

Minutes of IET Full Board - Meeting 3 - 2025-2026

Tuesday, 24 February 2026 at 10 am

IET board room, Exeter Road, Teignmouth, Devon

Present
Paul Austin (PA) – Trustee/Vice Chair/FAR Committee/GDPR Link/Link for Newton Abbot College
Richard Given (RG) – Trustee/QofE Committee/Attendance Link/Link for Dawlish College
Stephen Lee (SL) - Chair of Trust Board
Paul Lilley (PL) - Trustee/Chair of FAR Committee/Link for Starcross Primary
Gareth Regan (GR) – Trustee/Chair of P&V Committee/Ethos Group (Kenn)/Careers Link
Lee Sargeant (LS) – Trustee/Chair of QofE Committee/Link for Teignmouth Community School
Simon Shadbolt (SS) – Trustee/P&V Committee/Safeguarding and SEND Link (Attending remotely via Teams)
Chris Taylor (CT) – Trustee/QofE Committee/Link for Cockwood Primary
Ed Walker (EW) – Trustee/P&V Committee/Link for Kenton Primary and Teignmouth Primary
In Attendance
Paul Cornish (PC) - Executive Director of Education
Jon Lasker (JL) - Director of Operations
Jon Newman (JN) - Director of Finance
Eliza Pierce (EP) - Trust HQIT Lead (Left after item 25/3/4.2)
Katy Quinn (KQ) - CEO
Gaby Willis (GW) - Trust Governance Officer and Company Secretary
Emma Wood (EWO) - Director of People
Apologies
Niki Glew (NG) – Trustee/FAR Committee/Link for Health & Safety/Link for Kenn CofE Primary
Lorraine Heath (LH) - Trustee

25/3/1.1	Welcome and Apologies
SL opened the meeting, welcoming attendees to the first Full Board meeting of the new year and noting that the academic year was halfway complete. He acknowledged that apologies for absence had been received from NG and LH.	

25/3/1.2	Declarations of Interest
None received in relation to this meeting. Register of business interests' forms were reviewed and signed by RG and CT.	

25/3/2.1	Celebrations across our trust
EP shared a celebration from the Trust's Staff Development Day, highlighting the success of seven high-quality inclusive teaching workshops led by skilled practitioners from across the Trust. The workshops saw active	

<p>engagement and shared best practice among staff, with notable participation from the SEND PLC and operations teams. EP emphasised the positive atmosphere and the value of peer-led learning during the event.</p>	
<p>PC celebrated three achievements from Newton Abbot College: hosting the Trust Development Day, which required significant coordination from staff and premises teams; the involvement of 52 Year 10 student leaders who volunteered on their day off to support the event; and the positive early indications for Year 7 student numbers for the upcoming academic year, suggesting a reversal of recent trends in admissions.</p>	
<p>KQ acknowledged the feedback from NG in her capacity as a governor of a local primary school, regarding the improved welcome at Newton Abbot College, which may contribute to increased student applications.</p>	
<p>EWO celebrated the engagement of pupils during the Trust Development Day, noting their proactive assistance and role-modelling behaviour. She also highlighted the launch of the staff survey, which aims to gauge staff connection to the Trust and the positive energy observed during the event.</p>	
<p>JN praised the keynote speaker, Hywel Roberts, for delivering an inspirational session that resonated with both teaching and support staff. The session focused on collaborative efforts to support children with special needs and improve attendance, receiving overwhelmingly positive feedback from attendees.</p>	
<p>JL celebrated the work of Ben Webber, ICT Systems Network Manager at TCS, who demonstrated exceptional ownership in delivering a critical Wi-Fi connectivity project under tight timescales. The project, funded by RISE, future-proofs the school's infrastructure for the next 5-10 years and serves as an example of personal responsibility driving progress.</p>	
<p>KQ reflected on the success of the Trust's Staff Development Day, noting the value of bringing all Trust staff together for shared learning and collaboration. She highlighted activities designed to foster cross-Trust working, such as a welcome activity and workshops tailored to all staff roles. KQ also distributed Ivy badges as a symbol of belonging to the Ivy Education Trust, many of which are still being worn by staff.</p>	
<p>KQ shared the appointment of a data analyst, funded jointly by RISE and central Trust funds, to address the Trust's data deficit. The new role will focus on creating Power BI dashboards to provide live data from systems such as Arbor and SISRA, enabling leaders to make data-informed decisions. The appointee will be mentored by Windsor's data lead and starts on 2 April 2026. It was noted that initial dashboards for demographics and attendance were already being developed.</p>	
<p>The potential for the data analyst role to free up leaders' time was discussed, shifting their focus from data gathering to strategic decision-making. KQ confirmed that the initial dashboards would prioritise educational data, with potential future expansion into financial benchmarking.</p>	
<p>SL noted that the data improvements would benefit trustees by providing more up-to-date and collated data.</p>	
<p>QUESTION AND ANSWER</p>	
<p>A query was raised as to whether the new data analyst role would integrate with curriculum financial planning in the future.</p>	<p>It was clarified that while Power BI could be utilised for financial benchmarking, the immediate priority for the new role would be within the education space to support decision-making.</p>
<p>A question was asked regarding whether a formal evaluation of the Trust's Staff Development Day was being undertaken.</p>	<p>It was confirmed that feedback had been collected on the day via a QR code, and this would be analysed by the team and subsequently shared with leaders.</p>
<p>SUPPORT</p>	
<p>The board expressed collective appreciation for the success of the Trust's Staff Development Day, particularly the engagement of staff and pupils, the quality of workshops, and the positive feedback from the keynote speaker.</p>	

The board welcomed the appointment of the data analyst as a significant step forward in addressing the Trust's data challenges and improving decision-making capabilities.	
CT commented that the increase in student numbers at Newton Abbot College was positive news for the school and for the Trust's finances.	
PL remarked that achieving such a high level of positive feedback from the development day was a significant accomplishment.	
SL stated that the appointment of a data analyst was an excellent development that would provide trustees with better data and free up leaders' time to lead rather than manage. CT agreed that the new data analyst role would allow the Trust to be more strategic with its data, rather than simply focusing on gathering it.	
ACTIONS	
JL to circulate the video summary of the Trust's Staff Development Day to the board.	JL, GW

25/3/3.1	Matters arising from the meeting held on 16 December 2025
SL introduced the agenda item, noting that the Part I minutes, matters arising and actions from the meeting held on 16 December 2025 had been circulated with Part II minutes tabled today. SL stated he would provide feedback on the Ofsted framework at the next board meeting, and KQ noted that both SL and LS had recent inspection experience. SL then confirmed there were no other matters arising.	
ACTIONS	
Provide lived experience feedback on the Ofsted framework at the next board meeting.	SL, LS

25/3/3.2	Accept the minutes of the previous meeting as a true and accurate record.
KQ raised a point of clarity regarding the accuracy of the minutes from the previous meeting, specifically concerning the reserves figure presented by LH. KQ noted that LH had used an incorrect General Annual Grant (GAG) figure, resulting in a reported reserves percentage of 1.7% instead of the correct 2.44%. It was acknowledged that this correction was important, as the minutes would be made public and had already been discussed with the Department for Education (DfE).	
DECISIONS	
The board agreed to accept the minutes of the previous meeting as a true and accurate record, subject to a note to the correction of the reserves figure from 1.7% to 2.44%.	
ACTIONS	
Add a note to the minutes of the previous meeting to clarify the correct the reserves figure from 1.7% to 2.44% of GAG.	GW

25/3/4.1	Ivy Education Trust - The work of the HQIT PLC
EP presented an overview of the High-Quality Inclusive Teaching (HQIT) Professional Learning Community (PLC) and its development over the past eight months. The initiative began with a visit to Windsor Academy Trust in June 2025, where Ivy leaders observed their Teaching and Learning Summit and adopted elements of their 'sunshine model' for inclusive teaching. The goal was to create a shared language and expectations for teaching across all eight Ivy schools, from nursery to sixth form, ensuring consistency and equity for all pupils.	
EP outlined the guiding principles established during the HQIT Lead summit, which included being research and practice-informed, using inclusive language, and maintaining high expectations for all pupils. The summit resulted in	

<p>five draft principles for the HQIT model: reflect and prepare, connect and engage, explain and model, practice and participate, and assess and adapt. These principles were refined through collaboration with trust leaders and teaching staff, ensuring they were grounded in the needs of the 'Ivy child' and observable in classrooms across all phases.</p>
<p>EP highlighted the importance of aligning teaching practices across the trust to strengthen coaching, walkthroughs, and professional development. The model was launched at the Trust Development Day, where staff were introduced to the 'Ivy Way' and the rationale behind the initiative. Key messages included the impact of high-quality teaching on life chances, the importance of consistency for equity, and the benefits of inclusive practice for all learners. The model aims to ensure that every lesson, in every school, meets the same high standards.</p>
<p>EP shared examples of best practice observed across Ivy schools, such as Cockwood Primary's oracy development and Dawlish College's teaching routines. The model is designed to harness and share these strengths, rather than impose a top-down approach. EP emphasised the need for minor adjustments to vocabulary and delivery methods to achieve alignment, while respecting the unique contexts of each school. The ultimate vision is to create a trust-wide culture of excellence, where staff feel confident to share and develop best practice.</p>
<p>EP detailed the next steps for the HQIT model, including the development of a 'playbook' to provide narrative and guidance for new starters and stakeholders. The Deputy Director of Education from Windsor Academy Trust, will review the playbook as part of the RISE programme. Supporting materials and resources will be published to help schools embed the model, and cross-phase collaboration sessions will be planned to foster shared expertise. StepLab, an instructional coaching platform, will be adapted for Ivy to align walkthroughs and monitor implementation, with trust-wide CPD sessions planned for each principle.</p>
<p>PC and KQ discussed the importance of building consensus and ownership among staff to ensure the success of the HQIT model. PC noted that the co-construction of the model by teaching and learning leads and headteachers had been critical in gaining buy-in, as opposed to imposing a top-down approach. KQ highlighted the progress made in aligning the model with the Trust's Game Plan priorities and the positive reception from staff during the Trust Development Day. Both emphasised the need to maintain momentum while ensuring that implementation is manageable for staff.</p>
<p>Trustees discussed the importance of maintaining the quality and consistency of teaching practices, rather than focusing on superficial compliance. SL raised concerns about teachers adopting isolated strategies without connecting them to broader learning objectives. EP clarified that the model is designed to emphasise the quality of instruction, with discussions centred on how practices can be refined to achieve the best outcomes for pupils. The goal is to avoid a 'tick-box' approach and instead foster a culture of continuous improvement.</p>
<p>KQ and PC addressed concerns about the pace of implementation and the need to balance consensus-building with urgency. KQ noted that the groundwork laid during the development of the Game Plan had accelerated progress, allowing the model to be launched earlier than anticipated. PC added that the focus on pedagogy—rather than curriculum—had been a strategic choice, as curriculum quality was already strong across the trust. The model will support schools in addressing inconsistencies and raising standards, particularly in areas identified through performance management processes.</p>
<p>PC addressed concerns about curriculum alignment, explaining that while the HQIT model focuses on pedagogy, curriculum development is being addressed separately. The trust is working on aligning curricula in primary schools and secondary subjects like humanities and science, with a focus on reducing workload and sharing expertise. The goal is to create a curriculum that is flexible enough to accommodate different school contexts while maintaining high standards.</p>
<p>SL and KQ reflected on the progress of the HQIT model, noting that the time taken to build strong foundations had</p>

actually accelerated implementation. The model was launched earlier than expected, and its alignment with other Trust priorities, such as SEND and attendance, was seen as a positive development. SL emphasised the importance of maintaining momentum and ensuring that the model delivers tangible benefits for pupils and staff.

QUESTION AND ANSWER	
<p>How do you intend to monitor the implementation of the HQIT PLC model to determine its effectiveness or identify development needs?</p>	<p>Multiple approaches will be used to monitor implementation. Initially, feedback will be gathered through walkthroughs and evidence-based notes, which will be collated to identify common strengths and areas for development. StepLab, an instructional coaching platform, will be adapted for Ivy Education Trust (Ivy) to record observations, provide feedback, and align walkthroughs with the HQIT model. This will eventually serve as a dashboard to track progress, ensure consistency across schools, and measure impact. The focus will initially be on three 'set plays': checking for understanding, entry routines, and questioning, where there is the most commonality across schools.</p>
<p>Is there a risk that schools may treat the HQIT model as a 'buffet' of strategies, selecting elements without considering the hierarchical nature of effective teaching practices?</p>	<p>To mitigate this risk, three initial 'set plays' have been identified as starting points, focusing on areas with the most consistency across schools: checking for understanding, entry routines, and questioning. These will be prioritised for implementation to establish non-negotiable routines. While the full model is available for reference, schools are encouraged to align any additional practices with the broader framework. StepLab will be used to codify best practices through video examples, ensuring clarity on expectations and avoiding superficial compliance.</p>
<p>How does the HQIT model account for curriculum quality and alignment, particularly given the diversity of school contexts within the trust?</p>	<p>Curriculum development has been addressed separately through a dedicated Curriculum PLC, which has already initiated alignment efforts, particularly in subjects like history, science, and humanities. The HQIT model focuses on pedagogy—the 'how' of teaching—while acknowledging that a strong curriculum is already in place in most schools. Alignment will occur naturally, particularly in primary schools under the forthcoming Director of Primary Education, where two versions of the curriculum will be developed to suit different contexts (e.g., mixed-age classes vs. single-form entry). Secondary schools are adopting varied approaches, such as common assessments or shared curricula, to foster collaboration without imposing top-down mandates. The goal is to reduce workload by sharing expertise and resources</p>

	across the Trust.
How will the Trust ensure that the HQIT model aligns with the ethos of Church of England schools, such as Kenn?	The model is designed to be inclusive of all school contexts, including Church of England schools. The pedagogy-focused approach of the HQIT model does not conflict with the Christian distinctiveness woven into the curriculum. The Trust is aware of the need to ensure alignment with external stakeholders, such as the Church of England, and will work collaboratively to integrate these requirements without compromising the model's integrity.
How will the Trust measure the intangible benefits of the HQIT model, such as teacher engagement or pupil experience, which may not be captured by data or dashboards?	Pupil voice and observations of classroom engagement will play a significant role in assessing the intangible benefits of the model. Quality of work and the depth of pupil participation will also be considered. While data and dashboards will track tangible outcomes, qualitative feedback from staff and pupils will provide insights into the broader impact of the model on teaching and learning experiences. Pupil feedback, in particular, will be a key indicator of success in areas like relational teaching and engagement.
Are there any schools where the quality of teaching requires urgent improvement due to external risks or underperformance?	While no school is considered to have poor teaching across the board, there are pockets of inconsistency that the HQIT model aims to address. TCS has been identified as a priority due to its inclusion in the RISE programme, with a focus on increasing pupil participation. The model will support targeted improvements in underperforming areas, working alongside existing performance management processes, such as the nine-box grid for talent management and absence data. The Trust is fortunate that no schools are currently at immediate risk of Ofsted downgrades, but the model will help address inconsistencies and raise standards where needed.
How will the Trust ensure that the HQIT model does not become a 'tick-box' exercise, where teachers focus on superficial compliance rather than high-quality instruction?	The model is intentionally designed to avoid a checklist approach. Instead, the emphasis is on the quality of instruction and how strategies are enacted in the classroom. For example, the use of mini whiteboards or questioning techniques will be evaluated based on their effectiveness rather than their mere presence. The focus will be on deepening understanding and refining practice to ensure high-quality, consistent teaching across all schools.

SUPPORT

CT commended EP for her clear and comprehensive presentation, noting that the HQIT model provided a well-

structured framework for improving teaching practices across the trust. He praised the collaborative approach taken to develop the model and the focus on inclusivity and consistency.	
RG acknowledged the thoroughness of the HQIT model and its alignment with the ethos of Church of England schools, such as Kenn. He expressed confidence that the model would support rather than conflict with the values of these schools.	
KQ and PC expressed their support for the HQIT model, highlighting the progress made in aligning teaching practices and the positive reception from staff. KQ noted that the model had already gained traction and would help address inconsistencies across the Trust. PC emphasised the importance of maintaining momentum while ensuring that implementation was manageable for staff.	
SL thanked EP for her presentation and expressed enthusiasm for the HQIT model, noting that the foundations had been laid for rapid progress. He acknowledged the importance of the model in fulfilling the Trust's statutory duty to oversee the implementation of the Game Plan and looked forward to seeing the model in action during school visits.	
ACTIONS	
Invite the Trust SEND Lead to the next full board meeting to present the work of the SEND PLC	GW

25/3/4.2	Ivy Education Trust - RISE update
PC provided an update on the RISE programme, highlighting the successful partnership with Windsor Academy Trust. The focus areas include high-quality inclusive teaching, SEND provision and outcomes, and attendance. Key initiatives include leadership summits, the rollout of targeted strategies, and the appointment of a data analyst to enhance data utilisation. PC noted the balance between addressing the needs of the RISE-eligible school, TCS, and building trust-wide capacity for long-term improvement. Specific actions include coaching for SENCOs, the appointment of an additional attendance officer to focus on SEND pupils, and collaboration on middle leadership development.	
PC explained that while the £100,000 per year funding over two years was specifically for TCS, the approach was to build capacity within the entire Trust to support all its schools long-term. This involved a particular focus on middle leadership development.	
PC reported that leadership capacity had been increased, with support from the headteacher at NAC for teaching quality at TCS. A new attendance officer had also been appointed at TCS to focus specifically on the attendance of children on the SEN register, who are disproportionately represented in poor attendance figures.	
KQ added that a bespoke secondary leader study tour had been arranged for Ivy's school leaders to observe outstanding practices at Windsor Academy Trust's flagship schools. PC had been invited to attend Windsor's 'data insights meetings' to help improve Ivy's own health check processes. This initiative reflects Windsor's openness to sharing expertise and fostering mutual learning.	
SL and KQ discussed the broader context of the RISE programme, noting that Ivy's pre-existing relationship with Windsor Academy Trust was instrumental in securing them as the supporting organisation. The partnership is characterised by mutual respect and a shared commitment to improvement, with Windsor also actively learning from some of Ivy's practices. PC clarified that the relationship with Windsor pre-dated the RISE programme and that Ivy had successfully championed working with them to the regions team, despite it being an unusual cross-region arrangement. He felt the Trust would receive more than £200,000 worth of support over the two years.	
PC mentioned that Ivy had been invited to speak at an event to share their positive experience of the RISE programme. The first formal monitoring visit by Windsor Academy Trust is scheduled for 17 March, with associated paperwork and a RAG (Red, Amber, Green) rating of targets to be shared with the board ahead of the next meeting.	

KQ noted that Ivy would no longer be eligible for RISE under the new criteria, which focuses on leadership and governance rather than quality of education.

QUESTION AND ANSWER

<p>How is the partnership with Windsor Academy Trust progressing under the RISE programme, and what specific areas are being prioritised?</p>	<p>The partnership is progressing well, with a focus on three key areas: high-quality inclusive teaching, provision and outcomes for SEND children, and improving attendance. The approach involves summits with all leaders, followed by targeted rollouts. Windsor Academy Trust is supporting Ivy Education Trust to develop internal capacity to sustain improvements beyond the RISE programme, rather than focusing solely on the RISE-eligible school, TCS. Specific initiatives include coaching for middle leaders, the appointment of a new attendance officer to focus on SEND pupils, and enhanced data analysis capabilities with the appointment of a data analyst.</p>
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<p>How does the evaluation of the RISE programme's effectiveness differ between the provider and the receiver, and is Ivy Education Trust aligned with Windsor Academy Trust's assessment?</p>	<p>The first formal monitoring visit with Windsor Academy Trust's representative is scheduled for 17 March, which will provide an initial assessment of alignment. However, early indications suggest that both parties share a positive outlook on the partnership's tone, culture, and progress. Windsor Academy Trust has also demonstrated humility by adopting practices observed during visits to Ivy schools, reinforcing a collaborative rather than hierarchical relationship. KQ added that Windsor's willingness to co-develop the 'Ivy Way' rather than impose its own methods was a key strength of the partnership.</p>
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SUPPORT

SL commended Windsor Academy Trust for their openness and collaborative approach, noting that they actively invite Ivy to observe and learn from their practices without reservation.

KQ praised the partnership for its organic and values-driven nature, highlighting that Windsor Academy Trust has adapted their support to fit Ivy's context rather than imposing a prescriptive model. She also noted Windsor's willingness to host a study tour and meet the Trust 'where we were at' rather than imposing a set model.

Trustees affirmed the positive tone of the discussion, agreeing that the partnership feels collaborative and mutually beneficial.

ACTIONS

<p>Share the RAG rating of RISE programme targets with the board ahead of the next meeting.</p>	<p>KQ, PC</p>
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25/3/4.3 This item was discussed under Part II

Part II discussion.

25/3/5.1 Committee Reports - FAR Committee meeting held on 3 February 2026

DISCUSSION

PL presented the FAR Committee report, highlighting that the financial dashboard indicated a stable and balanced position across the Trust. The committee noted that most schools are now operating with balanced budgets, attributing this to improved financial awareness and engagement from school leaders. Staff costs, which constitute 80% of the Trust’s expenditure, are closely aligned with budgets, reflecting tighter systems and proactive decision-making.

The committee discussed the upcoming Microsoft 365 migration, noting significant cost variances in tenders received, ranging from £200,000 to £500,000. Concerns were raised about the value of expensive tenders and the potential to appoint independent consultants to manage costs and implementation. JL provided an overview of the tender breakdown, emphasising the high consultancy costs associated with IT platform migrations. PL, RG, and JL suggested leveraging internal expertise to mitigate risks and ensure better control over the project.

PL reported positive trends in pupil intake, particularly for Year 7, which is expected to strengthen the Trust’s financial position. However, maintaining pupil numbers remains a challenge, reflecting a nationwide trend. The committee reviewed the executive summary of the management accounts, which indicated no major concerns, with staffing costs closely tracking budgets due to improved forecasting and collaborative decision-making processes.

The committee noted improvements in nursery provision at Starcross, though income remains fluctuating. Investment in nursery provision was identified as a long-term priority to drive organic growth. Utilities costs, previously a concern, have been stabilised through a fixed-term contract with Laser, a utility buying consortium. The outsourcing of the catering operation from 1 April was confirmed, with all staff transferring under TUPE regulations. Rental income from lettings is forecast to reach £90,000, a significant improvement from previous years, and changes in cancellation thresholds have now been implemented.

JN provided additional detail on the financial outlook, emphasising the importance of accurate forecasting and collective decision-making through school-based meetings. Staffing costs at Starcross have increased in response to rising nursery numbers, but overall staffing expenditure remains closely aligned with budgets. The Trust’s ability to analyse and forecast data was highlighted as a critical improvement, enabling proactive decision-making compared to previous reliance on spreadsheets.

RG raised concerns about the potential risks of the Microsoft 365 migration, advocating for clear accountability in the contract to address any implementation issues. He also enquired about the financial implications of recent government announcements on SEND support, anticipating potential cost pressures. PL acknowledged the uncertainty but noted that the Trust’s current financial stability provides a strong foundation to address future challenges.

JL confirmed that the Microsoft 365 migration project is structured as a fixed-price contract with a defined delivery period, ensuring no ongoing outsourcing of IT support post-implementation. The Trust’s decision to proceed with a 1-to-1 iPad programme in primary schools was discussed, with KQ and JL explaining that iPads were selected for their superior functionality, particularly for educational tools requiring tactile input, such as Magma Maths.

QUESTION AND ANSWER

<p>Is the Trust going to benefit from the Local Government Pension Scheme reduction for the employer contribution, and how much is that making a difference to the bottom line?</p>	<p>The full-year cost saving from the Local Government Pension Scheme reduction is approximately £200,000, which will primarily benefit the next financial year. Some in-year savings from APS will also be realised. However, some contractors are aware of this change and may adjust</p>
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	their pricing accordingly.
Did the Trust consider alternatives such as Chromebooks for the 1-to-1 iPad programme in primary schools, given their significantly lower cost?	Yes, alternatives such as Chromebooks were considered but ultimately deemed less suitable for the primary setting. The functionality and usability of iPads, particularly for tools like Magma Maths which require writing on the device, were key factors in the decision. The unit cost difference between iPads and Chromebooks was not significant enough to outweigh these benefits.
SUPPORT	
The board expressed support for the FAR Committee's approach to financial management, particularly the emphasis on balanced budgets, proactive cost control, and investment in data analysis capabilities. The positive trends in pupil intake and rental income were also welcomed.	
The committee's recommendation to explore independent consultancy for the Microsoft 365 migration, rather than accepting high-cost tenders, was endorsed as a prudent approach to managing expenditure and ensuring project success.	
DECISIONS	
The board accepted the FAR Committee's report, noting the stable financial position, balanced budgets, and positive trends in pupil intake and rental income.	
The committee endorsed the approach of exploring independent consultancy for the Microsoft 365 migration to ensure better cost control and project oversight.	

25/3/5.2 Committee Reports - Admissions Committee meeting held on 5 February 2026 (see also item 7.1)

PC summarised the proceedings of the Admissions Committee meeting held on 5 February 2026. He noted that the admissions policies for 2027-2028 had been drafted, agreed by the committee, and subsequently went through a consultation process. Following the consultation, necessary amendments were made, and the committee now recommended that the Full Board formally accept the admissions policies as drafted (see item 7.1).

25/3/6.1 LGBs - Cockwood, Kenn CofE and Kenton.

SL introduced the agenda item regarding appointments to the local governing bodies (LGBs) for Cockwood, Kenn CofE and Kenton schools. He noted the governance changes, including the appointment of a co-opted governor, Rod Crook, and a parent governor, Jasmine Ivory. SL sought confirmation from GW regarding the suitability of these appointments.

It was confirmed that the Trust Governance Officer (GW) conducted the screening process for new appointments and that both prospective governors had met with GW and attended the recent LGB meeting as guests. Their appointments were fully endorsed by GW and recommended to the board by the governors of the respective LGB. KQ proposed that the board approve the governor appointments and resignations for all LGBs as a single item, following usual practice.

QUESTION AND ANSWER

A query was raised as to whether there were any specific comments to be made regarding the individual governor appointments.

It was clarified that GW manages the screening for new appointments and that the board's usual practice is to approve all appointments and reappointments as a single

item.

DECISIONS

The board approved the appointment of Rod Crook as co-opted governor and Jasmine Ivory as parent governor for the LGBs of Cockwood, Kenn and Kenton schools, as recommended by GW and the respective LGBs.

25/3/6.2 LGBs - Dawlish College

The board formally acknowledged the resignation of parent governor Simon Dunn and approved the appointment of Lisa Johnson for a second term as co-opted governor at Dawlish College to ensure continuity of leadership, given LJ's term was due to expire on 3 April 2026. A parent governor nomination process will be initiated after the half-term break to fill the vacancy left by Simon Dunn.

DECISIONS

The board formally acknowledged the resignation of parent governor Simon Dunn and appointed Lisa Johnson for a second term as co-opted governor at Dawlish College, effective immediately, to ensure continuity of service as Chair of the LGB.

25/3/6.3 LGBs - Newton Abbot College

There were no appointments or resignations of governors for this meeting. An operational query regarding the regular celebration agenda item has already been addressed by the Trust Governance Officer and did not require discussion at the meeting.

25/3/6.4 LGBs - Starcross Primary & Teignmouth Primary.

An operational query regarding safer recruitment training for the Local Governing Body (LGB) of Starcross Primary and Teignmouth Primary has been addressed by the Trust Governance Officer and discussion was not required at the meeting.

DECISIONS

The board formally acknowledged the resignation of Richard Turvey as co-opted governor for Starcross Primary and Teignmouth Primary.

25/3/6.5 LGBs – Teignmouth Community School (TCS)

DECISIONS

The Trust Board formally approved the appointment of Jane Russell as Vice-Chair as recommended by the LGB.

25/3/7.1 Policies and Procedures - Admissions Policies 2027-2028

DECISIONS

The Board formally determined and approved the Admissions Policies for 2027-2028, as recommended by the Admissions Committee following the consultation process.

ACTIONS

Publish determined policies to school and Trust websites by 15 March 2026 and advise trust leaders accordingly.

GW

25/3/7.2 Policies and Procedures - GDPR Policies and Privacy Notices

JL reported that the GDPR policies and privacy notices had undergone a review by PHP Law, the Data Protection Officer (DPO), and the FAR Committee in line with requirements and the Trust's policy review schedule. The review identified minimal changes and some light-touch amendments, with additional policies recommended for consideration at the next FAR Committee meeting to account for changes in the GDPR landscape. JL noted that the Trust's support contract with PHP Law ensured ongoing compliance and review.

QUESTION AND ANSWER

Clarification was sought on the application of certain policy sections marked in red, specifically whether 'trust/school/academy' distinctions applied to the Ivy Education Trust.

The sections marked in red were notes for the Trust to decide whether they applied. The Trust would remove irrelevant options and replace them with 'Trust' where appropriate before publication on the website.

A request was made for clarity on the final policy statement regarding what is proportionate and reasonable for the Trust, and how this would be communicated to schools.

The Trust would draft a paper to clarify which policies are overarching at the Trust level and which remain school-specific, providing clarity for all stakeholders.

DECISIONS

The Board agreed to accept the reviewed GDPR policies and privacy notices, including the updates and new AI privacy notice, as recommended by PHP Law, the DPO, and the FAR Committee.

ACTIONS

Draft a paper outlining which GDPR policies are overarching at the Trust level and which remain school-specific and distribute this to the Board and relevant stakeholders.

JL, GW

Ensure consistency across all documents with use of "Trust" rather than school/academy as appropriate and then publish to the Trust website.

GW

25/3/8.1 Training

SL opened the discussion on training undertaken by trustees, highlighting that Ofsted had released its spring training materials, which were publicly available on their website. He noted the availability of resources, particularly around inclusion and clarification on children previously known to children's services, aiming to establish a baseline understanding across the sector.

GW suggested that the Confederation of School Trusts (CST) briefings were particularly useful and noted that trustees should receive notice of these via email as part of the Trust's subscription. She also indicated that she had followed up with SS regarding his induction programme as a new trustee to include specific training as the SEND and safeguarding link.

GW further recommended resources from the NGA and encouraged trustees to reach out if they required guidance on specific training opportunities or any training they had seen of interest. All training was actively supported and encouraged.

ACTIONS

Review the Ofsted spring training materials, particularly those focused on inclusion and children previously known to children's services, available on the Ofsted website.

All

25/3/8.2 Feedback on any recent school visits and notice of any that are planned.	
SL provided feedback on a recent visit to Starcross Primary School, noting significant improvements following capital works. These included a lighter and airier environment, a formal staffed entrance, and the development of a library space. SL observed that the school's outcomes are now strong and anticipated to remain positive, reflecting rapid improvement due to leadership actions and Trust interventions. He also met with the Executive Headteacher who is due to become Director of Primary Education on 1 May, and the Headteacher.	
PL (as link trustee for Starcross) corroborated SL's observations, emphasising the transformative impact of the capital works at Starcross, particularly the shift from an informal entrance to a formal, welcoming reception area. PL stated that the capital works had made a 'huge difference'.	
KQ highlighted the alignment of the school's improvements with the Game Plan priorities, noting that the visit forms now reflect these objectives and thanking GW for her work on redesigning the forms. She underscored the importance of trustees measuring the impact of strategic decisions through school visits, rather than identifying areas for improvement, which is the responsibility of the executive team. KQ also commended the positive trajectory of Starcross, attributing it to Trust actions and leadership, and noted that results are expected to be as good as, or better than, the previous year.	
SL acknowledged the value of the visit form in structuring feedback, noting that it helped focus on key observations rather than providing an overly detailed account. SL also observed that work was ongoing in the nursery provision to create more space for activities such as writing and mark-making.	
QUESTION AND ANSWER	
A reflection was noted regarding the difficulty of identifying areas for improvement during a short school visit.	It was clarified that the primary purpose of trustee visits is to measure the impact of strategies discussed at board level, rather than to identify areas for improvement, which is the responsibility of the executive team.
SUPPORT	
KQ expressed appreciation for GW's work in updating the visit forms to align with the Game Plan priorities, particularly from an Ofsted monitoring perspective.	
SL praised the positive changes at Starcross Primary School, noting the school's upward trajectory and the effective leadership actions that contributed to its improvement.	

There being no other business, the Chair closed the meeting at 12 Midday.

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