



**MINUTES OF THE MEETING OF THE BOARD OF TRUSTEES OF
SUMMIT LEARNING TRUST
HELD AT NINESTILES ACADEMY AT 5.30 PM ON WEDNESDAY 13 FEBRUARY 2019**

PRESENT:

Mrs C Anwar	CEO	Chief Executive Officer
Dr A Azam	AA	Trustee and Chair of Yarnfield LGB
Mr R Beamish	RB	Trustee
Mr J Bridges	JB	Trustee and Chair of Solihull 6 th Form College
Mr N Clements	NC	Trustee and Chair of Ninestiles Academy
Mrs K Crowston	KC	Vice Chair of Trust Board and Member
Mrs F Dennis-Stephens (part)	FDS	Trustee
Ms S Unarkat	SU	Trustee

IN ATTENDANCE:

Ms U Devi	UD	School Improvement Director Primary
Mr G Ferrante	GF	School Improvement Director Secondary and 6 th Form Director
Mr S Ralph	SR	Finance Director
Mr S Smith	SS	Estates Director
Mrs R Walker	RW	Clerk

CONSENT TO ABSENCE:

Mr A Price
Ms M LeBreuilly

APOLOGIES:

Sir D Hutt
Mr R Lowe

NO APOLOGIES:

Mr C Brant

Ref	Resolution
0105	<u>Minutes of the Previous Meeting</u> That the minutes of the previous meeting, held on Tuesday 18 December 2018, including Confidential Appendix A, be approved as a correct record, subject to an amendment to the text.
0107	<u>CEO's Report</u> That the Estate Director complete the initial works to provide a detailed proposal with costings for the Finance and Resources Committee.
0109	<u>Policies</u> That the Complaints Policy be approved.
0112	<u>Finance Update</u> That the Procurement team use ESPO as the framework provider and that agreement to the revised contracts be made electronically, due to time constraints.
0113	<u>Audit and Risk Committee Update</u> That updated Terms of Reference for the Audit and Risk Committee be approved.

Agenda items for the next meeting	Owner	Review Date
Appointment of new Trustee	CEO	Next meeting

Mrs Crowston chaired the meeting in the absence of the Chair. The Chair advised that Mr V Dey had resigned from the Trust Board and as Chair of the 6th Form College Governing Body, due to personal commitments. The Chair advised a replacement Trustee was being sought and a possible replacement candidate had been identified, Philip Scott. The Chair expressed gratitude for Mr Dey's input into the Trust.

0103 DECLARATION OF INTEREST/ CONFIDENTIALITY OF INFORMATION/ CONFIDENTIAL ITEMS

Attention was drawn to the Articles of Association relating conflicts of interest, including but not limited to any Personal Financial Interest.

Trustees were advised that if a person had any interest in a contract, proposed contract or matter under consideration, s/he should disclose the fact and take no part in the consideration, discussion or vote in respect of the contract or matter and withdraw from the meeting.

There were no declarations of interest.

Trustees were reminded that care should be taken to ensure that they were aware of agenda items of a confidential nature. In addition, they were advised to ensure that

minutes of their meetings did not include information of a confidential nature as the draft minutes were considered public documents as soon as approved by the Chair of the meeting.

The Clerk requested that Trustees consider if any items were of a confidential nature. Trustees were advised that these items should be considered in private.

0104 **ANY OTHER BUSINESS**

Energy Contracts

This was covered under minute 0112.

MINUTES OF THE PREVIOUS MEETING

0105 **RESOLVED:** That the minutes of the previous meeting, held on Tuesday 18 December 2018, including Confidential Appendix A be approved as a correct record, subject to amendments as marked in the text.

0106 **MATTERS ARISING FROM THE MINUTES**

CEO Report (Minute No. 0099)

It was noted that the Governor Conference had been cancelled due to lack of attendance.

CEO Report (Minute No. 0099)

Clerk agreed to set up a folder for confidential minutes on GovernorHub. This folder would have restricted access.

CEO REPORT

A report to the Board (Appendix 1) had been circulated prior to the meeting and the CEO drew attention to the following points:-

- The Stakeholder responses were documented (Appendix 2) and it was clear work would need to be carried out to standardise communications.
- The CEO drew Trustees attention to the Teacher and Retention Strategy for Trustees to take away and review.

A confidential discussion took place at this point (Confidential Appendix A)

[MS S UNARKAT JOINED THE MEETING]

- There was progress in the appointment of a new Principal for Ninestiles, An Academy. From the initial nine applicants, four had been selected and had been visited in their setting by the CEO to see how they operated within their School. One was not visited as he was based in Doha but a Skype call had taken place. Three final candidates were shortlisted and the appointment would be made after half-term with interviews taking place on 28 February and 1 March.
- Birmingham City Council (BCC) had recently updated its Safeguarding policy and so the Trust Policy would be updated and shared with the Board at the next meeting. UD requested the draft policy be circulated to Schools as soon as it was completed as it could be adopted in draft format.

Milestone Tracker update

This had been circulated prior to the meeting (Appendix 3) and had been colour coded for ease of reference. There were a few items coloured red within the tracker and this indicated they had not been completed within the time, and had been postponed to a revised date. **RB asked when the communications strategy was due to be presented to the Board for sign-off** and the CEO advised that the Executive Assistant had been on a related course and was now reviewing the strategy. The CEO further advised that sign off by the board was not required as it had already been received, barring some minor changes.

NC asked who the HR business partners were, as referred to within the Tracker, and the CEO explained the structure of the HR team and that these were members of that team under the HR Director.

Reserves fund proposal/presentation

Both the CEO and the Estates Director had presentations to share.

[MRS F DENNIS-STEPHENS JOINED THE MEETING]

The CEO advised there were excess reserves of almost £5million. In terms of School improvement there were some key accelerators believed to be required to move it forwards.

- Professional learning and development
- Teaching quality
- Cultural capital and learner resilience

- Reading and IT

The vehicle for delivery of at least the first two bullet points was developing the Professional Learning Institute as per the slide shown to Trustees (Appendix 4). The CEO advised that this was a draft version and subject to change.

The Professional Learning Institute would require some funding from the reserves. The School improvement sheet distributed prior to the meeting (Appendix 5) worked through the year on year costs, with the idea of the service being self-funding eventually, but at least as a saleable service at the end of three years. **JB asked if this had stretched from Primary to 6th form in Hampshire, where the CEO had previous experience of this** and she advised it had been that far-reaching. The Trust would pull in resource from outside where needed, in order to share experience and training.

Each strand would be split down into phases. The Excellence and Teaching Model, already had the networks of excellence in place and then the different strands were tailored to the type of school. **RB asked if this was viewed as a revenue stream** and the CEO confirmed that it would bring in revenue, but would not go so far as to refer to it as a revenue stream. **RB questioned the figures projected for Year 4 of the plan** and the CEO advised the figures were currently estimated only and it was not possible to give exact figures at this point.

The notion of the library at Pegasus was also important. The Pegasus Local Governing Body had discussed this and was keen to find a mix of media, books and E-readers. The local library was closing and it was suggested that perhaps the School library could become open to the community, possibly with access to extra funding as a result of this. SA suggested programmes to test the children's reading skills and comprehension which improved enjoyment, which had been used in her children's school.

The CEO advised some of these actions detailed in the plan had already started as time was of the essence, for example, there was now a Maths Lead working across the Schools at primary level. **NC asked what the next step was** and the CEO notified Trustees that on 5 March 2019 Carolyn Hughan, teaching school lead for Wildern School in Hampshire and formerly director of Hampshire Leadership College would be meeting with leaders to understand what they wanted to see, which would feed into the third layer of this. Once this was finalised, the Trust would withdraw from the Teaching School and move to this and any outstanding courses would simply transfer over. **RB asked what would happen if the Trust chose not to pursue this** and the CEO advised they would lose the teaching school and so would have to purchase from other teaching schools, they would also lose the Leader of the Teaching School; there would be no clear development programme for teachers, which was a key priority for the Trust. The CEO noted that a clear development pathway and a five-year-plan for staff would also aid recruitment and retention.

NC proposed that this was run as a programme with regular reports to the Board, financial aspects reported to the Finance Committee and HR aspects reported to the People and Resources Committee. He felt this was a costly programme and was keen to see this succeed, but stipulated that success and impact needed to be measured. The Chair agreed that a structure needed to be put in place to ensure the Professional Learning Institute was delivering what it set out to deliver, namely taking control and managing CPD and developing staff, with the opportunity to bring in revenue in the future. The CEO advised Schools' results and outcomes and also OFSTED reports were the measures, however, the Chair advised that the specific deliverables also needed to be reviewed and measured. JB noted that OfSTED Inspections would be some way in the future and this sort of work should improve the capability of staff and the attractiveness of schools plus increase the level of engagement so there should be a benchmark. **JB questioned whether there was any benchmark engagement data available.** The CEO advised there was data on the quality of teaching and turnover and sickness, plus staff questionnaires which gave input on morale and engagement, so all those metrics were available. The Chair agreed there was a piece of work to do so annotate the present position and to have specific indicators for specific committees to review.

ACTION: CEO to plan a programme for the development and implementation of the Institute, with appropriate measurable to be reviewed by individual committees.

Estates

The Estates Director briefed the Board on the major works identified across the 6th Form College, Ninestiles and Lyndon, which had biggest population of students. There were two areas of work required, work to the fabric of buildings and work that would impact the curriculum.

Ninestiles, An Academy

Ninestiles science department classrooms were the worst across the estate and becoming increasingly difficult to up keep. They did not comply with any current standards, lacking CO2 detectors and gas stops, etc. The fixtures and some ceilings were generally in poor condition. These were expensive to change. Part of the Estates proposal would deliver six science labs renovated and up to date.

The Food Tech rooms in Ninestiles also required work. They were an awkward shape and so required complete gutting and reconfiguring. The Estates Director advised this would have a real impact at classroom level and for teachers as well. JB asked whether this work would take place during the summer holidays and the Estates Director advised the work to the Food Tech rooms would, but the work required to the Labs would run into teaching time as it was so extensive. **JB questioned whether this would**

be manageable and the Estates Director advised that although it had not been examined in great detail, there was the facility to manage with reduced lab numbers for a period of time.

Toilets were also an issue at Ninestiles, they needed refreshing and an increased ratio as they were currently not at the required quantities for the student population. This would be an opportunity to upgrade and increase toilet facilities. The Estates Director noted this was on OfSTED's checklist.

Lyndon Academy

The buildings at Lyndon Academy also required work as evidenced in the pictures distributed (Appendix 6). This was specifically regarding the fabric of the building. The Lower school required a substantial investment in replacing the roof and windows. This had originally been delayed as there had been the potential of a project with BCC to replace the building. However, BCC were no longer pursuing that project so work was now required. The flat roof was in very poor condition and held a tremendous amount of water, which was now leaking into the building. Windows in the English and Maths classrooms were in a poor state and due to constant use, all pupils were affected by this. The proposal here was for extensive work to the roof as well as replacement windows and refurbishment to the interiors that had been affected by the leaks, namely tiling, woodwork and carpets. This could not be completed over the summer and would have to be a rolling project. Twelve classrooms were affected in total.

6th Form College, Solihull

The 6th Form College had a big demand on stem subjects, especially on Chemistry and labs did not support this. For practical lessons, classes had to be split, which was hard for teachers to manage. The labs were in poor condition and not up to modern standards but the demand was there and the classes were full.

As well as delivering new Chemistry labs, the 6th Form College also needed additional space for students to spend time self-learning, with access to computers that they may not have at home. It was noted that the library areas were also overwhelmed. JB noted there was an increased push to teach pupils on site which had an impact on space. The plan was to put a new building in. A modular build to be placed on site at the spot, marked by X on the map (Appendix 7). This would be as undistruptive as possible as the area was not currently used. Modular builds came with 30-60 year guarantees and could be in use very quickly. **RB asked if something like a Portacabin was being suggested** and the Estates Director confirmed that it was similar. JB advised they could be very good quality and GF noted that the ones at Ninestiles had been in place for a few years and were excellent. **RB asked whether it was proposed to rent or buy** and the Estates Director clarified the proposal was based on purchasing the units. This would be a two storey building complete with required lab equipment. Included in the

cost of the build, was the removal of the current portacabins as well as the cost of dealing with the badgers, currently living underneath them. This was a 16 week build process with some time leading up to that.

The total cost of all this work was around £2.5 million, including the refurbishment of rooms as well.

The Estates Director required initial agreement from Trustees that these were the right areas to focus on and then would return to the board and present detailed costs and timelines for agreement. **NC asked whether there were any grants which could be applied for to support this work** and the Estate Director advised that the Trust received the central condition allocation fund but that would not be enough to fund this project. **RB asked why no Primary Schools were included in the required works** and the Estates Director explained that there was no need for improvements on this scale but the central fund could be allocated to primary schools if the costs for this work came out of the Reserve. The Estates Director noted the roof at Pegasus needed work and that could come from the Central Fund. However, the use of the reserve money should be for the jobs that had been deferred due to expense and that could not be funded any other way. **NC asked what the predicted figures for the 6th Form College were over the next 5 years** and The Secondary SID advised there was no decline in student numbers anticipated, and a temporary increase was expected as there was an increased student population within certain years, visible in the secondary schools, which would feed into the 6th Form College. The CEO commented that numbers for stem subjects were growing and a new facility would help to increase that further.

The Estates Director advised he needed to know that Trustees were happy with the suggested works and would approve the initial investment required for groundworks, etc. as part of putting the work out to tender. **JB asked what else was on the full list of required works but had not made the final list.** The CEO advised there was a long list that had been reviewed. **RB noted that this worried him as he was concerned that focussing on the greatest impact meant that smaller schools, mainly the Primary Schools would miss out.** The Estates Director advised that the existing funding could be spent on the Primary Schools. The CEO advised that the process gone through was a full list of works required had been compiled, rag rated and then other possible funding streams had been looked into, which could be put towards the work. There had also been a grading system to pare down to the shortlist. Other things on the list had by and large been covered by other funding streams. JB found description of process helpful and would like copy of long list for interest but was satisfied with the proposal and the process undertaken.

The Chair questioned what needed to be spent as part of next steps and the Estates Director advised that he would meet providers, get drawings and put together a detailed proposal with costings, which would be presented to the Finance and Resources Committee in April. Work on the college would be slightly longer as there

was a requirement to do topographical surveys and other work as well as removing the badgers. **JB asked if he was confident there were no unpleasant surprises on site** and the Estates Director advised as confident as he could be. **RB asked if there was an opportunity, if the Trust wanted to have centre of excellence, and considering the Trust as a whole, whether other students could utilise these resources.** The Chair agreed this should be viewed as part of the school improvement proposals as well.

ACTION: CEO and EFD to provide long list of projects to the Board for their information and interest

Safeguarding

- The HR team had completed safeguarding audits and had put together a high level report and an audit trail which the CEO would present at the next meeting. The CEO asked LGB Chairs to share this with safeguarding Governors so all Schools were using the same Proforma auditing in the same way. The CEO noted it was a solid piece of work and the results were very reassuring.
- A new Safeguarding Trustee was required following Mr Dey's departure and Mrs F Dennis-Stephens volunteered for the role.
- Trustees were informed that Section 128 checks were now required for any new Governors that were appointed. These would be carried out as part of the DBS check. The checks were designed to ensure that individuals banned from being involved in the management of schools were identified.

Sixth Form College OfSTED Report

This had been distributed prior to the meeting (Appendix 8). The CEO commented that the visit had been very pleasing and she was confident that the 6th Form would achieve a grading of "Good" at the next Inspection. The Secondary SID had done a lot of good work and it was a much more open and transparent culture there now. The Secondary SID had a review planned after half term, focussing on a number of different wider curriculum subjects, which would give a different perspective and feedback would come to Trustees at the next meeting.

The CEO asked Trustees to visit The Oaklands or the 6th Form College to experience the changes in both those schools. The Chair asked for the best way to do that and CEO advised Trustees to call the Headteacher and arrange a convenient time.

0107 **RESOLVED:** That the Estate Director complete the initial works to provide a detailed proposal with costings for the Finance and Resources Committee.

SCHOOL IMPROVEMENT DIRECTORS' REPORTS

0108(a) Primary School Improvement Director

The Primary School Improvement Director's (SID) report (Appendix 9) had been circulated prior to the meeting. The Primary SID drew Trustees attention to the following points:

- The report detailed the work completed since the previous meeting, highlighting that Pegasus was currently a priority school. The Primary SID was meeting regularly with Principals and Vice Principals as well as the Early Years group. This was being used as way to aid with training.
- Page 3 included an overview of quality reviews. The Primary SID advised that they were now on the fourth stage of these within the Primary Schools and this demonstrated the progress since June 2018. Reviews and the process behind them was evolving with the next stage being to give principals the opportunity to lead some of the reviews as well as having greater ownership. Reports were available on GovernorHub but were summarised within the report. **The Chair asked what purple pen was** and it was advised that was how pupils commented on feedback from staff.
- Page 6 detailed the Pupil Premium (PP) strategy. The Primary SID advised that three of the Primary schools had now had an external PP review and a strategy was in place using the initial set of data to assess the process of PP pupils. The Primary SID noted that all groups of pupils needed to have standards increased, not just disadvantaged pupils, to ensure that all needs are met. At next collection of data, it would be reviewed whether the gaps in data were closing.
- Page 7 was the report presented to the Scrutiny Group, which had been discussed in detail, but key headlines in terms of the most able pupils was that there was still work to be done to ensure they were challenged further. Pupils had been identified, regardless of what previous data had shown and this was now part of training with Assistant Principals and Vice Principals regarding better meeting pupils needs across the Schools. This would also become part of the quality reviews after half-term. The Primary SID noted that improving the progress of these pupils would help improve the progress of other groups within School. Comparisons were had to make as there was no data for the same period last year but this had been rectified for future.

RB asked what the Wolverhampton Reading Strategy was and the Primary SID explained it was a group of schools that had collaborated to work on this project and now the project leader had demonstrated how this could work within the MAT.

- Page 14 contained the data which came out just before Christmas and had been discussed with senior Leaders, identifying strengths and weaknesses and actions to be taken. As mentioned, most able pupils was a key area for focus. Reading, Writing and Maths was focus at that time and the key groups for each

school to focus on were highlighted in blue.

Chair thanked the Primary School Improvement Director for a comprehensive report.

0108(b) Secondary School Improvement Director

The Secondary School Improvement Director's (SID) report (Appendix 10) had been circulated prior to the meeting. The Secondary SID drew Trustees attention to the following points:

- The focus of the report was around KS3, with the first few pages giving context. It was key to note that reviewing the lower years led to improvement across the whole school as these students were ready to focus on GCSE work when they entered KS4.
- Students were set aspirational targets with the Y11 projects mapped backwards and a target for every year in place.
- End of term assessments were sat across all schools. These were produced by subject leads and quality assured by senior Leaders. The data from these could be used comparatively as it was similar.

Cockshut Hill Academy

- Page 6 showed a breakdown of progress towards the end of year target for Cockshut Hill and additionally how higher attaining students were progressing towards their targets, which had been a focus recently. This gave the School's immediate response to the data and allowed them to analyse the subject areas more deeply.

[MRS F DENNIS-STEPHENS LEFT THE MEETING]

- English and Maths were an issue in terms of students being on Track in Years 7, 8 and 9. One area that came out well was Science and this required further investigation. Grade boundaries were being adjusted for the end of Spring term assessments. **The Chair questioned if moderation was happening** and the Secondary SID advised it was due to take place before Easter.
- Pages 7 and 8 split the data down by PP and non-PP, gender and SEND. This gave the subject leaders information to dig deeper.

Lyndon Academy

- Page 9 covered Lyndon Academy. English was an issue in Y7 with maths the issue for Years 8 and 9. New maths assessments had been introduced, PUMA, in September and this was causing a challenge around assessment. PUMA

assessments focused more on problem-solving and reasoning and this was the area for improvement as arithmetic was stronger. The Secondary SID and CEO were meeting with Principals and subject leads to look at maths assessments in more detail.

- Higher ability students were again an issue around being challenged and stretched enough and whether staff knowledge was sufficient to allow that. The CPD should ensure that teachers were developing over time. **NC questioned what MFL meant** and it was explained as Modern Foreign Languages. The Secondary SID advised that as it was a new subject for most students in Y7, progress was rapid but then levelled off further up the school. **JB asked for clarification as to whether less experienced teachers taught older students** and it was explained that the less experienced teachers typically taught the students in the lower years, not in KS4.
- There were gaps in attainment for Lyndon at all levels and it was noted that in Y8 girls did better across all areas. Interventions and strategies would be put in place to help those students struggling to make good progress.

Ninestiles, An Academy

- Page 12 covered Ninestiles, An Academy and English and Maths were the key focus, with Science results looking positive. Higher attaining students were not on track in most subjects.
- A Quality Review was completed last week. It had been scheduled last term, but had to be stopped as assessments were taking place. However, from what had been completed, the Secondary SID felt that there was a need to investigate further in certain areas and so was reviewing prior higher attaining students across the whole school. This was a Trust and school priority.
- This had taken place over three sessions, a data review, book reviews predominantly with middle leaders and lesson reviews. The school had been asked to identify three Higher Attaining Pupils (HAP) from each year and the data on those students was reviewed and their lessons were observed. Student voice had also taken place with these students and an external reviewer, a senior leader from Tudor Grange had been part of the process. The report was not yet complete but the Secondary SID gave the headlines:-
 - Data showed that progress and attainment was not where it needed to be. The school were not interrogating the data thoroughly enough and comparing based on gender and PP.
 - Workbook scrutiny showed there was a strong feedback policy in place which was implemented in every subject area, however, there was a lack of consistency.
 - Lesson walks had revealed that subject knowledge was evident in some teachers and there were deliberate attempts to present work effectively. Teachers were tactically considering their questioning and there were good explicit references to GCSE expectations.

- However, the challenge leading to higher grades was still not there, the balance of labour was the teacher still doing more than the students. Students were not getting correct information and feedback allowing them to move forwards. The structure of homework and modelling was picked up and whilst teachers made conscious efforts to model examples, they were not always clear.
- Student voice was very positive. The students loved being at the school and knew they were HAP but wanted to receive more praise. One comment was that poorly behaved students received more praise for expected behaviour, than the HAPs received. They especially wanted their parents to know about the praise they received.
- There were a number of actions to be drawn from this which would be completed as part of the report and shared with the Board. These included better lesson planning, practising modelling, use of classroom to promote excellence and challenge and challenging staff to keep up to date with their subjects, especially science. There was not the high level thinking in some subjects that there could have been. **The Chair asked whether this was the case with more experienced staff** and it was advised that there were great things seen from some of the newer teachers and some disappointment with the older staff. **The Chair asked how it worked on a day to day basis, to ensure teachers kept up their subject knowledge.** The Secondary SIDs suggested there should be focussed departmental meetings around new research or developments within a subject area. **The Chair questioned whether this should be part of performance management.** The CEO advised that this was part of the national Teachers' Standards, and it was for the LGBs to look into further. **RB noted that whilst it was not the Governors' job to judge teaching, was it possible to judge from the amount of time that had been spent in the lessons – 15 minutes in 24 lessons over the course of a morning.** The CEO noted that when used to doing it, 15 minutes was plenty to see how a lesson was being taught. The Secondary SID noted that the books and data also backed up these findings and went on to give an example of teaching observed in an English lesson, where he had given the teacher feedback to be acted upon.
- The main headlines from this would be delivered to staff after half-term and a more in-depth run through with middle leaders and senior leaders. **RB questioned the consistency of teaching staff around marking and whether there was a focus on ensuring all teachers were following a similar system.** The Secondary SID advised there was a strong policy in place but consistency was lacking. The CEO added that over time there had not been enough challenge, monitoring or checking and difficult conversations had been avoided. However, there were now changes and improvements could be seen. The Primary SID noted it was the same within the primary schools where the quality reviews were there to help support this but it had to be done and led by the Leaders within the Schools. The Chair noted it needed to be embedded as a matter of course.

POLICIES

The CEO drew the Trustees attention to the Complaints Policy which contained the amendments made as previously requested.

0109 **RESOLVED:** That the Complaints Policy (Appendix 11) be approved.

0110 STAKEHOLDER INVOLVEMENT/ENGAGEMENT

The CEO had already covered this under minute 0107.

0111 RESPONSES TO QUESTIONS RAISED AS PART OF REPORT ON ACADEMIES GOVERNORS' CONFERENCE

This had been circulated for Trustees' information (Appendix 12).

0112 FINANCE UPDATE

Energy Contracts

The Finance Director advised procurement team were reviewing energy usage as a number of contracts were up for renewal. Three frameworks had been looked at and Trustees permission was sought to back one of the three. The FD advised that spend in this area in the previous year was circa £600,000 and so this was a considerable contract that needed to be OJEU compliant.

Procurement wished to use ESPO framework. Once paperwork and pricing had been received, the information would be circulated, likely by email given the time frames involved. **NC questioned what the difference would be to the bottom line** and the FD advised that an increase in energy prices of 20% had been factored into the budget and so it should be possible to decrease the costs for some sites.

RESOLVED:

- i. That the Procurement team use ESPO as the framework provider.
- ii That agreement to the revised contracts be made electronically, due to time constraints.

Management Accounts

The FD updated Trustees on Civica. There had been numerous problems with this and whilst some progress had been made it was very slow. Problem statements had now been produced detailing four issues, however, there were an additional 43 more minor issues outstanding. Training days had been reinstated and monetary compensation had been requested, which was still under discussion.

The FD indicated where the Management Accounts would sit within GovernorHub with a Noticeboard bulletin directing Trustees to them.

The current accounts were a three page version, with a one page narrative, followed by income/expenditure account by school on the second page and a balance sheet, by School on the third page.

The other document would be a detailed report for each school, showing line by line where income originated, etc. These would be about four pages per site.

Ad hoc meetings of the Finance and Resources committee were being set up to look at the layout and headings within management account. There would also be visibility of a breakdown of Reserves against each fund although it would be made clear that they were Trust reserves. **RB asked if they were ESFA compliant**, and the FD advised they were, although he reported that the missing accounts for September and October had not been produced.

AUDIT AND RISK COMMITTEE UPDATE

JB advised there were two 2 main items following the latest meeting:-

- The Terms of Reference for the Committee had been amended and had been circulated to the Board of Trustees for approval (Appendix 13). The key section to note was 8.3 and JB wished to recommend that this was approved.
- A Proposed schedule of audit tests had been laid out for the Spring, Summer and Autumn terms, by the FD and this would be shared on GovernorHub.

0113 **RESOLVED:** That updated Terms of Reference for the Audit and Risk Committee (Appendix 13) be approved.

0114 **SCRUTINY GROUP**

As the Chair of the Scrutiny Group was absent from the meeting, a high level update of the meeting was given by the Chair. The Chair advised a very in-depth conversation was held around strategies for moderation and accuracy of data.

CHAIR OF SIXTH FORM LGB

The Chair advised that following the resignation of Mr Dey, a Chair was required for 6th form and JB had agreed to Chair in future. The Chair thanked JB for volunteering for this role.

- 0115 **RESOLVED:** That Mr J Bridges be appointed as Chair of the 6th Form College with immediate effect.

0116 **LOCAL GOVERNING BODY UPDATES**

The Chair asked Trustees present to give updates from the LGB meetings they had attended. There had been conversation previously around a summary sheet from each LGB meeting to be shared at the Board and there was some work required around a Proforma to capture the information required for the Board.

The CEO proposed that in the following year, the LGBs held five meetings each, across the course of the year. The SIDs would not attend every meeting although they would attend some by exception and be available to support. In order to keep focus, Chairs of LGB would meet with their SID and the CEO on a termly basis. JB and RB both agreed that three meetings was not enough.

Yarnfield Academy

AA advised the key concern had been around a lack of parent Governors, but the Governing Body had now received four expressions of interest although they were still without a staff Governor.

The Primary SID had completed some training on IDSR. (Data dashboard)

AA advised Trustees that there had been an issue with a lack of attendance. The Clerk advised that after six months of non-attendance a Governor's term of office could be terminated. Trustees felt there needed for some consistency around how non-attendance was addressed. JB noted that expectations needed to be updated or re-stated and he would wish to circulate something to that effect across his LGB. The CEO asked that this was cross-referenced with the Governance document.

The Primary SID noted that there were Trustee Appointed Governor vacancies on some governing bodies as well. RB advised that technically the Trust did appoint those Governors but if somebody suitable and interested could be identified locally, that would be helpful.

Ninestiles, An Academy

NC advised there had been good attendance and there was a vacancy for a Parent Governor. The LGB were working on improvements, including Governor inductions. Governors had attended at parents' evenings to make themselves available to parents. The majority of the meeting had focussed around a new principal. The Secondary SID had carried out some training on data.

Silent Corridors was still a struggle and had not yet been implemented to their satisfaction, but NC noted it was a long-term goal and felt the measures were correct – good attendance and clean start to lesson were the key aims.

Parent forums were not well attended but NC noted they had not been well publicised either.

The School would be short of two Assistant Principals soon.

There had been an HR issue and a Police issue, both of which were dealt with.

The School had entered a debating competition against public schools and their speaker had won overall speaker and the team had placed third.

Oxford and Cambridge been in to School to talk about applications. **The CEO asked if Helen's impact report had been reviewed** and NC advised she had made a big difference.

6th Form College

JB advised there were a number of new Governors and so attendance was good. The key things that needed to be communicated from the 6th Form was the enthusiasm for investment in the science facility. Along with the soft rebranding, the college would like to change the name from 6th Form College, Solihull to Solihull 6th Form College. The name change happened some years ago. There were no concerns raised with this.

Cockshut Hill Academy

RB advised it was important to look at green shoots at Cockshut Hill. A big focus had been on the Raising Achievements Meetings which gave rise to good discussion and aided understanding of the whole process. It was a good meeting from the point of view of ensuring that Governors understood what was happening, although not a lot of progress made. There had been some discussion around the press coverage of results and league tables as some parents had been concerned.

The Primary SID advised the LGB meetings were better now they were smaller, in

particular she noted that the parents at Pegasus Academy were very positive.

The Secondary SID had attended Lyndon Academy's LGB and noted the level of questioning Governors was very good.

0117 **MAT SELF REVIEW**

The CEO advised that different sections of the review were to be looked at by different committees, with the SIDs reviewing the section on school improvement. This meant the "RAG" rating could be done by different committees and reviewed by others. The CEO was also putting an evidence track in there to aid decision making. This was partly to do with the new OfSTED guidelines.

0118 **CHAIR'S CORRESPONDENCE**

GovernorEd training

The Chair advised that some Trustees had attended a programme for MAT boards and feedback would be shared. The training was broken into three units. There were five MATS represented on the programme and the Chair advised it was an excellent discussion and sharing of experiences as well as information on tools available to help. Since then, Trustees had met to pool thoughts and action plans and look at how to move the Trust Board forwards, using what had been learned and to help develop it as well as LGBs.

Unit one – strategic leadership

There were a number of questions to ask the Board. Trustees were responsible for setting the strategic plan and had to set the direction. This should start with a vision, and the key question was whether everyone understood it and felt part of it. The Chair proposed to have an away day for the Trust Board with presentations from senior teams as well some students. The Chairs of LGBs who were not part of the Board would also be invited. All Trustees should attend and so a date would be suggested with plenty of notice given. This would also be an opportunity to consider the growth of the Trust in a planned way, reviewing capacity. **SU asked whether this would a weekday or weekend** and the Chair suggested they could find out which worked best for the majority. The CEO asked if there was a plan to phase it in and RB advised planning had not yet got that detailed.

Unit 2 – Effective Governance and Financial Oversight

Some questions highlighted, such as skills audit, already had some actions in progress,

but others required more work. It was asked if there was an approved scheme of delegation, understood and put into practice. The Chair suggested this understanding may be part of the away day. The final thought was whether the Board reviewed and developed their own impact and effectiveness. The Chair advised a small working party would be formed to review impact and effectiveness of the Board of Trustees.

NC noted from financial oversight perspective, the Trust needed

- to be financially beneficial as a Trust,
- to improve standards for each student and
- to stay solvent.

NC advised Trust Aims should include

- spending any excess to make efficiency savings,
- spending any excess to improve effectiveness of each school,
- proving that trust adds value,
- becoming more effective at change.

The action plan included amending processes to show efficiency, publishing the trust benefit dashboard, choosing a funding model to support that and implementing good practice project management.

The Chair advised they would pull a document together to share with all, including absentees.

School Improvement Trajectories

RB showed Trustees a chart of different School performances and shared the key questions from this unit.

[THE CHAIR LEFT THE MEETING]

Questions to consider as Trustees were:

- What are the improvement trajectories of our academies
- Do we have a clear, resourced and effective plan for delivering improvement

[THE CHAIR REJOINED THE MEETING]

- How far should we align strategy and practice between academies?
- Are we familiar with key sets of pupil progress and attainment data, and how it is used to form judgements?
- Do we hold executive leaders to account for educational performance? Is this data driven?
- Do we monitor the use of Pupil Premium and evaluate progress?

- How well are we prepared for OfSTED and what is expected of us?

These would be some of the questions and issues to look at during the away day to ensure the superficial yes to each question was a positive at a deeper level. The CEO noted that different points in a School's development had different performance trajectories.

The Chair had no correspondence to share with Trustees.

0119 **DETERMINATION OF CONFIDENTIAL ITEMS**

This was dealt with as the meeting progressed.

0120 **DATE OF NEXT MEETING**

Trustees confirmed that the next meeting of the Committee will be held at the School at 5.30 pm on Tuesday 7 May 2019.

Trustees were informed that AGM would be held on 7 May 2019.

The meeting closed at 8.25 pm

Signed: 
(Chair of Trust Board)

Date: 