

**Minutes of a Meeting of the Strategic Governing Body of Angel Oak Academy  
 Held on Monday 13 June 2016 at 5:00pm**

Name	Position	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	Present
Mr Tim Mills	Head Teacher	Present
Ms Jessica Pero	Parent Governor	Absent
Mr Cliff Robinson	Community Governor	Present
Mr Terry Sotiri	Community Governor	Present
Mr Paul Glover	Deputy CEO, STEP Academy Trust	Present
Ms Cathie Hewitt	Observer	Present
Ms Amanda Dickson	Academy Business Manager	Present
Mr Tom Garry	Mathematics Coordinator	In attendance, item 5
Mr Ian Cooper	Clerk	Present

*All resolutions of the governing body are deemed to have been determined unanimously unless otherwise recorded.*

STEP First – We are all one team	
<b>1.</b>	<p><b>Welcome and Apologies</b></p> <p>Mark Deacon opened the meeting at 5:30 pm, warmly welcoming everyone present and advised members that apologies had been received from Jessica Pero.</p> <p>Governors <b><u>noted and accepted</u></b> the apology from Jessica Pero.</p>
<b>2.</b>	<p><b>Quorum</b></p> <p>Having checked with the clerk, the chair informed the meeting that a quorum of Governors was present.</p> <p>Governors <b><u>noted</u></b> the meeting was quorate.</p>
<b>3.</b>	<p><b>To review the register of Pecuniary and Business Interests</b></p> <p>Mark Deacon reminded members that Roehampton University placed trainee teachers at the Academy and that he was employed by the University.</p> <p>Governors <b><u>noted</u></b> the declaration.</p>
<b>4.</b>	<p><b>Governance Update:</b></p>

### SGB membership

Mark Deacon informed members that Cliff Robinson was attending his last meeting of the Strategic Governing Body. He previously been Head of School at Gloucester Primary school. On behalf of the Strategic Governing Body, he wished to thank him not only for his service but also for his wisdom in financial matters. Members were also informed that Sam Daly would be transferring at the end of the academic year to undertake a new role at Applegarth Academy.

Members **noted** the forthcoming changes to the Strategic Governing Body's membership and warmly thanked Mr Robinson and Ms Daly for their service.

### Allocation of Governors to monitoring roles

After some considered discussion, with members taking into account that there would be two new Governors in September and that the membership of subcommittees would be realigned at the same time, Governors **agreed to defer** the allocation of monitoring roles for:

- assessment and outcomes;
- inclusion;
- personal development, behaviour and welfare;
- safeguarding
- and
- teaching, learning and curriculum.

Governors **noted** that the current monitoring role arrangements for safeguarding would continue.

### Election of chair and vice-chair

Paul Glover clarified that the process recommended by the STEP executive team for use in the forthcoming elections of chair and vice-chair of strategic governing bodies was to keep the same procedure as used under the previous governance arrangements. Nominations would be called for consideration at the first meeting of the Strategic Governing Body in the autumn term and if there was more than one nomination the matter would be determined by secret ballot during the meeting.

Governors **agreed** that this procedure would be used for the election of chair and vice-chair.

## **STEP Way – We agree to do things like this**

### **5. Maths Mastery**

Governors were given a presentation by Tom Garry on the new curriculum tool designed to support the teaching of Mathematics in the Academy called Mathematics Mastery. The slides from the presentation can be seen in the accompanying file entitled "Mathematics Mastery-Governors presentation slides." Members were told that the Academy had bought into the scheme which was purposely constrained to who was able to access it. The reasoning behind the restriction is that only pupils who are acquainted with the philosophy of the scheme from the beginning of their time in the Academy should access it. Therefore, the rollout of the scheme was not allowed across all the school to begin with but rather it starts in reception and year one. Tom Garry carefully pointed out that the system was not a scheme of work; rather it focuses as a professional development tool to support and aid members of staff in the development of the curriculum delivery of mathematics. He confirmed it was not an off-the-shelf scheme of lesson plans. Governors were also told the scheme was designed to link with the PUMA assessment system which is already in use in the Academy. It was fully expected that the scheme would be ready for deployment in the forthcoming September with year one and reception teachers continuing to undergo staff development as well as being given the opportunity to visit schools who are already implementing the scheme. The lead person for the Academy would be Tom Garry.

**Question:** Can you tell us more about the six part lesson structure?

**Answer:** The move to a six part lesson structure will be a change. It is anticipated that children may stay on topics rather longer than before with the accompanying advantage that the child has a much better opportunity to obtain a good understanding and knowledge of the particular topic area being delivered.

**Question:** At what point is it considered that a concept has been mastered?

**Answer:** The teacher will decide. All teachers will receive significant professional development. The KLIs (key learning indicators) will help contextualise the work and when the appropriate indicators had been achieved, children will move on. Slower children will still be able to receive intervention and there is the possibility that each day any child can move on. The three teacher model is good and will continue to support this.

**Question:** This appears to look like Shanghai Mathematics, is it?

**Answer:** The approaches adopted in Shanghai or Singapore Mathematics are analogous to those used in Mathematics Mastery.

**Question:** How will you evaluate if Mathematics Mastery is appropriate for the school in a year's time?

**Answer:** The PUMA assessment results will give a view. Discussions will be held to review how well it has gone and it would be basically down to the teachers in the year where delivery is taking place to feedback. From experience this approach works well and is beneficial for the individual child.

Governors **noted** the presentation on Mathematics Mastery and thanked Tom Garry for his contribution.

Tom Garry left the meeting.

## 6. Finance Update

Terri Sotiri informed members that the Resources Committee had met on the previous Thursday. Consequently, the draft minutes of the meeting were not yet available for circulation and review. He asked Amanda Dickson to give an update report on the current budgetary position.

Governors were told that the current position indicated an in year deficit of £28,465. She explained that even though a surplus of approximately £ 12,000 had been projected in the previous month three significant factors had altered the position. They included the additional 1% pay award for support staff which had not previously been included in the projected end of year estimates; the level of the insurance budget which in reality was about £15,390 and that the speech, language therapy budget needed an expenditure resource of approximately £17,000 which previously had not been included. She confirmed that the Resources Committee had been told about the situation. The underlying thinking and detailed planning of the forthcoming budget had also been examined by the committee. Members of the resources committee had agreed to ask the governing body to approve the budget plans for the next financial year.

Governors were also told that the Resources Committee intended to support the intention of the Academy making a capital investment to enable the purchase of iPad tablets to reduce, if not remove, the need for pupils to share iPads.

**Question:** Would the iPads be allowed to be taken home?

**Answer:** No, that was not the intention.

Terri Sotiri told Governors that the staffing structure for the Academy had been discussed in detail and gained the approval of the Resources Committee. A copy of the structure was distributed and can be found in the accompanying file entitled "Angel Oak Staffing Structure 2016-2017." Tim Mills gave further information about the staffing changes and the structure of the leadership team. In the summary he said that the plans would provide for a less top-heavy leadership structure. He also outlined the change to his own role where in the near future he saw that he would be working for about two days each week with matters having a direct bearing on Angel Oak and the remainder of the week focusing on issues involved in his newly extended role as Head of Teaching and Learning for the trust as a whole. He confirmed that he would be based at Angel oak for the whole of the week and remained the Headteacher of the Academy.

Members were told that an advertisement for Head of School had been made within STEP and it was intended to appoint two Assistant Headteachers internally from STEP. Their roles would include responsibility for either key stage one or key stage two respectively. He hoped that the appointments would be made by the end of the following week. The roles would be class based. Governors were told that the intention was to retain the three "teachers teaching" model. Two members of staff were taking maternity leave, in the reception and the sports area. It was projected, however, the Academy would be fully staffed next year and within the constraints of the recommended budgetary plans.

**Question:** *Are the NQTs staying on?*

**Answer:** Yes, all are staying on.

**Question:** *If the Headteacher role is for two days, might there be something of an overlap or uncertainty between which role is being performed at a certain time and how would a potential role conflict be managed?*

**Answer:** The role would not immediately appear to conflict and the growing profile of a new Head of School should help ameliorate any unforeseen conflicts. Initially the situation would therefore be challenging but the feeling is that it can be done very well. The situation might rather be viewed as providing opportunities rather than conflicts as well as ensuring a sensitive and fluid succession plan.

Governors **approved** the budget plans for the next financial year.

**Question:** *Is the amount of expenditure planned in the budget for agency staff back to the level seen at the start of this year?*

**Answer:** The Academy didn't expect any expenditure in this area this year and the expenditures were mainly upon cleaning staff. The vision in the future is to recruit staff to the Academy directly. The plan is not to recruit agency teaching staff during the next financial year either.

**Question:** *Is it the intention never to use agency staff?*

**Answer:** We don't expect to. Having said that, the Academy is not averse to employing them if needed.

**7. Premises works**

Governors were told that the planned premises works to be carried out over the summer involved some major activity and were not day-to-day works. They included deep cleaning of both the kitchen area and the main building, the refurbishment of one classroom as well as the redecoration of one classroom in year six. Governors were reassured that there was nothing unusual about the works and the details had been gone through with members of the Resources Committee.

	<p>Members were also told that the previously distributed business continuity planning documentation was comprehensive even though contact details for named individuals were not present in the version distributed to Governors. Members were assured that these details would be included in the final version and were not essential for strategic approval of the planning documentation.</p> <p>Governors were also informed that the health and safety audit documentation would continue to be looked at and issues would continue to be monitored by members of the Resources Committee.</p> <p>Governors <b>noted</b> the approval of the planned premises works and the monitoring of health and safety issues by the Resources Committee.</p> <p>Amanda Dickson left the meeting.</p>
<p><b>8.</b></p>	<p><b>Policy Updates:</b></p> <p>Governors were informed that the:</p> <ul style="list-style-type: none"> <li>➤ Staff Code of Conduct</li> <li>➤ DBS Policy</li> <li>➤ RRS Policy</li> <li>➤ Behaviour Policy</li> <li>➤ Anti-Bullying Policy</li> <li>➤ Intimate Care Policy</li> <li>➤ Positive Handling Policy</li> <li>➤ Policy for the use of Images of Children</li> <li>➤ Assessment Policy</li> <li>➤ Off-Site Policy</li> <li>➤ Communications Policy</li> <li>➤ Governor Expenses Policy</li> <li>➤ Attendance Policy</li> <li>➤ Food/Nutritional Standards Policy</li> <li>and</li> <li>➤ Packed Lunch Policy</li> </ul> <p>had not been distributed as individual papers as they were available to all Governors via the website and had been approved by STEP for use by all the academies in the trust.</p> <p>Governors <b>noted</b> the list of updated policies.</p>
<p><b>9.</b></p>	<p><b>Safeguarding</b></p> <p>Members were told that the safeguarding action plan was now almost complete. Governors were interested to learn that the safeguarding log had now been updated and replaced and a lead Governor had been allocated to oversee safeguarding matters. A local authority audit was expected, however Governors were informed that no date had yet been set. Both safeguarding and prevent training had been completed and safety training will now take place on September.</p> <p>Governors <b>noted</b> the information and progress made in respect of the safeguarding action plan and its targets.</p>

Attention was drawn to the recently issued Department for Education (DfE) document entitled "Mental Health and Behaviour - Advice for Schools". Members were informed that a significant amount of work was being done in this area in the Academy and consequently a short overview will be put together and circulated to all Governors. Mark Deacon commented that having already read the document, he believed the advice it contained is very helpful. It makes explicit and constructive references to CAMHS (Children and Adolescents Mental Health Service), he said.

**Question:** *Is the Academy getting the support needed from CAMHS?*

**Answer:** Yes, we have some fine educational psychologists and social workers supporting children in the Academy.

**Question:** *Is the mental health course worthwhile?*

**Answer:** It is very expensive yet we want to send four or five more staff on the course in the future.

Governors **noted** the recently issued DfE document "Mental Health and Behaviour - Advice for Schools".

### STEP Up – We all succeed together

#### 10. Standards Committee Report

Nick Ambrose informed members that there were three key points to share from the business transacted by the Standards Committee in April.

Firstly, Claire Slade reported on the RAISEonline data and the information derived from it especially when comparing the data with the current achievement of disadvantaged pupils' had impressed the Committee.

Secondly, Standards Committee had agreed to defer the setting of attainment targets for the next academic year until September.

Finally the importance of the positive impact of the professional development approach, coaching rather than inspecting and assessing staff, was worthy of significant mention and feedback to the Strategic Governing Body and the trust.

Members' attention was drawn to minute 11 of the draft minutes which recorded the questions raised and the answers given to the questions posed by Trust Standards Committee. Nick Ambrose particularly pointed out that a question was raised about the relatively high number of fixed term exclusions and by referring Governors to the draft minutes pointed out that the Academy followed the Trust's policy and procedures in such matters and the committee was satisfied with the approach undertaken.

Governors **noted** the report and the content of the draft minutes of the meeting of the Standards Committee held on 25 April 2016.

#### 11. Head Teachers' Reports

While introducing the item, Mark Deacon informed Governors that he had taken "chair's action" on behalf of the Strategic Governing Body in respect of an amendment to the process and procedures of the staff sickness policy. He had been asked and approved the Academy's position that if a member of staff had had to take time off because of sickness previously then a member of staff ought not to have a "blank slate" when considering a current sickness absence.

A previous record of sickness could be taken into account.

Governors **noted** the amendment of the process and procedures of the staff sickness policy.

Tim Mills, commenting that he was confident all Governors had read the previously distributed Headteacher's report, pointed out that the Academy was seeking to alter the school day so that pupils should finish at 3:15 pm in the future. The start of the day would remain the same. The effect of the change would mean that the school day would begin at 8:15am and finish at 3.15pm.

**Question:** *How is this being achieved?*

**Answer:** Classroom time is not being lost in shortening the school day in this way. The intention is to reduce the lunch break as most issues arise there. It is preferred to reduce the potential for problems to arise at lunchtime by slightly shortening the lunch break.

Governors **approved** the change to the school day.

Members were told that pupils had found the key stage two SATs assessments very difficult this year. However it was felt that pupils remained on target to gain the projected attainments shared with Governors previously. Results were expected to be published on the fourth or fifth of July and they will be reported to Governors.

Tim Mills then shared the amended plans for the refurbishment and partial redevelopment of the school site, displaying the plans on the large high definition monitor. Governors were told that new architects were now at work and consequently they had delivered these new designs. Members of staff felt that the plans were a vast improvement over the previous proposals. Pointing out that the new plans had dispensed with any flats at the front of the school and he went through the plans in fine detail identifying many changes.

**Question:** *Where will the car park spaces be positioned?*

**Answer:** They will now be placed at the back of the site but there are not a significant numbers of spaces. It is important to realise that these plans address all the planning issues and local issues that had been previously been raised.

**Question:** *What about the relative heights of the different green coloured areas on the plans?*

**Answer:** The relative heights had been designed so that no aspect or area of the buildings should inappropriately overlook another.

Governors **approved** plans as presented.

**Question:** *Is there an issue about lost open-space?*

**Answer:** Aspects about a potential loss of open-space are reflected in the planning regulations referred to as "Section 77" issues. There is a consultation process which still has to be fully progressed before the plans can finalised and implemented. It is the intention to have everything ready to proceed so that at the conclusion of the consultation the Academy ought to be in position to go ahead, in about a year's time. This would mean that the rebuilding work and refurbishment would be completed over a three year time span.

**Question:** *Will the new buildings be complete before the loss of the old buildings?*

**Answer:** Yes, playground will be last aspect of the works with the trees been included within the fence line.

Governors **noted** the clarifications.

	<p>Tim Mills informed Governors that teaching and learning approaches had improved across the Academy. He reported this had been significantly influenced by professional development visits and conversations throughout the academic year.</p> <p>When considering the introduction and development of assessment systems, he explained, that developments have been completed in the Mathematics area even though there was a small amount of work still left to be done in English. He remarked that the approach was in line if not ahead of many other academies developments in the new arena of "assessment without levels".</p> <p>Governors were told that a massive programme of professional development had been undertaken and staff retention had improved. Also the physical environment was not only being improved on the day-to-day basis but, as had previously been discussed in the meeting, a programme of significant refurbishment in rebuilding was planned. The increase in the quality of the behaviour of the children within the school environment had been observed and remarked upon by Governors during their visits, which was warmly welcomed by staff, he reported.</p> <p>Members were informed that the Academy had positively engaged with the "Rights Respecting Schools" philosophy of the Trust and the Academy was well underway to achieving the Bronze award.</p> <p>Governors <b>noted</b> the progress towards agreed milestones of the Academy improvement plans.</p>
<p><b>13.</b></p>	<p><b>Governors' Day in School</b></p> <p>Terri Sotiri reported on a visit he had recently made to the school. He remarked that the children's behaviour was excellent and the most popular answer to his question of what the children wanted to see improved in the school was a swimming pool! Pointed out that it was good to see the level of engagement with learning and teaching. It was excellent, he concluded.</p> <p>Question: Is the plan for a specific day for Governors to come into school in the future?  Answer: It is more what Governors would want to do. The Academy recognises that you are all busy people and we're happy to support whatever you need. Either to support a visit of the Governors as a whole or in pairs or in single visits.</p> <p>Governors discussed a different range of options including the possibilities of talking with individual groups of pupils about their personal experiences in the world of work. In summarising the discussions and in order to minimise the impact on the Academy, Governors thought that visits of a pair of Governors at a time might be the most preferable model.</p> <p>Governors <b>noted</b> the discussion and the report of the visit to the Academy.</p>
<p><b>14.</b></p>	<p><b>Children, Families &amp; Community Committee Report</b></p> <p>Having recently met at the start of May, Stacey Frier reported to Governors that the main focus of the meeting had been on learning mentoring. Briefly pointing out the main aspects of the discussions, members were told that significant developments had been made in working with parents in the early years. An invitation to come in and see work being undertaken was reinforced. Governors were also told that a new EWO (Education Welfare Officer) had been appointed; attendance was also reviewed and an annual attendance rate of 96% was confirmed. The Committee felt that community links could be further developed with the encouragement of engaging inspirational speakers to come into the Academy. To that end, the Academy has seen many different people coming in to school with many the different musical instruments on one occasion and the Committee had also wondered if it was possible that Girl Guides or Boy Scouts</p>



	<p>might be encouraged to meet in the Academy after school.</p> <p>Governors <b>noted</b> the report from the Children and Families and Community Committee.</p>
<b>15.</b>	<p><b>Annual Evaluation of SGB Performance</b></p> <p>Mark Deacon reminded Governors that they would have received an e-mail asking them to complete evaluation forms about the performance of the Strategic Governing Body. He reminded Governors to ensure that they were completed and returned to Carol Fagan by the deadline.</p> <p>Governors' immediate thoughts about the impact of the Strategic Governing Body upon the Academy included an appreciation of the challenge it provided to the Academy. The view was also expressed that members of staff felt significant support for the development and implementation of the Academy improvement plans. It was also felt that Governor visits had been very helpful to the staff and children. It was reiterated that members of staff very much appreciated the help and support of the members of the Strategic Governing Body.</p> <p>Governors <b>noted and agreed</b> with the comments expressed.</p>
<b>16.</b>	<p><b>Minutes of 24 February 2016</b></p> <p>Members reviewed the minutes of the meeting of the Strategic Governing Body held on the 24th of February 2016, page by page. It was pointed out that the meeting scheduled with Claire Slade, on page 5, hadn't taken place and neither had the presentation referred to on page 7.</p> <p>Whilst considering the six recorded action points in the draft minutes, it was agreed that the second, the review of the Governors' improvement plan targets, should be revisited in the forthcoming September meeting. It was also noted that the remaining action points had been addressed to Governors' satisfaction.</p> <p>Governors <b>approved</b> the draft minutes of the meeting of the Strategic Governing Body held on 24 February 2016.</p> <p>The chair <b>signed</b> them directly as a true and accurate record of proceedings.</p>
<b>17.</b>	<p><b>Matters Arising from the Minutes</b></p> <p>Governors <b>noted</b> there were no matters arising from the minutes of the previous meeting which had not otherwise been disposed of elsewhere on the agenda.</p>
<b>STEP Ahead – We invest in our future</b>	
<b>18.</b>	<p><b>Feedback from Board of Trustees</b></p> <p>Paul Glover informed the meeting that the trust had recently made an application to the DfE to create a free school in the Bromley area. It was expected that further news of the application will be received towards the end of the summer term.</p> <p>He continued, telling Governors that STEP had also applied to the Department for education to take over two failing and vulnerable schools in East Sussex; Hawkes Farm and Meeching Valley. The application had been successful and the Headteacher had been appointed to take over from 1 September 2016.</p> <p>Governors <b>noted</b> the updated information report from the Trust.</p>

<p><b>19. Governor Training</b></p>	<p>Introducing the item, Mark Deacon asked Governors to give verbal feedback about their experiences of the STEP Governor training.</p> <p>Members reported that they felt that it was effective, of a high quality and generally felt very positive about its impact. It was particularly noted that whilst the training was of high quality members needed to assimilate much information in a short space of time. However, this was not to be construed as negative feedback as the training had been particularly useful. Governors wondered if there was the intention to produce an online version of a STEP Governors’ manual.</p> <p><b>Question:</b> <i>Has anyone been on local authority sponsored Governor training since?</i>  <b>Answer:</b> It appears no one has.</p> <p>Governors <b>agreed</b> that the STEP training had been very positive and wished their comments to be passed back.</p>
<p><b>20. Chair’s Items</b></p>	<p>Mark Deacon, reporting to members, referred initially to the action he had taken on their behalf to amend the sickness process and procedures which had been reported earlier in the meeting during the Headteacher’s report. He continued by telling Governors of the actions undertaken during a number of pupil exclusions. He particularly highlighted the situation where, when dealing with more than one pupil’s exclusion, the paperwork contained in e-mails was password protected. This had led to passwords being received in a different order from the e-mails to which they related causing some interesting if not frustrating attempts to marry a correct password with the correct e-mail in order to access the information.</p> <p>Members <b>noted</b> the report by the chair.</p>
<p><b>21. Any Other Urgent Business</b></p>	<p>Governors <b>noted</b> that no other urgent business was identified.</p>
<p><b>22. Meeting Impact</b></p>	<p>Members <b>agreed</b> that the following aspects of the meeting had delivered a direct impact upon the business of the Academy:</p> <ul style="list-style-type: none"> <li>• Governors had offered support, encouragement and challenge to senior leaders during the meeting;</li> <li>• the approval of the redesign of the plans for rebuilding and refurbishment;</li> <li>• the positive support for the succession planning and staffing strategies at the Academy;</li> <li>• the monitoring and review and approval of the mathematics master strategy to be deployed in the Academy from September and</li> <li>• the changes in the senior leadership team.</li> </ul>
<p><b>23. Publication of Minutes</b></p>	<p>Governors <b>agreed</b> that the business already discussed in the meeting was not confidential.</p>

	Members decided to consider item 25 as the next item of business and consequently members of staff and observers withdrew.
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**Summary of Action Points**

Agenda Item	Action	Owner	Status
16	Action point 2 – Governors Improvement Plan Targets – revisit in September meeting.	Chair	New

Signed as a true and accurate record of the meeting	
Chair’s Signature	
Chair’s Name	
Date	