



**Minutes of the Southerly Point  
Co-operative Multi-Academy Trust  
Board Meeting**



**Thursday 18<sup>th</sup> October 2018,  
in the MAT Conference Room.**

<p><b><u>ATTENDING :</u></b> Donna Bryant Pam Miller Kristin Pryor Susan Reynolds Kevin Thomas</p> <p><b>In Attendance</b> Brett Dye [Hub Leader] Richard Lawrence [Hub Leader] Wayne Randle [Hub Leader] Karen Teague</p>	<p>DBr PMi KPr SRe KTh</p> <p>BDy RLa WRa KTe</p>	
<p><b><u>APOLOGIES :</u></b> Catherine Bird Alan Horne Peter Johnson Tony Sanders</p>	<p>CBi AHo PJo TSa</p>	
<b><u>ACTION</u></b>		
3.	<b><u>WELCOME AND DECLARATIONS OF PECUNIARY INTERESTS</u></b>	
	<p>The Chair welcomed PMi as a new Trustee and introductions took place around the table. Under <b>Declarations of Pecuniary Interests</b>, no additional declarations were forthcoming at this time.</p>	
4.	<b><u>MINUTES AND MATTERS ARISING</u></b>	
	<p>The minutes of the meeting of the Trust Board on Thursday 12<sup>th</sup> July 2018 were agreed to be an accurate record.</p> <p><b>Liability Insurance at LGB Level.</b> SPi had confirmed the Trust was adequately covered in terms of liability at £5,000,000. However, as decision making was essentially at Trustee and not Governor level, the liability was there.</p> <p><b>First Aid reporting.</b> This was ongoing as DBr was gathering information during the course of school visits.</p> <p><b>Residential Trips and Dangerous Activities.</b> Schools are now reminding the Central Team of residential trips and dangerous activities on a regular basis so the system is beginning to become embedded. The executive team will made spot checks on EVC documentation over the course of their visits this year.</p> <p><b>Pension.</b> Reassurances had been gained around the pension arrangements with regard to Keskowethyans joining the Trust. A report had been secured, to good effect, and the situation had been resolved.</p> <p><b>Structured Questions.</b> Feedback suggested the questions had added additional structure and support for LGBs. Supplementary questions were also being asked and the answers recorded. All the associated actions around governance had been completed.</p> <p><b>Governor Training.</b> A range of training sessions had been put into place and details were</p>	<p><b>Central Team</b></p>

	<p>being sent out to LGBs. Mark Lees [ex-OfSTED inspector and interim Director for Schools at the Diocese of Truro] was to run an OfSTED training session in February 2019 as DBr was cognisant of the fact Ofsted were due to visit Trust schools from Summer Term 2019.</p> <p><b>LGB meetings.</b> There had been a few issues around LGB meetings not being scheduled in the right timeframe but clerks were to tighten up on this going forward.</p> <p><b>Credit Referencing.</b> This was to be actioned as part of an improved tendering process which was to be looked at during the second part of the term, after the external audit.</p> <p><b>Policies - Essential Reading for Staff.</b> Headteachers had confirmed the essential policies had been forwarded / made available to staff for reading and staff were signing to say these had been read.</p> <p><b>Internal Audit Report Feedback.</b> It was noted the actions from the confidential notes of the last Trust Board meeting around feedback to the internal auditors had been completed.</p>	<p>Clerks</p> <p>SPi</p>
5.	<b><u>RATIFICATION OF FINANCE AND RESOURCES / STANDARDS COMMITTEE MINUTES</u></b>	
	There were no minutes requiring ratification on this occasion. The draft minutes of the recent Standards Committee meeting were to be ratified at a later meeting.	
6.	<b><u>LOCAL GOVERNING BODIES</u></b>	
	<p><b>Matters Arising from LGB Meetings and Trustee Feedback:</b></p> <p>A number of LGBs had reported that general business had been completed in terms of new Chairs and Vice Chairs being elected, governor responsibilities had been agreed and Code of Conduct forms had been signed, which Trustees were pleased to note.</p> <p>A query had been raised by one school around potential re-building work. DBr reported she had already gone back to the Headteacher to advise that the Estates Manager was in the process of obtaining quotes for a modular build so no further actions would be necessary at the current time. A linked trustee would attend the next meeting of this school's LGB meeting.</p> <p><b>ACTION: Forward updated list of LGB meeting dates to Trustees</b></p> <p><b>ACTION: Review which Trustees are attached to which hub in light of new Trustees</b></p> <p><b>Governor Training Attendance:</b></p> <p><b>Training Session for All Those New to / Relatively Inexperienced at Governance.</b> A training session for those new to or relatively inexperienced at governance had been held on 26<sup>th</sup> September. This had outlined the nature of the Trust and the responsibilities of those in governance, as well as given attendees an opportunity to ask any questions they might have about governance and their role in this. Ten schools were represented, a number by multiple attendees. The session had been well-received and was to be repeated later in the year.</p> <p><b>Safeguarding Training Session for Governors.</b> A training session around Safeguarding for Governors had been run by Helen Trelease [Safeguarding Children Trainer and Advisor] on 9<sup>th</sup> October. Only one school had been without representation and this was due to a previously booked training session at that school.</p> <p>See also Confidential Notes SPCMAT/18/07 CON.</p>	<p>KTe</p> <p>DBr / KTe</p>
7.	<p><b><u>HUB LEADER PRESENTATIONS</u></b></p> <p><b>Wayne Randle</b></p> <p>Items presented and discussed included:</p> <ul style="list-style-type: none"> <li>• Benefitting from a good opportunity to gain beneficial primary experience and to work with the other Hub Leaders / CEO.</li> <li>• Being enhanced as a leader through this experience while still being on a learning curve.</li> <li>• Having to work differently with each school depending on the situations that have</li> </ul>	

arisen and the foci being different for each school depending on circumstance.

- Monitoring, challenge and support but also pastoral work.
- Driving progress.
- Creating good working relationships so Headteachers can talk openly and honestly.
- Leading on the Trust's Health and Wellbeing group.
- Youth Sport Trust Headteacher Ambassador so can broker free support from YST.
- Co-operative Spirituality and Wellbeing [CSAW] Committee member.

#### **Richard Lawrence**

Items presented and discussed included:

- Holding to account, challenging and supporting whilst maintaining a duty of care.
- Acting as a ship's pilot and navigation support for schools.
- Building a relationship of trust with Headteachers, based on both Trust values and personal values.
- Looking for the impact that results from challenge.
- Having the flexibility to work in different ways in different schools and the ability to recognise the different challenges associated with these.
- Responding to current issues but being mindful of schools' long term sustainability.
- A particular contribution with regard to data and school improvement, recognising that the intelligence obtained from its data is vital to the success of the Trust.
- Regularly presenting to the Heads' Group and Standards Committee on Trust-wide data.
- A sounding board for the strategic and operational direction of the Trust.
- Expertise in Church School leadership.
- Contacts within other MATs, the Local Authority, etc.

#### **Brett Dye**

- The varied nature of the role as a result of the different natures and needs of each school.
- Supporting all schools through the West Cornwall Teaching School, such as with progress in boys writing, and offering a range of CPD opportunities to staff across the Trust.
- Challenging roads sometimes had to be travelled but it was pleasing to then see successful SIP visits at the end of these.
- A fantastic coaching role but also a development role.
- Deputy Chair of Cornwall Association of Primary Heads [CAPH].
- Links with other Teaching Schools and increased opportunities for CPD / support.
- Benefitting from strong back up from the CEO / other Hub Leaders and also the senior team at his own school.

#### **Q. How have headteachers responded to Hub Leaders / Hub Leader visits?**

**A. Heads have risen to the challenge that has been brought. Having a particular person assigned to them has also given them permission to ask for advice, support and so on and they benefit from this.**

#### **Q. Are Assistant Heads also being supported and encouraged?**

**A. It is important to be mindful of this, particularly in the light of further headship changes. Consideration is regularly given Assistant Headteachers to ensure they are not just left to own devices or failing to move forward. Opportunities have been made available and AHTs have risen to them. Eg. Coaching Training. One of the Trust headteachers also leads on an AHT Network group which meets regularly and incorporates additional training opportunities, thereby developing AHTs' leadership understanding. Modelling of the next phase of leadership should have one or two positions that can be used interchangeably for aspiring leaders.**

The Chair thanked Hub Leaders for their hard work on behalf of the Trust and they left the meeting at 7.10pm.

8.	<b><u>CEO REPORT AND UPDATES</u></b>	
	<p><b><u>Staffing and School Leadership</u></b></p> <p>The Executive Head of the former Keskowethyan schools had tendered her resignation for the end of the Autumn Term. This had provided an opportunity to further pursue the blueprint for school leadership in the Trust. A number of conversations were underway currently with headteachers and LGBs to bring about workable solutions in line with guiding principles for January 2019. This would secure Executive Headteachers for Cury, Trannack and Landewednack Schools from within the Trust. A communication plan to share this with staff and parents had been devised.</p> <p>Further decisions would be needed later in the year as the Hub Leader contracts and the interim Executive Headships at Mullion Primary and Halwin were due to come to an end.</p> <p><b><u>Teacher Pay Award</u></b></p> <p>The Government had recommended a pay award of 3.5% to the maxima and minima of the main scale, 2% to the Upper Pay scale and 1.5% to leadership. This award was not a cost of living award as such but rather a strategy to raise the pay of the profession because of recruitment and retention issues and parity with other professions. The Government had assumed that schools would have budgeted for a 1% uplift and so was notionally funding the difference. The methodology was to be based on pupil numbers. The Trust had not yet received notification of actuals for its schools.</p> <p>Trustees noted the funding was unfair to rural schools as there were generally far more stable, long term staff to budget for than in city schools.</p> <p>It was proposed Trustees would state they were minded to agree the recommended pay award of L at 1.5%, UPS at 2% and M at 3.5% in principle but subject to government monies being confirmed.</p> <p>Trustees <b><u>agreed</u></b> this proposal.</p> <p><b><u>Teacher Pension Employer Contribution Increase</u></b></p> <p>Following publication by HM Treasury of draft directions for the valuation of public service pension schemes, the Government Actuary's Department had now completed its calculations and provided <b><u>indicative</u></b> results. The key results were as follows:</p> <ul style="list-style-type: none"> <li>• Implementation of the change to the employer contribution rate would be 1 September 2019</li> <li>• The estimated employer contribution rate would be 23.6% [currently 16.48%], for the period 1 September 2019 until 31 March 2023.</li> <li>• The biggest impact on the employer contribution rate had been the change to the SCAPE discount rate that is used to assess the current cost of future benefit payments; the SCAPE rate was to change from CPI + 2.8 per cent to CPI + 2.4 per cent from April 2019.</li> <li>• There would be funding from the DfE for the financial year 2019 / 2020 to help maintained schools and academies meet the additional costs resulting from the scheme valuation - a consultation process would take place to determine final funding arrangements. Funding for 2020 / 2021 onwards was to be discussed as part of the next Spending Review round.</li> </ul> <p>The latest indication was that the Government would fully fund this.</p> <p><b><u>Governance</u></b></p> <p>The Diocese had given dispensation for Grade Ruan to share a Local Governing Body as the board had become the LGB for the former Keskowethyans schools. The arrangement to replace the Executive Headteacher following her giving notice of retirement had facilitated the opportunity to disaggregate the schools slightly. It had proved incredibly challenging for the four schools sharing one Headteacher whereas experience within Southerly Point had proved that the model over 3 schools could work effectively. From January 2019, for this reason and for geographical common sense, Grade Ruan was to be linked with Landewednack. The Diocese were to advise if this would or would not require separate LGBs. In the interim, more governors were being recruited to allow for either circumstance.</p>	

<p>Potential models for shared governance of more than one school were briefly discussed.</p> <p><b>ACTION: DBr to contact Bex Couch of the Diocese of Truro</b></p> <p>Across the Trust schools, LGBs were advertising for more governors. A pro forma 'Pen Portrait' had been devised for any prospective governor to complete. These would be circulated on receipt for Trustees' review and approval. The email responses and subsequent appointments could then be formally ratified at the next available Board meeting.</p> <p>A completed Pen Portrait was shared with Trustees. Trustees <b>approved</b> the appointment of J Eddy.</p> <p>A common Governor Monitoring Visits Procedure, Protocol and Pro Forma had now been introduced. [See Item 14.] At the first LGB meeting, governors had been asked to add their monitoring activities to the School Improvement Plan.</p> <p>Clerks were to send Linked Trustees copies of the minutes of the LGB meetings, including 'Matters to Raise with the Board'. This would be a standing item on Board agendas to ensure the matters were formally addressed and recorded. However, in the meantime the CEO would review those matters and address any that could be resolved without recourse to the Board, although these would still be recorded.</p> <p>PMi was asked if she would sit on the Trust's Co-operative Spirituality and Wellbeing [CSAW] Committee and she accepted this invitation with thanks.</p> <p><b><u>Keskowethyans</u></b></p> <p>The four schools had now joined Southerly Point Co-operative Multi-Academy Trust. As part of the MAT Development and Improvement Fund [MDIF] the schools had all received a baseline School Improvement Partner visit to establish priorities for the year ahead. The schools' data was generally robust with some aspects that would benefit from further work. The Standards Committee would be reviewing the data, reports and plans in more depth and alongside that of the other Trust schools in due course.</p> <p><b><u>Support Staff</u></b></p> <p>The review of Support Staff pay was making some progress. Revised documentation was now ready for a union meeting scheduled for the start of November. It was anticipated that a series of roadshows would follow this to gain feedback from stakeholders.</p> <p><b><u>Q. Could there ever be an equal pay claim?</u></b></p> <p><b>A. Staff TUPE'd in with pay and conditions in place which have to be honoured until consultation on change has taken place. Unions are involved in the current consultation process which is seeking to find a solution.</b></p> <p><b><u>School Improvement Work</u></b></p> <p>The Oracy Project had not been successful at the last round of SSIF bids. The DFE strategy for these projects had now changed as the funding was being redirected to support the proposed teacher pay rise. It was unclear what, if anything, would take its place.</p> <p>School Improvement Partner visits had been helpful to schools in terms of informing their improvement planning. One matter arising from the visits was a question about what made it clear that this school was part of SPCMAT. What were the key principles of the Trust Schools? See Item 10 below.</p> <p><b><u>Admissions</u></b></p> <p>Further to the circulated emails to review an application for an out of year place, a medical recommendation had been received and a place allocated for the child.</p> <p>The Admissions Policy for 2020 / 2021 was out for consultation. The key changes were related to the Keskowethyans schools taking up the criteria of Southerly Point's Admission Policy. Feedback was to be forwarded to KTe by 28<sup>th</sup> November 2018.</p> <p><b><u>Ofsted</u></b></p> <p>The OfSTED window for inspection of Trust Schools opens from Summer Term 2019. There was an increased focus on the curriculum as the vehicle for pupil progress and for connected learning. Ofsted would assess the curriculum intent, implementation and impact. Headteachers were therefore being challenged on this and some had this as part</p>	<p>DBr</p>
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	<p>of their performance management. During a recent training session at CASH HMIs had also touched on the review of MATs. [See Paper 3.] They were clear that outstanding schools would not be re-inspected without good reason – a one year glitch in results would not be sufficient alone to trigger an inspection. All other schools would be inspected in the correct window, though it would be unlikely for all the Trust schools to be inspected at once.</p> <p>DBr noted the increased emphasis on these aspects of the curriculum would hopefully prevent primary school children in less principled schools from merely being coached to pass KS2 tests as, where this occurred, the children would often then fall back in KS3 when the curriculum broadened.</p> <p><b>Q. <u>Are we, as a Trust, confident this is not a current problem in our schools?</u></b></p> <p><b>A. Yes.</b></p> <p>The heads were looking at creating an entitlement curriculum for all Pupil Premium / Vulnerable pupils which would make a real difference. [Cf. Section 1f of the Trust Plan.] This would not replace interventions but would challenge schools to approach this in a very different way. Eg, through increased exposure to standard English, increased adult interactions and conversations, daily reading etc.</p> <p><b><u>Trust Plan</u></b></p> <p>This had been updated in the light of the summer outcomes. See Item 9 below.</p> <p><b><u>Risk Strategy and Risk Register</u></b></p> <p>Significant work had been undertaken on these documents following feedback from the Internal Auditor. The strategy now connected all levels of the organisation through the strategic to the operational. See Item 13 below.</p> <p>See also Confidential Notes SPCMAT/18/07 CON.</p>	
<p><b>9.</b></p>	<p><b><u>REVIEW OF 2017 – 2018 TRUST PLAN AND DISCUSSION OF 2018 – 2019 TRUST PLAN</u></b></p>	
	<p><b>Review of 2017-18 Trust Plan [Papers 4.1-4.5]</b></p> <p>Trustees <b>noted</b> the review of the 2017-2018 Trust Plan.</p> <p><b>Discussion of 2018-19 Trust Plan [Papers 5.1-5.5], including Trustee monitoring</b></p> <p>Trustees were satisfied that the priorities going forward were correct and <b>agreed</b> the 2018-2019 Trust Plan.</p> <p>Trustees were to look at the monitoring to see if there were specific areas they would like to do as a deep dive to scrutinise and reassure themselves the monitoring at the local level was being done effectively.</p> <p><b>ACTION: Look at the monitoring to see if there is a specific area to do as a deep dive.</b></p>	<p><b>All Trustees</b></p>
<p><b>10.</b></p>	<p><b><u>TRUST PRINCIPLES</u></b></p>	
	<p><b>Trust Principles [Paper 2]</b></p> <p>Following a challenge from a School Improvement Partner about what made it clear that any school was part of the Trust, Headteachers had considered the notion of principles or distinctiveness. A number of phrases had been put forward and discussed, as a result of which these key principles had been proposed:</p> <ul style="list-style-type: none"> <li>• Child centred</li> <li>• Values driven</li> <li>• Built on strong relationships</li> <li>• Committed to individuality and inclusion</li> <li>• Focussed on the very best learning</li> </ul> <p>These could be used in any literature regarding the Trust and also on pull up banners in the training room or at events.</p> <p>Trustees <b>agreed</b> these principles and their use in publicity for the Trust.</p>	

<b>11.</b>	<b><u>RATIFICATION OF THE AUGUST CHANGES TO THE SODA</u></b>	
	Trustees <b>ratified</b> the August changes to the Scheme of Delegated Authority.	
<b>12.</b>	<b><u>KEEPING CHILDREN SAFE IN EDUCATION [SEPT 2018] – PART 2</u></b>	
	All those Trustees present signed declarations to confirm they had read Part 2 of Keeping Children Safe in Education [Sept 2018], along with The Essential Trustee Guidance [CC3] and 6 Main Duties.	
<b>13.</b>	<b><u>RISK STRATEGY AND RISK REGISTER FOR DISCUSSION AND RATIFICATION</u></b>	
	<p><b>Risk Strategy [Paper 6.1]</b> and <b>Risk Register [Paper 6.2]</b>. DBr confirmed Trustees had pre-read the Risk Strategy / Risk Register and had no questions around this that had not previously been discussed.</p> <p>Trustees acknowledged they were satisfied with the strategy, the levels of risk and the mitigation.</p> <p>Trustees <b>ratified</b> the Risk Strategy and Risk Register.</p> <p>The various risks were to be scrutinised at the Finance Committee and Standards Committee meetings as appropriate, where colour changes would be decided upon. Trustees would scrutinise this through the committees and then once yearly as a Board.</p> <p>For Standards Committee meetings, there would eventually be a move to the same grid for the risk around schools.</p>	
<b>14.</b>	<b><u>POLICIES</u></b>	
	<p>Trustees <b>ratified</b> the following policies:</p> <ul style="list-style-type: none"> <li>• Revised SPCMAT Children in Care Policy, updated to include Previously Looked After Children;</li> <li>• SPCMAT Flexible Working Policy;</li> <li>• SPCMAT Maternity / Adoption Policy;</li> <li>• SPCMAT Paternity Policy;</li> <li>• SPCMAT Shared Leave Policy.</li> </ul> <p>Trustees <b>approved</b> the SPCMAT Governor Monitoring Visits Procedure, Protocol and Pro Forma.</p> <p>DBr informed Trustees the Designated Safeguarding Leads' Network Group was currently updating the SPCMAT Safeguarding and Child Protection Policy. Once completed, changes to the policy were to be agreed by email and then formally ratified at the next Board meeting.</p>	
<b>15.</b>	<b><u>GOVERNANCE REVIEW</u></b>	
	<p><b>Governance Review [Papers 7.1-7.3]</b></p> <p>This was to be carried over to a later meeting due to the number of Trustees absent.</p>	
<b>16.</b>	<b><u>HEALTH AND SAFETY UPDATE</u></b>	
	<p>An update by the Health and Safety Trustee was to be given at a later meeting as he had given his apologies for the current meeting.</p> <p>See also Confidential Notes SPCMAT/18/07 CON.</p>	
<b>17.</b>	<b><u>ANY OTHER BUSINESS</u></b>	
	<p><b>CC3: The Essential Trustee Guidance.</b> See Item 12 above.</p> <p><b>Pay Review dates.</b> Trustees advised DBr of their availability on the potential dates for</p>	

	<p>Teacher Pay Reviews.</p> <p><b>Finance Committee meeting date.</b> It was agreed the meeting date would move from 1<sup>st</sup> to 8<sup>th</sup> November 2018.</p> <p><b>ACTION: Confirm with Committee Members the date has been changed as requested.</b></p> <p><b>Headteacher Performance Management.</b> The Chair of Governors was not available for one of the Headteachers' Performance Management Reviews so DBr asked if Trustees would be agreeable to this being undertaken by the CEO and Hub Leader. Trustees indicated they were.</p> <p><b>Rural Small Schools Network.</b> The Trust was to host the Rural Small Schools Network planning meeting next month.</p> <p>There were no further matters for consideration so the meeting was brought to a close at 8.55pm.</p>	KTe
18.	<b><u>DATES OF FUTURE MEETINGS</u></b>	
	<p>The next meeting of the Trust Board will be taking place on <b>Thursday 13<sup>th</sup> December 2018</b>, from 6.00pm, in the MAT Conference Room. This is the Trust's AGM.</p> <p>Thereafter, meetings will take place on:</p> <p>14<sup>th</sup> March 2019  23<sup>rd</sup> May 2019  11<sup>th</sup> July 2019</p>	

Chair's Signature \_\_\_\_\_ Date \_\_\_\_\_