

## **First meeting of Rosendale-Elmgreen Multi-Academy Trust Steering Group**

**28 October 2016**

Chair: Marc Rowland

From Rosendale Governing Body: Kate Atkins, Jeremy Baker\*, Dharshi David, Caroline Gray, Biba Stanton (by video link), Rosie Unwin

From The Elmgreen School Governing Body: Dominic Bergin, Mike Brady, Adrian Butler, Sandy Nuttgens, Tony Pizzoferro, Kate Scrase, Jo Wallman,

Apologies from Cathy Ashley, Edwina Nummey, Shola Salako

\*Jeremy Baker is also a governor at the Elmgreen School.

### **1. Introductions**

Jeremy Baker and Kate Scrase invited Marc Rowland to chair the meeting as an independent person.

Marc outlined the role of the steering group which was to establish and follow an open and rigorous process for setting up the multi-academy trust (MAT) and ensure that the work was underpinned by the values and ethos that had been set out in the consultation document.

### **2. Progress and goals**

Kate Atkins and Dominic Bergin gave an update on progress to date.

#### **Single accountable officer**

- 2.1 A member of the Regional Schools Commissioner's office had advised that the MAT would have to have a single accountable officer (i.e. a named Chief Executive). A discussion was held on the evidence base for different possible approaches and it was agreed to establish a rolling programme whereby:
  - (1) the Headteacher of Rosendale Primary School would fill this role for two years after the MAT had been set up (on current plans the 2017/18 and 2018/19 academic years, together with any remaining part of the 2016/17 academic year) and
  - (2) the Headteacher of The Elmgreen School would fill this role for the third and fourth academic years (i.e. 2019/20 and 2020/21).

#### **Transparency**

- 2.2 It was agreed that the conversion process should be made as transparent as possible. A process would be set up for disseminating information to staff, parents and other stakeholders, including by publishing minutes of meetings on both school websites. The schools' respective communications officers would ensure that the content and timing of all communication was coordinated and consistent.

2.3 A mechanism would be set up to allow stakeholders to comment on the conversion process.

### **3. Timing and conversion date**

3.1 Kate Atkins said that she has been in discussion with the Lambeth Local Authority school admissions team about the timeline that Rosendale will need to follow if it is to receive a bulge class in September 2017. This dictates a timeline as follows:

- Proposal for conversion and establishing MAT submitted to Regional Schools Commissioner by 1 December 2016
- Conversion on 1 March 2017

3.2 A discussion was held on the timescale. It was felt to be challenging but achievable. Michael Burke (Finance Manager at Elmgreen) has drawn up a project plan on the basis of this timeline. This will be discussed at the next steering group meeting.

3.3 Michael Burke has put out a tender for legal support for the conversion process. It was anticipated that one of the legal firms specialising in academy conversion would be contracted.

3.4 It was clarified that the Articles of Association and Scheme of Delegation could be written in the period following the initial submission and before conversion (i.e. between 1 December 2016 and 1 March 2017). DfE model Articles of Association to be circulated before the next meeting.

**Action: Kate Scrase**

3.5 Kate Atkins asked that it be noted that she had been contacted by Helen Hayes MP, and a group of local parents, about approaches to ensuring that local families can secure places at Rosendale. Beyond the immediate opportunity to admit a bulge reception class in 2017, it was agreed that this was a matter outside the remit of this steering group.

### **4. Name for MAT**

4.1 It was suggested that the student bodies of the two schools should be asked to come up with proposals. Rosie Unwin, who has responsibility for student voice at Rosendale, will work with her counterpart at Elmgreen to generate suggestions to bring to the steering group in November.

**Action: Rosie Unwin**

4.2 For avoidance of doubt, Marc Rowland confirmed that schools in the MAT would retain their current names.

### **5. Structure of the MAT and Members and Board of Trustees**

5.1 It was reported that the Regional Schools Commissioner's office had said that only one person could serve as both trustee and member of the charity.

5.2 A discussion was held about the key competencies to be covered by trustees and about the optimum number of trustees (with the DfE's preference being either 9 or 11).

5.3 It was agreed that:

- Nine trustees should be appointed in the first instance in order to leave scope for the board to expand if additional schools join the MAT in future
- Appointments should be based on key competencies
- Diversity should be one of the guiding principles, when considering the balance of appointments, because of the evidence that boards that are diverse in terms of age, gender and ethnicity function better.

5.4 It was agreed that Kate Scrase would circulate the 'job description' that the DfE has provided for the roles of Member and Trustee of MATs.

**Action: Kate Scrase**

5.5 Steering group members to post suggestions of potential trustees and members on the MAT Steering Group shared workspace on *Slack*

**Action: All steering group members**

## **6. Unions**

6.1 It was noted that meetings had been held with all the teaching unions during the consultation and that there would continue to be a close liaison with the unions through the course of the TUPE process for transfer of staff contracts.

6.2 It was felt that enabling strong staff representation on local governing bodies would be the most effective means of representing staff views as the MAT develops.

## **7. Leadership and School Improvement**

Kate Atkins and Dominc Bergin enumerated some of the partnership working that is developing between the two schools:

1. Collaboration on the Lesson Study project
2. Developing practice around lesson observation – based on Lesson Study principles.
3. Planning for a joint professional development weekend for senior staff in advance of the MAT being established
4. Plans for continuity in language learning (including Mandarin)
5. Work with Marc Rowland and the Education Endowment Foundation
6. A review of SEND teaching and learning that is planned across both schools