

FULL GOVERNING BODY MEETING

TUESDAY, 28 MARCH 2017 AT 7PM

Membership

Name	Type	Term expiry date	Attendance
Alison Vaughan	Co-Opted Governor Chair of Governors	15/01/2018	Present
Helen Walsh	Parent Governor Co-Vice-Chair of Governors	20/12/2017	Present
Dianne Bluemink	Co-opted Governor Co-Vice-Chair of Governors	15/01/2018	Present
Paul Beale	Parent Governor	01/09/2020	Present
Katy Jackson	Parent Governor	20/12/2017	Present
Rebecca Goldberg	Parent Governor	20/01/2019	Present
Kay Carter	Parent Governor	25/06/2019	Present
Lucia Glynn	Co-opted Governor	15/01/2018	Present
Mike Greenwood	Co-opted Governor	15/01/2018	Present
Emel Ali	Co-opted Governor	15/01/2018	Present
Samantha Perkins	Co-opted Governor	25/01/2020	Present
Oliver Beach	Co-Opted Governor	01/09/2020	Present
Claire Weir	Local Authority Governor	26/11/2019	Present
Shane Claridge	Staff Governor	31/08/2017	Present
Adrian Hall	Headteacher	N/A	Present

Also in attendance:

Maria Panayiotou –Deputy Headteacher

Hannah Cleary – Clerk

Minutes (For the action log, see Appendix 1 attached to the minutes)

The meeting opened with a presentation by Dr Tim Coulson, Regional Schools Commissioner for East of England and North-East London. Governors were also provided with the opportunity to ask questions.

Dr Coulson gave an outline of his role at the Department for Education (DfE), which included school improvement and academies; as well as the overall objective of the Secretary of State for Education: to ensure that all schools are great schools, and remain great schools.

Dr Coulson provided details of the options available for schools considering converting to academies; although he emphasised that he was not in attendance at the meeting to advise Governing Bodies to convert if the current structure was working well.

Dr Coulson outlined 2 options for schools to change their governance arrangements and how these could work in practice:

- i. Federate with one or more other schools (this could include shared leadership arrangements); or
- ii. Become an academy.

Dr Coulson gave 3 main reasons to support converting to an academy:

- i. Moral purpose to share and implement good practice with other schools, particularly those that were poor performers;
- ii. Sustainability of school improvement (even for Good and Outstanding schools) across all the schools within a Multi-Academy Trust (MAT); and
- iii. Financial and economic reasons; usually obtained through schools within the MAT finding different ways to do things and find economies of scale through grouping together.

Dr Coulson explained that no schools were becoming stand-alone academies; almost all were becoming MATs, of which there were 3 main varieties:

- i. Become a trust with a weaker school;
- ii. Become a trust across primary, secondary, special and across all phases of school;
- iii. Become a trust within the same phase.

The third point above usually built on previously existing relationships to save money, share expertise and continuously seek improvement, using the different strengths of all the schools within the MAT.

Dr Coulson recommended to attendees that they visit a MAT to see how arrangements worked in practice.

Governors asked a number of questions:

Q: Is there any research to underpin the moral purpose arguments; i.e. through improvements in attainment?

A: As the first primary conversions to academies did not commence until 2011; and there are a smaller number of primary academies than secondary, there is only 5 years worth of data. In contrast, there is more secondary school performance data available, including analysis. Overall academies made more progress than maintained schools, although it is important to note that some academies were sponsored; and that the DfE analysis is contested.

Q: Will there be forced academisation as set out in the previous white paper; Educational Excellence Everywhere?

A: There will not be any forced academisation. Decisions will remain in the hand of the Governing Body to decide what is best and right for their circumstances. It was important to note that reducing school budgets may be an important factor in any decisions taken in the future.

Q: Does the accountability of an academy trust board differ from that of a maintained governing body?

A: Both structures are broadly similar although there are differences in terms of the governance. The board structure of an academy supports ongoing and sharper comparisons in relation to school performance and benchmarking.

Q: Who appoints the board and decides the composition?

A: The DfE does not decide who is appointed to the board, nor the composition of the board. All schools within the MAT make these decisions.

Q: School to school support is already provided locally. What benefit would there be from becoming a MAT in this regard?

A: Highly performing schools are encouraged to go beyond the current school to school improvement arrangements, particularly in relation to poorly performing schools. This could include assuming more control of the leadership in such schools to embed fundamental improvements rather than day release school to school improvement.

Q: How much does the conversion cost? Is there any help with costs?

A: The DfE provides a grant of £25k to support independent legal advice and project management activity to manage the transition. The process usually takes around 3-5 months and the majority of schools find that the grant is sufficient to cover all associated costs. Other grants are available from the DfE; a school improvement grant where a school becomes a MAT with a weaker school; and access to the growth fund, where a school varies the geographical location of the schools that can join the MAT (i.e. an out of area school).

Q: Do schools need to have the same ethos to become MATs? There is a strong local ethos already present in Haringey, is there is risk this could be lost?

A: MAT members do not have to have the same ethos and can retain the traditions they have already established. A MAT can build on those traditions and generate even closer working to embed good practice in a different way.

Q: Is there evidence of the financial savings that can be realised?

A: There is evidence of MATs making huge savings as they operate in different ways and often save costs through merging support functions. The savings can be put back into teaching and learning activities, further supporting the raising of attainment and standards. Leadership savings can be substantial where a MAT takes on a weaker performing school, as well as savings made through joint procurement and benchmarking.

Q: Who makes the decisions about staff deployment at the MAT locations?

A: These decisions are taken by the MAT board. Boards are accountable for spending decisions and ensuring that funds are allocated in a fair way, e.g. pupil premium.

Q: What is the relationship between the CEO, board and Headteacher?

A: The relationship is similar to that already in place in maintained schools between the Headteacher and Governing Body.

Q: Would a smaller group of schools realise as much financial savings?

A: Less than 5 schools would mean less significant savings.

Q: Can schools leave a MAT?

A: No.

Q: Is there a mechanism for matching schools interested in becoming MATs?

A: The DfE will facilitate and support brokering schools interested in becoming MATs.

All attendees thanked Dr Coulson for his time in attending and for the informative presentation and question and answer session.

Dr Coulson left the meeting at 7.50pm.

1. Welcome and apologies for absence

- 1.1 The Chair welcomed everyone to the meeting.
- 1.2 There were no apologies for absence.

2. Declarations of Interest

- 2.1 There were no new declarations of interest.

3. Late items and order of business

- 3.1 There were no late items nor changes to the order of business.

4. Membership

- 4.1 No terms of office were due to expire.
- 4.2 It was confirmed that Samantha Perkins was now a permanent Co-Opted Governor following her recent maternity leave cover for the previous Co-opted Governor.

5. Minutes of the last meeting

- 5.1 The minutes of the last meeting that took place on 17 January 2017 were **approved** as a true record and signed by the Chair.
- 5.2 The action log was reviewed and updates provided on the matters arising:
- 5.3 The Communications Committee discussed the potential to arrange a Governor event in the first half of the summer term 2017. The event would focus on celebrating success and would involve the school choir.
- 5.4 The Communications Committee has produced a section on advertising to be included in the Communications policy that would be circulated by Shane Claridge shortly.
- 5.5 The Communications Committee had drafted a letter to all parents to encourage engagement with the recent National Funding Formula consultation.
- 5.6 The Chair of Governors had written to Catherine West MP, and the Secretary of State for Education, Justine Greening MP, in relation to the potential National Funding Formula changes that had recently been consulted on. Catherine West replied in person. Justine Greening did not.
- 5.7 Mike Greenwood had provided feedback to Shane Claridge on the Competitive Sports Policy.
- 5.8 Helen Walsh had explored the training offered by the National Governors' Association and provided an update at item 12.
- 5.9 Dianne Bluemink had circulated a briefing to all Members in relation to the school budgets and finance processes.
- 5.10 Lucia Glynn had developed a skills audit survey that used the National Governors' Association template that had been completed by the majority of Governors. The results were sufficient to inform training and membership requirements; these were discussed in more detail at item 12.

6. Chair's Report

- 6.1 The Chair advised Members that the Pay and Performance Panel had met recently. Minutes were on file as a record of the meeting.
- 6.2 The Chair of Governors advised Members that the Headteacher's interim performance management review had recently take place and all objectives were being met and progressing well.

7. Headteacher's Report

- 7.1 The Headteacher presented the report as circulated with the agenda.
- 7.2 The report provided information on the current numbers on roll, an update on staffing, safeguarding, premises, behaviour and exclusions, attainment and progress, parent/carer engagement and significant school dates.
- 7.3 The school were currently over number in EYFS (2 over PAN) due to the recent admission of triplets.
- 7.4 Two vacancies for a class teacher and an assistant play manager were both currently being advertised.
- 7.5 Following recent teaching observations, 100% of teaching was either good or better; 45% of teaching was outstanding.
- 7.6 Progress against the School Development Plan 2016/17, the School Improvement Plan and detailed attainment information was also reported to Governors via the Headteacher's report.
- 7.7 The Headteacher advised that the results of the recent parental survey would be circulated to Governors.
- 7.8 Governors were pleased to note that a number of 'open classroom' events had been well attended by parents.

8. SEND

- 8.1 The Governing Body noted the SEND report contained within the Headteacher's report.
- 8.2 Kay Carter had recently visited the school's Inclusion Manager, Emily Gazzard to discuss SEND arrangements and progress. A report of the visit would be circulated shortly.
- 8.3 It was noted that there was an increasing amount of paperwork and administrative requirements to move children who currently had a statement of special educational need to the new EHCP arrangements.
- 8.4 Members also noted that the Inclusion Manager had also gained additional funding for SEN children.
- 8.5 The visit had been extremely encouraging and the work being done was impressive and of high quality; it was difficult to identify any areas for improvement.

9. Reports from Committees and Lead Governors

- 9.1 The Chair of the Curriculum Committee provided an update to Members on the topics considered at the last meeting. This included an in-depth review of attainment data, as well as interventions. The next meeting would focus on the impact of interventions; the quality of teaching and learning; parental engagement and involvement; progress and book scrutiny activities.

9.2 The Chair of the Premises and Health and Safety Committee updated Governors in respect of the ongoing overheating issues.

9.3 The Chair of Resources Committee provided an update to Members on the draft 2017/18 budget, a copy of which had been circulated to all Governors in advance of the meeting. The budget was healthy due to more income than expected being received; the carry-forward was likely to be £142k. The Resources Committee recommended approval of the draft 2017/18 budget to the Governing Body. The next meeting date of the Committee would need to be changed in order to take into account the date the final end of year accounts information would be available.

9.4 The Governing Body **agreed** the 2017/18 draft budget, pending confirmation of final end of year accounts information, due to be confirmed on 25 April 2017.

9.5 The Governing Body **noted** the SFVS.

9.6 The Chair of the Communications Committee provided an update to Members on the school prospectus that had been considered at the last meeting. The new prospectus was likely to be an e-document that could be displayed on the website as well as be provided in hard copy. The final draft would be circulated to Members shortly.

9.7 The Chair of the Future of the School Committee advised Governors the minutes of the last meeting would be circulated soon for information. The main item of business at the last meeting had been how best to administer parental donations. Terms of reference were currently being considered and would be brought to a future meeting for approval.

9.8 The Lead Governor for Safeguarding confirmed that there were no current issues.

9.9 The Lead Governor for ICT provided an update on the new school website.

9.11 The Lead Governor for Inclusion referred to the update given in minute 8.

9.12 The Link Governor reminded Governors how to locate and access available training opportunities. Details of available training would continue to be circulated to all Members and a training log was under development.

9.13 The Lead Governor for Assessment had met with the Headteacher to review assessment data; another meeting was arranged for the summer term.

9.14 The Lead Governor for STEM provided an update on current research and options available to improve engagement with STEM. This included potential visits to a new science business park established near the Olympic stadium in Stratford. Paul Beale advised that he had contacts at the science park and would explore the potential to support a visit.

10. Policies

10.1 The Governing Body **approved** the following policies:

10.2 Competitive Sports Policy

10.3 Drugs Education

10.4 Safer Recruitment

11. Governors Visits

11.1 The Chair explained that Governors should try and visit the school at least twice per academic year.

11.2 Such visits should be arranged in advance with details given of the nature of the visit; these details should also be provided to the Link Governor.

11.3 Kay Carter advised that she had visited the new nursery and also reviewed the transition arrangements for children moving from KS1 into KS2.

11.4 The Chair of Governors advised that she had visited a recent KS2 music assembly.

11.5 Dianne Bluemink advised that she was planning a visit to the breakfast club.

12. Governor Training

12.1 Dianne Bluemink confirmed that she had recently attended HR panel training and had found it to be useful.

12.2 Helen Walsh updated the meeting with details of the training offered by the National Governors' Association, which included a number of free training options.

12.3 Following the results of the skills audit, Governors **agreed** that a group safeguarding training session should be arranged before the next Governing Body meeting in May 2017.

12.4 Lucia Glynn agreed to update the skills audit results with the training suggestions and recirculate this to all Members.

12.5 Governors thanked Lucia for supporting the skills audit and the time taken to analyse and compile the results.

13. Dates of Future meetings 2016/17

13.1 The Governing Body **agreed** the following dates:

Meeting	Date	Time
Resources Committee Premises and Health and Safety Committee	21 April 2017	8.30am onwards
Curriculum Committee	2 May 2017	6.30pm
Future of the School Committee	5 May 2017	9.00am
Communications Committee	8 May 2017	6.45pm
Governors' Day	30 June 2017 (TBC)	8.45am to 3.30pm
Full Governing Body including safeguarding training session	9 May 2017	7.00pm (safeguarding session from 6.30pm)
Resources Committee Premises and Health and Safety Committee	7 July 2017	8.30am onwards
Curriculum Committee	10 July 2017	6.30pm
Full Governing Body	11 July 2017	7.00pm

The meeting concluded at 9.00pm.

Signed..... Date.....

Appendix 1 – Action Log

Date added	Item	Owner	Date for next review
28/03/2017	Governors to visit a MAT to see how arrangements work in practice.	All Governors	Summer 2017
28/03/2017	Advertising Policy to be circulated by Shane Claridge.	Shane Claridge	Summer 2017
28/03/2017	Headteacher to circulate parental survey results to Governors.	Headteacher	Summer 2017
28/03/2017	Kay Carter to circulate inclusion report.	Kay Carter	Summer 2017
28/03/2017	Terms of reference for the Future of the School Committee to be brought to a future meeting for approval.	Lucia Glynn	Summer 2017
28/03/2017	Paul Beale to explore the potential to support a visit to the science park in Stratford.	Paul Beale	Summer 2017
28/03/2017	Lucia Glynn to update the skills audit results with the training suggestions and recirculate this to all Members.	Lucia Glynn	Summer 2017