

Minutes of the Meeting of the Local Governing Body of Angel Oak Academy Held at the School on Tuesday 14th April 2015 at 5pm		
Mr Cliff Robinson	Community Governor, Chair	Present
Mr Mark Deacon	Community Governor, Vice Chair	Present
Mr Jonathan Davis	Community Governor	Present
Mr Marc Elliott	Community Governor	Absent
Mr Terry Sotiri	Community Governor	Present
Ms Jackie Croasdaile	Staff Governor	Absent
Ms Jessica Pero	Parent Governor	Absent
Mr Tim Mills	Joint Headteacher Governor	Present
Mr Paul Glover	Joint Headteacher Governor	Absent
Ms Amanda Dickson	School Business Manager, Observer	Present for items 1 - 3
Ms Catherine Hewitt	Acting Deputy Headteacher, Observer	Present
Ms Sam Daly	Acting Deputy Headteacher, Observer	Present
Ms Liz Parry	Clerk	Present

1. Welcome and Introductions to prospective new governor Nick Ambrose

The Chair opened the meeting at 5pm and welcomed everyone to the meeting. A particular welcome was given to Nick Ambrose and introductions were made. Apologies for absence had been received from Paul Glover due to illness and from Jackie Croasdaile, both of which were accepted. Apologies for absence were subsequently received from Jessica Pero. It was noted that this was the second meeting since academisation where Marc Elliott was absent and it had not been possible to establish contact with Marc. It was agreed that the Clerk would make further efforts to establish contact and to ascertain Marc's intentions.

ACTION: Clerk to make efforts to contact Marc Elliott. Update on membership to be provided at the next meeting.

2. Declaration of Interests in the Current Agenda

Governors were asked if they had any known pecuniary or other potential conflicts of interest in the current agenda and none were declared.

3. Update on Local Governing Body membership, update on governors' skills audits, and short presentations from Nick Ambrose.

Since the previous meeting two candidates had applied to become governors at Angel Oak, having been sourced via the School Governor One Stop Shop (SGOSS). Nick Ambrose and Stacey Frier had both made visits to the school and Stacey was intending to be present at the next meeting.

The Clerk requested governors to complete their skills audits if they had not already done so, and hard copies were provided as well as the electronic link.

At this point the Chair invited Nick Ambrose to provide a short presentation to the Governing body outlining his experience, skills and reasons for wanting to be a governor at Angel Oak.

Nick explained that he lives locally and works for HSBC as Banking Relationship Manager with 8 years' experience of using organisational and collaborative strengths to deliver HSBC's full investment banking product suite to financial institutions.

Nick's experience includes

- Responsibility for growing multiproduct market share with HSBC's private equity clients
- Building out HSBC's full coverage of alternative asset managers, including structured credit, fund financing facilities and infrastructure investments
- Putting in place the underlying infrastructure to support this new team's growth, including financial reporting, budgeting and organisational structure.

Nick explained that he wanted to use his skills to provide support for the local community and is particularly drawn to education. Nick had been very impressed by his visit to the school, when he was particularly struck by the children's politeness and friendliness and by the positive atmosphere and ethos in school. Nick understood the journey that the school was making and recognised the capacity to develop quickly. Nick said that he was fully in accord with STEP's core values and the sense of urgency to improve children's life chances. Nick would be keen to work with Angel Oak and support the school to become Outstanding and this was to him an attractive and challenging prospect.

The Chair said that he would like to nominate Nick to become a governor, and this was formally seconded. Nick was then appointed with a unanimous vote and thanked for his commitment.

ACTION: Clerk to ensure that Nick's appointment is reported to the STEP Board of Directors and to send Nick relevant induction documentation. Nick to complete a DBS form, a pecuniary interest form and a Skills Audit form.

4. Finance Update: Amanda Dickson, School Business Manager

Governors were in receipt of the Management Report circulated by Amanda which showed the current budget position. Amanda explained that as yet the school has not received the transfer of funding from the LA, expected to be £500,000, but this was expected very soon.

Amanda drew governors' attention to the variance under Staffing Expenditure which was due to the changeover in payroll and the setting up of systems. It was anticipated that the next Management Report will be able to reflect re-setting of the expenditure under the correct departments and the £99,000 will be re-allocated.

Governors were asked to note that under 'Other Staff' the original budget expenditure allocation had been increased due to the fact that the catering staff were now employed in-house.

The year-end figure shows a projected deficit of £127,419, but the negative balance will be offset by the expected transferred income of £500,000, so the school will have a healthy end of year figure.

Governors extended their thanks to Amanda, noting that there was a lot of work involved in changing over systems and reconciling the finances following the transfer to academy status.

5. Minutes of the Previous meeting held on 23rd February 2015: To agree accuracy and signing by the Chair.

The minutes of the previous meeting were agreed as a true and accurate account of proceedings and were duly signed and dated by the Chair and passed to the Headteacher to be held on file in school.

6. Matters Arising from the previous minutes not included on the current agenda

There were no matters arising which were not already covered on the current agenda.

7. The Headteacher's Report

The Governing Body was in receipt of the Headteacher's Report circulated via email in advance of the meeting. The Headteacher took governors through the report highlighting the key information.

Key developments:

Catering has now moved in-house from the beginning of the summer term, and the Headteacher was able to report that the first days of lunches had been very successful. Lunchtime is now running more smoothly and quickly with lunchtime serving now taking less than an hour. The children are enthusiastic about the food, and there will now be control over the menus and ability to modify to reduce wastage as much as possible. There

is also a focus on encouraging staff to eat with the children at lunchtimes. **A governor commented** that this will be a very positive development for children's social development and also noted that he had benefitted from the experience of dining with teachers during his own school days.

Staffing: The appointment of permanent Deputy Headteachers is underway and Cliff Robinson will be supporting with the interview process. Appointments should be confirmed within the next 3 weeks.

EYFS: There has been dramatic improvement following the input of Isabelle Dennes, Acting EYFS Co-ordinator, and EYFS is a very exciting learning environment with a lot of new and successful initiatives underway.

Sports: The school is no longer employing Progressive Sports because of the lack of consistency in high quality provision. The sports has now been brought under the direct control of the school led by two sports coaches, and this will enable the provision of consistent high quality sporting/PE teaching and opportunities for the children. Already the school was taking part in competitions and building successful teams. The sports coaches cover PPA across the school.

Music: A music teacher has been appointed on a permanent contract and she will be working full time from September. As well as being a specialist music teacher, Anna Crockett is also a primary school teacher and is able therefore both to cover PPA and all subject teaching. At present an audit of music resources and instruments is being undertaken, with the aim of developing high quality music provision across the whole school and building links with the musical opportunities at a local/borough wide level.

IG: Class 1G has had a particularly unstable year with 4 teachers during this year. A new appointment of an outstanding teacher has been made, Alecia Hughes, and she will teach 1G for the summer term.

IT Technician: A new STEP IT Technician has been appointed, based at Angel Oak, and working for Angel Oak for 4 days per week. The school is working to be at the cutting edge of digital technology/education and it will be very valuable to have this support to enable the development and smooth running of the new technology.

Academy Business Manager: During the summer term Amanda Dickson will be supporting La Fontaine Academy which provides high quality support to La Fontaine. The Office Manager will cover Amanda's work during her absence. The Office Manager has made a very positive impact on the running of the office and is keen to undertake the Business

Manager Certificate. It was agreed that this would be considered formally as to how this could be arranged at the next Resources Committee, but governors agreed in principle that this was a very positive recommendation.

School Lets

The Headteacher reported that the new contract for The Play Shelter was approved by Resources Committee and took effect from 1st April 2015. There were no changes in charges and the contract will be reviewed again in January 2016.

A governor asked if the issue with locking up of the premises had been resolved and the Headteacher confirmed that this had been fully resolved and formalised and the Caretakers and Headteacher are responsible for locking up of the whole school premises at the end of the day, whilst Play Shelter just locks up the immediate area used for the afterschool club.

Curriculum

The Headteacher drew attention to the focus on ensuring consistent teaching and ensuring that teaching is focussed to meet the needs of the children and ensure that they can fill gaps in their learning and progress.

Maths: The academy is receiving support from Fox Primary School in Notting Hill which is a hub for the National Centre for the Excellence in the teaching of Maths. The staff inset delivered by Maths Consultant Lorraine Hartley had been very well received and the Maths Co-ordinator Tom Gary had attended three days training at Fox Primary School and also observed a maths lesson delivered by a Shanghai Maths teacher. **A governor asked** if the profile of children attending Fox Primary was similar to Angel Oak Academy. The Headteacher said that it was not an exact match, but there were areas of deprivation around Fox Primary school. The school is one of the highest performing primary schools in the country with 95% achieving L5 at KS2. **A governor asked** about the Shanghai approach to teaching of Maths, and it was explained that almost all Shanghai pupils reach a similarly high standard and there are few gaps in achievement and there is a key emphasis on ensuring that all children understand concepts before moving on.

Literacy: the school has been receiving support and working with Barnes Primary School, a very high performing school for Writing. Cathie Hewitt gave governors a short presentation which demonstrated:

- Use of writing from previous pupils as an exemplar
- The huge amount of work which is done on whiteboards so that skills are practice before the children reach the point of writing
- All classes display ways in which pupils can open sentences.
- The strong belief that teachers must provide children with the tools they need in order to create well-structured sentences
- High quality displays

- High expectation around handwriting and presentation – modelling by teachers
- All writing is valued
- Attractive displays of topic books for research
- Frequency and volume of quality writing
- Highlighting on work where the children have met their success criteria

Quality of Teaching

The Headteacher had provided a table which showed the improving quality of class teaching – 87% class teaching Good or Outstanding in the Spring term. Monitoring has been endorsed by Review observations.

Governors reviewed the ways in which quality of teaching is supported in school. The Headteacher emphasised the fundamental and underlying approach of ‘no opt out’ whereby all children are expected to engage, encouraged to take responsibility for their own enquiry and learning and become active learners, and where not knowing is not an acceptable response.

The implementation of triad groups/peer observations to support best practice, was also discussed and noted that feedback has been very positive. Teachers have pupil progress meetings after each assessment round each half term, where discussions take place on each pupil, putting in place interventions/specific support which may be needed for individual pupils.

A governor asked how this support is communicated to parents? The Headteacher said that this takes place at Parent Consultation meetings. The majority of support for children takes place within the classroom. It was noted too that children with special needs have a support plan in place which is overseen by the SENCO and this is fully discussed with parents on a regular basis.

A governor asked what had been the level of engagement at the recent Spring Term Parents Consultation and it was explained that 96% parents had attended for their appointments. Any parents who do not attend parent consultation meetings are contacted by phone.

Attendance

Attendance continues to be high, at 96.6% but with a continued focus on emphasising the importance of attendance. The school has also improved punctuality dramatically by closing the gates at 8.50am.

Behaviour and Safety of pupils

The Headteacher tabled a summary of the behaviour log for February to April 2015 which detailed the number of detentions in each class and the types of incidents and actions taken. The Headteacher said that overall behaviour was very good across the school but there was still work to be done to reduce the number of times children are being sent to

detentions and to reduce the low level disruption which accounts for the majority of detentions.

A governor asked about the incidents of physical aggression which had led to exclusions from school and whether staff felt safe and confident? The Headteacher confirmed that the issues were fully under control. The school took a zero tolerance approach to any violence which is why the exclusions had taken place.

A governor asked about re-integration processes when a child returns from exclusion and the Headteacher said that the child and parents have a meeting with the Headteacher on the first day back, and the child is monitored for the following week on a daily basis, and this is reduced if integration/behaviour is successful and acceptable.

A governor asked if the school adopts a restorative justice approach within its behaviour policy? The Headteacher said that this does not yet underpin the school's approach to behaviour but he would be keen to explore and develop this. The systems take time and effort to set up and embed but do have very positive outcomes and are very effective in helping children to take responsibility for their behaviour and learn about the impact on others. Mark Deacon said that if the school wishes to develop this he would be able to recommend high quality training programmes through his contacts and knowledge at Roehampton.

At the conclusion to discussion of the Headteacher's Report the Chair thanked Tim Mills for a full and thorough report.

8. The Academy Improvement Plan Feb 2015 – August 2015

Governors were in receipt of an Academy Improvement Plan which took the academy through to the end of the current academic year.

The Headteacher explained that Priority 7, 'To Introduce and embed the principles of UN Rights Respecting School across the academy is an expectation for all STEP academies'.

With regard to Priority 4, 'to Improve the deployment of Teaching Assistants to ensure greater impact on pupils' learning', a **governor asked** if resources were being put in to training teachers on how to manage TAs in the most effective ways? The Headteacher said that at this stage resources had not been allocated for this, but he took on board the point that research indicates that teachers need to be empowered to manage TAs effectively and this will be addressed and followed up.

Governors recognised that many of the important priorities identified will continue to be focus areas for further development in next year's Academy Improvement Plan.

The Governing Body formally adopted the Academy Improvement Plan Feb 2015 – August 2015.

9. Teaching and Learning: Update on assessment data

The Headteacher provide a tabled copy of the Progress and Attainment Report April 2015. This contained a great deal of information and it was agreed that governors would take the report away to analyse and digest at leisure and forward any questions or queries if they had any, to also be noted at the next meeting.

The Headteacher gave governors an overview of the report.

EYFS: The progress data for children to reach Good Level of Development showed an exceptional rate of progress since September when the majority of children came in below age related expectations. The school is now looking towards 80% of the Nursery cohort being on target to achieve a Good Level of Development (from 20% at the beginning of the year).

Reception: Sam Daly explained that work in Reception has been very strong, with a huge focus on speaking and listening. A Writing room has been created and the learning environment is very strong. Parental workshops have been delivered which have reinforced the school's approach to teaching and learning for parents to support their children at home. Data indicates that the school will be in line with Borough expectations. Again this indicates a huge improvement bearing in mind that the starting point in September was very low.

Year 1: The majority of pupils are making significant and accelerated progress. The challenge for the school is to bring up the progress of the 6 children on SEN support who are currently progressing significantly below the rest of the cohort. Governors noted that there was not a significant gap between PP pupils and non PP pupils.

Year 2: A lot of children in this cohort had very poor starts. The benchmarking data from September indicates rapid improvement. Attainment results for KS1 SATs are expected to be in line with last year.

Year 3: The school's benchmarking data from September strongly indicated that the KS1 data for this year group was not accurate, but the school recognised that it was bound by this data. The progress data again showed a rapid rate of improvement whereby in September 37% children were on target to reach expected attainment at the end of KS2 and by April 2015 74% of children are on target to reach expected attainment by the end of KS2.

Year 4: This is a higher achieving year group and progress and attainment is very strong. By April 2015 91% children are on track to reach expected attainment at the end of KS2 (starting from 28% at the beginning of September).

Year 5: This year group shows very good and consistent progress, particularly in Writing. 92% children are on target to reach expected attainment by the end of KS2 (16% at the beginning of September). **Governors commented** on the huge development in progress which children at the upper end of the school were making with high quality teaching and expectations.

Year 6: The in-year progress for this cohort has been outstanding, noting that at the beginning of the year only 8% children were on target to reach expected attainment in reading, writing and maths by the end of KS2. This has risen to 77% with many children making in excess of 2 years progress in the last 6 months.

Governors were asked to note that the Year 6 team is working exceptionally hard and providing a huge amount of additional input to support the children. The issue for the school is converting the children currently on the cusp of 3A to Level 4. Cathie also noted that this year group have required a lot of support to help with their emotional resilience particularly in relation to testing and the school has been working hard to normalise the test situation and try to take the pressure off children.

The Headteacher asked governors to note that a child who does not speak English has joined the school in Year 6 so her results will have to be disapplied and this will have an impact on the results initially.

A governor asked if there were plans in place to provide specific support for the highest performing/gifted and talented children? The Headteacher said that there are some children who are being entered for Level 6 SATs tests and there are some very high performing children. Nevertheless, the emphasis within the academy at the present time has been on raising the attainment of all children and particularly ensuring that as many children as possible reach age expected levels of attainment. It was agreed that the future direction of the school with regard to its policy for supporting the most able children will be a topic for discussion and decision making in future meetings.

A governor asked if the school was having problems in getting parents to register their children as entitled to receive Pupil Premium bearing in mind the universal free school meals in EYFS and KS1. The Headteacher confirmed that this was a problem, and the school regularly sends reminders to parents of the importance of registering and has also initiated a 'registration lottery prize'.

10. Staffing Structure

The Headteacher tabled a proposed staffing structure for September 2015 and explained that if this is agreed in principle, the details will be discussed in more depth at the meeting of the Resources Committee. Governors noted that the core aim of the structure was to

provide three teachers for each year group noting that there are sufficient classrooms for this. The Headteacher took governors through the structure by year group, explaining the specific configuration/staffing arrangements he proposed. It was also noted that at this stage the Headteacher had not received any resignations and the school was also in the fortunate position of being confident of having sufficient high quality teaching staff including NQTs to fill all posts.

A governor asked what the financial implication of this structure will be, and the Headteacher said that there would not be any significant increase in cost as a percentage of the teaching staff budget, and this would remain the same as it is at present.

Governors agreed that on this basis they were fully supportive of providing children with every chance of children succeeding and endorsed this proposal in principle. The Chair recommended that it would be helpful to see this as a model for a finite period, 2 years, which would then be reviewed in the context of long term strategic development. If required, the two year staffing model could be partially funded from reserves.

ACTION: Consideration of the detail of the Staffing Structure to be an agenda item at the next meeting of the Resources Committee, to be brought back to the full Governing body for formal ratification.

11. Speech and language provision

The Headteacher said that he would like to propose that the Academy increases the current SLA for speech and language provision from 24 days to 35 days, at a cost of £11,710 for the year. This will enable the provision of a Speech and Language therapist who will work alongside the Early Years Educator, and is a good level of provision for a school of this size. The proposal was **formally agreed with unanimous support by the Governing Body.**

12. Masters degrees for teaching staff

The Headteacher said that STEP was looking at how to support and continue the professional development of staff in recognition that this provided improving quality to the school, provided staff with incentive and motivation and added incentive for high quality staff to stay at the school.

To date 8 members of teaching staff at Angel Oak had expressed an interest in undertaking a Masters Degree. Clearly if this recommendation was agreed in principle there would then be further discussion at STEP Board level to decide if/how much the Trust is willing to subsidize the costs of the Masters Degree.

Mark Deacon declared an interest in this area, noting that his role at Roehampton University is to deliver Masters degrees. Mark explained that Roehampton has developed a Masters Degree in Educational Practice which comes out of the classroom work which teachers are doing. There is a modular programme which includes a long assessment of up to 3,000

words, but does not include a dissertation because previous experience has shown that teachers have a high drop-out rate at the point of undertaking a long dissertation. The programme would typically run for 2 years, with the first year based on the taught modules, and the second year for the extended essay.

A key element of the Masters is the emphasis on encouraging teachers to use research as a basis for informing their practice as per the recommendations of the Carter Review. <https://www.gov.uk/government/publications/carter-review-of-initial-teacher-training>

Roehampton would be able to bring teaching to STEP at a venue of choice if there were approximately 15 teachers wanting to take the Masters course. There would also be the option for teachers to use facilities at Roehampton as well as being able to access all library information on-line. The cost per teacher would be £4,000 with some adjustments according to whether teachers have already earned credits by virtue of undertaking a PGCE since 2007. Mark said that schools taking up this offer often split the costs 60%/40% with teachers paying 40% of the costs over a three year period, with deductions from salary.

During discussion **governors agreed that they were fully supportive in principle** of the Governing Body supporting teachers to undertake Masters degrees. There was also a recognition that there were other providers who could offer Masters and teachers would have the freedom to choose the course which best suited their needs/ambitions.

ACTION: Agenda item at the next meeting of the Resources Committee.

13. Change to Nursery provision from half day to full time placements

The Headteacher explained that the Academy had hoped to be in a position to move towards offering full time placements in Nursery, but following consultation with the school's solicitors, it had been established that the EFA would not support this, and therefore the proposal was no longer an option.

A governor asked if the school was able to fill all Nursery places and the Headteacher said that marketing work had been undertaken with a view to trying to fill all morning and afternoon places (52 in total).

14. Update on land transfer arrangements and timescale for building works

The Headteacher showed governors a plan for the land transfer arrangements and the developments to the school. This will involve a considerable loss of land (approximately half of current land area) to the LA in order to fund a full refurbishment of the school and the addition of a new entrance building which will include offices, the kitchen, a new hall. There will be a new car park at the back and a new multi games area. The refurbishment of the building would involve the siting of Nursery, Reception and Year 1 on the ground floor, with

its own designated play/outdoor space. The first floor hall will become a learning resource space, with Year 2, 3 and 4 classrooms and SLT offices. The top floor will be designated for Year 5 and year 6 with additional music and drama room, an SEN room and a secure kitchen. The playground will be re-designed and refurbished and all of the remaining old windows will be replaced and the heating upgraded.

The Headteacher emphasised that at this stage there has been no final agreement and negotiations are on-going with the LA, led by the STEP Premises Manager. The changes will also require consultation. At the present time scoping work was taking place, looking at models and exemplars of how other schools have refurbished. The thinking is to develop a design which is contemporary and academic in feel, less like a traditional primary school.

If this plan is all agreed there is a plan to begin building work on the front of the school in January 2016.

ACTION: Further update on discussions to be reported at the next meeting.

15. STEP Update

The Headteacher reminded governors that STEP had undergone a Governance Review and the results and outcome of this will be communicated in a letter to all governors shortly from STEP. At this stage there will not be a significant impact on the working of Angel Oak Governing Body as it is not located near another STEP academy.

16. Next meetings:

Monday 15th June 2015 5pm: Resources Committee meeting: *with a recommendation that the meeting is opened to the full Governing Body from 6pm for ratification of the proposed Budget 2015/2016* The Clerk requested that as many governors as possible attend the meeting on 15th June at 6pm in order to ratify the budget.

ACTION: Noting the importance of a quorum, governors to inform the Clerk as soon as possible if they are not able to attend the meeting on 15th June at 6pm to ratify the budget.

Monday 29th June 2015 5pm: Full Governing body meeting

17. Confidential Items

There was one item of a confidential nature reported under Part B.

There being no further business, the meeting was closed at 7.15pm with thanks to everyone for their attendance and participation.

Signed..... Chair of the Governing Body

Date.....

