

**Minutes of a Meeting of the Strategic Governing Body of
David Livingstone & Gonville Academies
Held on Thursday 21 November 2016, 6.15 pm at David Livingstone Academy**

Name	Position	Attendance
Nadine Bernard	Headteacher DL	Present
Hanna Cadman	Parent Governor nominee	Present (from item 4 onwards)
Mark Ducker	Chief Executive Officer	Present (from item 4 onwards)
Claudia Estephane	Community Governor	Absent – Apologies accepted
Nicki Gillespie	Staff Governor, DL	Present
Oliver McAdoo	Parent Governor, Gonville	Present (Via conference call for item 4 only)
Sarah Mitchell	Headteacher, Gonville	Present
Sharjeel Nawaz	Community Governor	Present
Susan Powell	Community Governor, Chair	Present
Barbara Roberts	Community Governor	Present
Lucy McSwiggan	Staff Governor, Gonville	Present
Racquel Tomlinson-Lawrence	Community Governor	Absent
Other Attendees:		
Donal Daly	Deputy HT, DL	Absent
Katy Harborne	STEP Inclusion Manager	Present (for item 7 only)
Philippa Jackson	SGB Clerk	Present (Minute taker)

STEP First – We are all one team
1. Welcome and Apologies

Susan Powell welcomed members to the meeting of the SGB. Susan introduced Lucy McSwiggan, the newly appointed Staff Governor (Gonville), following her appointment by the STEP Board.

Oliver McAdoo would join the meeting at 6.30pm via telephone conference.

Apologies were received and accepted from Claudia Estephane and Donal Daly. No apologies were received from Racquel Tomlinson-Lawrence.

Mark Ducker, CEO and Hannah Cadman, Parent Governor nominee (David Livingstone) would arrive late to the meeting.

2. Quorum

It was confirmed that the meeting was quorate.

3. Inclusion

Katy Harborne, STEP Inclusion Manager, gave a presentation on what her role entailed. Katy set out the long term, medium term and short term priorities of SEND at Gonville and David Livingstone Academies as per the slides attached to these minutes.

Katy explained that a large part of the role was taken up with administrative duties which significantly reduced the amount of time that could be better spent on the inclusion part of her role. Katy is responsible for SEND, EAL, More able and Safeguarding across both academies, which is a significant role, especially considering both academies have high percentages of EAL students. She raised concerns that the administrative duties and meetings with outside agencies did not allow sufficient time for strategic planning, training new members of staff and assessing and analysing children with SEND. Members noted that the SEND reforms stated the SENCO role should have sufficient time to carry out the responsibilities with admin support. She explained that additional administrative support may be a great benefit to the role, but the time needed to train someone was not currently available.

The following questions were raised by governors:

Q: STEP Academy Trust should be a centre of excellence for inclusion – how do you manage your time to ensure this?

A: It is very difficult to split the role between the two Academies. Managing the monitoring and support aspect of the role with all the administrative duties and paper work is very time consuming. A lot of time is spent catching up on administrative duties in the evening and at weekends.

Q: Would it make sense to have a SENCO role in each Academy with an Inclusion Leader?

A: Yes definitely, this would allow the Inclusion manager to provide an overview of both schools. It would help to ensure that every child that required additional support had been identified.

Q: How many active pupils have been identified at both Academies?

A: 30 at David Livingstone and 35 at Gonville (this data did not include those children that need early support of special needs).

Q: Is there anything further that should have been carried out in the role and that you have not had time to do. How has this impacted the role?

A: I have not been able to train staff and the volume of administration could prevent children who required additional support from being identified and assessed. Attending training and SLT and staff meetings decreased the amount of time spent on the inclusion part of the role.

Susan Powell thanked Katy for her presentation. The presentation slides would be circulated to governors. **(Action: PJ)**

It was agreed that Susan would meet with Katy and the Head Teacher's to discuss additional resources for this role. **(Action: Susan Powell/ Head Teacher's)**

Mark Ducker and Hannah Cadman joined the meeting.
Oliver McAdoo joined the meeting for item 4 (via conference call)

<p>4. Safeguarding</p>	<p>Oliver McAdoo, Safeguarding Governor, confirmed that the Safeguarding Audit had been completed. He reported that there were no major concerns and all procedures had been adequately met. An action plan for the 2016/17 audit would be prepared.</p> <p>Sarah Mitchell reported that Gonville had updated a single central register and asked whether Oliver could come into the School to review and sign off the register. Sarah would contact Oliver to arrange a date to visit. (Action: Sarah Mitchell)</p>
<p>5. Declaration of Pecuniary Interests and/or Conflict of Interests</p>	<p>No declarations of interest relevant to the agenda items were made.</p>
<p>6. Strategic Governing Body Membership</p>	<p>It was reported that Racquel Tomlinson Lawrence had been absent from three SGB meetings without sending apologies in advance. (One meeting with an unavoidable absence and two meetings without sending apologies). Susan Powell advised that Racquel had moved overseas and would therefore be removed as a member of the SGB. There were now two governor vacancies which would be raised with the Senior Governance Clerk. (Action: PJ)</p> <p>It was confirmed that DBS checks had been completed for Lucy McSwiggan.</p> <p>Susan Powell reminded governors that it was important to attend all meetings where possible to ensure the meeting was quorate. The meeting dates would be re-circulated to all members. (Action: PJ)</p>
<p>STEP Way – We agree to do things like this</p>	
<p>7. Teaching and Learning review – Managing Inclusion</p>	<p>The Head Teacher’s provided a report on the Teaching and Learning review for each school. The outcome of the review highlighted a number of strengths, weaknesses and areas for development for each Academy. The following key points from the review were raised:</p> <p><u>Gonville Academy</u></p> <ul style="list-style-type: none"> • Early Years was a strength • Questioning during lessons was a strength, having been a target following the last Ofsted • Behaviour and pastoral support was identified as a strength • The School was advised to narrow down the work and focus on reading, fluency and mathematical mastery • The marking policy was being followed but was onerous and is in the process of being rewritten. • More focus should be placed on self-assessment for students • The school had identified that Years 3 and 5 required the most support • Students should be encouraged to take more control over their learning • The role of the Inclusion Manager was not sustainable, given the size of the school • The leaders should take responsibility for governance • Jenesse Alozie, Head of Standards, was coaching the new leadership team following the T&L review.

- Gonville should still be considered a 'good' school under the new framework.

David Livingstone

- Almost all children spoken to had strong interpersonal skills, developed an awareness of self and others due to the explicit decisions made by the HT and leadership team
- Children are personable and talk with pride
- Observations of high expectations of learning
- Classroom displays focused on learning and are engaged with as learning aids
- There was a full range of Extra Curricular activities
- HT and leaders know most of school's strengths and weaknesses
- NQT's feel supported
- Family Support Worker and Learning Mentor had very positive and effective relationships with pupils
- EYFS is a strength
- Effective teaching was evident across Ks1 and Ks2 however HT aware of those teachers still requiring ongoing support
- HT reflective and had set about revising assessment system – this is an urgent matter
- Teaching strategies were explicitly focused on collaborative learning
- HT is proactive in her attempts to ensure there is relentless focus on improving outcomes
- Need to continue to develop the leadership skills of senior and middle leaders in line with academy improvement plans. Especially ensure leader of literacy develops further in his role
- Need to continue to develop knowledge and expertise of all staff
- Review/develop role of Inclusion Manager so that all needs of school can be met more efficiently
- Need to articulate a strategic plan to ensure that all children benefit from the springboard strong Early Years Provision gives them
- The School was advised to refine and focus some of the work to ensure that learning had been embedded
- Nadine Bernard would meet with Jenesse to put a review structure and timetable in place
- It was hoped that the curriculum would be made more meaningful and provide a better balance between learning and assessment
- Staff would be encouraged to assess the children daily and to get to know each child thoroughly

Mark Ducker, explained that it was important for the Head Teacher's to develop their own formative assessment system that would feed into the STEP wide system. This would ensure that SLT and Governors could take a common approach to assessment across the Trust.

8. Terms of Reference and Scheme of Delegation

The SGB noted the Terms of Reference and the STEP Scheme of Delegation for 2016/17 as approved by the Board of Trustees.

9. STEP Policies and Procedures

The SGB noted the STEP Policies and Procedures as approved by the Board of Trustees. It was noted that all policies were published on the website.

<p>10. Admissions Consultation</p>	<p>It was noted that the admissions documentation for parent's to complete was with the STEP Solicitors and would be circulated to the SGB once it had been received.</p>
<p>STEP Up – We all succeed together</p>	
<p>11. Ofsted</p>	<p>Governors noted the Ofsted document that had been produced by STEP Head of Standards. It was noted there were significant changes that would need to be focused on for next term. It was agreed that a number of governor visits would be scheduled for next term particularly in areas such as Maths Mastery, Pupil Premium and Teaching and Learning. A framework to share the feedback would be put in place at added to the SGB agenda for discussion. (Action: Head Teacher's/ PJ)</p> <p>Susan Powell reported that the SGB had not yet assigned a governor to monitor SEN and Inclusion for 2016-2017. It was important that this role was covered to ensure the SGB had fulfilled its responsibilities. (Action: SP/PJ)</p> <p>Sharjeel Nawaz reported that he had attended a session on Pupil Premium at Gonville Academy which enabled him to better assess this area and would be keen to attend a similar session at David Livingston Academy. Pupil Premium has been added as a standing item on the Resources committee agenda.</p>
<p>12. Head Teacher's Report</p>	<p>Gonville Academy</p> <p>Sarah Mitchell presented the Head Teacher's report for Gonville Academy and raised the following key developments:</p> <ul style="list-style-type: none"> • Some unauthorised absence (taken for holidays) still existed and this had been raised with every parent • Gonville had applied for the Maths Mastery programme and were hopeful they would be accepted • Reading was a key focus this year for fluency, vocabulary and reading comprehension skills • 'Cracking Comprehension' had been used to support the teaching • Barbara Roberts, Community Governor, had visited Gonville and would send a report on key assessment trends • The key strengths were found in Y2, Y4, Y6 and EYFS • Quality of teaching was currently graded at 80% Good or Better and 13% Outstanding <p>Q: In relation to Mobility, 14 students entered the school working at below average levels, how would this be reviewed by Ofsted? A: The extracted data showed that these students had progressed even though they were considered below average.</p> <p>Q: Have you noticed an effect of the High Court judgment on unauthorised pupil absence? A: Two parents had cited the judgement but we referred parents to the absence policy and explained that the judgement was not an acceptable reason for unauthorised pupil absence.</p>

David Livingstone Academy

Nadine Bernard presented the Head Teacher's report for David Livingstone Academy and raised the following key developments:

- Pupil attainment data for KS1 was graded above and in line with national average: Reading 75%, Writing 71% and Maths 71%
- There were a significant number of children with SEN needs – a real focus had been placed on these children to understand their realistic achievements by the end of the year
- One child had joined Year 6 and spoke no English – this child had been extracted from the data
- One child would shortly join the School who had already attended four previous schools – it was advised that Nadine Bernard would discuss the pupil's needs with the previous schools
- Teaching and Learning had improved as the new curriculum took time to embed
- The outcome of the teaching and learning review was very strong and highlighted the success of the Teachers and their excellent relationships with the pupils

Q: How have the teachers mastered big changes since they joined?

A: There was an on-going support network and links to maths hub TRG had assisted them with the changes. There were some challenges in keeping part-time staff up-to-date on training and conversations. Additional support had been given to part-time staff to ensure continuity and consistency in teaching.

Q: Had the 'bike pod' been installed and had it been used much?

A: It had been installed but not used so much because of the time of year.

Q: 69% of teachers were rated 'good or above' at David Livingstone – could this be considered a disadvantage given that STEP's target was 100%. How would this be reviewed by Ofsted and has it impacted pupils?

A: All Academies would be expected to be lower in the first term as NQTs and aimed to rise to 'good' in the first year. Every teacher was very progressive and confident. The 30% of staff rated below 'good' had the potential to progress quickly.

Q: There were 49 incidents of poor behavior recorded –Was this high in relation to other terms?

A: The incidents reflected low level behavior. As one of our values is 'Urgency' we believe that every minute counts and that we should monitor the amount of time pupils miss out on learning. These low level behavior incidents had resulted in 10 minutes time out in another class per each child. The number of incidents is predicted to reduce as pupils can often find it difficult to initially settle into their new class and year group at the beginning of a school year.

13. Finance

The SGB noted the key points from the minutes of the Resources Committee meeting held on 7 November 2016.

The SGB ratified the following decisions for Gonville:

- To purchase the additional 30 iPads at a cost of £6,900
- The expenditure limits of the new procurement cards for Head Teachers (£500), STEP Zone Manager (£500), Office Managers (£2,000)

It was agreed that SEF would be added to the agenda of the next SGB meeting. **(Action: PJ)**

<p>14. Academy Improvement Plans</p>	<p>The SGB noted the summaries of the long term priorities 2015-18 and identified the priorities for each Academy for 2016/17.</p> <p>Gonville Academy Sarah reported that the targets have been revised to focus on Reading and Comprehension for KS2, Reading Fluency for KS1 and marking and feedback. The assessment and outcomes focused on greater depth. It was reported that next year’s action planning would start earlier (prior to the budget being set) and would be agreed by the SGB in July.</p> <p>David Livingstone Academy Nadine reported that the School would focus on the progress of KS1 in order to achieve national average and above in Reading, Writing and Maths. It was agreed that a number of governor visits would be scheduled for next term. It was suggested that a governor visit could take place on 27 April 2017 and the Standards Committee could be brought forward to accommodate this. (Action: Head Teacher’s/ PJ)</p>
<p>15. Website Compliance</p>	<p>Governors noted the STEP Academies’ website checklist. The Academies websites had been monitored against the statutory requirements. Barbara Roberts, website monitoring governor, confirmed that all STEP websites would be reviewed and modified in the new year.</p>
<p>STEP Ahead – We invest in our future</p>	
<p>16. Feedback from the STEP Board of Trustees</p>	<p>Governors noted the minutes of the STEP Academy Board of Trustees meeting held on 17 October 2016.</p> <p>Mark Ducker reported that STEP had taken on two schools in special measures in East Sussex (Breakwater and Hawkes Farm). The strategic development and growth of STEP brought many benefits to the schools and improved the life chances of children attending these Academies. The next phase of development for STEP would be to develop the teaching and learning support across the Academies.</p> <p>Mark reported that Applegarth Academy, New Addington, had been named ‘Croydon Primary School of the Year 2016’. The SGB congratulated John Halliwell, Head Teacher of Applegarth.</p> <p>It was reported that an Ofsted inspection had been carried out at Wolsey Junior Academy in Croydon but no information was available yet.</p>
<p>17. Governing Body Training</p>	<p>The SGB discussed the training needs for inclusion in the STEP Governor Training Programme 2016/17. The exclusions training had been well received and was well tailored to governors. Details of the Octavo training for new governors would be sent to Hannah Cadman. (Action: SP)</p>

18. Correspondence to the Chair	There was no correspondence received by the Chair.
19. Minutes	The minutes of the SGB meeting held on 29 September 2016, included the Confidential Part B minutes, were accepted as an accurate record and duly signed by the Chair. The minutes of the Standards Committee meeting held on 29 September 2016 were noted.
20. Matters Arising from the Minutes	It was agreed that the SENCO role would be reviewed and a proposal made to the Resources Committee. (Action: SP/ Head Teacher's)
21. Any Other Urgent Business	There were no urgent matters of business to be addressed.
22. Meeting Impact	The SGB considered the meeting impact to be 'excellent'. The governors reported that the quality of the Head Teacher's reports was excellent and felt they had made an excellent contribution to the SGB which they hoped would continue. This enabled the governors to challenge and really contribute to the performance of the Academies.
23. Meeting Dates	The next SGB meeting would be held on Thursday, 2 March 2017, 6.15pm at Gonville Academy.
24. Publication of Minutes and Confidential Matters	Staffing matters recorded in Part B of the confidential minutes.

There being no further business for discussion, the meeting closed at 8.55pm

Summary of Action Points

Agenda Item	Action	Owner	Status
3	The Inclusion presentation slides to be circulated to governors.	PJ	completed
4	Oliver McAdoo to arrange a date to visit Gonville Academy to sign single central register.	SM	completed
6	Governor vacancies to be raised with the Senior Governance Clerk.	PJ	completed

6	The SGB meeting dates would be re-circulated to all members.	PJ	completed
11/14	Governor visits to scheduled for next term particularly in areas such as Maths Mastery, Pupil Premium and Teaching and Learning. (The 27 April 2017 Standards Committee could be brought forward to accommodate this) A framework to share the feedback to be put in place at added to the SGB agenda for discussion	HT's PJ	GVA has had assessment, inclusion and PPG governor visits. DLAs scheduled. T&L and maths mastery at DI to be scheduled.
11	Assign a governor to monitor SEN and Inclusion for 2016-2017.	SP/ PJ	completed – SP assigned to role and will be reviewed next term.
13	Add SEF to the next SGB meeting agenda.	PJ	Completed – included in HTs report
17	Details of the Octavo training for new governors to be sent to Hannah Cadman.	SP	completed
20	The SENCO role would be reviewed and a proposal made to the Resources Committee.	SP/ HT's	

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