

Minutes - Board of Directors

Version: Approved
Meeting Date: Thursday 10 October 2024
Location: Hans Price Academy
Time: 4.00pm

Chairing this meeting Yvonne Beach (YB) Chair of the Board
Vice Chair: Rachel Mortlock (RMO) Vice Chair of the Board
Trustees: Mark Davies (MD) Director
 Suzanne Carrie (SC) Director
 Adrian Coleman (AC) Director
 Orville Lynch (OL) Director
 Bryony French (BF) Director
 Zarah Morwood (ZM) Director
 Tim Spratt (TS) Director

Attendees: Steve Taylor (ST) CEO
 Sally Apps (SA) Interim Deputy CEO
 Kate Richardson (KR) Education Director
 Rachel Mylrea (RMY) Director of HR
 Andy Ling (AL) IT Director
 Martin Thomas (MT) Director of Estates and Facilities
 Liz Tincknell (LT) Head of Governance
 Sarah Lovell (SL) Chief Operating Officer
 Nicky McAllister (NM) Observer
 Jemma Griffiths (JG) Observer
 Georgina Gough (GG) Observer
 Wendy Hellin (WH) Clerk

Apologies: Susie Weaver (SW) Education Director
 Alison Fletcher (AFL) Director of CLF Institute

Matters Arising

Action date and no	Relates to item no	Action	Owner	Update
02.05.24 01	5.8.3	MT to investigate potential for sale of CLF owned land.	MT	Update: This is a longer-term piece of work. The action will be closed, and this matter will be added to the PPI agenda.
20.06.24 03	7.2.2	SL and ST will consider introducing a policy on sponsorship and will consider engaging student voice to inform this.	SL ST	ST reported that the relationship with the proposed sponsor has ended. Update: A draft sponsorship policy will be brought to the December meeting. Ongoing

11.07.24 01	5.7	PO stated that there was a list of school improvement projects, shared at FEG, and asked that SL share this with TS.	SL	This action is complete and can be closed .
11.07.24 02	10.1	Community and Partnerships will be added to the October board meeting for discussion.	ST WH	This item has been added to the agenda and can be closed .

Minutes

Item	Description	Action
1	Confidential Item on CEO Pay Award – trustees, DA, RMY and clerk present for this item	
1.1	YB updated trustees in regard to the CEO performance management process and outcome. The recommendation to trustees is included in the separate confidential paper. Following discussion, it was agreed that the wording for the objective set around ensuring a strong focus on integration of the new schools would be amended to ensure clarity.	
1.2	<u>Decision:</u> Trustees approved the proposed CEO pay award.	
1.3	Trustees discussed whether there were any different models, in the external marketplace, for remuneration of MAT CEOs. RMY advised that a survey carried out within the Queen Street group showed that for CEOs, two thirds are using spot salaries and for Deputy CEOs and COOs, it was reversed, with two thirds using pay bands. RMY reported that this has prompted her to develop an extension of the teacher leadership scales for the COO and Deputy CEO roles and suggested that could be expanded further if appropriate.	
2	Introductions, Administration, Apologies	
2.1	YB invited Executive colleagues to join the meeting at this point and introductions were made. YB welcomed NM, GG and JG to the board. Apologies are recorded above. TOR will be circulated after this meeting ACTION. Reference to trustees, rather than Directors. Now at full complement. Segregation members and trustees – Paul agreed to be a member	
2.2	ACTION: The updated Terms of Reference for the board will be circulated after the meeting.	LT
3	Declarations of Interest	
3.1	No verbal declarations were made. Trustees were reminded to complete the written Declaration of Interest 2024/25 forms.	
4	Minutes of Previous Meetings	
4.1	Minutes of the meeting of 11 July 2024 were approved as a true and accurate record.	
5	Matters Arising	
5.1	The action table has been updated above.	
6	Education Report	
6.1	Input from Education Scrutiny Committee	
6.1.1	RM reported that the Executive Scrutiny Committee met on 12 September to discuss summer outcomes, to flag possible concerns around the 2025 cohort and any issues with any particular academy. There was good attendance at the meeting and good challenge and support given. The primary Academy Scrutiny Committee took place last week and met with the Chair and Principal from HVA, UVA and QMA. The recommendations from that committee, for each academy, are included in the Education Report.	
6.1.2	SCA reported that the secondary Academy Scrutiny Committee took place in September and met with the Chair and Principal of TA and MWA, and the Vice Chair and Principal of CAB. The panel heard of some positive outcomes at CAB, as well as areas for improvement and discussed the focused work on youth violence, the strong community links in place and the strong parental communications, especially with the GRT community. The panel noted it was TA's first time attending the Scrutiny meeting. The panel heard about the journey TA was on, and the challenges it has faced over the last few years, including that of its reputation in the community. SCA advised that NM, interim Chair at MWA attended the meeting alongside the	

	new incoming Chair. The panel heard that the school is rebuilding its Academy Council. There has been a lot of change in terms of leadership and wider staffing. The school received a letter from the HSE before the summer break and has already addressed the majority of issues raised.	
6.2	Questions from trustees	
6.3	The Education Report details the recommendations made by the panel for TA. How realistic is it that all those areas can be improved? Are the recommendations reasonable? Does the academy require additional resources to achieve these?	
6.3.1	We do not underestimate how traumatic it was last year, due to the critical incident and are supporting in various ways. TA is considered a higher risk than other academies, due to the level of challenge there, and the school is currently receiving a high level of support and resource from the Education Executive and the School Improvement Team. The recommendations are targets are understandably challenging, but are right for the school at this time and they will form part of ST's line management of KM.	
6.4	Is it right that you retain your line management responsibilities for TA? This will mean you spend a disproportionate amount of time at TA whilst still being CEO of the trust and it's 35 schools.	
6.4.1	It is important for me to retain this type of connection with one of our most vulnerable schools, both to provide support but also to allow me to see the impact of the work of the Education Executive Team and the School Improvement Team on the ground.	
6.5	Key Stages EYFS to P16	
6.5.1	SA advised that the Education Paper (Key Stages EYFS to P16) highlights the key risks to trustees. It does not include the wider work of the Education Executive Team, although that work does provide some of the mitigation for the key risks. This is, in part, in response to the request from trustees to reduce the size of the board papers, and to keep a focus on risk and challenges. The outcome data is included in the report but has not changed since it was shared at the CLF Board and AC Results Review meeting.	
6.5.2	SA spoke to the risk table contained in the report and explained the different aspects that contribute to the risk rating, including performance data for outcomes and attendance and the Ofsted judgement/closeness to next inspection window. A number of schools are due to have an inspection and those of concern are rated as a higher risk. Where a special school or alternative provision is due an inspection, this carries an elevated risk as it will be their first inspection, and the specialist/AP sector is new to the trust. SA explained that this year, and next, the performance measure will be attainment only; there is no progress figure due to the absence of SATs for two years during the pandemic. The results for the ten existing primary schools are very strong and in line with, or above national average. There are some strong results in secondary, but also some where improvements are required.	
6.6	Questions from trustees	
6.7	The report shows a huge variation in the EYFS results, especially for PP children. KOA PP is well ahead; is that for a very few numbers of children or a large cohort?	
6.7.1	There were 4 learners that achieved GLD at KOA, 1 at UVA and 8 at BPA and we are looking closely at those outcomes to unpick how they were achieved so that we can apply that going forwards. At individual school level, GLD varied. There was a small gap at WDA and some work to do there with the WDA cohort and teaching team, particularly around word reading and writing.	
6.8	With writing being internally assessed, do you think this is a case of teachers underestimating results?	
6.8.1	No, writing was moderated in some academies. The children are, on entry, at an earlier starting point. We are working on writing assessment this term; this is also a limiting factor at KS2 which is why the target is lower. There are no teachers that will go into term 2 without having some professional development in the expected standards for writing. There will be an opportunity to do some moderating at the conference at the end of term 1.	

6.9	There are some incredible results there. Congratulations. In terms of closing the gap for disadvantaged students, the disadvantaged strategy has been in place for some time now. What are you doing differently and what is working, and where?	
6.9.1	Disadvantage has deeply informed our strategy and education plan. We have chosen to spend time on the things we know make the biggest difference for PP children. Disadvantaged learners do not all need the same things, and we are helping staff to understand which strategies add the most value for each child. We are focusing on adapting our language as leaders, and the mindset, and driving forward even the most subtle actions of teachers and support staff. It is really important that the small things are right.	
6.10	How do you moderate beyond the trust to ensure appropriate challenge?	
6.10.1	Yes, we work with various local authorities and do not necessarily choose geographically but look to those with experience and resources, such as Integra.	
6.11	Do you moderate at trust level with any other trust?	
6.11.1	We moderate with schools from other trusts, but not at trust level. We can consider that.	
6.11.2	ACTION: KR to investigate whether there are MATs that are moderating with other MATs at trust level.	KR
6.12	Attendance continues to be challenging. The report references the new national guidance. Is there any significant learning from that?	
6.12.1	We are taking the guidance as an opportunity to review and refine our approaches. The headlines focus on the changes around fines and penalty notices but there are actually several changes. One of them is the opportunity to align coding, and this will benefit the trust as we have been coding correctly since we appointed the central attendance lead, and others have not been doing this. The opportunity in the strategy is around the appointment of the senior attendance champion role; this will enhance and reinforce expectations around senior leaders, particularly in secondary settings.	
6.13	In terms of behaviour, have you seen any changes in the number of exclusions and suspensions and are there any patterns?	
6.13.1	We are seeing higher exclusions nationally and locally, and significantly higher in some areas. We know how difficult it is to manage in schools. We have completed some analysis of exclusions internally; we are definitely seeing more vulnerable children excluded and know they are over-represented. Meeting need is a critical focus in the Education Plan. The need is rising and the ability to meet needs, must rise further. The complexity is huge. The number of students with EHCPs has changed significantly and there is a lot of national policy making. This is partly why we moved into the specialist provision space as a trust, both to benefit our own schools but also for the community we serve.	
6.14	Approval of Trust Standards	
6.14.1	SA spoke to the Trust Standards diagram as detailed in the Education Plan. All academies are expected to work towards these standards. Some will find them a challenge; some may surpass them. Over time the trust has shifted from a large number of targets, individual to each academy, to a small number of trust standards with a shared language. This way, there is real clarity around the things the trust is working on. The standards act as a conversation starter to inform individual target setting with Principals in schools. The suggestions for trust standards, as shown in the paper, are set at the national average for attainment. It is harder to set standards for special and AP settings, however, a standard has been included that is commensurate with and proportionate to the trust wide standards, with the recognition that some will need to be at individual student level. The standards, once approved, will be shared with Academy Councils and Principals.	
6.15	Questions from trustees	
6.16	Do the standards have the ability to cause confusion with performance management reviews, where a teacher might be told they have achieved their own targets but not the trust standards, for instance?	

6.16.1	Yes, we can add some further clarity around that.	
6.17	How wide are the trust standards going to be shared? Will they be shared with teachers? It is important that everyone believes in the standard in order to be able to achieve it.	
6.17.1	This is a leadership piece. We have worked with the Principals, who might share it with some of their key staff, or wider. This is in their hands.	
6.18	EYFS is a crucial area, and an EY target is important. Are we doing a disservice to EYFS staff if that is not included?	
6.18.1	We think we are ambitious enough. The data is noisy nationally. We could have slightly better data but would worry there would be pressure on teachers to push the numbers up, and what we want is for the assessment to be accurate. For disadvantaged students, they need a good start. It is unlikely that we would close gaps in a year. We have shone a light on the learners at BPA that achieved GLD in PP to share learning there. We would hope our EYFS teachers can see the role they play, over time, in the KS2 standards.	
6.19	How will you measure Post 16 disadvantage?	
6.19.1	We have explored Post 16, and we use Ever-7 and are committed to cutting the figures all ways. The Post 16 cohort changes after the census in October (due to course and provision changes) so we are waiting until it is a more stable cohort before we add that detail in.	
6.20	To be clear, where the board is being asked to approve standards, you do not mean targets? The standards will lead to individual targets, through conversations with Principals, is that right? At some point the board will be responsible for holding the Executive to account and the standards are what we will measure that to.	
6.20.1	Yes, that is right.	
6.21	End of Questions	
6.22	Following further discussion, it was agreed that SA would take some further time to reflect the feedback received from trustees and come back to the board for approval of Trust Standards at the December meeting. The feedback to consider includes: <ul style="list-style-type: none"> Trust standards referencing the importance of EY and/or detailing that EY targets feature in every school performance management review. The use of the word standard, rather than another term such as Trust Aspirations. Trust standards should not be used as a punitive measure, in performance management reviews; some clarity around this point should be added. 	
6.23	ACTION: SA to bring Trust Standards to the December board meeting for approval following some reflection of feedback from trustees.	SA
6.24	Safeguarding	
6.24.1	The Safeguarding Annual Report has been included in the board papers. There were no questions from trustees.	
7	CLF Institute	
7.1	The CLF Institute paper has been shared. In AFL's absence, ST invited questions from trustees.	
7.2	Questions from trustees	
7.3	How is recruitment for SCITT? Under the RHS Total column please could we have the figure for 23/24 against each 'phase/subject' again to see the 'control' figure?	
7.3.1	It has been strong. The institute is a busy place, with enthusiastic trainees. [Trainee numbers were shared with trustees]. This is not in line with national recruitment; it is a positive trend for the CLF Institute. AFL opinion is increasingly being sought by Bristol LA and nationally and this is a consequence of a number of years of very successful high-profile work.	
7.4	The recruitment numbers for SEND look positive; other providers are not showing any recruitment under SEND. Do they not offer that?	
7.4.1	Only Five Counties Teaching Alliance offer SEND.	
7.5	Do you know why some trainees decline the place offered?	

7.5.1	The most common reason is cost (due to the cost of living, rather than the cost of the course).	
7.6	Given the trust's approach to support CLF leaders, particularly around supporting disadvantaged students, are NPQ courses still offered free of charge?	
7.6.1	NPQ courses are still free for some, depending on contextual factors. We continue to offer these free of charge for our leaders to ensure cost is not a barrier.	
7.6.2	End of Questions	
7.7	TS noted the terrific work AFL continues to do with the SCITT and CLF Institute, particularly with the SCITT achieving an outstanding Ofsted judgement. ACTION: It was agreed that the board would write a letter to thank AFL and the Institute Team.	YB
8	Strategic Developments	
8.1	CEO Report	
8.1.1	ST thanked trustees for their engagement in the Board Away Day that had taken place before the board meeting, and for their commitment to the trust.	
8.1.2	The revised sub-committee and link role membership has been shared with trustees for approval. ST thanked members that had also taken on an additional role: GKM for the link role for the Environment sub-strategy, PP for the link role for the Leadership sub-strategy and DA for chairing the Remuneration sub-committee and her membership of the People and Wellbeing Executive Group. <u>Decision:</u> Trustees approved the proposed sub-committee and link role membership.	
8.1.3	ST provided an update on two schools that are interested in joining the trust: Kingsmead School (a secondary school in Taunton) and St Anne's Infant school in Bristol (a feeder for Wicklea Academy). A full update has been provided to the Growth Committee and due diligence is now underway and a full proposal will be presented at a future board meeting once that process is complete.	
8.1.4	ST advised that the author of 'Poor', Katriona O'Sullivan will be speaking at the CLF Autumn conference on 24 October. ST invited trustees to the conference and asked them to let WH know if they wished to attend.	
8.2	Questions from trustees	
8.3	In terms of the communication plan for the new schools, do you send anything direct from the board?	
8.3.1	We have not done so in the past but can consider that once due diligence has been completed and the new schools have been approved by the board. At present, there have only been internal communications.	
8.4	Your report references the recent industrial action. What is the likelihood of further action?	
8.4.1	We are anticipating there will be further action. We continue to proactively communicate, and work with, all the relevant unions and our staff.	
8.5	CLF Strategy 2030 Core and Sub Strategy headlines	
8.5.1	ST presented the CLF Strategy 2030 and confirmed it had been updated to include bullet points around the Partnership strand, a refresh of the definition of disadvantage, and adoption of asset-based language, particularly 'children experiencing disadvantage'.	
8.6	Questions from trustees	
8.7	Do you include service children within the definition of disadvantaged children, or are they separate? They attract funding, albeit less than that received for PP children.	
8.7.1	They are included in the criteria and in the banding for PP funding, I believe, but we can check that. ACTION: SA to confirm if service children are included within disadvantaged students and how the funding is received and managed.	SA
8.8	The strategy runs to 2030. At what point will you start to think beyond 2030?	
8.8.1	We are trying to articulate the journey over a decade and still have quite a distance to travel in terms of our ambitions. As we get closer to 2030, we will be able to create harder metrics	

	around what achievement will look like, particularly around the KS4 PP gap. At that point we might start to consider the journey for the next decade.	
8.9	The report talks about the geographical clusters. Are there already cluster lead roles in place?	
8.9.1	We have made the decision to privilege expertise and to invest in domain excellence, so we have in place experts that work across the clusters, rather than cluster leads. For example, we have EY experts in place to lead EY across the trust. We promote local clusters in other ways, such as including the logos of all CLF schools in Weston-Super-Mare on our school buses, so that children and families can identify that they are in a school that is part of a bigger family of schools. We have tried to align certain Executive leaders with a bias to geographically areas in so much as that this benefits engagement with the relevant LA and other partners, but it is a leadership model based on expertise, rather than clusters.	
8.9.2	<u>Decision:</u> Trustees approved the revised CLF Strategy 2030.	
8.10	Risk Register	
8.10.1	YB advised that the strategic risk register will be included for review, going forwards. Trustees will be asked to consider the risks including those that might prevent the trust from being able to deliver the CLF Strategy 2030.	
9	Finance	
9.1	SL reported that following a recruitment process, Amy Crown (AC) has been appointed as Finance Director. It is hoped she will take up post in January. SL will remain CFO. AC will attend board meetings.	
9.2	Finance Report	
9.2.1	The final out-turn position is a surplus of £1.48m against a budgeted surplus of £250k. This is a favourable movement of £1.1m to the June 2024 management accounts position of a surplus £302k. SL highlighted that this is a larger surplus than expected and whilst this is a good position, the counter challenge is that this money could have been spent to benefit children last year. It also means a higher level of reserves. SL highlighted that it is becoming increasingly challenging to accurately forecast in this sector, with many elements outside of the control of the trust.	
9.3	Questions from trustees	
9.4	Of the unspent surplus, was there any money that we should have spent and did not, and are there things, therefore, that we need to spend that money on this year?	
9.4.1	There are over 40 budgets and most finished within £50k of where we predicted they would be. Where there were outliers, three were recent joiners; it is more difficult to forecast where previous spending patterns are not known. There are some real financial challenges for primary schools, and this is a national challenge. There may have some schools able to have spent their surplus and we will review our practises and process around forecasting to ensure they are as accurate as they can be. We are starting to have conversations around what we want to invest in this year, as a trust and we will bring those conversations back to board once developed further.	
9.5	If you are aware of potential surpluses, especially where they total £1.5m, should you not have a list of priority items/areas highlighted as a spend list?	
9.5.1	We are looking at our approach and can consider this. We will be interested to have the views of our new Financial Director too, once in post. Sometimes the surplus does not sit in the budget that we would want to spend from. It is worth exploring further.	
9.6	The movement, in terms of the budget, between June and now is large. Are you taking time to look at this and is there learning around how to narrow these unexpected amounts?	
9.6.1	Yes, we are. It is a challenge for the trust but also a wider challenge for the sector. We have identified that the challenge is larger in secondary schools; primary can be easier to forecast. There is further understanding needed around the funding for special schools and AP and this is	

	a focus for the finance team for this year. The largest of the two variances we say this year were related to special provisions.	
9.7	The finance report (at 3.1) identifies key trails for the year ahead. Is there merit in adding one around staff shortfalls due to vacancies?	
9.7.1	Yes, we can consider that.	
9.7.2	ACTION: SL to consider adding a key trail to the finance paper around staff shortfalls due to vacancies.	SL
9.8	Would it be possible at the next board meeting to provide an update on the year 2 and year 3 expected surplus, given the numbers provided for last year?	
9.8.1	We will have a full set of accounts to review in December and that will provide better information to inform us when considering the impact on reserves but also on the future years.	
10	Operations Report	
10.1	Operations	
10.1.1	SL provided an update on progress with the Cabot Sixth Form. Following success in the free school bid, the project has not moved forward as much as hoped, in part due to the DfE's RAAC challenges, and the delay due to the general election. The project is being led by a DfE group. Colleagues are working closely with that group in terms of the high-level scope for the footprint of the proposed site. It has become evident the planned site adjacent to BBA is not large enough and the group is now exploring the possibility of using some of the BBA land. The complication is that BBA is a PFI site. Other locations in the post code area are also being explored. The delay is disappointing. ST and SL confirmed they have highlighted, with the DfE, the need for an increased sense of urgency.	
10.1.2	SL advised that the name Airfield Primary Academy (APA) has been agree for the new Weston primary academy.	
10.2	Questions from trustees	
10.3	The report details that it is hoped there will be 1000 pupils at Cabot Sixth. That is more than anticipated; how was that number reached?	
10.3.1	That was the minimum requirement for a viable bid. The ambition is that we reach that number, but we may need to settle on a lower pupil number depending on site restrictions.	
10.4	Estates and Facilities	
10.4.1	MT highlighted the recent HSE inspection at MWA and the resulting notification of contraventions that included some vulnerable areas containing asbestos were exposed to staff and pupils. MT reported that his team and the team at MWA responded swiftly and addressed the actions by the required deadline of 27 September. Following that piece of work, MT's team reviewed other sites for the same issues and identified concerns in TA and MPS and these are now being addressed. The actions completed have been reported back to the HSE who have confirmed they have sufficient evidence of completion and that no further action will be taken. ST advised that MT had written a very compelling response to the HSE, and that they had responded within the hour to confirm they were satisfied with the action take. The board thanked MT for his work. AC confirmed that he and MT had spoken offline to look at how the issues arose, and how to prevent this from re-occurring in the future.	
10.5	Questions from trustees	
10.6	The report details that there is one High-Medium fire risk, where is that and what is the issue?	
10.6.1	It is at MWA and is risk rated High-Medium as it is a manual fire alarm system rather than automated. This was identified under due diligence and picked up within the SSICB project which resulted in £2.5m in funding to resolve this, and other issues. We have gone out to tender to address this and are giving it our highest priority.	
10.7	IT	

10.7.1	AL reported that the data team used to report to the Deputy CEO, but now reports into AL. There is a priority around ensuring stability in the team and in having the right skills and capacity to deliver the ambitions of the team, given the recent growth in the trust. There is a focus on greater support in the development of data technologies and alignment to IT systems and this will allow stronger data in terms of the professional service systems, bringing that up to par with the education data currently produced.	
10.7.2	AL reported that the data in the report for helpdesk tickets is incorrect; this will be updated correctly in the next report.	
10.7.3	The report also details the progress of the laptops for teachers project which aims to offer teachers the best tools to ensure they can do their job well. There is a lot of advancement in AI, and it is crucial that teachers have the right tools in their hands to leverage that.	
10.8	Questions from trustees	
10.9	How many teachers do not have a laptop?	
10.9.1	I cannot say. Throughout the summer all staff at CAB and DSSB came on board and when WHA opened their new building, staff were provided with laptops. Some academies already worked that way, such as BA and TA.	
10.9.2	ACTION: AL to provide a chart at the next meeting, detailing progress so far, work still to do and the cost of the project.	
10.10	Do you help teachers to identify AI generated homework?	
10.10.1	We are having conversations with teachers and looking at software. There is a wider question around assessment and how that evolves over time.	
10.11	There are some websites, for new school joiners, that are not yet up to date. The website for Redstart Primary School has a number of broken or incorrect links. Is there a timeline in place to ensure all websites are up to date as soon as possible?	
10.11.1	We are working hard to recreate and refresh the websites of newer schools. The issue has been a capacity challenge in that team, and it has meant there are 3 websites still not complete. We hope to complete all three very soon but are prioritising those in the Ofsted window.	
10.12	Can you take the website down and have a holding page instead?	
10.12.1	Yes, we can do that. ACTION: SL to ensure the website for RPS and any other new joining school that has not been refreshed to CLF standards is taken down and a holding page be put up instead.	SL
10.13	HR	
10.13.1	RM invited questions from trustees.	
10.14	Questions from trustees	
10.14.1	AC noted the helpful data in the report and asked if the regional and national data could be added for context.	
10.14.2	RM confirmed this can be added. ACTION: RM to include regional and national staffing data in future reports.	RM
10.15	The report includes a table showing turnover by academy. Some have much higher turnover with others; is this where academies have recently joined?	
10.15.1	Yes, we anticipate higher turnover when schools join the trust, but also where there has been a lot of change. The type of provision can also mean higher turnover; we see higher turnover in special and AP provisions. In addition, some schools are very small and that can skew the figures, such as the case at LHA. LHA also has the issue around a change of site for some staff. Some decided they did not wish to drive to Weston-Super-Mare and that impacts the turnover figure further.	
11	Governance Report	
11.1	Review of Board and Sub Committee membership	
11.1.1	This has been covered at agenda item 8.1.2.	

11.2	Review of Delegated Authority Framework and partial delegations	
11.2.1	LT proposed that the revised Delegated Authority Framework be approved by trustees. <u>Decision:</u> Trustees approved the Delegated Authority Framework.	
11.2.2	The following partial delegations were agreed by the board: <ul style="list-style-type: none"> • Finance – Chair and BF • HR actions – Chair and ZM • COAC proposals – MD and NM • Admissions consultations – RM and OL 	
11.3	Closure of subsidiaries: John Cabot Academy and Tewkesbury Sports Centre	
11.3.1	SL advised that there are currently 4 subsidiary companies and there are a number of trustees for each of those. The aim is to have just one subsidiary company – JCV. The remaining companies will close. In order to close JCA, the dormant company, there needs to be two trustees, and it is proposed that TS is made a trustee for the purpose of closing that company. <u>Decision:</u> The board approved the appointment of TS to the JCA subsidiary company.	
11.4	Policies - new approach	
11.4.1	LT advised that the governance paper includes a proposal for several trust policies to be approved at the sub-committees or Executive Groups, to allow deeper scrutiny from members of those groups and to reduce the volume of policies needing approval by the board. <u>Decision:</u> The board approved the proposed approach to policy approval.	
11.5	Policy approval	
11.5.1	The board approved the RHSE Policy and the Exclusions and Suspensions Policy.	
11.5.2	LT advised that a model template SEND Policy will be shared with the board at the next meeting.	
11.5.3	The Accounting Officer letter has been shared in the papers as per DfE guidance.	
11.6	Report of Sub-Committees and Executive Groups	
11.6.1	Chairs of Academy Council Meeting	
11.6.1.1	MD advised that following the External Review of Governance, there is a recommendation to change the way the COAC committee is used and to encourage more discussion and engagement. The committee met last month and there was good input from SA and SW around how Chairs can support post outcome reviews and effective working. A discussion item has been added to the agenda, for members to consider how to best use the COAC meetings, given the rapid growth of the trust. MD has invited feedback from Chairs.	
11.7	Growth and Development Committee	
11.7.1	The committee heard plans for potential growth in the form of Kingsmead School and St Anne's Infant school.	
12	Any Other Business	
12.1	Catering Provision	
12.1.1	Following a visit to several academies as part of the Governance Away Day, trustees reported that some students had reported that the food offered at lunch time was bland and asked if there was a correlation between this and the high amount of food waste seen. Trustees also asked what happens to the food waste.	
12.1.2	SL advised that most academies have the same supplier – Aspens. Members of the projects team work with them through a contract management approach and are focused on ensuring consistency in delivery of the contract, where at present there is some variability from site to site. It was noted that the students that commented on the quality of the food were from LHA where there had been a recent change in catering. Until recently students at LHA cooked their own meals on site. Aspens are responsible for the disposal of all food waste.	
12.2	CLF Board Pre-Meeting	

12.2.1	YB reported that following feedback from trustees during one-to-one meetings, trustees agreed to hold a short pre-meeting immediately before each board meeting. ACTION: YB will communicate with trustees directly regarding a pre-meeting for trustees.	YB
12.3	Future meeting dates: 12 December 2024	
12.4	The meeting closed at 7.15pm.	

Actions to take forward

Action date and no	Relates to item no	Action	Owner	Update
20.06.24 03	7.2.2	SL and ST will consider introducing a policy on sponsorship and will consider engaging student voice to inform this.	SL ST	ST reported that the relationship with the proposed sponsor has ended. Update: A draft sponsorship policy will be brought to the December meeting. Ongoing
10.10.24 01	2.2	The updated Terms of Reference for the board will be circulated after the meeting.	LT	
10.10.24 02	6.11.2	KR to investigate whether there are MATs that are moderating with other MATs at trust level.	KR	
10.10.24 03	6.23	SA to bring Trust Standards to the December board meeting for approval following some reflection of feedback from trustees.	SA	
10.10.24 04	7.7	It was agreed that the board would write a letter to thank AFL and the Institute Team.	YB	
10.10.24 05	8.7.1	SA to confirm if service children are included within disadvantaged students and how the funding is received and managed.	SA	
10.10.24 06	9.7.2	SL to consider adding a key trail to the finance paper around staff shortfalls due to vacancies.	SL	
10.10.24 07	10.12.1	SL to ensure the website for RPS and any other new joining school that has not been refreshed to CLF standards is taken down and a holding page be put up instead.	SL	
10.10.24 08	10.14.2	RMY to include regional and national staffing data in future reports.	RMY	
10.10.24 09	12.2.1	YB will communicate with trustees directly regarding a pre-meeting for trustees.	YB	