



**SPRING COMMON ACADEMY  
Trustee Strategy Day**

**Saturday 18<sup>th</sup> June 2016 – 9.30am**

**MINUTES**

**Present:** Judy Ward (Chair) Kim Taylor (Head)  
 Kirstie Dolan (KD) Jay Browning (JB)  
 Rachael Goodwin (RG)  
 Anne Aldred (AA)

**In Attendance:** Julia McIntosh (JM) Simon Paynter (SP)  
 Caroline Place (CP) Nathalie Watkins (Clerk)

No.	Minutes	Actions
1.	<p><u>WELCOME AND APOLOGIES</u></p> <p>The Chair welcomed everyone</p> <p>Apologies were received from Lynda Adam and Stacey Rose.</p> <p>Chair informed all of the resignation of the Trustee Christine Gilder as Trustee due to ill health. Christine is very upset about this. Head and Chair would like Christine to remain as a Member of the Academy.</p> <p><b>ACTION: Clerk to inform Governor services</b></p>	Clerk
2.	<p><u>CHILD PROTECTION TRAINING FOR TRUSTEES</u></p> <p>JM provided refresher training for Trustees present covering:</p> <ul style="list-style-type: none"> <li>➤ Role and responsibilities of staff and Trustees</li> <li>➤ Signs and symptoms of Abuse</li> </ul> <p>SP added that recent Designated Child Protection Teacher training had focus on e-safety (snap chat bullying and gaming site grooming). The potential impact of staff behaviour on social media was also discussed.</p> <ul style="list-style-type: none"> <li>➤ Child abuse. A Trustee asked if 19yr olds covered by this? JM said</li> </ul>	

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	<p>there is Adults at Risk Policy instead.</p> <ul style="list-style-type: none"> <li>➤ The Local Picture</li> <li>➤ Keeping Children Safe in Education – Statutory Guidance <b>ACTION: Head to circulate published September 2016 document</b></li> <li>➤ What are the duties and responsibilities of Trustees</li> <li>➤ Principles of The Children Act</li> <li>➤ Significant Harm – LA responsibility</li> <li>➤ Local and National Guidance for Adults at Risk</li> <li>➤ Who falls within the definition of ‘adult at risk’</li> <li>➤ Key documents used in school</li> <li>➤ Additional concerns: JM pointed out guidance/requirements/legislation changes frequently but at least one of the designated Child Protection Officers (Head, JM, SP and Lorna Mansbridge) will attend updates and circulate information.</li> <li>➤ Listening, recording and passing on – provided information on the cause for concern form available for staff use. Also pointed out that staff never promise confidentiality. Staff received training on logging concerns the forms.</li> <li>➤ All Child Protection folders and forms in School are blue so they are easily identifiable. Records should be made immediately (same day). If it is about sexual or physical abuse cannot allow child to go home in some circumstances if decision made by LADO.</li> <li>➤ E-safety – should educate pupils, parents and staff. SCA cover safeguarding from when a child starts school.</li> </ul> <p>Head explained how staff are made aware of their role and duty to safeguard and to report child protection concerns. When staff start at the school they are given an Induction pack of policies and procedures. Staff sign to say they have received, read and understood all the policies. SCA run regular training to remind staff of good practice principles and safer working. There are leaflets in reception for visitors so they can report any concern.</p> <p><b><u>Safeguarding Adults at Risk presentation</u></b></p> <p>This presentation included</p> <ul style="list-style-type: none"> <li>➤ 2014 The Care Act – definition of wellbeing</li> </ul>	<p>Head</p>
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- What is safeguarding – definition
- Categories of abuse explained.

JM and Head talked about the role SCA in preparation for adulthood to ensure young adults have the opportunity to make their own informed choices especially financial decisions. Parents often require assistance with supporting independence. This led to a discussion on mental capacity assessment.

**ACTION: Head to send presentation documents to all Trustees**

A Trustee asked what other ways Trustees can ensure that they are fulfilling their governance role of checking that the school is meeting its safeguarding responsibilities:

Head and JM provided the following suggestions:

- Check school has a protective ethos for children
- Ensure Trustees receive and are happy with the content of the Annual Governors Report that will be provided to AA as Safeguarding Trustee.

**DECISION: Trustees would like JM to present report at board meeting on 18<sup>th</sup> July. ACTION: JM**

- Perhaps request that the school inform Trustees of some of the difficulties that school are dealing with. The same Trustee then asked if Trustees could be provided with anonymised case studies.
- When Trustees visit the school check it feels safe.

**DECISION: It was agreed that Trustees would be given case studies next term and informed of some safeguarding difficulties that the school may be encountering at Board of Trustee meetings.**

**ACTION: Clerk to add bullet on Safeguarding item on Board of Trustees agenda for 'incidents and case studies' next term.**

AA flagged that she and JM, when reviewing safeguarding, both feel that not having a dedicated school nurse has impacted on Safeguarding and all Trustees present agreed with this.

Head

JM

Clerk

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A Trustee asked what will be done for the Trustee not present today with regards their update training. SR will receive it as a staff member and LA will be invited to the staff briefing.

**ACTION: Head to invite LA to staff safeguarding update**

**Head then took over to talk to Trustees about PREVENT.**

Head is lead for this and has received PREVENT training as have SP and JM. The aim of PREVENT is to talk about the vulnerabilities of children to any form of radicalisation e.g. extreme views/opinions e.g. ISIS, EDL, politically far right + others.

Staff have been asked to use Log of concern Form to record any concern relating to PREVENT. Head then refers these concerns.

All schools have to have a Prevent Action Plan which Trustees have seen previously but was distributed for discussion gain. Trustees have also previously been given the Prevent Duty from DfE and this was circulated again.

Head also explained that the Academy has to apply due diligence to any outside people using Academy premises for PREVENT duty.

All Academy staff have received PREVENT awareness raising training (WRAP) from Head. Staff members at the meeting feedback to Trustees that they felt everyone got involved with the help of interactive videos and that some staff felt that it was unlikely that SCA pupils would be radicalised but would be vulnerable to child exploitation of persuasion into certain actions.

Opportunities for discussion about radicalisation is within the curriculum offer. We teach about tolerance and respect and fundamental British values. Head has added into this part of the Curriculum 'Global Values' as SCA is an International School.

**ACTION: Head to redistribute Prevent policy and Action Plan to Trustees as part of disc update for July 2016.**

Head/LA

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3. ACADEMY PRIORITIES 2016-17

Head distributed two documents

1. Spring Common Academy development plan – 2016 -20
2. Spring Common School Priorities 2016 -17

Spring Common Academy development plan – 2016 -20.

The document summarised that it was the Board and SLT's challenge to define what makes SCA exceptional and to aspire to a wider vision over the next four years with many uncertainties of funding ahead.

*Short term development priorities:*

- 1) Develop a business plan for use of the hydrotherapy pool.

Plan to open pool out for hydrotherapy after school and in school holidays

- 2) Review Finance, Premises and HR to deliver a wider vision as an Academy.

Head explained that the current entrance/reception was totally inappropriate for a school of SCA's size and 'outstanding' rated special school. Head showed Trustees three architectural plans for a new entrance for visitors (old entrance will remain for students, taxis etc.) and explained that it would be discussed further in future premises meetings.

A Trustee asked the staff present what their views were on spending Academy funds on a new reception. JM liked the joining up nature of the plans so that pupils would not need to be brought over from back classrooms and SP felt it fitted in well with the work in the Upper School. She then asked if they felt that the rest of the staff would be happy with this. RG felt that it would be necessary to make sure that staff were informed that it was a different 'pot' that was funding this as to that which would fund new staff salaries. Trustees asked staff present their view on whether they felt that a new reception should override short term staffing. SLT agreed it should.

A Trustee asked if automatic doors on the Upper School entrance could be included in the work. All felt that this was a very good idea. **ACTION: Head to look into the costs with Bursar.**

**DECISION: After looking at the 3 sets of plans Plan A was unanimously agreed to be the preferred option.**

Head

Head explained that the work once approved should take 8-10 weeks and it can happen during term time. She does not believe that planning permission will be required but this will be checked again. Head will now show plans to admin staff for their thoughts as impacts their working environment the most. Both Bursar and Heads PA will draft an interior plan.

- 3) Develop the Teaching School to support system leadership and School to school support.

Teaching School is in its third year. Head has found a Facilitator to start in September following the resignation of Stela Plamenova which Trustees approved. Head said that in the next Board meeting she intended to talk about what being a teaching school brings to SCA.

*Longer Term Priorities:*

- 1) Consider whether to develop a Free School to extend SEND provision in Huntingdon area
- 2) Consider whether to prepare a booklet ready to sponsor other schools new or converter schools to Academy.
- 3) Sustainability plan for SEND provision to 2020 and beyond building on the 2014 strategic document.

Head explained that there was potentially a lot of work involved for her from the decisions made by Trustees on these long term priorities which she was very happy to do but didn't want to undertake until Trustees had decided exactly what direction they wanted to take for SCA. She explained that Trustees have to decide what their vision is for the Academy. Do they want to:

- a) Develop a Free School – this would take a couple of years to be accepted by DFE/LA
- b) Work with one or several LA Schools wishing to convert to academies with SCA. If so would have to let schools know.
- c) Take on a school in Special Measures for the DFE/ LA

Trustees and SLT discussed the options and their views. Trustees were concerned that if SCA developed a free school it might take the focus away from SC, they felt that they would be more comfortable with the idea of

taking on a special school or school in special measures

A Trustee asked if there were any predictions on the number of special need spaces needed in the area. Head clarified that SCA is now full/over subscribed. Cambridgeshire's population is increasing rapidly and the LA have said that in the next 10-15yrs Cambridgeshire will need 4-5 new special schools. JB explained that all special schools in the area were close to capacity meaning that there are limited opportunities to transfer a child from mainstream school to special school ahead.

SP said that at the FE meeting with LA it was flagged that there is no provision in college for PMLD. Could something be done to support young people with complex needs?

Chair expressed the idea of expanding the age range at SCA to include a nursery. Trustees and SLT liked this concept. Head explained that it would be necessary to have this as a free school to secure funding and land provision.

Chair also suggested expanding the age at the upper end of the school to 25yrs. Head explained that this might be possible but would have to approach the DfE to have SCA Articles of Association amending. With a clearer understanding of a 'Free School' Trustees were less averse to the idea.

Head reiterated that she didn't want a reactive approach and she doesn't mind what Trustees decide, but she needs to know. She doesn't feel that the Academy should stand still.

A Trustee asked if SCA was robust enough at present to expand as only been an Academy for 6 months. Another Trustee pointed out that this was a long term priority and the Academy needs to have a forward vision.

Head stated that whatever decision Trustees come to she will need to speak to DfE for an extra classroom from 2017 – 18 unless we reduce provision.

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<p><b>DECISION: All present agreed that SCA should not just stand still. Some development/expansion of the Academy should happen while ensuring that focus is maintained on Spring Common. To fulfil SCA's wider service to the community SCA should do something.</b></p> <p>Trustees felt that it would be useful to have a discussion with Judith Davies from LA. <b>ACTION: Head to invite Judith to board meeting on 18<sup>th</sup> July or as soon as possible.</b></p> <p>Head reassured Trustees that any local boards for schools would be responsible to the SC board if they joined SCA. Head asked Trustees to write their ideas, preferences on a large sheet of paper at the front during the remainder of the day.</p> <p><b>Action: Clerk to ask LA and SR to think about what they see the vision looking like in advance of the Board meeting on 18<sup>th</sup> July.</b></p> <p><i>Changing Ofsted expectations</i> – detailing focus on safeguarding and the Academies self evaluation programme.</p> <p><i>Behaviour, personal development and welfare</i> – detailing implementation of the 'Progression framework for pupils on the Autism Spectrum', pupil welfare, pupil progress and pupil absence.</p> <p><i>The Teaching School as part of Discovery Teaching School Alliance</i></p> <p><i>Quality awards: Artsmark, ECO School, Autism Accreditation, Healthy School, International School</i></p> <p>A Trustee asked who had taken on 'Healthy School' since Mary-Anne Bolton had left. Head answered that Assistant Heads and Lorna Mansbridge TLR for Early Years had.</p> <p><b>Curriculum evaluation and planning.</b></p> <p>Leadership and management - including curriculum review; Teaching School; National Support School and Special Leaders in Education; Outreach; staff development; network development for SEND coordinators, autism provision and ambition to create a local Autism hub; leadership</p>	<p>Head</p> <p>Clerk</p>
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accountabilities for operational delivery and strategic development; continued development of learning; use of website to support the SEND local offer; robust monitoring plans to track outstanding practice; succession planning; develop expertise in monitoring and evaluation processes; impact assessments and self evaluation linked to the Ofsted framework.

**Spring Common School Priorities 2016 -17 was approved as follows:**

1) Publicity and information

Marketing strategy for websites (Year 2) to support the Academy strategic vision.

2) Exemplification of progress using Learning Journeys

They can review pupil progress over time. JM will do an overall review asking staff what they think. Head would like Learning Journeys moving from Deputy Head to TLRs over time.

3) SEND provision and preparation for adulthood

- Strategic plan to building resilience and independence for pupils.
- Developing extended hours use of pool and hydrotherapy pool.
- Develop reception facilities to welcome parents and visitors.
- Equalities Plan 2016 -17 to support accessibility and staff training.

Head feels that everyone should be very proud of the current equalities plan

4) Staff training and development to support SEND delivery and support emerging leaders for Academy Vision.

- New system providing an at a glance electronic record. It has a one off cost and then a smaller annual cost. Makes staff training more accessible.
- Staff training plan identifies main themes for mentoring and coaching.
- Staff succession strategic document and staffing reviewed for Academy Vision.

Head talked through the document '**Succession Planning Overview**'. Head feels that one of the key reasons SCA is 'outstanding' is due to its investment in staff training and development overtime. The document covered the key features of effective strategic workforce planning.

<p>A Trustee asked if the departure of several SLT staff in the past year has had an impact on mentoring or coaching. Head explained that it isn't just the SLT that do this many teachers are on Upper Pay Scale and also coach and mentor.</p> <p>Head also explained that when she started there was a small SLT and they were able to deliver so she doesn't feel that it has impacted. Stela has two days of operational support. The previous Autism AHT was not involved significantly with operational day to day support due to Autism focus. Previous AHT Lower School role has been subsumed by DHT. Head explained that it has increased workload for SMT but not efficiency.</p> <p>Head showed Trustees a model for staff succession and explained that her next step was to plot staff names on the document. This would be a confidential document and discussed confidentially at Personnel Committee and with SMT. It would show staff that could step up as contingency, provide shadowing opportunities and identify staff with potential as future leaders.</p> <p>5) Wider system leadership, outreach and SEND support as part of the self – improving system with Discovery TSA strategic partners</p> <ul style="list-style-type: none"> <li>• Discovery and Teaching School action plan 2016 -17 (may be subject to change with strategic partners) and impact evaluations.</li> <li>• School to school support and NCTL impact evaluations.</li> <li>• SEND training offer to other schools.</li> </ul> <p>Head feels that Outreach is a development opportunity for staff who deliver this to other schools. The Head aspires to a proper outreach service with a designated team as a priority when SCA funds permit. <b>A Trustee asked if the current outreach programme brings funds in to SCA?</b> Head explained that SCA use the LA funding provided but it does generate income for Discovery CPD or STSS.</p> <p><b>ACTION: A Trustee requested that Head adds more about outreach into priority 5 in document for staff.</b></p> <p><b>Several Trustees felt that outreach should be a higher priority and one asked if it could be a role for a new assistant head.</b> Head explained that the responsibilities of each of the SMT had not been designated as yet as they were looking for a candidate with the general attributes required and then</p>	<p>Head</p> <p>Head</p> <p>All Trustees</p>
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	<p>depending on where this candidate's skill set was, agree accountabilities around this. Outreach could be part of the role.</p> <p>Head expressed concerns that the current LA funding does not cover all the outreach requests due to high demand.</p> <p>Chair pointed out that another priority should be added, that of the direction that the academy decides upon for the vision of its development be that a free school or sponsoring a LA school or something else. <b>ACTION: Head to add a priority 6 once Trustees agree a focus.</b></p> <p>Head asked Trustees to look over these documents and let her know if they want anything adding or amending in advance of the board meeting on 18<sup>th</sup> July when Trustees will sign these off ready for staff distribution in September.</p> <p><b>ACTION: Trustees to review Development Plan and School Priorities and feedback amends or additions to Head in advance of next board meeting</b></p> <p>It was noted that KD still needed to write something about being a parent Trustee for JW to assist in the recruitment of a parent Trustee. <b>ACTION: KD</b></p> <p>Chair asked SMT if there is anything more that Trustees could do ? What is it that they aren't doing that SMT think they could or should? JM said that it was good when Trustees attended Learning Walks and thinks that this should be encouraged.</p> <p>Chair expressed on behalf of all the Trustees a very big thank you to the SMT who have worked so hard this year in trying conditions being short a team member and moving to an Academy. She expressed how much their hard work was appreciated.</p> <p>Lunch 12.15-12.45</p> <p>SP left the meeting</p>	KD
4.	<p><u>TRUSTEE STRATEGIC PLAN AND PRIORITIES</u></p> <p>Head introduced this item by explaining that she wanted Trustees to think about a Trustee strategic plan that feeds out of the Academy development</p>	

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plan and priorities documents.

Head asked Trustees what priorities they would like to be involved in based on their skill set and interests.

Priority 1 – marketing strategy

This involves creating a marketing strategy, working smarter with our contacts, giving the wider public information about the school. Head reassured Trustees that they were not being asked to do these things simply support staff responsible, check things were being done and in the best interest of the school and help at meetings if necessary.

JB volunteered to lead on this and AA asked if FRIENDS could be involved

Priority 2 – learning journeys

JW agreed to lead on this

Priority 3 - SEND provision and preparation for adulthood

- Strategic plan to building resilience and independence for pupils.  
KD and RG
- Developing extended hours use of pool and hydrotherapy pool.  
Need to develop a working group that should include parents and members of the audit, finance, health & safety and premises Committee (as this is where the decision was made) JW and KD expressed interest in being involved.
- Develop reception facilities to welcome parents and visitors.  
Premises Committee to lead.
- Equalities Plan 2016 -17 to support accessibility and staff training and development of 2017 plan. AA agreed to lead

Priority 4 - Staff training and development

- Standards tracker to provide electronic access to performance records of Teaching and Learning overtime and evidence of staff development. AA to lead.
- Staff training plan identifies main themes for mentoring and coaching.

RG with Head

- Staff succession strategic document and staffing reviewed for Academy Vision. LA was volunteered subject to her agreement with Head.

Priority 5: Wider system leadership, outreach and SEND support

JW agreed to lead on this

Priority 6: Investigate expansion of the Academy of Free School, adding converter Academy or sponsoring new school.

Full Trustee Board to be involved in this.

Chair asked Head to clarify how Trustees should be involved in these priorities. Head explained that a staff member will be attached to each priority as a lead and then she would hope that Trustees would make contact with the lead and arrange to see them. The Trustee would look at the staff member's plans ensuring that there is an action plan with activities and outcomes. Ensure that the action plan will deliver a difference. Check this is the same as the expected impact column on the table in the Development Plan and ensure timeframes are being stuck to. Does it fit the success criteria on the Development document table? Staff are doing the work and Trustees are there to check that it is having the desired effect.

Each of the priorities are broken down so that at staff development review staff can see which action is being worked towards

Staff or Head will give feedback to Trustees at relevant meetings on the status of their work on the priority to give staff accountability.

**ACTION: Head to create a Trustee Strategic Plan to link to the Action Plan with allocated responsibilities**

**ACTION: Clerk to distribute to Trustees so it can be viewed in advance of Board meeting on 18<sup>th</sup> July when it is intended to be signed off.**

LA Senior Adviser visit in March 2016 provided external evaluation on the

Head

Clerk

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	<p>school with the LA agreeing the school was rated 'outstanding'.</p> <p>Head keeps an online self evaluation document up to date. She stressed that the forms Trustees fill in after visits are a vital part of the self - evaluation</p> <p><b>ACTION: Trustees to ensure that they complete a form and if possible speak to or email Head after visits.</b></p> <p>Head suggested that the School Values should be weaved into the Trustee Strategy and be highlighted. Chair felt that this document will tighten up what Trustees should do especially when visiting the school.</p> <p>Everyone will be given a copy and there will be copies up around school.</p>	<p>All Trustees</p> <p>Head</p>
5.	<p><u>MEETING DATES</u></p> <p>The group decided on Board and Committee meeting dates for the next academic year. <b>ACTION: Clerk to type up and distribute</b></p>	<p>clerk</p>

The meeting closed at 2.05pm

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