



**Minutes of the
Annual General Meeting
Wednesday 10 July 2019 at 9.00 am**

Present:

Members: Beverley Haywood, Graham Althorpe, Cei Davis Linn, Michael Thompson

Trustees: Bill Dearn, Pete Banks, Sheila Bryan, Carol Witherden, Linda Brooks

SLT: Gaynor Crute, Sally Hamson, Dawn Chapman

In attendance: Ann Walker, Headteacher of Park Junior Academy

Clerk: Kathryn Berrill

No.	Item	Action
1.	Welcome and Apologies	
1.2	Graham Althorpe (GA) opened the first AGM of InMAT. Everybody introduced themselves to Ann Walker.	
2.	Receive audited accounts and annual report	
2.1	The reports had been prepared by Ellacotts. GA requested that, in future years, Members have more time before the AGM to look at this in greater depth. The AGM will be held in February 2020 and the accounts will be issued as soon as they are sent to the DfE at the end of December 2019.	
3.	The Trustees' and CEO's statement of progress and plans for the future	
3.1	Linda Brooks (LB), Chair of the Trustees, tabled a paper which had previously been distributed. She highlighted areas for Members to be aware of, most significantly, the difficulties facing the Trust over the past year whilst managing significant growth.	
3.2	The Trust has 11 schools which will soon be 12. However, a year ago there were only four schools. There has been a significant amount of work behind the scenes by Headteachers and the Central Team to secure the high level of education for the children.	
3.3	Outcomes are currently not as anticipated but the trajectory is moving in the right direction. The structure of the Headteacher Support Partners has worked well. The Board supported the decision to look at an Executive Headteacher role where the school leadership needed further support. LB advised that Members and Trustees will not see the fruition of that structure until 2020.	
3.4	LB advised that she has visited all schools recently and confirmed that school leadership is improving and any concerns are known to the Trust.	

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3.5	<p>LB stated that Finance is a large aspect of the work of the Trust. A Financial Controller was appointed in September 2018 but that colleague has recently left. There has been good support from the Auditors and the Board and LB acknowledges their support. <i>The Members asked that a letter is sent from them to thank them for their support and contribution.</i> The Central Team, particularly Dawn Chapman, have work worked extensively in organising and challenging where there were gaps left by the outgoing Financial Controller. This statement was echoed by all Trustees.</p>	LB/GC
3.6	<p>A very robust recruitment process took place for the CFO role and the post was offered. However, but the candidate declined the offer. The post has been re-advertised and the closing date is on Friday 12 July. There are 5 strong applicants and interviews will take place on 23 July. One of the partners from Ellacotts will be on the interview panel.</p>	
3.7	<p><i>Members asked to see a copy of the advert and specification.</i> The Clerk will forward to members.</p>	Clerk
3.8	<p>The priority, following the appointment of the CFO, is to upskill and train SBMs because there has been misunderstanding and mismatch of skills set.</p> <p>PIORITIES</p> <p><u>Priority 1: Improving outcomes</u></p>	
3.9	<p>The Trust has implemented a data monitoring process and Quality Assurance document. The Trust needs to consider that tranche 1 schools have been in the Trust for 2 years and we would expect improvement on previous outcomes in these first four schools, if the processes have been in place and acted on accordingly (or a trajectory in the right direction). The latter schools have had either 7 months or 4 months in the Trust. The strategic issue has been to stabilise or to improve where there are areas for development.</p>	
3.10	<p>The appointment of a Director of Education is a key step in improving outcomes along with direct support and challenge from the LACS.</p>	
3.11	<p>The Trust has implemented two information tools – Arbor (which gives consistency in terms of data management) and the PiXL programme. This has been adopted across all the schools to ensure consistency of approach and quality of provision.</p>	
3.12	<p>The impact of the work should be seen in the next two years when it becomes embedded. We would expect some improvement to be secured this time next year. A significant amount has been achieved but there is still a major amount to be done.</p>	
3.13	<p>The Chair of the Board commends the additional work of the Central Team particularly at times of personnel stresses – Gaynor Crute, Dawn Chapman, Kathryn Berrill and Sally Hamson have worked hard in spite of issues surrounding them. The capacity of the Central Team will be addressed next year to continue to move forward.</p>	

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3.14	<p>Member asked is PiXL and Arbor being received well? Yes. Schools have welcomed both packages. With regards to Arbor, the Central Team can extract the information directly from the package which reduces school personnel workload. This benefits the work life balance and allows for more focus with teaching.</p>	
3.15	<p>Members asked about the support and training for the new packages? Thorough training took place for both packages and were well received by schools.</p>	
<p><u>Priority 2: Stabilising Schools' Governance</u></p>		
3.16	<p>Another priority for the year ahead is stabilising schools' governance. A considerable amount of work has been done to establish Local Academy Committees (LACS) and a Scheme of Delegation. There has been tension with some LACS which we are working through. LB attended a meeting of the Chair of LACS which was positive and the work that Kathryn Berrill is doing with committees, clerking and consistency is having the wrap around effect of strong governance in schools. The challenge is for LACs to have a more focussed monitoring and evaluation role in the school. This is the priority of training and support over the next academic year.</p>	
3.17	<p>Members asked has that process been established? Yes. Governance has been restructured. LACS will meet 6 times a year. In the first, third and 5th terms, they will address the QA document/data outcomes and the 2nd, 4th and 6th term meetings will focus purely on monitoring and evaluation. This ensures a robust monitoring cycle. Training has been put in place for LACs in the year ahead. It is imperative that LACS are fully conversant with what is going on in their school.</p>	
3.18	<p>Members asked are the Headteachers on board? Yes, this process has been shared with them.</p>	
<p><u>Priority 3: Building a Learning Platform</u></p>		
3.19	<p>This item relates to school improvement and the work with the teaching school. Many of the schools in the Inspire Teaching Alliance (TA) have committed their finance until 2020 so we must ensure that this is delivered effectively. Sally Hamson has been working on this in her new role. The DfE is changing its direction with TSAs and developing Teaching School hubs. Gaynor Crute has been in discussions with Brooke Weston who have been asked by the DfE to bid to be one of these hubs.</p>	
<p><u>Priority 4: Balanced Curriculum</u></p>		
3.20	<p>This is significant because of the proposed changes in the Ofsted framework. There is a caveat that schools mustn't misunderstand Ofsted's views about their outcomes; it will still be front and centre but, in addition, they will want to know how the delivery of a broad and balanced curriculum is ensuring a rise in outcomes. Everyone in the school must have a view of the intent, implementation and impact of their curriculum. It will be significant work for all the schools.</p>	

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3.21	This ties in with the importance of LAC monitoring because it is vital that LACs understand of the intent and impact of the curriculum.	
3.22	Another pathway is around the enrichment curriculum for the pupils. As a Trust we need to decide what educational experiences and opportunities should be an entitlement to all pupils in all of the schools. It will be Trustees to help facilitate this for the Headteachers and we will look at this in the new year.	
3.23	LB highlighted that we need to acknowledge that there may be a necessity to develop what we think is a core standard curriculum in each school. The Trustees are mindful that this may cause concern with Headteachers, but it is not about imposing a curriculum, it is ensuring that pupils in the Trust have equal opportunities to access to this.	
3.24	Members asked how will the same thing be done differently? It will be adapted to the needs of the individual school. But there will be consistency and rigor in the curriculum. Within the CPD from the centre, there is the same training package, and there is support in the cluster. It will not be rigid because it is against the Trust's ethos. Members welcome the framework and consistency but acknowledge that the flexibility for the schools is good. The curriculum must have a thread all the way through the school years to move away from teaching in isolation.	
3.25	Members stated that the new framework is focussing on the building blocks of pedagogy. All the training we have had with the new Ofsted schedule is rooted in good pedagogy and focussed on deep learning.	
3.26	Members stated that the task is for the schools to focus their time on teaching and learning. It is the Trust's task to monitor that change and guide in the early stages so their effort can be at the teaching level.	
	<u>Priority 5: Health and Well-Being</u>	
3.27	Well-being is in the Inspire teaching programme and a strength of many of our schools. The Trust will continue to respond to this. The CEO and Director of Education have developed opportunities to sustain a network of Headteachers to support each other and the new Executive Headteacher roles will continue to support leadership.	
3.28	With regards to well-being for pupils, it is making sure they have an interesting and challenging curriculum and helping with those with challenges. The key focus is to provide an enriched curriculum and additional opportunities because, for some children, this will be the only opportunity they have.	
3.29	Members asked that, in addition to the challenges of the children, the increasing challenges from the parents are causing problems for Headteachers and teachers. We need to support parents in addition to the children.	
3.30	There were no further questions.	

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4.	<p>Special Resolutions</p> <p><u>Remove of a Trustee:</u></p> <p>4.1 Fergus Gallagher: Trustees and Members acknowledge that he was a founder member of the Trust but work has interrupted and he has been unable to attend meetings. Members agreed to the termination and asked that GA send a letter thanking him for his work with the Trust; the letter to give a clear date of termination. The Clerk will update the relevant websites (Companies House, GIAS).</p> <p><u>Appoint a Member</u></p> <p>4.2 Early discussions had been taking place with a potential Member. The individual will respond to the invitation by the end of July.</p>	<p>GA</p> <p>Clerk</p>
5.	<p>Any Other Business</p> <p>5.1 Bill Dearn's confirmed that he will be retiring from the Board with effect from 31 August 2019. The news was received with regret and all Members and Trustees wished to record their thanks for his dedication and commitment to the Trust. Bill has given his time freely to the children in this county for over 25 years and he will be very much missed. Bill has offered, as Chair of the Finance committee, to help with the appointment of the new CFO.</p>	

There being no further business the meeting closed at 9.45 am.

Signed: _____ Date: _____
Chair of Members