

**Meeting of the Strategic Governing Body of
Angel Oak and David Livingstone Academies
Wednesday 13th February at 5.00pm
At David Livingstone Academy**

MINUTES

Name	Position	Attendance
Governors		
James Toop (JT)	STEP Co-opted Governor (Chair)	Present
Nick Ambrose (NA)	STEP Co-opted Governor (Vice Chair)	Present
Ryan Arde (RA)	Head Teacher – David Livingstone Academy	Present
Sebastian Cross (SC)	STEP Co-opted Governor	Present
Gemma Foster (GF)	STEP Co-opted Governor	Absent
Stacey Frier (SF)	STEP Co-opted Governor	Absent (apologies accepted)
Verity Griffin (VG)	Staff Governor – Angel Oak Academy	Present
Catherine Hewitt (CH)	Head Teacher – Angel Oak Academy	Present
Caroline Johnson (CJ)	Staff Governor – David Livingstone Academy	Absent (apologies accepted)
Kirstin Macdonald (KMac)	Parent Governor – David Livingstone Academy	Present (from item 4)
Tim Mills (TM)	Executive Head Teacher	Present
Jenny Moore (JM)	STEP Co-opted Governor	Present
Jessica Parada-Olavarria (JPO)	Parent Governor – Angel Oak Academy	Absent (apologies accepted)
Attendees		
Amanda Dickson	Business Manager – David Livingstone Academy	Present
Marcelo Duran	Business Manager – Angel Oak Academy	Present
Philippa Jackson (PJ)	STEP Governance Clerk	Present
Kirstie Martin (KM)	Director of Finance and Business Services	Present (for item 1-4 only)
Ben March (BM)	Chief of Finance for STEP Academy	Present (for item 1-4 only)
Natalie Holligan (NH)	STEP Governance Clerk	Present

STEP First – We are all one team		
1	<p>Welcome and Apologies (people)</p> <p>The Chair welcomed Governors to the meeting and welcomed STEP Governance Clerk (NH) to the meeting.</p> <p>Apologies were received and accepted from CJ, SF and JPO. GF had advised prior to the meeting that she may not be able to attend due to work commitments.</p> <p>RA set out the fire evacuation procedure, confirming that the meeting point is at the front of the school and also confirmed that a trained first aider and fire warden were on the school premises.</p>	Actions
2	<p>Quorum (people)</p> <p>The Clerk confirmed that the meeting was quorate.</p>	
3	<p>Declaration of Pecuniary Interests and/or Conflict of Interests (people/ accountability/ compliance)</p> <p>Governors had been asked to update their 2018/2019 declaration of interest information as published on The Trust Governor profile.</p> <p>Governors confirmed that they had no declarations of interest or personal interest relevant to the agenda.</p>	
4	<p>STEP Board of Trustees Update</p> <p>Governors noted the STEP Board of Trustees update.</p>	
STEP Way – We agree to do things like this		
5	<p>Safeguarding (accountability/compliance)</p> <p>Governors confirmed that they had read and understood ‘Keeping Children Safe in Education 2018’ and updated the Trust Governor system to reflect this.</p> <p>Governors provided feedback on the annual STEP Safeguarding Training session which took place on 10th January and the 16th January 2019. The training sessions included Safeguarding, On-line Safety, SEND, Ofsted Framework and SGB Academy visits.</p>	

	<p>Governors felt that the training had been delivered in an appropriate style and showed governors how to drill down into the data.</p> <p>The Chair confirmed that he had carried out a safeguarding visit and checked the Single Central Register at David Livingstone Academy. A safeguarding visit at Angel Oak Academy would be scheduled this term.</p>	
6	<p>Admissions 2020/21</p> <p>Governors noted that the Admissions process documents for 2020/21 was currently being produced. The consultation period had finished at the end of January 2019 and the paper work would be circulated to governors in due course.</p>	
STEP Up – We all succeed together		
7	<p>SEND</p> <p>RA provided a verbal report on the assessment and referral process for SEND pupils for both Academies.</p> <p>RA took governors through the SEND assessment and referral process. The school carry out a graduated response process, based on a four-point cycle:</p> <ul style="list-style-type: none"> • Assess - Assessment for the pupils was completed by the teacher on a daily basis. • Plan - Realisation that the impact was not working and that further intervention and reporting was required. Everything was always recorded. Continuous communication with parents and SENCO throughout the process. • Do - Implement the plan with clear guidelines • Review - Review the impact with staff, parent, external agencies and EHCP. Pupil Passport was produced (a record) and shared with the parents. <p>RA explained that sometimes the cycle was repeated with the parent’s support whilst also using external agencies. The settling process for some children could take a while. Parents had to sign the form to agree to the required access.</p> <p>Question: Were there any situations where the school had a different opinion to the EHCP and how were these escalated? Would you go through the process quicker if evidence presented itself?</p> <p>Answer: The process was dependant and based on the specific criteria. Every case was different and required different evidence. The school needed to ensure that the evidence was clear and followed the correct timeline. It is very important to go through the whole programme so that the evidence showed that the school had not</p>	

	reached the decision on our own. External agencies were informed throughout the different stages.	
8	<p>Educational Standards and Performance</p> <p>Governors noted the Head Teachers written termly report.</p> <p>It was noted that NA had provided questions prior to the meeting and that they had been answered by the Head Teachers.</p> <p>Question: Why is the (David Livingstone) DLA monthly budget summary for November rather than December? Answer: The December accounts had now been published.</p> <p>Question: Why had teaching staff absences increased since the last report? Were there any patterns underlying this data? Answer: There was midday supervisor and one teaching assistant on long term sickness for Angel Oak and David Livingstone currently have two staff members off on Maternity leave</p> <p>Question: What had been done to increase the 88% of teaching in-line at David Livingstone with academy standard, given this had not changed since the last report? Answer: Last year (2017-18) we had one teacher who was not consistent with the approach. However, support was in place. This teacher left in January and had been replaced by a newly qualified teacher. Strong support structures and opportunities to observe good practice as well as personalised CPD sessions from senior staff were in place to support the teacher and to develop consistency in our approach.</p> <p>Question: Why had the overall direction of the Progress measures (between Summer and Autumn term) been generally negative at David Livingstone (page 9 of HT report)? Answer: The Academy had received a number of new starters since September. Some of these children had complex needs and are being referred for further assessment. However, many of the new starters had made progress. The percentage drop was very small and in some groups only referred to one or two children. We know who these children are and interventions/support plans/external agencies were in place to ensure that barriers were removed so that progress can be made.</p> <p>Question: Can any lessons be learned from the 6 safeguarding incidents at David Livingstone? Answer: The school had robust safeguarding systems in place, which is why these particular cases had the necessary agencies and support structures in place. Yes, as an Academy we realise the importance of early intervention and forming strong relationships with Social Services as well as Early Help to ensure the right support is in</p>	

place. Communication has been very important with the above incidents. (Just so you know, three children are linked to one family)

Question: Were there any patterns within the persistent absence data for both schools?

Answer: Yes, one child in Reception with EWO involvement and was new to the school. Part-time timetables for 2 key children (Behaviour- New children) had impacted overall absence. All children below 90% were made aware to EWO and meetings had taken place.

Question: Where did you get the Key stage 2 targets information from?

Answer: These were based on the year 5 statistics at Angel Oak Academy and FFT data from KS1. Some children were not on target and there were children on the cusp. Present figures provided

Question: Were the Pupil Premium students on track? How was this being evaluated?

Answer: Some money had been allocated for them and support had been provided where it was needed. Interventions were also included, before school. A certain amount of staff members was needed within the school. The children had made significant progress and outperform at Angel Oak Academy and sometimes better than other cohorts.

Question: Do we have a Pupil Premium strategy?

Answer: Yes, this was available on the website including the previous statutory document as well as the impact. Attendance was also included. Governors to review and meeting to be arranged to look at it in detail. **(Action: SF/STEP Co-opted Governor)**

Question: Can you provide further information on the bullying incident at David Livingstone?

Answer: A very good system had been implemented and every incident was logged. Incidents will happen but there was a clear idea of what bullying is and this has to be solidified

Question: The report showed 12 exclusions at Angel Oak Academy.

Answer: One child has 6 exclusions. The report for this particular child was extensive and other options were being looked at for this child.

Question: What did the 0.5 on the form for attendance refer to at David Livingstone?

Answer: One family left and the school was unable to take them off the school roll until they knew where the child had moved to. This had now been resolved. There was also a 40% attendance for one child and outside agencies were now involved. The

	<p>Education Welfare Officer was really good and we are currently using a new company (external). They looked further into any attendance matters.</p> <p>Question: Community Engagement. What does this mean in practice? Answer: It was about drawing the parents into the teaching and learning and providing parent workshop and parenting courses if necessary. There was not as much uptake as we would have liked. We had changed the end and beginning of day dialogue and conversation with parents. Postcards were sent home with students with positive messages.</p>	
09	<p>Website Compliance</p> <p>Website compliance to be added to the next meeting as an agenda item. (Action: Clerk)</p>	
STEP Ahead – We invest in our future		
10	<p>Governing Body Training (<i>people</i>)</p> <p>Governors noted the invitation to attend the STEP First Conference at 15 February 2019, at Copthorne Hotel, West Sussex.</p> <p>It was noted that any specific training for 2018/19 should be sent to the Clerk. (Action: Governors/Clerk)</p> <p>JM and SC requested the NSPCC on-line safeguarding training details. (Action: Clerk)</p>	
11	<p>Correspondence to the Chair</p> <p>The Chair confirmed that no correspondence had been received.</p>	
12	<p>Minutes</p> <p>Governors approved the minutes of the meeting held on Thursday 22 November 2018.</p>	
13	<p>Matters arising from Previous Meeting</p> <ul style="list-style-type: none"> • Review SGB skills audit on the Trust Governor system. • Complete Safeguarding audit at Angel Oak Academy. 	

	<ul style="list-style-type: none"> Request further information on 2020/12 Admissions process and how it impacts the schools. Request Pira and Puma data for the SEN mean score for London and East Sussex Send termly DLA safeguarding training dates to Governors. 	
14	<p>Any Other Business</p> <p>Governors confirmed that there were no other matters of business to raise.</p>	
15	<p>Meeting Impact (evaluation)</p> <p>Governors felt that the meeting had been informative with the necessary training feeding into the questions raised. BM's attendance had put the Trust's financial issues into context and provided a further understanding of the central team.</p> <p>Governors appreciated BM's and KM's attendance at the meeting and felt that they had sufficiently answered their questions and concerns raised over the outturn. They also felt that they had provided them with a much better understanding of how the central team worked to control the central pool of reserves and distribute this to the schools as appropriate and where it was most needed. Although the SGB had previously expressed their concerns over the changes to the STEP Scheme of Delegation, particularly the proposal to remove the financial responsibilities from the SGB, they felt they now had a much better understanding of how the central finance team operated.</p>	
16	<p>Meeting Dates (structure)</p> <p>The next meeting would be held on Thursday 23rd May 2019 at 5pm at Angel Oak Academy.</p> <p>JT advised that he was unable to attend the next SGB meeting. The Clerk would contact the Vice Chair to ask whether he would be prepared to chair the next meeting. (Action: Clerk).</p>	
17	<p>Publication of Minutes (compliance)</p> <p>Confidential issues on governance and finances would be recorded in Part B of the minutes, which would remain confidential to the Strategic Governing Body.</p>	

18	Confidential Matters	
	Members of staff were asked to withdraw from the meeting for the discussion of this item.	

Agenda Item	Action Point	Lead	Status
9	Website compliance to be added to the next meeting as an agenda item.	Clerk	
10	Specific training for 2018/19 should be sent to the Clerk.	Governors/Clerk	
10	JM and SC requested the NSPCC on-line safeguarding training details.	Clerk	
16	The Clerk to contact the Vice Chair to ask whether he would be prepared to chair the next meeting.	Chair/Clerk	

To confirm these minutes are an accurate account of the meeting	
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Chair's signature	
Chair's name	
Date	