

**THE MAST MULTI ACADEMY TRUST**

Company No: 10357136

**THE TRUST BOARD**

Minutes of the meeting of the Trust Board of The MAST Multi Academy Trust (the **Academy Trust**) held at Shelley First School on Wednesday, 28 November 2018 at 6.30pm (the **Meeting**).

**PRESENT**

Mr M Jones (Chair), Ms E Godman, Mrs D Knowles, Miss A Mills, Ms R Roughton, Mr A Wilkinson, Dr A Williams, Mr G Wilson,

**In Attendance**

Mr J Field (Financial Director)

Mrs N Greenough (Head Teacher Scissett Middle School)

Mr G Johnson (Head Teacher Kirkburton Middle School)

Mr R Preston (Mazars LLP)

Ms M Stephenson (Mazars LLP)

Mr G Dawkins (Minute Clerk)

Item	Minute	Action
<b>120. <u>ELECTION OF CHAIR</u></b>	<p>Nominations for Chair were taken from the meeting.</p> <p>Ms Roughton nominated Mr Martyn Jones and this was seconded by Ms Godman.</p> <p>There were no other nominations and Mr Martyn Jones was duly elected as Chair of the Trust Board.</p> <p><b>RESOLVED:</b> That Mr Martyn Jones be elected as Chair of the Trust Board.</p>	

Item	Minute	Action
<p><b><u>121. APOLOGIES FOR ABSENCE, CONSENT AND DECLARATIONS OF INTEREST</u></b></p>	<p>Apologies for absence were received from Mrs Baljit Birring (consent) and Mrs Helen Jones (consent).</p> <p>There were no declarations of interest.</p> <p>(i) <u>The Trust Board was asked to Confirm the Protocols on Apologies and Consent to Trustee Absence.</u></p> <p><b>RESOLVED:</b> That the Trust Board will decide on whether to grant consent on an individual basis depending on the circumstances.</p>	
<p><b><u>122. ELECTION OF VICE CHAIR</u></b></p>	<p>Nominations for Vice-Chair were taken from the meeting.</p> <p>Ms Roughton nominated Dr Andy Williams and this was seconded by Miss Mills.</p> <p>There were no other nominations and Dr Andy Williams was duly elected as Vice-Chair of the Trust Board.</p> <p><b>RESOLVED:</b> That Dr Andy Williams be elected as Vice-Chair of the Trust Board.</p>	
<p><b><u>123. REPRESENTATION</u></b></p>	<p>The following matters of representation were reported:</p> <p>(i) <u>Appointment</u></p> <p>The Chair reported that Miss Andrea Mills has been appointed as a Trustee and welcomed her to the Board. Miss Mills, who lives in Skelmanthorpe, is FCCA qualified and works for a multi media company. Her son attends Kirkburton Middle School.</p> <p>(ii) <u>Resignation</u></p> <p>The Chair reported that Mrs Claire Grainger resigned in late summer.</p> <p>The Trustees recorded their thanks to Mrs Grainger for her service on the Board and to the MAT.</p>	

Item	Minute	Action
	<p><b>ACTION:</b> The CEO is to organise a gift and a letter of thanks to Mrs Grainger</p> <p>(iii) <u>Vacancies</u></p> <p>It was noted that there is 1 vacancy for a Trustee to be appointed by Members.</p> <p>An advert has been placed on the Academy Ambassadors website for a trustee with legal and marketing experience.</p>	<p><b>CEO</b></p>
<p><b><u>124. DELEGATION OF AUTHORITY</u></b></p>	<p>The previous Delegation of Authority which read: “That providing all information was circulated electronically in the first instance and reported at the next meeting of the Trust Board, that any 3 Trustees may be delegated authority for such decisions.” was proposed for approval.</p> <p>It was agreed that the previous Delegation of Authority be approved.</p> <p><b>RESOLVED:</b> That providing all information was circulated electronically in the first instance and reported at the next meeting of the Trust Board, that any 3 Trustees may be delegated authority for such decisions.</p>	
<p><b><u>125. PRESENTATIONS FROM HEAD TEACHERS: DATA OVERVIEW AND PRIORITY AREAS FOR SCHOOLS</u></b></p>	<p>Natasha Greenough and Gary Johnson presented a standard format for the data overview at Scissett Middle and Kirkburton Middle Schools respectively.</p> <p>Mrs Debra Knowles presented data for both Birdsedge and Shelley First Schools in Mr John Simmons absence both using the same format.</p> <p>(a) <u>Scissett Middle School (SMS)</u></p> <p>The DfE KS2 data suggests the following:</p> <ul style="list-style-type: none"> <li>• Attainment – Broadly in line with NA. <ul style="list-style-type: none"> <li>- 60% achieved Expected, NA 64%</li> <li>- 10% achieved Greater Depth (GD) at NA</li> </ul> </li> </ul>	

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	<ul style="list-style-type: none"> <li>- 31% of DA achieved expected which is below NA.</li> <li>- The cohort is below NA in Maths – 67.3% compared to 76%.</li> <li>- Reading broadly in line with NA – 74.3% / 75%.</li> <li>- Grammar, Punctuation &amp; Spelling is below NA – 73% / 78%.</li> <li>- Writing is above NA - 84.7% / 78%</li> </ul> <ul style="list-style-type: none"> <li>• Progress – On entry prior attainment is significantly higher than NA with only 3.4% of pupils classified as Low Ability compared to 27% on entry based on GL and 24% nationally. 45% were classified as High Ability compared to 22 % with GL and NA. This is typical of the Middle School system.</li> <li>• Progress from KS1 to KS2 is below average in Reading and Maths and average in Reading.</li> <li>• Maths progress was in the bottom quintile for Middle Ability and DA pupils.</li> <li>• Maths progress for High and Low Ability pupils including DA was broadly in line with NA.</li> <li>• Reading progress was strongest for High Ability pupils especially DA.</li> </ul> <p>GL Assessment suggests the following:</p> <ul style="list-style-type: none"> <li>• Progress was strongest in Maths where 95% achieved Expected and 33% achieved GD.</li> <li>• 1 FSM did not achieve Expected.</li> <li>• Yr6 Maths on entry 99.1 and on exit 105.7.</li> </ul> <p>Actions:</p> <ul style="list-style-type: none"> <li>• Ensure assessment data is accurate, valid and purposeful.</li> <li>• English – focus on vocabulary and strategies to decode, SPaG and inference.</li> <li>• Maths – focus on ratios and proportion</li> <li>• Whole school focus on Middle Ability boys.</li> <li>• Re-evaluation of assessment types</li> <li>• RAGed Rapid Improvement Plan</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Restructure English</li> <li>• CPD Guided Reading for 2 staff</li> <li>• Phase 2 of Maths project</li> </ul> <p>Year 8:</p> <ul style="list-style-type: none"> <li>• By the end of Yr8 progress is strong.</li> <li>• Progress in English is strong though less so for Das.</li> <li>• Progress in Maths is strong for all groups particularly for High Ability pupils.</li> <li>• Areas of weakness are Geography and Technology.</li> </ul> <p>Key Priorities:</p> <ul style="list-style-type: none"> <li>• Continue to improve Yr6 outcomes in Reading.</li> <li>• Middle Ability Boys.</li> <li>• Improve attendance and reduce Persistent Absence particularly for DA.</li> <li>• Explore opportunities for transition in Yr9.</li> </ul> <p>(b) <u>Kirkburton Middle School (KBMS)</u></p> <p>Year 6:</p> <ul style="list-style-type: none"> <li>• It was noted that their Yr6 was similar to SMS with significantly below NA in Maths and SPaG, with Reading closer to NA.</li> <li>• The cohort is significantly below NA for Reading, SPaG and Maths, with Writing closer to NA.</li> <li>• The gap for DA is significant.</li> <li>• As with SMS, on entry prior attainment is significantly higher than NA with only 4% of pupils classified as Low Ability compared to 24% nationally and 47% were classified as High Ability compared to 22% NA.</li> <li>• KS1 to KS2 significantly below in all areas except Writing.</li> <li>• Summer Born made significantly slower progress as did DA.</li> </ul>	

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	<p>Year 6 English Areas of Focus:</p> <ul style="list-style-type: none"> <li>• Vocabulary – strategies to decode and context.</li> <li>• SPaG – especially Grammar</li> <li>• Test Techniques and Test Readiness</li> <li>• Inference</li> </ul> <p>Whole School Areas of Focus:</p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Re-evaluation of assessment points - at least 3 a year.</li> <li>• Implementation of Pupil Progress Review meetings.</li> <li>• Participation in Strategic Schools Improvement Funding through WYTA.</li> <li>• HLTA to work within English</li> <li>• Timed comprehension tasks</li> <li>• Diagnostic SPaG and Reading tests.</li> <li>• Re-instated SPaG.com for homework.</li> <li>• CPD in staff meetings</li> <li>• Bedrock vocabulary</li> <li>• Classes grouped by Writing ability</li> </ul> <p>Yr6 Maths Areas of Focus:</p> <ul style="list-style-type: none"> <li>• Fluency &amp; accuracy</li> <li>• Content of Yr6 Maths curriculum – ratios, proportion, fractions, decimals, percentages and measurement.</li> <li>• Test Techniques.</li> <li>• Writing a new Scheme of Work</li> <li>• HLTA to work within Maths</li> <li>• Re-instated Numeracy Ninjas, Times Table Rockstars and specific learning strategies.</li> <li>• Planning of Numeracy INTO Technology, Geography and Science.</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Maths interventions</li> <li>• Maths activities.</li> </ul> <p>GL Assessment suggested the following:</p> <ul style="list-style-type: none"> <li>• On entry the cohort was in the average band for English and Maths</li> <li>• Progress in Maths and English in Yr7 was outstanding.</li> <li>• Overall attainment at the end of Yr7 was above average.</li> <li>• Attainment in English drops at the end of Yr8.</li> <li>• Attainment in Maths remains high at the end of Yr8.</li> <li>• The gap for DA pupils was narrowed in Yr6 &amp; Yr7.</li> </ul> <p><b>Q. Does the lack of progress at Yr6 come from Trust pupils or from other provisions?</b></p> <p>A. This data can be split out and through collaboration the 3-tier system works but does not fit with the 2-tier assessment system.</p> <p><b>Q. Can Trustees see the statutory data for Middle Schools?</b></p> <p>A. Yes, it is accessible within the public domain and in the end of year report.</p> <p>The Chair thanked Natasha Greenough and Gary Johnson for their data presentations who then left the meeting.</p> <p>(c) <u>Birdsedge First School</u></p> <p>KS1 Data:</p> <ul style="list-style-type: none"> <li>• Number of pupils is 16</li> <li>• 75% achieved at least Expected in Reading, about NA at 75.5% and above LA average at 72.4%</li> <li>• 31.25% achieved GD in Reading, above NA at 25.7% and LA at 22.9%</li> <li>• Reading is a strength due to the ETA support in guided reading.</li> </ul>	

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	<ul style="list-style-type: none"> <li>• 68.7% achieved Expected in Writing and 25% at GD compared to NA of 70% and 15.9%. This has been supported by Writing interventions.</li> <li>• 75% achieved Expected in Maths and 37.5% at GD compared to NA of 76.1% and 21.8%</li> </ul> <p>Phonics:</p> <ul style="list-style-type: none"> <li>• 14 Yr1 pupils, 86% passed above both LA at 80% and NA at 83%</li> <li>• 6 Yr2 retake pupils, 100% passed. 2 children who joined Yr2 also passed from low starting points</li> <li>• Phonics teaching is considered good.</li> </ul> <p>EYFS:</p> <ul style="list-style-type: none"> <li>• 8 pupils, Good Level of Development (GLD) 75% above both LA at 69.4% and NA at 71.5%.</li> </ul> <p>School Priorities for the next year:</p> <ul style="list-style-type: none"> <li>• Ensure the quality of teaching and learning is consistently good or better in all lessons.</li> <li>• Ensure outcomes improve attainment in Writing and Maths.</li> <li>• Ensure all leaders are clear about their role and expectations and have a strong understanding of the strengths and areas for development.</li> </ul> <p>(d) <u>Shelley First School</u></p> <p>EYFS:</p> <ul style="list-style-type: none"> <li>• 69% of pupils achieved GLD (boys 64% and girls 74%) so below NA overall at 71.4%</li> <li>• Entry data was much lower than usual particularly girls.</li> </ul>	



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	<ul style="list-style-type: none"> <li>• Below NA for GLD but not significantly and High over time. In-year data is more in-line with usual.</li> <li>• Progress over 2017/18 was very strong for All with 81% making better than expected progress.</li> <li>• 63% (excluding SEN &amp; EAL) have achieved exceeding in at least one area of learning, i.e. not just RWM.</li> <li>• Girls are below NA in all areas except Reading and Writing.</li> </ul> <p>Actions:</p> <ul style="list-style-type: none"> <li>• Targeted speech and language provision.</li> <li>• Targeted behavioural support</li> <li>• Continuous provision planned for speech &amp; language, behaviour and fine motor skills.</li> <li>• Review of transitions</li> <li>• Pre-schools moderation/CPD</li> <li>• Closing the gap between boys and girls is in the SDP.</li> </ul> <p>Year 1 Phonics Check:</p> <ul style="list-style-type: none"> <li>• 85.3% passed compared to NA of 82.7%</li> <li>• Children have made good progress from end of EYFS in phonics reading</li> <li>• Reading scores overall are high in Yr1 and over time are well above NA in all aspects.</li> </ul> <p>Actions:</p> <ul style="list-style-type: none"> <li>• Phonics grouped across YR -Y2</li> <li>• CPD for support staff</li> <li>• Identified pupils in PM.</li> </ul>	

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	<p>Year 2 Phonics re-take:</p> <ul style="list-style-type: none"> <li>• 3 pupils, 66% passed compared to NA of 64%</li> <li>• Good progress of all 3 pupils.</li> <li>• The child who didn't pass made substantial progress in the number of words read correctly and receives appropriate support as SEN.</li> </ul> <p>Year 2:</p> <ul style="list-style-type: none"> <li>• 86.5% of pupils are at or above ARE in Reading at the end of Yr2 and 43% achieved GD compared to NA of 75.4% and 25.6%.</li> <li>• 78.4% of pupils are at or above ARE in Writing at the end of Yr2 and 21.6% achieved GD compared to NA of 69.9% and 15.9%.</li> <li>• 81% of pupils are at or above ARE in Maths at the end of Yr2 and 24.3% achieved GD compared to NA of 76.1% and 21.8%.</li> <li>• Girls progress is slightly lower than boys in R,W &amp; M. Better than expected progress in W &amp; M is good and generally gender equal. HAPs generally making good progress in R &amp; M.</li> <li>• Overtime there has been consistently high outcomes with at least good progress for all groups.</li> </ul> <p>Actions:</p> <ul style="list-style-type: none"> <li>• Focus upon HAPs in SIP.</li> <li>• Monitoring in Sept/Oct shows that pitch is accurate with opportunities for learning at the higher level.</li> <li>• Stable and targeted staffing.</li> </ul> <p>Year 5:</p> <ul style="list-style-type: none"> <li>• 86% (GL 100%) of pupils are at or above ARE+ in Reading at the end of Yr5 and 29% (GL 60%) achieved GD compared to NA of 77% and 23%.</li> </ul>	

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	<ul style="list-style-type: none"> <li>• 77% of pupils are at or above ARE+ in Writing at the end of Yr5 and 18% achieved GD.</li> <li>• 82.4% (GL 91%) of pupils are at or above ARE+ in Maths at the end of Yr5 and 26% (GL 59%) achieved GD compared to NA of 77% and 23%.</li> <li>• Progress is strong across the board with means well above national and progress in Reading particularly strong.</li> <li>• Gender gaps are small/insignificant.</li> <li>• Positive data for disadvantaged children.</li> <li>• Girls are making the slowest progress across all 3 core subjects.</li> <li>• Pupils perform strongly in GL assessments.</li> </ul> <p>Actions:</p> <ul style="list-style-type: none"> <li>• Moderation across the Pyramid</li> <li>• External moderation annually</li> <li>• Close monitoring for HAPs</li> <li>• Effective transitions to Yr6</li> </ul> <p>In conclusion it was noted that data at Shelley First School is still strong and the Ofsted line of enquiry would be around EYFS and girls in particular cohorts.</p> <p>There is work to do on making assessment robust and reviewing assessment in smaller tests.</p> <p><b>ACTION:</b> All data powerpoints are to be sent out to the Trustees.</p>	CEO
<p><b><u>126. MINUTES OF THE MEETING HELD ON 18 JULY 2018</u></b></p>	<p><b>RESOLVED:</b> That the minutes of the meeting held on 18 July 2018 be approved by the Trust Board and signed by the Chair as a correct record.</p>	Chair

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<p><b><u>127. MATTERS ARISING</u></b></p>	<p>(i) <u>Reports from Committees – Audit Committee – Risk Register Action (Minute 110(i) refers)</u></p> <p>Mr Field is to send the Risk Register to all Trustees and asked that Trustees send him their top 3 risks. It was noted that capacity has been a risk and how this should be addressed.</p> <p><b>ACTION:</b> Trustees are to email there top 3 risks to Mr Field.</p> <p>(ii) <u>Strategic Plan Update – Head Teacher’s Data Feedback (Minute 111 refers Page 8)</u></p> <p>The Chair noted that the Data presentations have been good but there is too much detail to take in all at once.</p> <p>There needs to be a focused discussion on where the schools are at once all papers, data and Peer Reviews have been circulated with a summary.</p> <p><b>ACTION:</b> All Data presentations and Peer Reviews along with a summary are to be issued to all Trustees in advance of the next Trust Board meeting in order that a focused discussion can be had on where each school is at.</p> <p><b>ACTION:</b> Agenda Item for the next Trust Board meeting –“Review of each school in the MAT”.</p> <p>Ms Roughton left the meeting at this point.</p> <p>(iii) <u>Any Other Business – School Update (Minute 117(ii) refers)</u></p> <p>It was reported that Birdsedge School has been getting substantial support from the MAT and action has been taken as follows:</p> <ul style="list-style-type: none"> <li>• Regular support from the CEO and NLE.</li> <li>• Deployed local leader of education.</li> </ul>	<p><b>All Trustees</b></p> <p><b>CEO/ Head Teacher’s/Trustees</b></p> <p><b>Clerking Service</b></p>

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	<ul style="list-style-type: none"> <li>• External support</li> <li>• School visits</li> <li>• CPD</li> <li>• Office support</li> </ul>	
<p><b><u>128. REPORTS FROM COMMITTEES</u></b></p>	<p>(i) <u>Staffing Committee – 21 November 2018</u></p> <p>The Staffing Committee met on 21 November 2018 attended by Mr Jones, Mr Field, Ms Godman, Mrs Knowles and Mr Wilkinson and the following items were discussed:</p> <ul style="list-style-type: none"> <li>• Reviewed the Disciplinary Policy which was recommended for approval.</li> <li>• Reviewed teaching staff salary recommendations which future staff development and a framework for sharing information with the LGBs to be developed by the CEO.</li> </ul> <p><b>ACTION:</b> CEO to develop a framework for sharing information with the LGBs.</p> <p><b>Q. Is staff engagement and communication covered by this committee?</b> A. Yes, as covered in the Terms of Reference.</p> <ul style="list-style-type: none"> <li>• CEO Pay Award 2018 – agreed back payment of award from December 2017.</li> <li>• Contractual change to the Director of Finance’s position. The role has been temporary for two years, so the position has been confirmed as permanent and the role reviewed both operationally and financially.</li> <li>• Review of the end date for the CEO contract – It has been agreed that the contract will end on 31 January 2019 or later up to 3 months.</li> <li>• Conversion of new schools to the MAT – this is a Board matter which will involve a short-term change by the Executive Team and a structural change to the Board. Chairs of Governors will be involved at the appropriate time, the sequence of events is important and Trustee agreement is needed first.</li> </ul>	<p><b>CEO</b></p>

Item	Minute	Action
	<p>Ofsted are looking at the performance of MATs and the DfE will be wanting to see a business case that shows added value, so will need a financial case, educational case and structural case.</p> <p>As a Board we have signed up to a managed growth strategy.</p>	
<p><b><u>129. TO APPOINT TRUSTEES WITH SPECIFIC RESPONSIBILITIES</u></b></p>	<p>It was agreed that the Master Policy Schedule should include the committees nominated to review specific policies and then the committees can nominate lead Trustees to review policies with sign off delegated to an individual Trustee. Once approved policies can then be posted to the Trust Board.</p> <p><b>ACTION:</b> Mr Field is to populate the Master Policy Schedule with the committees (Staffing, Finance, Audit and Standards &amp; Effectiveness) in line with the Terms of Reference and bring back to the next Trust Board meeting. A supplementary sheet for each school is to be added to this document so Trustees have a complete view.</p> <p><b>RESOLVED:</b> That a Standard &amp; Effectiveness Committee is set up with the following membership : Mrs Baljit Birring, CEO, Ms Elizabeth Godman, Mrs Helen Jones, and Dr Andy Williams. Terms of Reference will be reviewed at the first meeting.</p>	<p><b>Mr Field</b></p>
<p><b><u>130. ANNUAL REPORT AND ANNUAL REPORT</u></b></p>	<p>Mr Ross Preston and Mrs Mandy Stephenson presented the Draft Audit Completion Report for The MAST Academy Trust – year ended 31 August 2018.</p> <p>It was reported that the audit is substantially complete.</p> <p>The following comments were made regarding Significant Risks:</p> <ul style="list-style-type: none"> <li>• Management override of controls – Having undertaken sample testing no significant issues have been noted regarding management overriding controls.</li> <li>• Revenue recognition – Having undertaken sample testing and reviewed the revenue recognition policies no significant issues have been noted regarding</li> </ul>	

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	<p>revenue recognition and income not materially misstated.</p> <ul style="list-style-type: none"> <li>• Classification of Income – Having undertaken a review of income documentation classification and sample testing no significant issues have been noted in relation to the classification of funds.</li> <li>• Going Concern – Having completed a detailed work programme no significant issues have been noted regarding going concern.</li> <li>• Depreciation – The depreciation rates used have been reviewed and are considered reasonable. Leasehold land was not being depreciated and as such has been raised on the summary of misstatements in the report. No other significant issues have been identified.</li> <li>• Accrued and deferred income – calculations of material accruals and prepayments have been tested and no significant issues have been noted regarding accrued and deferred income.</li> <li>• Local Government Pension Scheme assumptions – Internal pension specialists have reviewed the assumptions and the assumptions used are acceptable.</li> <li>• Capitalisation of fixed assets – the methodology used has been reviewed to ensure it is appropriate and is in line with relevant accounting standards and no significant issues have been noted regarding capitalisation of fixed assets.</li> </ul> <p>Minor irregularity issues:</p> <ul style="list-style-type: none"> <li>• Declarations of Interest of all Trustees and members posted on the Trust website and one Trustee Declaration of Interest is missing.</li> <li>• Adjusted misstatements – Depreciation on Leasehold land – circa £83k <ul style="list-style-type: none"> <li>- Pension costs</li> </ul> </li> </ul> <p>Internal Control Regulations:</p>	

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	<p>Three minor points were identified:</p> <ul style="list-style-type: none"> <li>• Year end bank balance from Lloyds.</li> <li>• Trivial differences were identified when reconciling the fixed asset register to the trial balance.</li> <li>• Contract of employment missing for one member of staff.</li> </ul> <p>So all very positive.</p> <p>The auditors commented that two adjusted statements and three minor control points is very positive and shows how good the financial team and procedures are and the process has run a lot smoother this year.</p> <p><b>Q. Do Mazars work with a lot of Trusts and are there things to learn?</b></p> <p>A. Yes, Mazars work with 5 Trusts in total, and the MAST's control environment is better than most and is a good example of how things should run. Governance is good with a good skill set.</p> <p>The auditors require a Letter of Representation.</p> <p><b>Q. Are there any alleged frauds or breaches of legislation?</b></p> <p>A. None.</p> <p><b>Q. The cover email to Trustees included figures will these be discussed?</b></p> <p>A. Yes, £736k is in reserves not committed. The Reserves have increased and there is a need to think about balancing the budgets going forward with strategic investment. Issues such as the rise in Teachers' Pension contributions need to be accounted for. Investment in appropriate areas such as the Central Service provision, middle and senior leaders and succession planning. It was felt that if the "Little Extras" grant</p>	



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	<p>should appear this should be spent immediately on new equipment for pupils etc.</p> <p>There is a risk for the Trust carrying large reserves as this would be an issue for Ofsted if there are issues in school, thus there is a need to get a balance between a healthy reserve and support for pupils.</p> <p>The aim will be to have no further increase in reserves this time next year.</p> <p>The Trustees expressed their thanks to Mr Field and the Financial Team for delivering another excellent audit.</p>	
<p><b><u>131. POLICIES FOR APPROVAL / DISCUSSION</u></b></p>	<p>(a) <u>Disciplinary Policy</u></p> <p>The Staffing Committee reviewed the Disciplinary Policy and recommended approval.</p> <p><b>RESOLVED:</b> That the Disciplinary Policy be approved.</p> <p>(b) <u>Charging &amp; Remissions Policy</u></p> <p>The Charging &amp; Remissions Policy has been reviewed, amended and was recommended for approval.</p> <p><b>RESOLVED:</b> That the Charging &amp; Remissions Policy be approved.</p> <p>(c) <u>Finance Policies</u></p> <p>These policies have been reviewed by the Audit Committee and Mr Field is to amend in line with the comments made and re-issue to Trustees.</p> <p>(d) <u>Supporting Pupils with Medical Conditions Policy</u></p> <p><b>RESOLVED:</b> That the Supporting Pupils with Medical Conditions Policy be approved.</p>	

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	<p>It was agreed that Trustee who reviews a policy will sign the policy once it is minuted that the Trust Board has approved it. Electronic signatures can be used once written/email consent is given by the signatory.</p>	
<p><b><u>132. SCHEME OF DELEGATION</u></b></p>	<p>It was noted that a simplified Scheme of Delegation document which gives additional clarity around accountability, responsibility and communication had been sent out a while ago.</p> <p><b>RESOLVED:</b> That this item is moved to the next Trust Board meeting so that the Scheme of Delegation can be sent out to Trustees again with guidance on the changes for review at the next Trust Board meeting.</p>	<p><b>Clerking Service / CEO / Trustees</b></p>
<p><b><u>133. CEO APPOINTMENT</u></b></p>	<p>At this point Mr Field and Mrs Knowles left the meeting.</p> <p>The Chair gave a recap on the process to be followed. He has met with the Executive Team, Head Teachers and the Director of Finance regarding the recruitment process for CEO. The view was that as the Trust is still developing capability, central service support and is close to bringing in new schools based on the current ethos of the Trust, the CEO appointment should be internal. As a result Natasha Greenough put in an application which will be shared with Trustees and which is a good application, thought through and has been examined thoroughly. The view is that Natasha Greenough would do the job and do it well.</p> <p>But there is still a resource issue which Natasha has thought through strategically with succession planning, with a Deputy Head Teacher who can run Scissett Middle School, understands the need to restructure the central resource, has a plan to do this and considered funding. Natasha would propose to come back with a fully costed central service plan to the Trust Board in 3 months.</p> <p>Long term is this a sustainable model but an internal appointment feels right.</p>	

Item	Minute	Action
	<p><b>Q. What are Natasha Greenough's aspirations?</b></p> <p>A. It is difficult to predict but would remain flexible and may move to a full time CEO if required in the future.</p> <p>The capacity issue needs addressing and now with both the CEO and Finance Director roles. There does need to be a willingness to grow and there may need to be a different structure.</p> <p>Trustees can see a plan that will underpin the CEO role, permit growth, strengthen the central support team and the management of the schools.</p> <p>Two years on the Trust Board does not have a non-educational view of our vision and strategy going forward. The Trust Board to date has had a light touch approach which needs to be strengthened.</p> <p>The Chair was happy to recommend the appointment of Natasha Greenough as CEO.</p> <p>Trustee views were shared.</p> <p>It was felt that on balance there are many advantages and gains to be had by acting quickly and approving the proposal to appoint Natasha Greenough.</p> <p>It was agreed by the Trustees present to appoint Natasha Greenough as CEO subject to approval by Scissett Middle School LGB.</p> <p><b>RESOLVED:</b> That subject to approval by Scissett Middle School LGB, Natasha Greenough be appointed as CEO.</p> <p><b>ACTION:</b> The Chair to word a communication regarding the resignation of Deborah Knowles as CEO and appointment of Natasha Greenough as CEO.</p>	<p><b>Chair</b></p>

