs	Open
21	Governors to note the training session on 13 th April 2016 in their diaries and feedback any further thoughts on requirements for future training.	All gobs	Open