

**Anglian Learning
Trust Board
Meeting Minutes**



23 February 2021

Trustees Present

Claire Lawton (CL Chair), Jon Culpin (JC CEO), David Lamkin (DL), Richard Cowling (RC), Sue Speller (SS), Ken Murphy (KM), June Cannie (MJC), Helen Abrahams (HA) and John Morgan (JM)

Others Present

Prue Rayner (PR Executive Primary HT), Duncan Cooper (DPC DCEO), Charity Main (CM Finance Director) and Kerrie Jones (KJ Clerk)

	ITEM	ACTION
1.	Acceptance of Apologies for Absence There were no apologies.	
2.	Declarations of Interest with regard to agenda items There were no declarations of interest.	
3	Agree minutes of last meeting and matters arising not on this agenda The minutes were agreed as a true record and will be signed electronically. All actions had been completed. Matters Arising: <ul style="list-style-type: none"> As approved at the last Board meeting, CL confirmed that she had written to the LGB Chair to advise of their dismissal. She has received no response. The Vice Chair has been appointed as Chair. JC confirmed that the Icknield Primary school Governing Body has voted to join Anglian learning. The transfer process has commenced with a joining date of 1 April. 	
4.	The Changing System Landscape: key developments in the education architecture JC had circulated the Confederation of School Trusts (CST) paper 'A Bridge to the Future' for information. Looking forward beyond the pandemic, this paper considers how the education landscape may be shaped in the longer term. The presentation shared at this meeting can be found in the meeting folder on the shared drive. There are a number of reforms taking place nationally. JC described these reforms and the impact they will have on Anglian Learning and its schools. They include changes to: <ul style="list-style-type: none"> Initial teacher training The early career framework ECF National professional qualifications (NPQs) Curriculum reform System Leader reform 	

Chair's signature..... *Claire LSC*

Date.....13/7/2021.....

	<ul style="list-style-type: none"> • Teaching school hubs <p>There may also be future reforms such as smaller Trusts encouraged to join larger Trusts and there may be greater leadership of the system by Trusts.</p> <p>AL needs to consider what all these changes mean for its leadership and strategic plan and how it can build professional networks beyond education. It needs to make decisions about how best to have influence on the educational system.</p> <p>Trustees had a number of questions:</p> <p>Q <i>What is the role of Homerton College now?</i> A It still offers the traditional PGCE and has an intake of high quality graduates. It currently plays an important role in research and training</p> <p>Q <i>Could an NQT be employed across the trust to experience the different types of school we have?</i> A In principle this is a good idea but there are timetabling implications. We would like to open up opportunities for secondments. Whilst students are training they do complete two placements.</p> <p>Q <i>Do the NQTs have a group they are part of?</i> A Yes, and we aim to strengthen this as part of our programme</p> <p>Q <i>Can we become less tolerant of poor teachers?</i> A We will be able to put in more support and have introduced a probationary period. We have also created our own teacher standards and we have a robust capability process.</p> <p>Q <i>If all our schools train teachers in the same way, how will they have flexibility later on in their career. For example in an approach to behaviour management?</i> A Whilst it may be true teachers might not have depth and broader skills when they move it is important that the needs of the schools are reflected. It should also be noted that the new approaches in the ECF and NPQ are evidence based.</p> <p>Q <i>Larger trusts locally have a central position and lead the process in the area. How can we have more of an impact?</i> A We need to ensure our offer is as attractive as possible and we must be at the centre of the training process.</p> <p>A meeting is planned for the summer where Trustees will have the opportunity to further explore and define the core mission of Anglian Learning and how the Trust wishes to position itself.</p> <p>[09:00 HA left]</p>	
5.	Centre Assessed Grades: agreeing our position (DC)	
	<p>Following the DfE Consultation, schools are now awaiting an announcement on plans for the replacement of exams this year.</p> <p>The process is likely to be similar to last year with a portfolio of evidence required and exam boards taking more of a lead with provision of training and support to ensure a consistent approach. Teachers will assess against known standards and using past years' results. Reasonable adjustments will be made and there will be quality assurance processes in place. Appeals processes at both school and exam board level are likely to be available.</p>	

	<p>There are many challenges such as achieving an appropriate balance of teaching and assessment and defining expected standards. Processes for managing appeals will need to be put in place and internal QA processes considered.</p> <p>Q <i>Although the exam boards will be putting QA process in place, should we also have our own processes to ensure complete confidence in the assessed grades?</i></p> <p>A It is important that QA processes ensure a fair and robust process. Last year we used FFT benchmarking so it may depend on what and how the exam boards do for the QA process</p> <p>Q <i>Are you considering making any changes to the balance of subjects in the limited teaching time available?</i></p> <p>A We are considering how to tailor teaching in the best way but don't intend to change timetables or drop subjects.</p> <p>Q <i>Students will be less knowledgeable than previous cohorts when they finish; are we offering any catch up for the subjects they want to go onto?</i></p> <p>A Post 16s courses will need to identify gaps. Our teaching will focus on the core concepts. Last year the Oakes provided online summer teaching for Y11 students moving on to Post 16. This will be explored further with the secondary Headteachers.</p>	
6.	Increasing the Capacity of the Trust (JC)	
	<p>The central team has seen no significant increase in size during the recent period of growth, and consequently capacity has been very stretched. In order to continue to develop and support our schools in areas such as school improvement, professional learning, governance, capital projects and centralisation, the central team needs to be expanded.</p> <p>Additional roles such as Chief Operating Officer, Assistant Directors for SEND and Professional Development, and Head of Governance would be created. Specialist support would be brought in where necessary.</p> <p>In order to fund the additional capacity required to respond to these improvement priorities it is proposed that the central charge be increased to 5% from September 2021. This proposal has been fully considered and it is recognised that whilst challenging for schools, it is vital to make this investment in order to save in the longer term and to delivery Anglian Learning's mission, aims and values. The proposed increase is in line with the majority of Trusts.</p> <p>A proposal to expand the capacity of the central team funded by a 5% increase in the central charge was agreed by the Finance, Estates and Operations Committee and is now brought to the Trust Board for approval.</p> <p>The Trust Board thanked the team for the huge amount of work they have been doing and acknowledged that an increase is necessary to continue the vital school improvement work that is taking place. They had some questions:</p> <p>Q <i>Do the HTs support the proposal?</i></p> <p>A Increasing capacity has been discussed and they are supportive of this as they recognise and value what the Trust can offer. The charge increase has not been discussed specifically. We need to be able to clearly demonstrate the value that we provide.</p>	

	<p>Q <i>Are we confident that an increase to 5% will be sufficient for the next few years?</i></p> <p>A Our current model shows that 5% would be sustainable for the next 5 years. Of course the landscape may change over that period and we might need to revisit the charge if we wish to increase our offer.</p> <p>The Trust Board voted to approve the increase to the central team capacity and the necessary 5% increase to the central charge.</p>	
7.	Covid 19: update (PR)	
	<p>Central Government has announced that all schools will open fully on 8 March under the guiding principles of the Contingency Framework. Local regional partnership teams will lead on decision making around any operational challenges and any school closures should not be linked to operational issues such as staffing levels; this raises some concerns.</p> <p>Pupil attendance will be monitored. There will be flexibility in staff deployment but staff movement will be restricted across bubbles. Lateral flow tests will be provided for staff to do twice a week at home. Richard Mayer has provided valuable IT support for the testing process.</p> <p>In primary schools additional support will be provided for those with complex needs who are returning, and for those who are currently benefitting from small class sizes. NFER assessment will be implemented this term, and transition of Y6 pupils in the summer term will be a focus.</p> <p>In secondary schools the government is expecting all pupils to have 3 lateral flow tests in the first week they return. They will then have twice weekly home tests. Testing sites are to be retained for anyone who finds it difficult at home. The testing is a huge logistical challenge for schools and adds additional pressure on top of the assessment challenges. Secondary headteachers will be meeting this week.</p>	
8.	Risk Register	
	<p>There have been no changes to the very high risks which are brought to the attention of the Board. There will be a review of the whole risk register at the end of the Spring term and it is expected that some reduction of risks will be recommended.</p> <p>JC highlighted the following VH risks:</p> <ul style="list-style-type: none"> • EDU 1 and 3: the alignment of schools is being looked at, and safeguarding will be considered in terms of a safeguarding culture rather than just compliance issues. • OP 3: the risk related to GDPR may be able to be lowered once external support is obtained. • HR 1 and HR 5: will be reviewed today and may be lowered. 	
9.	Committee Reports	
	<ul style="list-style-type: none"> • FEOC • Education • R&G 	

	All Committee meeting minutes had been shared with the Board. SS thanked James Puxley (Linton Heights Primary) and Rachael Johnston (Bottisham Primary) for their presentations to the Education Committee.	
10.	Revised Code of Conduct	
	The Remuneration & Governance committee reviewed the amended Code of Conduct and recommended the Board approve it. The Code of Conduct now covers both Trustees and Governors. The Trust Board approved the revised Code of Conduct.	
11.	Whistleblowing and Complaints	
	The Whistleblowing and Complaints report for the Spring term had been shared with Trustees. There had been no stage 2 complaints or whistleblowing incidents so far.	
12.	AOB	
	There was no other business.	
13.	Date time and venue of next meeting	
	20 May at 8am (Reserve date) 13 July at 8am The meeting ended at 9.50am.	