



THE CHALLENGE ACADEMY TRUST

DRAFT Minutes of the Meeting of the Trust Board

Thursday 30th September 2021

Time: 4:03pm – 7:00pm

Venue: TCAT Personal Development Centre, Bridgewater High School

A remote Zoom link was also be available

Trustees		
Howard Platt	Chair	In Person
Lacy Muir	Trustee	In Person
Linda Waterson	Trustee	In Person
Sheila Yates	Trustee	Zoom
Stephen Whatmore	Trustee	In Person
Andy Moorcroft	CEO	In Person
In attendance		
Tim Long	Executive Principal Secondary and Sixth Form	In Person
Vicky Briggs	Executive Principal - Primary	In Person
Damian McGuire	Finance Director	In Person
Adrienne Lang	Operations Director	In Person
Ben Logan	Head of Human Resources	In Person
Claire Howarth-Platt	Clerk	In Person

Papers Circulated in advance of the meeting
Trust Register of Interests Declaration of Interests Form Declaration of eligibility trustees Governance Structure September 2021 TCAT Strategic Plan 21-23 TCAT Risk Management Action Plan 21-22 TCAT Trust Board Minutes 15 th July 2021 Academy Performance Summary evaluations of Multi Academy Trusts Academy Handbook 2021 Academy Trust Handbook 2021 Twenty One Questions for MATs School Teachers Pay Policy

Part one – non confidential business

The meeting opened at 4:03pm

1.	Welcome The Chair opened the meeting and welcomed those in attendance.
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2.	<p>Absence/Apologies/Non-Attendance</p> <p>Apologies were received from: John Cartwright, John Monaghan, Stuart Titchard, Susan Richardson, Susila Davis and Phil McEwan.</p> <p>Jane Griffiths was not in attendance at the meeting.</p> <p>Resolved: Trustees consented to the absences.</p>
3.	<p>Register of Interests</p> <ul style="list-style-type: none"> • An updated register of interests from the 2020-2021 year had been circulated in advance of the meeting. • Trustees were asked to review their personal declaration of interests and where changes had occurred to update their Declaration of Interests, or where there were no changes to advise the Clerk as such. • A Declaration of Eligibility for all trustees was required. • Trustees were requested to sign and return a Declaration of Eligibility form to AL. <p>Action: All Trustees to review their Declaration of interests and update accordingly.</p> <p>Action: All Trustees to complete a Declaration of Eligibility.</p>
4.	<p>Declaration of personal interests</p> <p>There were no declarations of personal interest in any item on this agenda.</p>
5.	<p>Membership and Organisation</p> <p>a. Election of the Chair of the Trust Board</p> <ul style="list-style-type: none"> • Nominations were invited from Trustees for the role of Chair of the Trust Board. • Nominations were invited from Trustees for the role of Vice-Chair of the Trust Board. • Howard Platt nominated himself for the role of Chair of the Trust Board. • Stephen Whatmore nominated himself for the role of Vice-Chair of the Trust Board. • HP and SW left the room whilst a vote took place. • Trustees discussed the appointments and the candidates. <p>Resolved: Trustees voted to appoint Howard Platt as Chair to the Trust Board for a term of one-year.</p> <p>b. Election of the Vice Chair of the Trust Board</p> <p>Resolved: Trustees voted to appoint Stephen Whatmore as Vice-Chair to the Trust Board for a term of one-year.</p> <p>c. Terms of Office</p> <ul style="list-style-type: none"> • Terms of office had been renewed in July 2021 – there were no Trustee appointments due for renewal during the 2021-2022 year. • Stuart Titchard as a DBE appointed Director, had needed to be nominated by The Diocese of Chester before he could be reappointed to the Board.



	<ul style="list-style-type: none"> Confirmation of his reappointment from the Diocese of Chester had been received and as such ST's term of office would be 31st August 2021 to 31st August 2025. All terms are non-coinciding. <p>A Trustee queried what the maximum or recommended term of office would be. Answer: It is recommended that Trustees serve no more than two full terms of four years; however, this is only a recommendation, if a Trustee wished to continue in role beyond that time frame the Board would be free to reappoint that Trustee if they so wished.</p> <p>A Trustee enquired how long the board of Trustees had been in place. Answer: Four years, which is half of the recommended maximum length of service. That is why the Trustees' terms of office were renewed in July.</p> <p>Trustees enquired how long the maximum term of office would be for the Chair of the Trust Board. Answer: AL confirmed she thought it was 6 years. The Clerk confirmed that it was a one-year term of office, renewed annually.</p> <p>Trustees clarified that the question related to how many years a Trustee could serve as Chair. The clerk confirmed she thought it was recommended up to 6 years but would need to confirm post meeting.</p> <p><i>Post Meeting</i> The Clerk confirmed to the Chair that the TCAT Articles of Association do not specify a maximum length of service for the Chair; however, the Governance Handbook at s4.3.1 point 50 suggests that: <i>With effective succession planning in place, it can be beneficial for strong chairs to move on to another school or academy trust after a reasonable time (e.g. two terms of office).</i> The National Governance Association recommends that Chairs not serve more than six years in post.</p> <p>d. Establishment of the Safeguarding Panel The Chair sought clarification on this point, as it was thought that this had been completed. Members of the Trust Board were asked to nominate themselves to join the Safeguarding Panel at the end of the last term; however, the panel was not formally ratified. S. Davis and P. McEwan had both agreed to join the panel at that time, one further member would be required.</p> <p>The Chair clarified that the Safeguarding Panel would meet on a termly basis to provide an added level of accountability and to hear from staff regarding work that is taking place within the Trust.</p> <p>Sheila Yates volunteered to join the panel.</p> <p>Resolved: Trustees agreed to ratify the panel with Susila Davis, Phil McEwan and Sheila Yates as members.</p>
6.	<p>Strategic Plan 2021-2022 <i>AM provided an update.</i> The Strategic Plan focused on the three P's: Pupils, People, Performance.</p> <p><i>Pupils</i> There is a focus on the recovery from Covid-19 which has impacted substantially on academic achievement and pupil mental health. Disadvantaged and SEND pupils have been particularly affected and priorities are consequently focussed on addressing those issues.</p>



	<p>Priorities relating to the curriculum seek to address gaps and lost learning through use of the Catch-Up premium, and strategies for disadvantaged pupils.</p> <p>Along with the implementation of TCAT Reads across the Trust and the development of TCAT Mental Health aspirations.</p> <p><i>People</i></p> <p>Staff have been through a difficult time there is a lot to do to keep people happy and safe. Wellbeing is a key element within the plan. There is a significant amount of support already in place; however, efforts were being made to develop the offer further.</p> <p>Professional development had always been part of the plan but was being linked to the National Professional Qualifications and Early Career framework.</p> <p>Equality and diversity would also be progressed and developed over the next two years.</p> <p><i>Performance</i></p> <p>Value for money was central within action plans and the Trust had achieved a lot; however, there were further opportunities for improvement: procurement could be improved, along with sustainability from both an environmental and organisational perspective and the talent management of people and capacity creation. Technology also required further progress a lot had been achieved relating to IT but that would continue to move forward.</p> <p>Trustees enquired what the circulation of the Strategic Plan is.</p> <p>The Strategic Plan was provided to Trustees, placed on the website for public consumption, would be provided to the Regional Schools Commissioner (RSC) and Ofsted and informed action plans in each Academy so would also be available to School Leadership teams and Local Governing Boards.</p> <p>Trustees questioned whether there had been any public reaction to the document, as there is a lot of detail and actions with names against them.</p> <p>There had not been any public reaction to the document.</p> <p>During the last academic year an engagement process was undertaken with Headteachers to ensure that they understood the goals of the Trust and how those goals were disseminated down to the Academies. It is a centrally produced document, but it is produced in consultation with Academy leaders.</p> <p>Although unions were not mentioned in the circulation of the Strategic Plan, it had been seen by the unions who have had a positive reaction to it.</p>
7.	<p>Risk Management Plan 2021-2022</p> <p><i>AM provided an update.</i></p> <p>The Risk Management Plan had been written in conjunction with the Risk Management Policy.</p> <p><i>COVID-19</i></p> <p>The risk to the Trust due to COVID-19 remained high: high rates of infection in the student body were still being seen and the expectation was that this would continue to increase over the Autumn 2021 term.</p> <p>It was hoped that rates of infection would reduce as the year progressed.</p> <p><i>Brexit</i></p> <p>There may be an impact from Brexit for instance around fuel and prices for utilities. Brexit had been graded 2 in the plan but it was necessary to be mindful of the potential impact.</p>



Press

Negative coverage was the main identified risk.
This would be monitored.

Pupil numbers

The risk relating to pupil numbers had changed, from not having enough pupils to potentially having more than can be managed.

Safeguarding

Safeguarding had been downgraded to 2 and there would be additional mitigation with Safeguarding Reviews taking place.

The first Safeguarding review had been completed at Padgate Academy with AL and the Safeguarding team visiting the school.

The Safeguarding Panel having also been ratified ensures the Trust are mitigating the risk as far as possible.

Estates management and business continuity

The Trust endeavour to work proactively in this area.

However, issues requiring urgent response do still occur for example, the flood at Meadowside. There was ongoing work to mitigate the risk.

Curriculum and Quality

Monitoring Curriculum and Quality had been difficult due to COVID-19 restrictions limiting the ability to physically get into schools.

Reviews had started in schools with two to three completed. TL and VB had been going into schools to conduct the reviews which helped to manage that risk.

Information Management

There were no major issues at present; but the Trust continued to move forward with centralised platforms and improved IT infrastructure to mitigate the risk.

A Trustee commented that it was good to see a live document that reflected current risks for example around Brexit: however, requested that AM account for Growth as a potential risk not being mentioned, as the Board had previously discussed growth as a potential risk.

Discussion had been had about creating a separate growth plan which had been started at the end of last year, a first draft had been completed.

Some growth had been referred to within the risk management plan. There was an element of growth through the funding contract that is a risk.

A Trustee raised the issue of discontinuing or poor availability of supplies and challenges in getting supplies into school when needed and questioned how the risk was being managed.

The Trust had faced issues in this area. The price of buses for sports and trips had almost doubled compared to pre-lockdown prices. This is in part due to a shortage of drivers but is also a result of small suppliers going out of business. Schools were also experiencing delays in supplies the example of Bridgewater High School was given; coloured paper and books were required for some pupils and there was a two-month delay in supply for those items.

A Trustee enquired whether there had been issues with energy and utilities.

DM confirmed that the Trust had a contract with Total Gas which is a large Crown Commercial service who purchase for the NHS and Local Government. They buy wholesale six months in



	<p>advance, so for the next six months prices should remain stable. At the end of that six-month period changes to price may occur.</p> <p>There was a related financial issue regarding increased building costs, which would have an impact on building works around schools.</p> <p>Trustees clarified that building contracts are always agreed on a fixed price basis.</p> <p>This was confirmed. The majority of agreements were placed shortly after quotes were received, the Trust were therefore doing as much as possible to mitigate against rises in costs. There had been surprising variation between suppliers when receiving quotes. Due diligence had been undertaken for all agreements to ensure that quotes were suitable, fixed and from reputable companies. Trustees noted that it is a variable market.</p> <p>The Chair noted that financial management in the Trust would be tested under the current conditions.</p> <p>AL agreed with the sentiment and assured Trustees that these matters would remain priorities. Energy contracts were being discussed as part of the Trust's sustainability agenda; however, given the current issues this had been paused as CCS had stopped accepting new customers.</p> <p>Trustees noted that it would also be necessary to consider how families in the Trust would be affected by increasing gas prices, cuts to Universal Credit and the end of the furlough scheme. Pupil Premium students in particular could be affected.</p> <p>Resolved: Trustees accepted and approved the Risk Management Plan.</p>
8.	<p>Minutes of the Trust Board meeting held Wednesday 15 July 2021</p> <p>a) Matters arising There were no matters arising.</p> <p>b) Action log AL to amend the organisation Chart. Completed.</p> <p>Resolved: The minutes were approved as an accurate record of the meeting held 15th July 2021.</p> <p>Trustees noted that there had been a change to the Academies handbook whereby approved minutes and papers of the Trust Board would need to be placed on the Trust website following the meeting. Confidential papers and matters would therefore be reserved for Confidential minutes.</p>
9.	<p>CEO Report</p> <p>AM provided a verbal update for Trustees</p> <p><i>Ofsted Inspection</i></p> <ul style="list-style-type: none"> Great Sankey Primary School had undergone an Ofsted Section 8 inspection two weeks prior to this meeting. A formal outcome was yet to be received. The verbal feedback provided highlighted that the curriculum was strong, pedagogy was both strong and ambitious, policies were obvious in books, governors were clear about the strategic advantages of being in the Trust and staff spoke positively about TCAT and professional development. Congratulations were extended to VB and the Great Sankey Primary School team.



- VB was very proud of staff and pupils who showed the best of Great Sankey Primary School.
- A significant amount of training had taken place with staff, particularly around compliance and the effect of this was evidenced during the inspection when all staff were able to discuss training.
- Training for Senior Leadership Teams (SLT) would be taking place across the Trust covering compliance issues from a leadership perspective.

AM continued his report.

Covid-19

- Covid-19 continued to have an impact on schools: 192 live cases amongst students in the Trust and some live cases with teaching staff.
- Cases were mainly in Secondary and Post 16 institutions. The largest number was at Bridgewater High School with 83 positive cases. Students testing positive go into isolation and this therefore remained a concern.
- The Risk Assessment had been updated in accordance with the new guidance.
- Students were tested at the start of the year.
- Public Health England had not triggered an outbreak within a school yet, it was not clear what that would entail.
- If there were to be an outbreak additional infection control measures may need to be reintroduced for example, masks and bubbles.
- Primary schools had not been badly affected.
- Although the numbers of positive cases are higher in the secondary and post-16 environments, the numbers had halved compared with the previous half term.

Vaccination

- Vaccination had become a complicated issue; with a large amount of anti-vaccination sentiment targeted toward schools.
- It is a complex landscape, and the Trust were seeking legal advice on navigating it.
- The vaccination programme would take place on school premises but would not involve school staff. This had led to anti-vaccination protestors assuming that schools had some level of control.
- AM explained that the Trust should adopt an impartial position.
- The vaccination programme is a Public Health initiative that schools accommodate but it is for parents and children to decide whether they accept the offer of vaccination.
- There may be an issue around consent: any child over the age of 12 can provide consent personally without parental agreement unless they are deemed unable to do so.

Trustees questioned whether there was a definition for children providing consent unless “unable to do so”.

There was some clarity regarding students with severe SEND.

TCAT would follow the Government guidance in order to provide reassurance to parents. Anti-vaccination groups that had written to head teachers and governing bodies and the Trust was taking legal advice and using the legal framework to respond.

A discussion regarding consent for vaccinations and the position of the Trust followed some of the following concerns were raised:

- Trustees expressed concern about children who disagreed with their parents regarding the choice to vaccinate.



- The guidance for young people was poor which may result in pupils seeking advice from teachers.
- Teachers would be advised to redirect pupils to their parents.
- There had been no formal notification regarding vaccination dates.
- Once a date was confirmed a letter requesting consent would be sent to parents, but parental consent was not required for the child to receive the vaccination.
- In the absence of parental consent how to proceed would be at the clinician's discretion.
- As the clinician would not know the child it was likely that schools would need to assist.
- It would not be up to schools to make decisions for children, although schools assume loco parentis that does not apply in this case.
- It will be up to the person in charge of the vaccination programme on the day to make a decision about a child's mental capacity and schools cannot lead the child.
- Where there is disagreement between parents and children the school should have no role, previously all vaccinations have relied on parental consent.
- The guidance is that the child and the parent must reach consensus.

2021-2022 Exams

- Some guidance had been received on the day of the meeting, regarding the summer exam season.
- Exams would go ahead barring another lockdown.
- There would be some adaptations including additional choice over questions, leniency towards grading and seen papers.

Trust School Improvement Offer (TSI)

TSI is a new Department for Education (DfE) initiative.

Strong Trusts were being approached to support schools not yet part of a Multi Academy Trust (MAT).

TCAT had been identified to be a school improvement provider and had been asked to support five schools.

The income would be £600 per day for this support.

It would provide a good development opportunity for staff across the organisation.

A trustee noted that TSI offered development and income opportunities for the Trust and questioned whether it also offered an opportunity to undertake due diligence on future Trust members, querying how many of the five identified schools could be potential TCAT members.

This would depend on the view taken by the Board. The DfE would suggest that all schools are potential candidates as they have identified a 15-mile circumference around Priestley College for the Trust.

From a Trust perspective faith schools are probably not potential members due to the requirements of the Dioceses. Some of the other schools had already been discussed as possible members. One of the schools is already in a MAT.

Trustees questioned why that school was not being supported by the MAT to which they belonged.

TCAT had also been offered support for Padgate Academy. The TSI was an opportunity to bring in external support and provided a reciprocal arrangement.

Growth



- A number of meetings had been scheduled for October with schools at varying stages of consideration for academisation.
- An approach had been received recently from a maintained school.
- Trustees agreed to let these conversations run their course.

Trustees commented that there had been discussions underway with a school interested in joining the Trust.

The Chair suggested offering the Chair of Governors at the school an opportunity to observe a committee meeting of the Trust to support their understanding of how the Trust operates.

Trustees agreed with the proposal.

Action: Invite the Chair of Governors to attend a Trust committee meeting.

The Trust was in the process of developing an Associate Member offer.

Challenge: Trustees questioned whether AM was confident that there were enough opportunities being worked on in this regard.

There were a lot of opportunities, but the Trust was being discerning to find schools that are the right fit. The difficulty with conversations around growth is that schools cannot be rushed, time was required for the relationship to be developed.

Student numbers

Year 7: Beamont Collegiate Academy (BCA), Sir Thomas Boteler C of E High School and Bridgewater High School were at full capacity. Penketh High School was oversubscribed. Padgate Academy had places available.

A discussion was held regarding an increase in the number of students arriving in Warrington from Hong Kong.

- 450 former Hong Kong residents had moved into Warrington since April 2021 and there was daily demand on Penketh High School for places.
- The school had accepted 190 pupils in year 7 if all applications were accepted the number would rise to 216.
- As schools operate on lagged funding increased numbers of pupils presented difficulties.
- Due to the recent restructure to reduce the PAN Penketh HS did not have capacity in teaching staff, classrooms or the communal school building to accommodate more students.
- In year funding from the DfE would be required.
- The Trust were engaged in trying to get that funding and had met with the Education and Skills Funding Agency (ESFA).
- **Trustees noted that there were three funding issues to consider: in year funding, capital funding and long-term capital funding to rebuild the school building.**
- Trustees questioned what the Trust were doing to support pupils and parents.
- LM confirmed that a meeting had been held for parents with an interpreter, day to day the school was utilising Google Translate; however, parents were clear that they wanted the children to be absorbed into the community.
- John Carlin was hoping to engage some Teaching Assistants who could speak a second language to support the pupils.

Priestley College

In July 2021 the college had 1993 students on role.

At the time of the meeting there were 2221 students on role, an increase of 228 students.



	<p>SY confirmed that the Principal and board were pleased and highlighted that the college was now over capacity.</p> <p>The college wanted to provide a good experience for students and therefore clarified that the purpose of recruitment would need to be reviewed.</p> <p>Without a new building then the College would want to keep admission numbers static.</p> <p>Trustees questioned whether there was any progress with the sale of land.</p> <p>DM provided feedback for the Trustees: the potential sale of land at Priestley College had been shelved. The LGB at Priestley College had decided not to sell the land.</p> <p>A sale had been agreed for a strip of land between BCA and Warrington and Vale Royal College, the proceeds of which would be reinvested in BCA.</p> <p>The transfer of land would need to be agreed by the Secretary of State who can put restrictions on the use of the land, typically for curriculum purposes. The Secretary of State will also want to know what BCA will spend that income on.</p> <p>Head Teacher Appraisal</p> <p>Head Teacher Appraisals were ongoing with some having been completed.</p>
10.	<p>Academy Performance</p> <p>a) Summer Results</p> <p><i>VB updated the Board</i></p> <ul style="list-style-type: none"> • A report has been provided to the Board which summarised outcomes for pupils. • Trustees noted that the data was not published and had all been determined internally. • There had been a significant drop in Early Years attainment in two schools and Phonics. • The drop in phonics was a concern as there is a new framework and changes to the administration of Phonics Screening. • There was a concerning drop in maths at Key Stage 2 across Academies. • National data was very similar. • Attainment in reading was maintained overall with a few drops. • Year 6/End of Key Stage 2 saw a drop in Maths and Spelling Punctuation and Grammar. • There would be increased focus on Maths, Early Years and Phonics this academic year. • More detail would be provided at the Quality and Standards Curriculum meeting. <p>Trustees expressed concern regarding the data at Penketh South Primary School and Meadowside Community Primary School and questioned whether there would be further support provided to the schools.</p> <p>VB explained that the narrative had been included to support the interpretation of the data. The absence rates since September had improved. Due to the make-up of their intake Meadowside received more funding and there was a focus on how they spend Pupil Premium Funding and Catch-up funding. Interventions were in place and peer reviews would take place during the Autumn term, phonics and reading would be key areas of focus.</p> <p>The three schools with Early Years Foundation Stage (EYFS) pupils had seen an increase in the number of children entering EYFS with development delays for instance children still using nappies. There was also a number of children with greater needs moving into Year 1.</p> <p>Trustees questioned whether this was a national issue.</p> <p>This was confirmed, reports talk significantly about speech and phonics. The intake across Warrington indicates a further drop, however. The baseline assessments will provide further</p>



indication of where the children are in terms of their development. Wider development for instance how the children play and socialise also appears to be delayed and shows a stark difference.

This academic year there will be an increase in focus on EYFS.

As children move from Year 1 to Year 2 the style of teaching changes. Children need to make progress in EYFS in readiness for this. During, peer reviews how the curriculum is being adapted to suit those children, will be considered.

Trustees questioned whether additional resources would be required.

Early Years Apprentices were being considered. There were interventions that could be used but an increased adult presence would be required. Schools do have volunteers; however, it would be necessary to have adults who were trained and understood EYFS.

TL updated the Board.

- Most of the data at secondary level was based on progress rather than outcome measures.
- Attainment shows the grade achieved but not how much progress a child has made.
- Considering the national distribution of grades, significant grade increases can be seen.
- Selective secondary schools and independent schools had seen more increases in grades than maintained schools meaning that within the system there is an unreliable data set.
- It is advisable to focus on the data from Teacher Assessed grades. These are the grades that teachers judged were correct for students taking variables such as COVID-19 into account.
- There was a risk of over or under concluding in the data.
- TCAT teachers and students understood the grades that they had received.
- Teaching staff went through a robust process; however not every school and student were able to provide the same set of evidence for grading.
- **Trustees concluded that a return to exams would therefore be welcomed.**
- TL confirmed but explained that incoming students would not have the same baseline data from the end of Key Stage 2, the current Year 8 pupils would not have any benchmark data from Key Stage 2 once they reach Year 11.
- The data that was being used was based on data that primary schools had provided along with Cognitive Ability Tests (CAT). As a Trust it had been decided to ensure that all Year 7 students undertake CAT tests and progress tests in Years 8 and 9. This provided an indicator against which to benchmark progress. The 2027 Year 11 cohort would be the next to have Key Stage 2 data again.
- For the 2022 summer results the grade inflation would be balanced between current and pre-pandemic levels.
- Prior to COVID-19 Ofsted had reduced the significance of outcomes and wanted outcomes to have less of a role in the judgement of a school, to avoid schools 'managing' the curriculum to produce better outcomes.
- Although the Ofsted framework had shifted to curriculum design, it was still necessary to have a standardised position.
- Schools can effectively judge what Age Related Expectation (ARE) is in reading and the biggest impact on progress is in reading.
- Primary schools within the Trust were also using CATs tests so the data would be available from Year 3.

Trustees questioned whether this would be adopted more widely than TCAT.

A lot of schools use CAT testing, it is not a complete set of data, but enough schools undertake the tests that the data can be used.



	<p>Year 7 were being predicted grades using a combination of CATs and Key Stage 2 teacher assessments.</p> <p>Trustees commented that a lack of standardised data has coincided with the change in Ofsted's approach.</p> <p>This has provided an opportunity for schools that invest in the quality of their curriculum to move forward over those schools that became good at manipulating exams to achieve well.</p> <p>Entry profiles are being published this summer; this could raise questions around why students are being entered for particular subjects.</p> <p>If curriculum is well designed, assessed and benchmarked it will be possible to evidence that good progress is being made.</p> <p>This should be a positive for the Trust; as Trust schools have invested in the curriculum.</p> <p>Trustees noted that reading had been identified as a priority and questioned whether it was clear how much of an issue reading was.</p> <p>The hypothesis was that reading would suffer during COVID-19 lockdowns. The exposure to reading was more challenging to undertake online. Baseline tests were being completed to confirm whether this is an issue and CAT testing in Year 8 would demonstrate whether reading strategies were impacting on reading ages.</p> <p>b) COVID-19 Impact</p> <p>The COVID-19 impact had been discussed earlier in the meeting.</p>
11.	<p>MAT Summary Evaluations</p> <p><i>Ofsted</i></p> <ul style="list-style-type: none"> There were four Trust schools identified as potentially within the Ofsted window for inspection: Bridgewater High School, Padgate Academy, Sir Thomas Boteler CofE High School and Broomfields Junior School. There had been a Guidance document provided relating to a new development from Ofsted. Ofsted are not mandated to inspect MATs, consequently they have introduced Summary Evaluations there were two stages to the process: <ul style="list-style-type: none"> Firstly, Ofsted would inspect a number of MAT schools within a set time frame. Secondly during a single week Ofsted would visit the MAT to meet key personnel and discuss the outcomes of Section 5 and Section 8 inspections of the academies; they would carry out one or more survey visits at schools within the MAT and carry out separate telephone surveys with schools that had not been inspected. <p>A brief discussion of Summary Evaluations followed:</p> <ul style="list-style-type: none"> Trustees questioned whether this would be a public report. An Ofsted judgement would not be provided. It was not clear whether MATs would be required to publish the result of a summary evaluation. Ofsted would publish the letter that is sent following the summary evaluation, on their website. Trustees noted that this would be important for the Trust's growth strategy. At the time of the meeting there had not been any published summary evaluation letters, it was not therefore clear what the content of the letters would be and whether subjective comments could be included.



	<ul style="list-style-type: none"> Trustees considered that this could present an opportunity to receive external confirmation of the work that the Trust were doing. An MP had asked the question of inspection for MATs in Parliament, and the Speaker of the House had made it clear that this could not be made law in the next 18 months. The question has been raised with Her Majesty's Inspectorate (HMI) how the business work that a MAT undertakes would be reflected in an evaluation and an answer was not available. There is a danger that an evaluation would devalue the work that is done and the benefit of being in a trust.
12.	<p>Academy Handbook</p> <p>An update for information purposes was provided.</p> <ul style="list-style-type: none"> The Academy Handbook had replaced The Finance Handbook. The Academy Handbook is more comprehensive and includes some significant changes included increased transparency, so minutes will be published.
13.	<p>21 Questions for MAT Board</p> <ul style="list-style-type: none"> MATs were encouraged to self-reflect and introduce in review processes. The 21 questions for MAT board was a useful document to return to as a Trust board. It may be beneficial to have a working group to review those questions. The Chair suggested that the 21 questions document be scheduled for another meeting and offered to lead a working party to review it. <p>SW, SY and LW offered to join the working party.</p> <p>Action: Convene a meeting of the working party to review the 21 questions document before the next full board meeting.</p>
14.	<p>Policies for Review/Approval</p> <p>Teachers Pay Policy</p> <p>BL provided an update</p> <ul style="list-style-type: none"> It was necessary to undertake an annual review of the School Teachers Pay Policy. The policy was based on the Government's remit. A new document was to be laid before parliament and would become law in 3 weeks following this meeting. Trustees noted two key changes: the consolidated pay award for teachers earning less than £24000, which applied to the lower 3 spines of the Unqualified Teachers pay range. And changes to TLR3 payments: TLR3 payments are not normally consecutively awarded; however, there was scope to do so in relation to tutoring and Catch-up funding. It was recommended that Trustees approved the changes in principle. Pay progression should be based on performance, the Trust have provision for a no progression decision without the need for a capability procedure. Unions were arguing that progression should be the norm unless teachers are in capability procedures. <p>Trustees questioned how many teachers this provision would apply to and whether it should be retained.</p>



	<p>AM clarified that the policy is not punitive, and was intended to reward the efforts of teachers, the spirit of the policy was to provide pay progression so there should not be many staff who do not progress.</p> <p>Trustees pressed for further detail on the circumstances under which the provision might be used. Decisions were based on objectives. The new policy was clear that objectives should not relate solely to data and one objective is that teachers engage with their professional development plan. There could be a teacher who did not undertake any CPD and whilst that might raise a question regarding pay progression, it would not in itself trigger capability procedures. Trustees noted that the provision would only be used in exceptional circumstance and the intention of the policy is that most staff would progress.</p> <p>The recommendation was to retain the no pay progression provision as it provided flexibility. Current wording would be retained and headteachers advised that pay progression should be the norm, but that the option to award no pay progression without the need for capability procedures is there if required. The advice would be to avoid using this clause, to address performance issues in a timely manner.</p> <p>This forms part of a cultural shift: previously the position had been that where a colleague did not pass appraisal they were put onto capability, leadership are being encouraged to deal with issues when they occur rather than waiting for appraisals. Leadership are being encouraged to utilise the TED process, which is a supportive process that encourages people back on course.</p> <p>Trustees confirmed that they felt strongly that the provision for no pay progression without the need for capability procedures should remain in place.</p> <p>Trustees noted that most people achieve pay progression and where people do not there is a good reason for that.</p> <p>Ideally the Trust would have liked to reward teachers with a pay increase this year; however, it was necessary to follow the government recommendations. The Trust is not being funded sufficiently to offer increases in pay against recommendation.</p> <p>Resolved: Trustees agreed to approve the Teachers Pay Policy in draft form.</p>
15.	<p>Any Other Business</p> <p>There were matters to raise under Any Other Business.</p>
16.	<p>Confirm Date and Time of the Next Meeting</p> <p>9th December 4pm</p> <p>Resolved: Trustees agreed to hold the next Trust Board meeting on the 9th December at 4pm as previously agreed.</p>

Part one of the meeting ended 5:58pm

Action Log

Agenda Item	Action	Owner	Due Date
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3. Register of Interests	Review the Declaration of interests and update accordingly.	All Trustees	ASAP
3. Register of Interests	Complete a Declaration of Eligibility.	All Trustees	ASAP
9. CEO Report	Invite the Chair of Governors of SAT primary school to attend a Trust Committee meeting	AM	As appropriate
13. 21 Questions for MAT Board	Convene a meeting of the working party to review the 21 questions document before the next full board meeting.	HP	Before next Trust Board meeting