

TRUSTEES' REPORT TO MEMBERS – 12 FEBRUARY 2020

Of the many areas of progress we are particularly proud of three significant achievements

-  The successful assimilation of 11 schools, in a very short space of time, into the Trust, ensuring that we have a common vision and set of shared values. The common set of shared values is still a work in process but the vast majority of our staff are currently aligned to the Trust philosophy. We are in the process of tackling years of both lack of challenge and support for our schools from the Local Authority and we now need to accelerate this process. This has been successfully achieved with a hardworking school staff and our efficient central team and Trust Board.
-  The InMAT School Improvement Strategy is a real strength, including an agreed pedagogy for great teaching and standardised use of PiXL a respected external education testing resource. Focused challenge and support is targeted at all levels, dependant on need. This approach enables greater accountability for both the Trust and Local Academy Committees (LACs) to hold the head teachers to account. This approach can be successfully evidenced through our targeted and successful work in improving maths outcomes. A clear focus must now be the improvement of all other areas in our schools, particularly where outcomes are inadequate.
-  Through InMAT's Leadership Academy, that will be established in the summer term 2020 we expect to successfully develop existing and inspiring leaders who have a proven track record of improving schools.

The Board of Trustees have agreed three key strategic objectives to steer the Trust's growth and development over the next 3 years. They are:

Priority 1

Educational standards: To improve the educational outcomes for all pupils on all of our schools and rapidly close the attainment gap for disadvantaged pupils.

This has included the following:

-  Very positive Department of Education (DoE) visit in January 2020 with RSC
-  Re-written School Improvement Strategy in place that is impacting in positive outcomes evidenced in internal data monitoring. This will need to be further validated via external test outcomes in the summer 2020.
-  Clear lines of accountability through Executive Leader / Director of School Improvement
-  Twitter account set up to raise the InMAT profile
-  Very clear knowledge and understanding about each InMAT school
-  All schools have a full complement of teaching staff
-  All schools have evidenced positive Y6 December 2019 and January 2020 data using PIXl measures

-  Creative curriculum in place in each school with clear intent
-  Four schools in the Ofsted window are now 'Ofsted ready'
-  Very effective team of external consultants in place who have been used to improve maths and offer and external 'Ofsted' validation review. Feedback from schools and most recent outcomes demonstrate that this support is contributing to a positive impact for schools.
-  InMAT continues to be outward facing and we work with other successful trusts and schools. We have been linked with an outstanding primary school in London through our pupil premium project. Practice from this school has been shared with Pupil Premium(PP) leads and head teachers. We have worked closely with an outstanding school in Leicestershire with a focus on maths. All head teachers have spoken positively about the impact that this had had on their schools. We have begun to work closely with DRET and have attended a number of their conferences for teachers. We have met with the CEO and the DSI regarding their systems and approaches for turning challenging schools around. We have a close partnership with NPAT, St Lukes Trust, IMAT, PDET, Pathfinders Schools and LfLET. We are also a member of the East Midlands MAT group which meets every six weeks. This offers inspirational speakers and is excellent for providing net-working opportunities.
-  A Trust curriculum has been produced, that meets the national curriculum statutory requirements, to support any schools, who we may convert in the future and not have this in place.
-  Trust maths curriculum has been written by our linked maths consultant. This will be used as above for any schools that are new to the Trust.

The sponsored school, Kettering Park Junior Academy, recently had an Ofsted inspection. The school is likely to move out of Special Measures and is expected to be graded RI. The school was graded 'Good in Personal Development'. The environment of the school is vibrant and the failure to achieve 'Good' is owing to the outcomes. Current data from January 2020 indicates that the school is on track to achieve FFT 50 targets.

PiXL has been launched across the Trust and is now in its second year. It is proving to be having a significant impact in the majority of schools. The programme ensures greater accountability for all teachers and is based around the concept of more effective assessment for learning, gaps in pupils learning are filled before learning progresses. The programme is based around the work from the 'London Challenge'. All headteachers are reporting that this has had a significant positive impact on their work in schools. A number of our school leaders have been part of the PiXL leadership training this year.

A revised trust School Improvement Strategy has been written and shared with all schools and Chairs of Local Academy Committees (LAC). Support for schools has been effective and well received by head teachers and school staff. Peer to peer reviews are planned to start in the Summer term and will be led by a former HMI to provide external rigor and scrutiny and supported by the DSI and HTs. Research shows that the approach of peer to peer reviews have significant impact on raising standards. They form an integral part of our school improvement strategy and will further raise expectations and standards in our schools.

The key features of our school improvement offer and the impact it has had on outcomes in this academic year

-  Clear and Understood categorisation of schools.
-  According to the category of the school – regular Quality Assurance meetings and visits from Executive Leader / Director School Improvement / CEO and CoLAC.
-  Regular reports directly to the Trust Board from schools causing concern
-  Bespoke support according to the needs and the category of the school.
-  Support is provided to schools in the OFSTED window by a former HMI, Executive Leader/ Director School Improvement and Maths and English consultants to ensure those schools true status is clearly presented to OFSTED.
-  Schools objectives directly translate to trust objectives.
-  Regular challenge and support from the Executive Leader / Director School Improvement
-  Regular risk meetings between CEO and Executive Leader/Director School Improvement.
-  Agreed standardised approach to pedagogy of teaching has been agreed and is used in all schools.
-  External trained teacher moderators will lead on moderation – we are focussing on the moderation of writing during the Summer term.

All schools are utilising the new OFSTED framework as their datum. All schools have undertaken a thorough curriculum alignment. The impact of this is that each school has a robust, challenging and knowledge based curriculum in place. Curriculum leaders have been trained in terms of effective subject leadership and the development of skills and knowledge in their subject area. The trust has formed a very positive working relationship with a former HMI inspector who has provided support to schools, with a priority of those in the current Ofsted window. This has been invaluable for offering external challenge to schools. The Executive Leader /Director School Improvement will shadow the HMI to develop her knowledge in Ofsted's approach to 'deep dives'. She will then carry these out in all other Trust schools.

Closing the attainment gap for disadvantaged pupils – project 2018/19

We successfully secured additional DfE MDIF funding for this project. The project was led by Sally Perkins and the leadership team from Charles Dickens Primary School in London who were engaged by Challenge Partners.

All sessions were based on recognised good practice and research and effective ways of narrowing the gap, input was given with a focus on the latest findings of the Education Endowment Foundation and research by educationalists such as Isobel Beck and Alex Quigley.

The biggest impact of the project is all schools now have an accurate understanding of who their Pupil Premium children and how best they can support them. There was a strong focus on Quality First Teaching throughout the project and schools were able to contribute well as to how this could be best applied in their settings to ensure the needs of pupils eligible for funding and wider could be met. There has been a decrease in interventions as a way of catching up in most schools and data suggests that outcomes for Pupil Premium pupils is improving. More learning is taking place in the classroom, during

quality first teach sessions, as opposed to small groups of disadvantaged children being removed and taught by learning support assistants. This is the approach that we are advocating to schools.

By the final session, schools were able to identify that their strategies need to reflect practice and identified areas for improvement to ensure they more accurately identify the needs of their pupils and provide an action plan for Pupil Premium going forward. There has been a shift away from generic strategies and they now more accurately reflect the needs of individual schools.

Feedback provided by schools at the end of each session suggested high levels of engagement and learning and all schools involved were able to identify how each session would improve their practice. This was then summarised in the next session and built upon.

Impact

The below table is an overview of current data for PP children, it is based on current year 2 or 6 data and was baselined against data taken at the review for each school.

Number of Schools	Improved PP Attendance	PP on track to achieve ARE	PP showing improved progress	Improved in all areas
11	8/11 (72%)	7/11 (63%)	9/11 (82%)	6/11 (54%)

Next Steps

-  LAC members to continue to hold schools to account, further training is planned for LACs to ensure they are effectively skilled to track the outcomes and spend of Pupil Premium.
-  There is a follow up visit planned to Charles Dickens Primary School in London on the 11th February for all Headteachers and the Director of school improvement. The focus will be on good practice for vulnerable groups. To support this there will be a tour of the school, a book look and a forum to discuss the curriculum and how this can support vulnerable learners. This will be led by the Headteacher of the school who has also led the 'challenge the gap' project. This is important for all headteachers as the school is outstanding in all areas and has been recognised by the DfE for their high outcomes with disadvantaged pupils. It is very important for our schools to look outside of our locality for great practice.
-  Schools to continue to robustly focus on the individual needs of Pupil Premium children and effectively identify barriers to learning including attendance. This is monitored at all QA meetings by the DSI.
-  Increase the number of children achieving greater depth and bring this in line with GD national expectations.
-  Ensure children eligible for Pupil Premium consistently make good progress across the Trust in line with their peer group.

Priority 2

Leadership and people: To have outstanding leadership and governance at all levels in the Trust, with clear succession planning; attracting, developing and retaining the best people to work in our schools.

The Executive Leader / Director of School Improvement commenced in a full time role from September 2019. The Board agreed to the full time role making clear that this role would include deployment to any school in the Trust that required interim or medium term leadership due to absence of a head teacher hence the job title Executive Leader / Director of School Improvement.

A Strategic Governance Lead is now in place and is working with the Local Academy Committees to strengthen and support their role to add value to the leadership of the school. This role is being very effectively discharged. A Local Academy Committee Conference is taking place at Highgate House in February.

Additional work has been undertaken around the very important area of governance within the Trust. Local Academy Committees form the backbone of our local governance and they operate under a Scheme of Delegation provided by the Trustees. The priority for this academic year has been to develop and enhance further how our LAC's operate, particularly in relation to their monitoring and challenge functions especially as improving pupil outcomes remain a top priority. LAC meetings alternate on a termly basis to include meetings focussed around monitoring. Governor training this academic year has been around 'effective processes for monitoring'.

New Chief Financial Officer was appointed in July 2019 and started working for the trust in September 2019. Impact can already be seen in more robust finance procedures and more rigorous scrutiny of schools. She has achieved transparency regarding the school accounts, but is now focussing on financial accuracy. She has implemented training for both School Business Managers and Head Teachers. This has been positively received. Further work to be conducted by trustees this academic year includes a review of the current Scheme of Delegation, particularly around the financial delegation to schools.

InMAT has developed a bespoke Leadership Academy which will be launched to schools in the Summer term. This will train and develop potential leaders from NQT level to CEO. Much of the training is based around, or led by Ambition Leadership. The Leadership Academy will assist with recruitment and retention of great teachers and leaders.

How talent is utilised and deployed across the Trust.

-  The Trust has adopted Executive Headteacher roles and currently has 2 interim roles deployed across 4 schools (Each has temporary responsibility for two schools). This is a strategy that is currently under discussion.
-  Trained teachers to lead moderation across trust and upskill other colleagues. Currently in the process of creating a moderation team. Schools have worked collaboratively to moderate writing. This has had successful outcomes. We are planning to formalise this arrangement for next academic year by implementing the same moderation criteria and expectations across all schools. Moderation has been organised at three points during this academic year. We are currently working with two of our teachers who are trained moderators to further develop practice in this area.

- 🌱 Two excellent practitioners in English and maths will be in place by September 2020. Current thinking around this development will be that they possibly be deployed by the Trust for one day per week. This is a new initiative and will require additional planning and costing before it can be implemented.
- 🌱 Headteachers lead on different initiatives e.g. arts festival/sporting events/story writing competition / improving reading at KSI to create the feeling for pupils and staff that they are part of a wider Trust.

Priority 3

Develop a highly professional business and finance team that enables leaders to focus on the core purpose of school improvement and raising outcomes for all children by;

...improving school buildings

We have worked closely with Barker Associates to secure Condition Improvement Funding for our schools for the academic years 2018/2019 and 2019/2020. This funding is available from the ESFA and applies to trusts which have less than 3,000 pupils.

In 2018/2019 we successfully bid for 3437,000 and in 2019/2020 we successfully secured £925,000. These are significant amounts of money that have been used to improve the school buildings.

Barker's surveyed the schools and project managed the works. The focus for works can be seen below. All head teachers and LACs have been very positive regarding the improvement works. The project and finance was successfully overseen by the trusts COO.

Condition Improvement Fund (CIF)

2018-2019

We applied for funding for four of our academies.

We received sanctioned grants for two of our academies for replacement Boiler systems.

🌱 **Hall Meadow Primary School** – Replacement Boiler including pumps, flues and control gear. Additional works relating to point of use water heaters and hot water supply.

🌱 **Kettering Park Infants** – Replacement of Boiler within Boiler room including pumps, flues and control gear

2019-2020

We applied for funding for six of our academies covering eleven different areas.

We received sanctioned grants for six projects covering five of our academies.

All five academies contributed there 19/20 Devolved Formula Capital to their individual projects.

🌱 **Ashby Fields Primary** –Mechanical, Electrical and Water Hygiene. (Heating Boiler upgrade works)

🌱 **Falconers Hill Infant** – Fire Safety Upgrade.

🌱 **Kettering Park Infants** – Fire Safety Upgrade works

-  **Kettering Park Infants** – Entrance Extension and Internal refurb.
-  **Wollaston Primary** - Pitched Roof Covering
-  **Kettering Park Junior** – Fire Safety Upgrade works
-  **Wollaston Primary** – Fire Safety Upgrade Works

Funding in 2020/2021

Our Trust now exceeds the 3K pupil numbers and is more than 5 schools. We are no longer eligible to bid for CIF funding, however we will receive School Condition Allocation (SCA) funding. This is a fixed amount of funding, based on the number of pupils in the Trust. We are anticipating receiving approximately £391,000. This budget will be managed by the Chief Operations Officer and we will apply clear criteria, from a recent condition survey for each school, when we are allocating funding for specific works to schools.

Additional strategic priority

Developing and growing our Trust : strategic growth of our InMAT to deliver the benefits of collaborative working and future-proofing; and, where appropriate, sponsor existing schools or create new school provision to meet the needs of our geographical area and communities working with external partners and local governing bodies.

In the past 6 weeks, we have had interest from three additional schools to join our Trust. Two within Northants and one out of county. Following conversations with the DfE, it was felt that due to our current 'unproven' status, as well as our currently challenging number of schools, the Headteacher Board would be unlikely to support further challenging schools to move into our Trust. Thus, a look at schools that were good or better may be a way forward. Two of the current requests are from church schools, which require additional work regarding the constitution of the Board. This piece of due diligence work around Board constitution to be completed by the CEO and presented to Trustees and Members before any consideration for new schools can be moved forwards.

InMAT's greatest challenges/risks for the next academic year and beyond

-  Ensuring robust financial procedures are followed in all schools and developing a reserves policy for the Trust.
-  Pupil outcomes and Ofsted Inspection outcomes
-  The employment of five new headteachers to schools for September 2020
-  Creating a Cluster structure, in accordance with a growth development plan that is fully costed and provides surety for financial sustainability for the trust.
-  Recruitment – we are currently centralising all contracts to allow us to place staff across the trust where they are most needed. We are aiming to place 2 school direct students in every school in order to ensure that we have a supply of great teachers who we have trained to our expectations.
-  Ensuring that we have a policy and approach in place to continue to invest in school buildings and infrastructure that responds in a timely manner to individual need
-  Managing the ever increasing on-costs, that are not always fully funded, in school budgets. We have experienced increased pension costs and increased pay awards for staff. These additional costs have been supported and funded by the government. There is no guarantee that this will continue to happen in the future.
-  Formalising a robust Risk Register