



**Meeting of the Strategic Governing Body of
Burfield Academy and Hawkes Farm Academy
Tuesday 31st January 2017
5pm at Burfield Academy**

Name	Position	Attendance
Oliver Chadwick	Co-opted STEP Governor	Present
Lisa Farley	Parent Governor, Burfield Academy	Present
Dee Hughes	Staff Governor, Hawkes Farm Academy	Present
Jennifer McCutchan	Parent Governor, Hawkes Farm Academy (Vice-Chair)	Present
Jeremy Meek	Head Teacher, Hawkes Farm Academy	Present
Kate Sicolo	Head Teacher, Burfield Academy	Present
Brigid Wells	Co-opted STEP Governor (Chair)	Present
Other Attendees		
Ben March	STEP Chief Finance & Operations Officer	Present
Kimberley Reed	Prospective Governor	Present
Clare Findlay	Prospective Governor	Present
Paul Glover	STEP Deputy CEO	Present
John Wentworth	Consultant Executive Head Teacher	Present
Ruth Henson	Acting Clerk to the SGB	Present

STEP First – We are all one Team	
1	<p>Welcome and Introductions</p> <p>Governors were welcomed to the inaugural meeting of the Strategic Governing Body for Burfield Academy and Hawkes Farm Academy.</p> <p>Prospective Governors Clare Findlay and Kimberley Reed were welcomed and introduced pending their ratification by the Step Board of Trustees.</p> <p>Prospective governor David Duke was unable to attend the meeting.</p> <p>There were no apologies of absence. All governors were present.</p>
2	<p>Quorum</p> <p>This meeting was confirmed as quorate.</p>

<p>3</p>	<p>Election of Chair and Vice-Chair</p> <p>Governors confirmed the election of Brigid Wells as Chair of Governors for 2016/17 (as ratified by the STEP board of Trustees on 15th December 2016).</p> <p>Governors confirmed the election of Jennifer McCutchan as Vice-Chair of Governors for 2016/17 (as ratified by the STEP board of Trustees on 15th December 2016).</p>						
<p>4</p>	<p>Register of Pecuniary Interests and/or Conflict of Interests</p> <p>Governors’ declarations of pecuniary interests were completed and handed to the acting clerk. Governors were reminded that should there be any changes in their business interests, educational establishments they govern or any relationships to school staff, these should be declared as they arise on a new declaration.</p> <p>There were no declarations of interest in any items on the agenda.</p> <p>Governors were informed that the register of pecuniary interests would be published on the schools’ websites as per statutory requirements.</p>						
<p>5</p>	<p>Strategic Governing Body Membership</p> <p>The following governor appointments as agreed by the STEP Board of Trustees were noted.</p> <ul style="list-style-type: none"> ➤ Brigid Wells, Co-opted Governor ➤ Oliver Chadwick, Co-opted Governor ➤ Dee Hughes, Staff Governor, Hawkes Farm ➤ Jennifer McCutchan, Parent Governor, Hawkes Farm ➤ Lisa Farley, Parent Governor, Burfield Academy <p>DBS checks had been carried out for all governors except Oliver Chadwick. This would be completed as soon as possible.</p> <p>It was confirmed that all governors had signed a master copy of the Undertaking to the STEP Academy Trust and this was retained by the Clerk.</p>						
<p>6</p>	<p>Terms of Reference and Scheme of Delegation (distributed with agenda)</p> <p>The terms of reference and scheme of delegation as defined within the STEP Scheme of Delegation 2016/17 were noted. These outlined governors’ expectations and duties and the skills required for effective governance.</p> <p>Action. All governors to have read by the next meeting.</p>						
<p>7</p>	<p>Governor Monitoring Roles and Committee Membership</p> <p>Brigid Wells agreed to act as the interim Safeguarding/Children Looked After Governor.</p> <p>Expressions of interest were received as follows and these would be confirmed at the next meeting once the strategic governing board was complete.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Governor Monitoring Roles</td> <td style="width: 50%;">Expression of Interest</td> </tr> <tr> <td>Safeguarding/Children Looked After Governor</td> <td>C Findlay; Lisa Farley; Dee Hughes</td> </tr> <tr> <td>SEN/Inclusion</td> <td>Lisa Farley</td> </tr> </table>	Governor Monitoring Roles	Expression of Interest	Safeguarding/Children Looked After Governor	C Findlay; Lisa Farley; Dee Hughes	SEN/Inclusion	Lisa Farley
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	<p>Assessment & Outcomes Personal Development, Behaviour & Welfare Teaching & Learning</p> <p>Academy website compliance was discussed as a potential role. No governors expressed an interest at this time.</p> <p>It was agreed that Resources, Standards and Children, Families and Community Committees would be deferred until the beginning of the next academic year and all business would continue through the strategic Governing Board.</p>	<p>Oliver Chadwick Jenny McCutchan Oliver Chadwick; Clare Findlay; Lisa Farley Dee Hughes</p>
STEP Way – We agree to do things like this		
8	<p>STEP SGB Programme of Works 2016/17 (circulated with agenda)</p> <p>The Step SGB Programme of Works was noted and would be worked through at subsequent meetings.</p>	
9	<p>Academies Financial Handbook 2016 (circulated with agenda)</p> <p>The Chair asked governors to note the key changes and their financial obligations.</p>	
10	<p>STEP Policies and Procedures (circulated with agenda)</p> <p>The Chair invited the Heads of the Academies to introduce their staff handbooks.</p> <p>The Head of Hawkes Farm stated that the handbook was produced prior to inset days and discussed with all staff. It covered academy processes and procedures and referred to dress code, absence recording, key communication details. Another update was imminent.</p> <p>The Head of Burfield Academy stated that its handbook was based on the Hawkes Farm model and was launched in January, following the transition to STEP There would be more consultation and input from staff over the forthcoming terms and significant updates for September were required to reflect the growth of the academy.</p> <p>Governors noted the two handbooks.</p> <p>Governors asked how much detail about the curriculum was contained in the handbooks.</p> <p>Curriculum arrangements for both schools were available on Academy websites and were distributed to relevant staff on appointment.</p> <p>Governors noted that the STEP policies approved by the STEP board of Trustees were available on the academies' websites.</p>	
11	<p>Admissions</p> <p>A consultation period over changes to admission arrangements for STEP academies for 2017/2018 and 2018/2019 concluded on 30th January. The STEP board of trustees would now consider responses before releasing an agreed policy.</p> <p>Governors asked about Hailsham being the catchment area for the academies.</p> <p>It was clarified that admission criteria still applied which gave priority according to distance, siblings in school; category of pupils such as looked after child, as in the ESCC model</p>	

It was clarified that the map used to illustrate catchment area was the ESCC map.

The Heads of each academy were invited to give an update on admission preferences for 2017/18 and current numbers on roll as these had financial implications.

For Burfield Academy the current number on roll was 72.

- 17 children were in nursery and, whilst below capacity, numbers were increasing. If all children who have applied accept places, there would be 25 children after Easter.
- 29 children were in Reception class with one potential admission next week.
- 26 children were in year 1, an increase from 19.
- There had been an increase in roll in Reception and Year One from 77% to 92% since September 2016.
- 13 children from the nursery were due to start Reception in September 2017.
- Awareness of the academy's existence was rising and higher admission numbers envisaged as a result.
- It was confirmed that a forecast could be obtained from East Sussex CC.

In respect of Hawkes Farm current numbers were 417.

- Reception class was full and over-subscribed with 60 children.
- There were 2 vacancies in year 4 and year 6. Since Hawkes Farm had joined STEP Academies group 4 children had joined the school, 3 in reception and 1 in year 4.
- 1 child had left year 4.
- Capacity was 420 with a waiting list in most years

Governors agreed the use of ESCC's independent appeals service.

12 Approval of Residential School Journey

The Head of Hawkes Farm requested governors' approval for a residential visit to Blacklands Farm 26th June – 30th June.

Governors asked if there were any risk assessments and if Blacklands Farm had an Ofsted rating.

It was confirmed that risk assessments had been received from the centre.

Costs were £400 per pupil and the academy would break even. There was a payment plan in place to support parents with staggered payments. Support was available for children in receipt of pupil premium. A trained first aider would go on the visit.

Governors asked if there was an accredited Education Visits Coordinator.

The Head confirmed he would be undertaking the training and would sign off the visit. There was a trained EVC coordinator in school who viewed paperwork with Head.

It was clarified that the governing body was responsible for seeing all the risk assessments and approval was deferred pending all risk assessments being undertaken and seen.

Action. These would be circulated and agreed by email to governors.

13

Head Teachers' Reports (Parts of this were recorded as confidential under Part B of the minutes)

The Head of Hawkes Farm gave a verbal Head-teacher's report.

- There were 417 pupils on roll.
- Attendance as at the end of last week was 96.33%. 3% was unauthorised and 0.67 authorised. No holiday was authorised.
- 33 children were in receipt of Pupil Premium allocation; this was 8% of the school population and was circa 33k. This was used to fund school trips, uniform, extra support staff for particular pupils and to undertake whole class teaching, nurture sessions, and buy-in to the East Sussex Behaviour and Attendance Service (ESBAS).

Governors asked if the PP pupils were known to other pupils.

It was confirmed that these pupils and those in receipt of free School Meals (FSM) were not identified to other pupils. Part of the purpose of school uniform was as an equalising factor.

- Hawkes Farm had worked with other schools and Burfield Academy on Early Years Foundation Stage and offered support to Burfield from their School Business Manager. The Teaching and Learner leader had worked with staff of Newhaven Academy especially for year 6. This week the Head had spoken with Phoenix Academy about offering teaching and learning support.
- In respect of the academy's staffing structure the Deputy Head and SENCo had left. The deputy position had not been filled but responsibilities distributed elsewhere. It was confirmed that the SENCo role was being undertaken by Sarah Wood for 2.5 days with the rest of her time in the classroom.

Safeguarding (under Part B Confidential minutes)

SEF

- The proportion of children with English as an Additional Language (EAL) was under 2%. The national average was 20%.
- Children with SEN comprised 6% of the academy population. The national average was 13%. 1% of the children had statements.
- The academy had had 3 different head-teachers over the last 2 years. The new leadership team had been in post since September 2016. Dee Hughes was a permanent appointment.
- Whilst the staff structure had remained stable, there had been considerable change in personnel since September with 20% new staff.

Outcomes

- The outcomes for the academy were inadequate. Hawkes Farm had been placed in special measures in November 2015. The academy was now in the Requiring Improvement (RI) category. The senior leadership was monitoring standards through moderation and learning walks, scrutiny of English and maths and topic books and tracking of pupils' data with the staff and judgements questioned. Aspirational targets were set.

Quality of Teaching

- This was graded as RI. Applying Ofsted criteria 70% of teaching was currently graded as good.

Personal Development and Welfare and Behaviour.

- This was graded as RI.

Effectiveness of Leadership and Management.

Whilst this was still graded as RI, 70% was good and support to staff being given as required. Parents would be sent an Ofsted questionnaire for their feedback.

Governors asked about the Thrive approach.

The Head stated there was a Thrive trained practitioner in the academy who conducted assessments on children in order to benchmark their emotional age. Plans and support for identified children were in place but the practitioner had limited capacity. The aim was to turn the academy into a Thrive school so that it operated across the whole academy. Thrive training involved a 10 day course.

On the 15th March there was training on Thrive.

Governors asked about the assessment of teaching, how often this occurred and if staff had notice.

The Head stated there were formal observations and uninformed learning walks. Books were scrutinised every week and every teacher received individualised feedback.

It was confirmed that there were 3 formal observations a year excluding learning walks.

Governors asked if these formed part of staff appraisal.

This was confirmed and 3 observations were the minimum and contingent on where the person was in their career, and if there were any concerns about practice. Judgements on the quality of teaching were based on a triangulation of evidence.

The quality of teaching and learning within the foundation stage was graded as good and practice was being shared with Burfield.

The overall categorisation was RI but the academy aimed for good in all categories by March.

Governors asked about the allocation of teachers to classes.

The Head stated that the aim by September was for teacher stability and security of provision.

Report from the Head of Burfield Academy.

- Admissions as above
- There had been 2 new staff. An assistant caretaker and an office assistant had been appointed to start after half-term.
- A Higher Learning Teaching Assistant had left and an existing teaching assistant had been appointed into that role. .
- There was a vacancy for a TA in year 1.
- In respect of staffing structure, several options were under consideration dependent on financial position with the possibility of a similar model to Gonville Academy being used with a focus on additional teachers rather than TAs.

Attendance.

- This was 95.75% and affected by the attendance of one pupil. The pupil had had a high number of fixed term exclusions. The situation was being monitored and systems put into place for monitoring and challenging poor attendance

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Pupil Premium

- As identified in the October 2016 census 38% of pupils were eligible for PP funding with a higher rate for 3 looked after children.
- The PP grant for 2016/17 was £880 largely because of previous non-identification of eligible pupils. The academy was working closely with parents and supporting their completion of requisite forms so all children were now assessed for eligibility.
- The £880 had been spent on phonics intervention in Year One.

Governors asked why the percentage of pupil premium children at Burfield in 2017/2018 was higher than that of Hawkes Farm for 2017/18.

It was stated that it was reflective of the demographic of the local area and parental choice.

Safeguarding (this was recorded under Part B as confidential)

Health and Safety (please can this be recorded in PART B as confidential)

Events

- There was a termly list of events. The list had been distributed and governors were invited to be involved.

SEF

- For 2015/16, Year 1 class had 19 pupils. 35% joined later in the year. 78.9% had been graded as having a good level of development (GLD) but the Head felt the judgement was not secure, having been applied with inconsistency. The class had had 3 different teachers with different teaching patterns. The head judged the data as RI. The term GLD was clarified for governors and Oliver Chadwick as potential link governor for assessment was invited in to discuss.
- For 2016/2017, Reception the Key Performance Indicator (KPI) was 80% of children with GLD.
- Currently 90% of children were on track and 3 children were not on track.
- 78% of disadvantaged children were currently on track to achieve GLD. The national average was 51%. The local authority had agreed with these judgements through pre-moderation inspections. Full local authority moderation would be held in the Spring and Summer terms. moderation.

Year 1.

- KPI target is 85% for 2016-2017.
- The national figure was 75% and that for East Sussex 77% in 2015-2016.
- In 2015-2016 there was very little teaching of phonics and practice was inconsistent or poor. The academy had spent considerable time addressing this area and, although

	<p>showing excellent rates of progress, the 85% pass rate was thought unlikely. A figure of 72-75% was thought more realistic for this year.</p> <p>The academy had developed a dedicated action plan which governors were welcome to see.</p> <p>Governors asked about the phonics training.</p> <p>All staff delivering phonics have received dedicated training and a phonics lead is in post. Burfield confirmed the system in use was Read Write Inc scheme and the academy was working closely with La Fontaine Academy to develop excellent practice in this area.</p> <p>Quality of Teaching</p> <ul style="list-style-type: none"> This was judged as RI. The Foundation and Nursery stages were judged as good with outstanding features. Some development of support staff was required to meet the higher expectations in place following the transition to STEP from LSSAT. <p>Personal Development, behaviour and welfare</p> <ul style="list-style-type: none"> This was judged as RI. Work was being done on helping pupils develop a culture of excellent behaviour rather than compliant behaviour through routines and non-negotiables. <p>Overall Effectiveness of the academy</p> <ul style="list-style-type: none"> This was judged as RI as the quality of teaching and learning was not yet consistently good. <p>Governors asked what steps were being taken regarding recruitment for next year.</p> <p>There was an advert out next week for a year 2 teacher and a review of staffing structure required to consider if leadership capacity should be increased for next year, and what skills the academy required in its staff recruitment. The headteacher was working with other headteachers from Angel Oak Academy and Gonville Academy to consider how funding could best be used to improve pupil outcomes.</p>
14	<p>Safeguarding</p> <p>All governors confirmed they had read and understood the DfE document ‘Keeping Children Safe in Education’, September 2016.</p>
15	<p>Finance</p> <p>This was minuted in Part B as a confidential item.</p>
16	<p>Premises</p> <p>Burfield Academy.</p> <p>There were leaks in the academy and work would be undertaken in the half term to address these. Significant damage had been caused to the staffroom. The academy was reaching the end of the defect period and the site management team at STEP and the Head were working</p>

	<p>to ensure all faults were corrected with the various contractors according to contract deadlines.</p> <p>Hawkes Farm Academy</p> <p>At Hawkes Farm the Head reported there were no significant structural issues. The 2 libraries were inadequate and it was planned to merge the KS1 and KS2 facilities together. The quote was £18k and Friends of Hawkes Farm were funding this. Building work would commence shortly and some ground work on the nature area would also be started.</p>
<p>17</p>	<p>Academy Improvement Plans (AIPS, circulated with the minutes)</p> <p>The Chair invited each Head to comment on their AIPs.</p> <p>The Head at Hawkes Farm explained the rationale for the targets and how two key milestones might be difficult to attain.</p> <ul style="list-style-type: none"> • 2 particular areas for consideration were greater depth in writing and year 6 outcomes. The expected national standards for the end of KS2 were outlined. In order to benchmark the children in year 6, the academy had written its own tests and used past SATs papers. There was a considerable focus on supporting reading, writing and spelling, punctuation and grammar, with 90 minutes provision every morning and extra lessons every afternoon with booster classes and intervention. There was a considerable way to go especially with maths. • Most curriculum time was now focusing on preparing for the SATs in Key Stage 2. • At KS1, an extra member of staff was being utilized to support greater depth in writing. • Key milestones were reviewed by SLT regularly. All tasks were broken down and different staff reported back. Deadlines were tight. The aim was to achieve 'good' by the end of March. <p>Governors asked if the academy would look at the teaching balance and why selected staff went to year 6.</p> <p>The Head stated that year 6 was most off track and the cohort had finished KS1 working below expected levels.</p> <p>There was a recruitment advert out for an NQT from September through an East Sussex recruitment day.</p> <p>It was confirmed there were good teachers across the school and that the gap in ability was narrowing.</p> <p>Provision in year 5 had improved significantly and support was being cascaded through the school.</p> <p>Governors asked where the expected standards came from.</p> <p>These were explained by the Head as coming from the DfE although the national average was not known yet for this year.</p> <p>Burfield Academy AIP</p>

	<ul style="list-style-type: none"> • The targets for Burfield had been set with support from Tim Mills, STEP head of teaching and learning, and 6 priorities had been identified. These were in line with STEP expectation and academy aspiration. The actions had been red, amber, green rated to reflect current progress against the plan • There was a culture among parents that in the early years school attendance was less important and there was a high rate of holiday taken in term time. Meetings were held with parents to try and affect change in parental expectations. Curriculum developments were made with support from La Fontaine Academy. An effective staff coaching model was in place, allowing stronger staff to develop excellence in teaching together. <p>Two dates for governors to note were:</p> <p>Thursday 23rd February 9:30 at Burfield and 11:00 at Hawkes Farm; focus on outcomes and learning walks Friday the 24th March 9:30 at Hawkes Farm and then 11:00 at Burfield, focus on quality of teaching and behaviour. Governors were invited to dine with the children afterwards.</p> <p>Governors ratified the 2016/17 Academy Improvement Plans. Opportunities for governor visits, linked to the AIPs would be organised once governors’ monitoring roles were confirmed</p>
18	<p>Performance Management</p> <p>Burfield Academy</p> <p>Performance Management had started at the appropriate time according to the regulations. Targets have been set for all staff and would be reviewed in the Spring 2 term.</p> <p>Hawkes Farm</p> <p>Teachers’ appraisal was conducted by the end of October and the Heads’ performance management by the end of December. A review had been scheduled within the STEP framework. The academy had set teachers generic standard targets and personal ones. Staff were aware of these.</p> <p>Governors asked who did the performance management. The Head confirmed he did all the SLT and this was then cascaded down through the academy.</p> <p>The SGB were advised that the STEP CEO/Deputy CEO would lead the head-teacher’s performance management with a member of the SGB. A member would be agreed at the next meeting.</p>
STEP Ahead – We invest in our future	
19	<p>Feedback from the STEP Board of Trustees</p> <p>Paul Glover, STEP Deputy CEO, reported that the 4 Lilac Sky schools had joined STEP. Of these 2 had substantive Heads in place. At High Cliff, (previously Newhaven) a senior leader from STEP had been appointed as the interim Head. At Phoenix, (previously Marshlands) Alan Evans was now in role as substantive head.</p>

	<p>At White House, John Wentworth was in role as Executive Head. At Burfield Acaemy (previously Hailsham Academy) Kate Sicolo was in role as substantive head.</p> <p>STEP had a back office/central team with a central teaching and learning team. Tim Mills was the permanent Head of Teaching and Learning and there was a permanent head of standards and a permanent heads would be appointed for core subjects.</p>
20	<p>Governing Body Training C Fagan had circulated details of the STEP training programme. Governors were encouraged to look at these.</p> <p>The Head of Burfield was attending the Fraud Awareness training on 23rd March. Other governors should attend this training when it is offered in East Sussex. Oliver Chadwick had signed up for data and finance training. Lisa Farley had done previous training including Safeguarding, Prevent.</p> <p>Governors were informed that training on safeguarding was mandatory and all governors should ensure they have booked to attend Safeguarding training.</p> <p>David Law (ESCC) was available to do Prevent training which focused on the strategic responsibilities of governance.</p> <p>It was agreed that a skills audit of the governing body would to be undertaken in order to identify gaps in training/knowledge. In the meanwhile governors were advised to book on training according to expressed interests.</p> <p>K Reed agreed to record governors' training.</p>
21	<p>Correspondence to the Chair (dealt with under Part B as a confidential matter and deferred until the end of the meeting)</p>
22	<p>Meeting Impact</p> <p>The Chair hoped all governors had had time to digest the paperwork and reiterated the important responsibilities which governors had.</p> <p>The Head of Hawkes Farm welcomed questions in advance of the meeting in order to allow time to research responses and show challenge within the meetings.</p> <p>Governors felt they had increased their familiarity and awareness of both academies. The Heads welcomed meetings and visits from governors. Guidance relating to assessment procedures on tracking with reference to particular data was offered.</p> <p>Governors welcomed the opportunity to visit when the children were in school. They found the head teachers' reports helpful and felt better educated to challenge.</p>
23	<p>Meeting Dates</p> <p>The meeting dates were confirmed as:</p> <p>28th March Hawkes Farm</p>

	23 rd May Burfield 18th July Hawkes Farm All meetings to commence at 5:00.
24	Publication of Minutes The following areas were deemed confidential and would be recorded under part B. Finance Aspects of staffing Pupil Behaviour Safeguarding

There being no further business for discussion, the meeting closed at 7:30

Summary of Action Points

Agenda Item	Action	Owner	Status
5	DBS check to be completed.	Oliver Chadwick	High
6	Terms of Reference and Scheme of Delegation to be read by all governors by the next meeting.	Governors	High
7	Governor Monitoring Roles to be confirmed at the next meeting	Governors	High
7	Resources, Standards and Children Families and Community Committees to be established	Governors	Medium
12	Risk assessments for Blacklands Residential Visit to be emailed to governors and approved via email	Governors	High
	All governors to book onto Safeguarding training via ESCC	Governors	High
20	Skills audit of governing body to be undertaken	Clerk	Medium

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