

# THE PEGASUS ACADEMY TRUST



## Minutes of the Whitehorse Infant School Academy Council Meeting Held on Tuesday 19 November at 6:30pm

**Present: -**

Riccardo Carlucci	Parent MAC	Present
Emma Chang	Staff MAC	Present
Joanne Davis	Parent MAC	Present
Kamille Hendricks	Parent MAC	Present (arrived at 6:43pm)
Richard Hill (Chair)	Community MAC	Present
Yasmin Kitamirike	Community MAC	Apologies
Cheryl Peters	Staff MAC	Present
Sharon Russell	Head of School	Present
Lynne Sampson	Board Representative	Present
Umar Quraishi	Parent MAC	Present (arrived at 6:47pm)

**Also present:**

Mel Brown - Governance Clerk

### **1. Welcome and Apologies**

The Chair welcomed everyone to the meeting, extending a particular welcome to the two new parent MACs, Riccardo and Joanne. Riccardo and Joanne introduced themselves and outlined their backgrounds and reasons for becoming MACs.

Apologies were received from Nicola Hall who was unable to attend due to work commitments. The Academy Council accepted this apology.

The Chair provided an overview of the Trust, its vision, the role of the Board and the relationship with Academy Councils, which included an explanation of the difference between a MAC and a Governor. Academy Councils had no decision making authority unless specifically delegated from the Board. In response to a question, Richard Hill explained that as an Academy Trust the responsibility for strategy and finance was overseen by the Board. The Trust was a registered as a company limited by guarantee.

Details of the four schools which formed part of the Trust were provided and Richard Hill advised that whilst MACs were not Board members they were able to pose questions to the Board or become Directors. Academy Councils regularly received the minutes of the Board and Finance Committee meetings. The governance structure of the Trust was under review and due to be discussed at the December Board meeting.

## 2. Quorum

The meeting was declared quorate at 6:30pm with 8 of 10 MACs in attendance.

## 3. Pecuniary Interests

No pecuniary interests were declared.

Riccardo and Joanne were invited to complete the pecuniary interest form provided in their induction pack, circulated prior to the meeting, and to sign the Academy Code of Conduct.

**Action: Riccardo and Joanne**

## 4. Academy Council Membership Changes

Steps would be taken to recruit a community MAC once the skills audit was complete and the results analysed.

**Action: MACs and Richard Hill**

The following areas of responsibilities were discussed and confirmed as:

Curriculum	Umar and Kamille
Pupil Premium and Sports Funding	Yasmin Kitamirike
SEN	Riccardo and Joanne
Safeguarding	Kamille Hendricks

MACs were encouraged to attend the development day scheduled for 14 January 2016. The agenda would include PREVENT, FGM, radicalisation and a section on strategy amongst other items.

## 5. Minutes

Subject to a minor typo, the minutes of the meeting held on 22 September 2015 were agreed as a true record and signed by the Chair.

The minutes were passed to the Head of School for the minute book. The Clerk agreed to upload the minutes to the website.

## 6. Matters Arising from the Minutes / Action List

### Meeting 6 July 2015

#### Assist with monitoring the Whitehorse Infant School Website

Umar Quraishi had created a checklist which had been sent to the Chair to review. Once finalised it would create a template for checking the website met statutory guidance and other recommendations. A question was asked concerning whether a search box could be added to the website. Richard Hill agreed to review the checklist and to discuss any website issues with Jolyon Roberts.

**Action: Richard Hill**

Obtain leaflets from Thornton Heath Nursery and Infant school on FGM, create an FGM link and review the website of similar Trusts / schools

This action was complete

Circulate the final version of the AIP

This AIP was circulated to members on 12 November 2015.

Discuss issues covered in SEN training with Emma Chang

This action was closed as a meeting had taken place.

Complete Pegasus training record form to show the impact of governor training on "The role of the SEN Governor"

This action was complete.

Approach School Governors' One Stop Shop for prospective community governors

This action was still outstanding and would be reviewed once the skills audit was complete.

### **Meeting of 22 September 2015**

Change Constitution to include a Brigstock representative on each of the Whitehorse School Academy Councils

Action was due to be discussed at the Board meeting on 10 December 2015.

Check all MACs had up to date DBS checks

This action was complete for existing MACs. Joanne and Riccardo reported they had recent DBS checks and agreed to provide copies to Sharon Russell.

**Action: Riccardo and Joanne**

Community MAC vacancy

This action was still outstanding and would be reviewed once the skills audit was complete.

Complete skills audit form and return to the Chair

There were a few forms outstanding. The Chair encouraged members to complete and return all outstanding forms as soon as possible.

**Action: MACs**

Upload minutes to the website

This action was complete.

Speak to Chair of Thornton Heath Nursery regarding surplus Governors

Lynne Sampson reported there were no surplus governors at Thornton Heath Nursery School.

Speak with Jolyon Roberts about updating the website, to include adding an SEN section and Inclusion Managers

This action was complete.

Discuss standardising biographies across the Trust

This item was due to be discussed at the Trust Board meeting on 10 December 2015.

**7. Head of School Report**

This item was included under item 8.

**8. Raise online**

Sharon Russell presented the report and provided the background to Raise online to Joanne and Riccardo. Raise online analyses attainment at the end of KS1 in reading, writing, maths and the phonic screening check and provides a comparison between school outcomes and national averages. Children are baselined when starting school and tracked throughout their education in order to measure progress. Where there are gaps in attainment for particular groups or subjects, the expectation is that any gaps would be narrowed over a period of time. All trends are analysed and action taken.

The school results are above average with a slight dip in performance in some areas mainly due to the inclusion of an additional year 2 group based at Brigstock. This group impacted on the data set due to the fact that there was very high mobility in this class. Only 48% of the pupils at the end of year two in this class started with us in reception. This is not characteristic for the school.

The school still judges itself to be outstanding, and has lots of evidence to demonstrate this. The Local Authority had conducted a categorisation meeting and validated the school as a category 1, with no weaknesses. Also no weaknesses were identified on the most recent Ofsted Inspection Dashboard.

MACs asked the following questions:

Q: Are all schools categorised?

A: All schools are categorised by LAs to determine the level of support, if any, is required.

Q: If OFSTED were to visit could the school provide the categorisation data as evidence of performance?

A: Yes, it was unlikely that OFSTED would visit WHI in the near future unless there was a significant dip in performance.

Q: Are the outstanding actions broken down into SMART objectives?

A: The school has an Improvement Plan in place. Staff are performance managed using SMART objectives. The school was working towards closing any gaps without disadvantaging other pupils.

Q: Is free school meals a good measure of disadvantage and outcome ?

A: It usually is a good measure but other factors are also taken into consideration. Universal school meals for KS1 pupils were introduced in September 2014. Reminder letters were sent to parents at the beginning of each term to check whether they were eligible for free school meal. 41% of year 2 pupils were entitled to free school meals last year.

Q: How does the school interact with parents?

A: Each year group has curriculum workshops for parents. Last year parents in nursery were also invited into the classroom to work with staff to support them with communications and play skills with their child.

Q: Did the nursery project have an impact?

A: It did have some impact. Parents reported that they felt more confident when interacting through play with their child. Work was ongoing to continue to engage parents and included a new project to support EAL parents hopefully to start at the end of the autumn term

Q: How will this project be managed?

A: The project had not yet started, the aim is that parents will attend school and spend some time with their child in a classroom setting.

Q: In one year one class the phonic screening check results were only 60%. What is being done to resolve this?

A: Phonics intervention was taking place, the class also had an additional teacher for two days per week up until Christmas to support in this class Staff were confident that standards in phonics would improve this year.

Q: How would the school judge the quality of teaching and learning under the new framework?

A: Work is being done using a whole school approach. New models of teaching assessments were being reviewed which included observations.

Q: How have teachers found it?

A: It's still in its early stages and only started this year.

Q: Is it more time consuming?

A: Lynne Sampson had observed a session last week which took 40 minutes, it was typed up and the teacher met with. 2-3 formal lesson observations are carried out each year as part of performance managing teachers.

Q: Is DIAC different?

A: Yes, it is separate to performance management and does not contribute to our 'Teacher on a Page' outcomes. It is coaching model which facilitates dialogue and helps teachers identify areas in which support would be helpful.

Q: How are new teachers supported?

A: There were weekly staff meetings and compulsory training for new teachers. Teachers with specialist interests could also attend relevant training.

## **9. MAC Visits**

Kamille Hendricks reported she had attended parents' evening and had spoken with a number of parents, and had met with Sharon Russell the previous day to discuss the safeguarding audit. In response to a question, Kamille explained that the role of MACs at parents evening was to "meet and greet" and to explain the role of a MAC. MACs attending needed to ensure they did not get involved in problem solving or personal matters.

## **10. Correspondence to the Chair**

There were no items to report.

## **11. MAC Training and Development**

MACs were encouraged to review the training programme and to attend any relevant courses. Richard Hill advised that he had attended a course on changes to primary school assessments.

MACs reviewed the analysis of the skills audit and noted that there were gaps in knowledge and skills in the area of finance, and noted that financial matters were discussed at the Trust Finance Committee.

## **12. Meeting Impact**

There were no items for discussion to be recorded.

## **13. Publication of Minutes**

It was agreed that, following approval by the Chair, the minutes could be made available for publication.

## **14. Confidential Staffing Matters**

There were no items to discuss.

**15. Next Meeting Date**

The date of the next meeting was noted as 6pm on Tuesday 8 March 2016.

There being no further business for discussion, the meeting closed at 8.30pm.

Signed as a true and accurate record of the meeting	
Chair's signature	
Chair's name	
Date	