

Darell Primary and Nursery School

**Minutes of the Meeting of the Governing Body held at the School on
Tuesday 2nd February 2016 at 7.00 pm**

Constitution and Membership

Membership Category	Appointed By	Name	End of Term of Office
LA (1)	Governing Body	David Linnette	Nov'18
Parent (2)	Election	Fiona Booth Stefanie Agar	Feb'18 Oct'18
Headteacher		Karen Bos	N/A
Staff (1)	Election	Sara Tricker	May'16
Co-opted (9)	Governing Body	Jonathan Croft (arrived 7.20) Janet Deboo Anna Gilbert Peter Mackie Jenny Mikkelsen Tracey Mullins Katy Scally Jane Spencer (Chair) Joanne Winship	Dec '19 Dec'18 Dec'17 Feb'18 Dec '19 Jun'18 Dec'18 Sept'17 Dec'18

bold = absent

Also attended:

Julia Hunt (Supply Clerk)

Charis Penfold (Director for Education Services, AfC)

Jo Brinkley (CEO and EHT - Spring Partnership Trust)

ACTIONS

1	Welcome and Apologies for Absence	
1.1	JS welcomed governors to the meeting. There were no apologies for absence. Peter Mackie was absent without apology.	
1.2	JS introduced Charis Penfold (Director for Education Services, AfC) and Jo Brinkley (CEO and EHT of the Spring Partnership Trust) to the meeting.	
2.	Conversion to Academy Status	
2.1	Academisation is high on the political agenda and governors met to discuss the issues surrounding converting to academy status and what benefits/drawbacks academisation would have for the school and its children.	
2.2	Darell does not meet the criteria set out by the DfE to convert as a stand alone academy and would need to convert within a Multi Academy Trust (MAT) model.	
3.	Journey to Academisation (Jo Brinkley, Spring Partnership Trust)	
3.1	JB was invited to the meeting to share her experiences of establishing the Spring Partnership Trust.	
3.2	The Trust is located in Bromley which has a high percentage of academies and with the majority of secondary schools in MATs.	
3.3	Hayes Primary was "coasting good" and initially converted to a stand-alone academy in 2011. The school did not have strong links with the LA and school improvement was the major factor in their decision to convert.	

3.4	In 2014 the school became a primary MAT after it was approached to support a failing local school. Since then the Trust has expanded and now comprises four schools.	
3.5	JB outlined the MAT's structure and her position as CEO/Executive Head. Each school has a local governing board responsible for local standards (JB to forward their terms of reference). Finance and Resources and Curriculum and Attainment are the responsibility of the Trust Board.	
3.6	<p>JB stressed the importance of finding the best model for the school and working with schools that share a similar ethos.</p> <p>Q. How much does conversion cost? A. £25,000 is available to finance the conversion. Unfortunately the DfE project leads are very busy and so their input can be limited.</p> <p>Q. Did parents raise concerns about becoming a MAT? A. The Trust employed a communications consultant to ensure good communications with stakeholders. A number of information workshops were held for parents as the majority do not understand the academisation process.</p> <p>Q. What about staff? A. Their primary concern was employment terms and conditions but within the Spring Partnership MAT these remained the same.</p> <p>Q. How do you manage HR? A. The school already had an experienced HR staff member however the MAT does buy into additional services from the LA when necessary.</p> <p>Q. What are the benefits of joining a MAT at the start? A. Schools that join a MAT at a later stage generally have less influence.</p> <p>Q. Can you leave a MAT? A. It is possible but this requires a very good reason to leave and also a planned exit strategy.</p> <p>Q. How are standards raised under a MAT? A. Working in isolation can lead to complacency, working as part of a MAT offers a regular challenge to schools and how they work. MATs also offer a good opportunity for staff development.</p> <p>Q. We have a number of SEN children – how do we raise standards for them? A.</p>	
3.7	There are a number of opportunities within a MAT model including establishing nurture groups or employing an educational psychologist across a MAT.	
3.8	JS thanked JB for her advice and JB left the meeting.	
4.	<p>Local MAT Update (Charis Penfold)</p> <p>4.1 A MAT proposal between Grey Court School and The Hollyfield School is currently with the DfE awaiting a decision.</p> <p>4.2 Subject to confirmation on funding, Waldegrave and Teddington schools are planning to form a MAT with Hampton and Twickenham academies.</p> <p>4.3 A group of primaries within the same locality are in very early discussions. An informal meeting was held between Heads and Chairs to discuss potential ways of working. This meeting was facilitated by CP and Angela Langford.</p> <p>4.4 Two special schools in Richmond are also in discussion. Darell may wish to consider the possibility of working with them for the benefit the unit.</p> <p>4.5 AfC has a strong relationship with the borough's schools. The SPARK offer will evolve going forward and will incorporate a model for MATs.</p> <p>4.6 CP believes Darell would benefit from joining a MAT with schools in its locality but whichever MAT model was chosen, AfC's services could be bought in.</p> <p>Q. How will other schools view Darell? A. CP believed other schools would view Darell positively.</p> <p>4.7 CP stressed the importance of consulting with all stakeholders during the conversion process and sharing information in an open and transparent way.</p> <p>4.8 JS thanked CP for attending and CP left the meeting.</p> <p style="text-align: right;"><i>Katy Scally left 8.30 pm</i></p>	

5.	Confidential Update	
5.1	(see separate confidential minute)	

The meeting ended at 9.10 pm

Signed by the Chair _____